

# *THE OUTSIDERS* BY S.E. HINTON

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Chapter Choices Charts and Assignments

# READ THE SURVEY AND ANSWER SURVEY QUESTIONS

- NO NAMES** – Take the survey anonymously
  - You have 15 minutes
  - Circle your response for each statement first, and then return back to explain your answer if time permits.
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# CHAPTER CHOICES

	Ch. 1-2 Character Identities <a href="#">Task 1</a>	Ch. 3-4 Perspective <a href="#">Task 1</a>	Ch. 5-6 Divided Communities <a href="#">Task 2</a>	Ch. 7-8 Individuality and Innocence <a href="#">Task 2</a>	Ch. 9-10 Family <a href="#">Task 3</a>	Ch. 11-12 Sacrifice and Empathy <a href="#">Task 3</a>	Task 4 Themes
Graphic		<a href="#">Multiple Perspective Illustration</a>	<a href="#">Divided Community Illustration</a>	<a href="#">Individuality and Innocence Illustration and Comparison</a>	<a href="#">Family, Sacrifice, or Empathy</a>		<a href="#">Comic Strip, Picture Book or Digital Presentation</a>
Expressive	<a href="#">Character Connection Poem</a>			<a href="#">Biography Poem</a>	<a href="#">Family "Word Cloud" Collage</a>		<a href="#">10 Diary Entries</a>
Reflective	<a href="#">Character Connection Short Essay</a>		<a href="#">"Dear Abby" Advice Column</a>		<a href="#">Ponyboy and YOU" Family Comparison</a>	<a href="#">Impactful Event Journal Entry</a>	<a href="#">Essay: What is "Gold" to you?</a>
Logical	<a href="#">Character Identity Map</a>		<a href="#">Weighing the Pros and Cons</a>	<a href="#">Character Twitter feed or Facebook Page</a>		<a href="#">Character Interview</a>	<a href="#">TV News Report or Editorial</a>
Musical	<a href="#">Character "Theme Song"</a>		<a href="#">Divided Communities, individuality, or loss of innocence Song</a>		<a href="#">Family, Sacrifice/ Empathy Song</a>		<a href="#">Novel Song Playlist</a>

Extra Credit Assignment: [Link to options here](#)

# GRAPHIC: TASK 1 CHAPTER 1-4

## MULTIPLE PERSPECTIVE ILLUSTRATION

**DIRECTIONS:** Create a visually appealing illustration that shows contrasting perspectives of two characters from the novel. Your illustration should be divided equally between to opposing characters from *The Outsiders*. A clear demonstration of their opposing perspectives should be the focus of the illustration. **Quality work and presentation count!**

- Title the drawing – 6<sup>th</sup> grade expectations (1 point)
- Illustration clearly demonstrates two opposing perspectives. (2 points)
- Illustrations must be colored and demonstrate an effort to depict the theme: Multiple Perspectives (2 points)
- Caption the drawing with MEANINGFUL quotes that illustrate contrasting perspectives from the reading that connects to this dual perspective. (4 points)
- Cite your quotes (1 point)

Clean white copy paper or other sketch paper – No line or grid paper allowed

# EXPRESSIVE: TASK 1 CHAPTER 1-4

## CHARACTER CONNECTION POEM

**DIRECTIONS:** Write a poem about your connection with one of the characters in the novel. You may write about someone who is a lot like you, or you may write about a character who is your total opposite.

- Title your poem. (1 point)
- Include at least 3 traits that you and the character both share, or three traits that make you opposites. (3 points)
- Use 2 types of figurative language (alliteration, metaphor, simile, hyperbole, or personification) in your poem to describe your connection. (4 points)
- Cite the textual evidence of your chosen character's traits at the end of the poem. This will be the page number where you read about that character's traits. (2 points)

# REFLECTIVE: TASK 1 CHAPTER 1-2

## CHARACTER CONNECTION SHORT ESSAY

**DIRECTIONS:** Write a short essay response (3-5 paragraphs) about your connection with one of the characters in the novel. Which one of the characters in the novel do you connect with most, or which character do you feel is your exact opposite? Why?

- Provide a title that fits your essay - Essay meets 6<sup>th</sup> grade expectations (1 point )
- Write an overall claim to lead into your essay that includes the title and author of novel, your name, the character's name, whether you're alike or different, and two traits (3 points – introductory paragraph)

Write a minimum of two well-constructed body paragraphs that each include the following:

- A clear claim (1 point for main idea/claim in each paragraph – 2 points)
- Evidence and reasoning/explanation for your likenesses or differences (2 points each paragraph – 4 points)

# LOGICAL: TASK 1 CHAPTER 1-4

## CHARACTER CONNECTION IDENTITY MIND MAP

DIRECTIONS- Create a visually appealing character map for a character from *The Outsiders*. Choose a character from *The Outsiders* and write his or her name in the center of this paper.

Starting from the name and working your way out, write words, phrases, and anything else that defines the character and his or her identity.

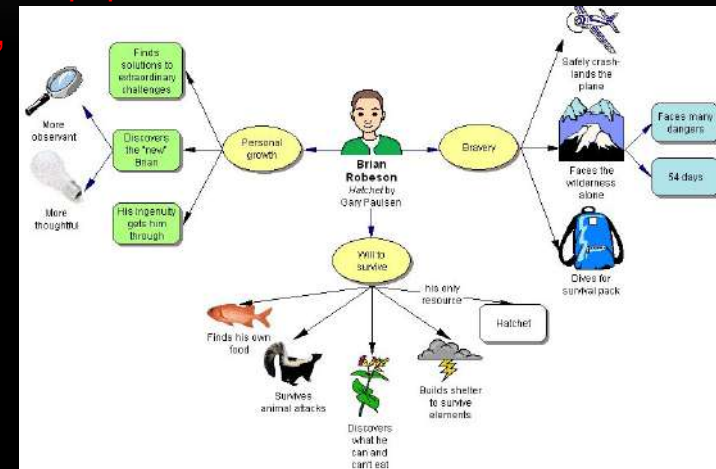
□ Has a title/character's name in the center and meets 6<sup>th</sup> graded expectations. (1 point)

□ Includes illustrations, symbols, and color. (2 points)

□ Includes at least 4 elements. (2 points)

□ Each element should be supported with relevant textual evidence with citation. (4 points)

□ Your mind map truly shows who your character is and what is important to him/her. (1 point)



Get creative! Remember that identity can include the character's **activities, traits, family, friends, groups, beliefs, and dress/style**. Use the example above as a guide. Google "mind map" or check out this site for ideas:

<http://www.thecreativitycore.com/art-gallery.html>.

Go to this site to learn more about digital options: <http://cybraryman.com/mindmapping.html>.

# MUSICAL: TASK 1 CHAPTER 1-4

## CHARACTER CONNECTION “THEME SONG”

**DIRECTIONS:** Select a song that **STRONGLY** connects to a character from *The Outsiders*. Present a clear argument with supporting evidence that demonstrates how your song selection is an appropriate “Theme Song” for your character.

Be Sure To Include **ALL** of the Following:

- Title of song and name of the artist (1 point)
- An **annotated** copy of the lyrics and a link/citation to the song selection (2 points)
- Cite at least **one quote** from the book to support your connection to the song. (2 points)

Write a minimum of one well-constructed paragraph that includes the following:

- A clear claim (2 points)
- Evidence and explanation of how the song connects to the character and the quote (3 points)

**Song choice is school appropriate with clean lyrics and no innuendos. Please get your song approved before proceeding.**



# GRAPHIC: TASK 2 CHAPTER 5-8

## DIVIDED COMMUNITY INDIVIDUALITY, LOSS OF INNOCENCE

**DIRECTIONS:** Create a visually appealing illustration that reflects a memorable scene from the novel and depicts one of the following themes - divided community, individuality, or loss of innocence. **Quality work and presentation count!**

- Title of the drawing clearly conveys the selected theme. (1 point)
- Illustration reflects identifiable and memorable moment from the novel. (2 points)
- Caption the drawing with a quote from the reading that connects to the selected theme. (2 points)
- Write 2-3 sentences that explain your reasoning for your quote and the illustration. How are the quote and picture connected? (2 points)
- Cite your quote – 6<sup>th</sup> grade expectations are met. (1 point)
- Illustrations must be colored and demonstrate an effort to depict the theme: Divided Community. (2 points)

Clean white copy paper or other sketch paper – No line or grid paper allowed

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# EXPRESSIVE: TASK 2 CHAPTER 5-8

## BIOGRAPHY POEM

### INDIVIDUALITY OR LOSS OF INNOCENCE

**DIRECTIONS:** Write a biographical poem of Ponyboy. A biography tells the story of someone else's life. You may tell the biography of either of the following:

- Incorporate his struggle to be an individual within the Greasers

**OR**

- Include ways that he has lost his innocence

**Criteria for both poems:**

- Title clearly conveys select choice – 6<sup>th</sup> grade expectations met (1 point)
- Ponyboy's struggle to be an individual or of his loss of innocence is conveyed. (2 points)
- Include figurative language (alliteration, hyperbole, metaphor, simile, personification) to describe how he struggled or lost his innocence. (3 points)
- Use at least 4 examples of textual evidence from chapters 5-8 in your poem. Cite the page numbers of the textual evidence you included to the right of the poetic structure. (3 points)
- Use poetic devices/structure – stanzas, lines, rhyme scheme, capitalization and punctuation (1 point)

# REFLECTIVE: TASK 2 CHAPTER 5-8 “DEAR ABBY”

## DIVIDED COMMUNITY INDIVIDUALITY, LOSS OF INNOCENCE

- ❑ **DIRECTIONS:** Write a letter to the advice columnist, Abby, as if you were one of the characters in the novel. Note: Your character letter is the PROBLEM; Abby’s response is the SOLUTION.
  - ❑ Pick a problem that arises in the storyline during chapters 5-8 and ask “Abby” for advice. This letter should clearly reflect the voice of your selected character (2 points)
  - ❑ Provide textual evidence by clearly paraphrasing the problem and what has happened from the character’s point of view in such a way that a person who has not read the novel understands the problem (4 points)
  - ❑ Cite the page number(s) from which you got textual evidence and meet 6<sup>th</sup> grade expectations (1 point)
  - ❑ Pretend you are an older and wiser “Abby” and write a response, offering a solution to the novel. This letter should reflect an adult voice different from the first. (3 points)

The column should be at least one handwritten page or one-half typed page.

# LOGICAL: TASK 2 CHAPTER 5-8 SOCIAL MEDIA INDIVIDUALITY, LOSS OF INNOCENCE, OR DIVIDED COMMUNITY

**DIRECTIONS:** Create a **FAKE** Facebook, Twitter feed, or an Instagram from one of the characters detailing the events at the hospital and leading up to the rumble. You should include the following:

- The name, a selfie, and a first person bio of the character whose perspective is represented (2 points)
- 4 tweets or important event photos with captions from your selected character (2 points)
- 2 Popular Tweet/post “favorited” or “liked” (1 points)
- 2 Written response to Tweets/posts from other characters (2 point)
- Tweets and photos should be related to events in chapters 5-8. To show this, cite a page number at the end of the Tweet/Instagram photo (2 points)
- Include at least one statement about the **divided community, individuality (being your own person) or loss of innocence (growing up too fast/not staying gold)** for the character whose Twitter/Instagram you are using (1 point)

Digital Options: Fake Twitter: <http://www.classtools.net/twister/>

Fake Facebook: <http://www.classtools.net/FB/home-page>

**You may NOT use an actual social media account to create this. Social media templates are available at <http://www.mrakansonline.com/20132014/templates-for-fake-twitterfacebookinstagram-pages>**

# MUSICAL: TASK 2 CHAPTER 5-8

## DIVIDED COMMUNITY, INDIVIDUALITY, LOSS OF INNOCENCE

**DIRECTIONS:** Select a song that **STRONGLY** demonstrates the theme of Divided Communities, Individuality, or Loss of Innocence. Present a clear argument with supporting evidences that demonstrates how your song selections demonstrates the theme.

Be Sure To Include **ALL** of the Following:

- Title of the song and name of the artist (1 point)
- An **annotated** copy of the lyrics and a link/citation to the song selection (2 points)
- Cite at least **one quote** from the book that supports your connection to the song (2 points)

Write a minimum of one well constructed paragraph that includes the following:

- A clear claim (2 points)
- Evidence and reasoning/explanation of how the song connects to the theme and the quote (3 points)

**Song choice is school appropriate with clean lyrics and no innuendos. Please get your song approved before proceeding.**

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# GRAPHIC: TASK 3 CHAPTER 9-12

## FAMILY, SACRIFICE, EMPATHY

**DIRECTIONS:** What is a family? What does it mean to sacrifice? What is empathy? Throughout the novel there are multiple examples of these ideas and often they are connected. Create a **visually appealing** illustration that conveys how the novel has created a new understanding for these ideas. **Quality work and presentation count!**

- Title the drawing and follow 6<sup>th</sup> grade expectations (1 point)
- Create an illustration that connects the novel and these themes together. (2 points)
- Illustrations must be colored and demonstrate an effort. (2 points)
- Caption the drawing with at least one quote from the reading that connects to the themes. (2 points)
- Cite your quote. (1 point)
- Write 2-3 sentences that explain your reasoning for your illustration. How are the quote and picture connected? (2 points)

Clean white copy paper or other sketch paper – No line or grid paper allowed

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# EXPRESSIVE: TASK 3 CHAPTER 9-12

## FAMILY, EMPATHY, SACRIFICE WORD COLLAGE

Directions: On a digital document or blank sheet of paper create a word cloud collage of words, phrases, and quotes from *The Outsiders* that describes Ponyboy's family OR examples of empathy and sacrifice throughout the novel.

- Includes words, phrases, and quotes that describe family or empathy and sacrifice. (2 points)
- Includes at least 50 powerful words. You may attach your numbered list to your collage (2 points)
- The entire page should be covered with words. (1 point)
- Important words, or words that are repeated should be bigger. Non-important words or words used once should be smaller. (1 point)
- Cite at least 3 quotes from the book. This means that each word of a quote should be incorporated into the word cloud. Include the quotes and their citations (page) with the list of your 50 powerful words. (2 points)
- 6th grade expectations met – Should be eye-catching and neat. Use colors to emphasize important words. (2 points)



# REFLECTIVE A: TASK 3 CHAPTER 9-12 FAMILY PONYBOY AND YOU COMPARISON/CONTRAST

**DIRECTIONS:** Create an essay that compares and contrasts your family to Ponyboy's family.

- Comparison paragraph includes a main idea. (1 point)
- Comparison paragraph includes at least 2 likenesses with textual evidence and a citation/page number from chapter 9 or 10. (2 points)
- Comparison paragraph includes explanation based on textual evidence that clearly shows similarities. (1 point)
- Contrast paragraph includes a main idea. (1 point)
- Contrast paragraph includes at least 2 likenesses with textual evidence and a citation/page number from chapter 9 or 10. (2 points)
- Contrast paragraph includes explanation based on textual evidence that clearly shows differences. (1 point)
- Conclusion paragraph explains if you think your families have more similarities or more differences with an explanation. (1 point)
- Meets 6<sup>th</sup> grade expectations (1 point)



# REFLECTIVE B: TASK 3 CHAPTER 9 -12

## SACRIFICE AND EMPATHY IMPACTFUL EVENT

### JOURNAL ENTRY

**DIRECTIONS:** Write a one-page journal entry about an impactful event in your life and compare it to the events that happened in Ponyboy's life. Possible topics include: loss of a family member, sacrifices others have made for you, divides in your community or family or friends.

- Summarize the impactful event in Ponyboy's life. (2 points)
- Write a claim stating the the impactful event in your life that you compare with Ponyboy's life. (1 point)
- Offer evidence describing the event in your life showing how it is similar. (3 points)
- Provide reasoning/explanation to show how the event is similar. (3 points)
- Met 6<sup>th</sup> grade expectations – Quality work (1 point)

# LOGICAL: TASK 3 CHAPTER 9-12

## SACRIFICE AND EMPATHY

### CHARACTER INTERVIEW

**DIRECTIONS:** Pretend you are a reporter conducting an interview with one of the Greasers, and write a one page "Interview" including your questions and the Greaser's answers. The reporter is trying to understand the meaning behind the events from the novel but wants to focus on the ideas of sacrifice and empathy. All of the questions and responses should reflect one or both of these themes. The responses should be authentic to the character you are interviewing.

Before writing the interview determine what are examples of sacrifice and empathy from the novel.? Who was involved in those moments? What would you like your readers to know or do when you are done with your interview? Outline these ideas before writing your interview.

There is a meaningful headline and 6<sup>th</sup> grade expectations were met. (1 point)

Write at least 3 meaningful questions posed to the character about the theme. (3 points)

The character answers all questions asked of him, is true to his personality and gives meaningful answers regarding the theme . (3 points)

Include at least 3 pieces of text evidence with citations that show your questions are based on events related to your character. This evidence could be included in the reporter's questions or the character's responses. (3 points)

# MUSICAL: TASK 3 CHAPTER 9-12

## FAMILY, SACRIFICE OR EMPATHY

**DIRECTIONS:** In the novel so far we have seen multiple examples of traditional and non-traditional families. We have also seen that despite the violence in the novel there have been moments when various characters have sacrificed for or shown empathy toward another character. Select a song that **STRONGLY** demonstrates the theme of family, sacrifice, or empathy. Present a clear argument with supporting evidences that demonstrates how your song selections depicts your chosen theme.

Be Sure To Include **ALL** of the Following:

- Title of the song and name of the artist (1 point)
- An **annotated** copy of the lyrics and a link/citation to the song selection (3 points)
- Cite at least **one quote** from the book that supports your connection to the song (2 points)

Write a minimum of one well constructed paragraph that includes:

- A clear claim (2 points)
- Textual evidence and reasoning/explanation of how the song connects to the theme and the quote (2 points)

**Song choice is school appropriate with clean lyrics and no innuendos. Please get your song approved before proceeding.**

# TASK 4 – THEMES FROM THE OUTSIDERS

Because this task covers elements throughout the book from the beginning, middle, and end it is equivalent to two tasks. Students should select this task early and work on this task throughout the unit. Some of the themes that are conveyed in the novel are:

- Society and Class – appearance, education, choices
- Loyalty – sacrifice and empathy
- Love – between friends and family
- Violence – living with violence both obvious and hidden
- Individuality – coming of age through a loss of innocence or life changing events

# TASK 4 – THEME GRAPHIC

**DIRECTIONS:** If you select this option be sure that you can create colorful and quality illustrations (not stick figures). Select one theme from the novel and create a cartoon strip, Children’s Book, or other digital presentation that clearly illustrates the theme.

- Create a meaningful title (10 point)
- Demonstrates an understanding of the chosen theme through selected events/scenes from the novel (20 points)
- Includes no less than 10 slides, pages, or boxes. (20 points)
- Each illustration is captioned with quotes, paraphrased, or summarized text that connect with the theme. (30 points)
- Cites textual evidence by including page numbers. (10 point)
- Meets 6<sup>th</sup> grade expectations Evidence of organizational structure, transitions, and techniques that allow the piece to flow. (10 points)

See Rubric for detailed check list and point break downs

# TASK 4 – THEME EXPRESSIVE

**Directions: Create a diary from the perspective of a character of your choice. The diary entries should be in chronological order and should show the beginning, middle, and end of the novel. You may hand write it on notebook paper, or type it on the computer.**

- Includes 10 diary entries that show the perspective of one character. (20 points)
- Detail the events of the novels and any reflections that character might have using textual evidence. (30 points)
- Cite page number of textual evidence at the end of the document. (20 points)
- Each entry should be clearly marked and dated. (10 point)
- Capitalize words that need to be capitalized. (10 point)
- Use correct punctuation. (10 point)

# TASK 4 – THEME REFLECTIVE

Directions: When Johnny is in the hospital, he writes a note to Pony telling him to “Stay Gold”. Johnny had figured out what the poem *Nothing Gold Can Stay* really meant. Write an essay using the topic **What is “GOLD” to you?** Read the poem *Nothing Gold Can Stay*. Use references from *The Outsiders* and from the poem in your answer.

- 2 pages typed (doubled-spaced, times new roman, 12 pt.) or 4 pages hand-written. (20 points)
- Citations from both the book and the poem. (10 point)
- Discuss the theme of both the book and the poem and how it relates to you. (20 points)
- Capitalize words that need to be capitalized. (10 point)
- Use correct punctuation. (10 point)
- Clear introduction, body, and conclusion with appropriate transition words linking paragraphs. (30 points)

Theme: One should not take things for granted. Everyone needs to continue to look at the world as if it is brand new in order to appreciate it.

Before turning in final copy, make sure you have re-read 3 times, have another student read and edit, check for your claim, textual evidence, transition words, etc.

Follows writing RUBRIC

Cites text evidence(at least 4)

# TASK 4 - THEME LOGICAL: NEWSPAPER ARTICLE

Directions: Using the inverted pyramid format on the left, write a newspaper article of an important event in the novel (possible topics: the fire, the rumble, Greasers turned Heroes, obituary about the death of a character).



- Attention grabbing headline/title (10 point)
- Lead includes the 5 ws: who, what, when, where, why. (10 point)
- Source, character from novel, is revealed with significant quotes that are true to character's personality. (30 points)
- Essentials from the novel are given : so what? (why this story is important) and how this event happened. (20 points)
- News story is complete and someone who has not read the book could follow this news article. (30 points)



# MUSICAL FINAL PLAYLIST

**DIRECTIONS:** If you select this option as your final task be sure to present your work in a clean, appealing and organized fashion. Create a table of contents and categorize your work by your selected themes. Your final product may be presented as a hard copy or digital format.

Create a playlist of at least **5** songs that would coincide with the themes and events of the novel. Each song choice should include:

- Identified theme (20 points)
- Title of the song and name of the artist (10 point)

An **annotated** copy of the lyrics and a link/citation to the song selection (20 points)

- At least **one citation** per song from the book that supports your connection to the song (20 points)
- Write a minimum of one well constructed paragraph that includes:
  - A clear claim (10 points)
  - An explanation of how the song connects to the theme and the quote. (20 points)

**Song choice is school appropriate with clean lyrics and no innuendos. Please get your song approved before proceeding.**

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## EXTRA CREDIT TASKS

The following tasks may be used for ONE extra credit assignment. Be sure to follow directions completely and submit quality work. Work that has obviously been thrown together will be returned without being graded.

# GRAPHIC: CHARACTER CONNECTION DRAWING

DIRECTIONS – Create a **visually appealing** image that compares you and a character from *The Outsiders*. Yes! A major part of your grade will be based on the drawing itself. Quality work and presentation count!

- Illustrate a picture of yourself next to a character from the novel. (Digital tools are acceptable – DO NOT cut and paste images from the movie for this task.) (2 points)
- Illustrations must be colored and demonstrate an effort to show the similarities or differences between you and the character. (2 points)
- Include a written explanation of at least 3 characteristics that make you similar to or different from the character of your choice. Include at least one character trait that is not a physical characteristic. (2 points)
- Title the drawing. (1 point)
- With each trait, be sure to show the textual evidence with citation from *The Outsiders* within your drawing. (3 points)

Clean white copy paper or other sketch paper – No line or grid paper allowed

# EXPRESSIVE: SCENE REWRITE – NEW POV

**DIRECTIONS:** This story is told from Ponyboy's perspective. It's almost like we are sitting in a room with him when he tells us the story. This technique allows the reader to become intimately acquainted with Ponyboy's character and he shares with us his most private and personal feelings and perspectives about the events and characters in the narrative. Re-write the scene from the drive-in movie from Dally's or Cherry's perspective.

- Title your paper with the name of the character's perspective that you chose. (1 point)
- Based on the plot and the character, explain what you think was going through Cherry's mind when she was being harassed by Dally, or why you think Dally was harassing her. (2 points)
- Make sure that your scene matches the plot of the novel--you aren't changing any events that occur, just the eyes of the character through which we see the events (Dallas or Cherry). (2 points)
- Make sure to use the correct pronouns (1<sup>st</sup> person – I, me, we, my, mine, ours; 3<sup>rd</sup> person– he, she, it, they, y'all, him, her, his, hers, its). (2 points)
- Include plenty of details (figurative language) to connect the story to the readers and paint a picture of what's happening. Examples of this are: alliteration, hyperbole, metaphors, similes, personification. (2 points)
- Include details that only the character whose perspective we are seeing may know (What might Dallas or Cherry know that Ponyboy didn't know in that scene?. (1 point)

# EXPRESSIVE: SYMBOLIC "HAIR" POEM

## DIRECTIONS

- Choice 1:** Hair is a very important element/symbol of being a Greaser. Write a poem about the importance of dark, greased back hair in the 1950s. (3 points)
- Choice 2:** Write a poem about something in TODAY'S culture that has a significance similar to that of the Greaser's hair in the novel. (3 points)

### Criteria for rest of points for either choice:

- In your poem, include figurative language (alliteration, hyperbole, metaphor, simile, personification) that shows what the hair or other item symbolized and what happens if someone cuts their hair off or gets rid of that item. (2 points)
- Title your poem and meet 6<sup>th</sup> grade expectations. (1 point)
- Powerful word choice – conveys or evokes images or feelings for the reader. (1 point)
- Make sure that you capitalize the first word in each line and use other poetic devices. (1 point)
- You must write at least 8 lines. This may be divided into two stanzas of four lines each or couplets (2 point)

# LOGICAL:

## WEIGHING THE PROS AND CONS

**DIRECTIONS:** In the novel, Johnny must decide whether or not to turn himself in. Your job is to weigh the pros and cons of this choice. Create a T-Chart with one side labeled “pros” and the other labeled “cons,” and list the reasons for both sides. Ch 5-6 is an excellent place to start.

- Create an appropriate title your work and follow 6<sup>th</sup> grade expectations (1 point)
- Include at least one(1) PRO and one CON mentioned in the novel with page numbers cited. (2 points)
- Draw inferences from the text and the real world and add at least two(2) of your own reasons. (2 points)
- Highlight the reason you find most powerful and convincing. (1 point)
- Give another alternative Johnny might have had. (1 point)
- Using a claim, evidence, and reasoning/explanation, argue whether or not Johnny made the right choice in 3-5 sentences. (3 points)

# REFLECTIVE: JOURNAL ENTRY

## INDIVIDUALITY AND LOSS OF INNOCENCE

- ❑ DIRECTIONS: Write a diary entry from the perspective of a character of your choice.
  - ❑ Include and explain how the themes INDIVIDUALITY and Loss of INNOCENCE apply to your character. (2 points)
  - ❑ Write in present tense and first person demonstrating you understand the perspective of your character. (2 points)
  - ❑ Clearly refer to two specific events in the novel by paraphrasing it from your character's perspective. Include enough information so the event makes sense on its own. (4 points)
  - ❑ Include citations for the pages you paraphrase and meet 6<sup>th</sup> grade expectations (2 points)

The entry should be at least a page handwritten or a half page typed

# EXPRESSIVE: SACRIFICE AND EMPATHY POEM

**DIRECTIONS:** Write a poem about a moment in the novel when one of the characters exemplifies sacrifice or empathy.

- Title your poem. (1 point)
- Look up the definition of the word you chose (sacrifice or empathy) and write it at the top of your page along with the word. (2 points)
- Include 2 examples of textual evidence of when the character exemplified the trait you chose (sacrifice or empathy). (4 points)
- Include imagery (alliteration, hyperbole, metaphor, simile, personification) in your poem to describe the character when he or she had sacrifice or empathy. (2 points)
- Cite the page number of the textual evidence you included. (1 point)



# STANDARDS FOR *THE OUTSIDERS* CHOICE BOARD PROJECT (GRAPHIC)

ELACC6RL1: I can cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.

ELACC6RL2: I can determine a theme of a text and how it is conveyed through particular details.

ELACC6L3: I can describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

ELACC6RL5: I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme.

ELACC6W2a-f: I can write informative/explanatory texts to examine a topic and convey ideas.

ELACC6W4: I can produce clear and coherent writing with appropriate organization and style for the task, purpose, and audience.

ELACC6W6: I can utilize technology to produce and publish my ideas/writing. (Digital only)

ELACC6W9: I can draw evidence from literary texts to support analysis and reflection.

ELACC6L2: I can demonstrate command of the conventions of standard English – capitalization, punctuation, and spelling

# STANDARDS FOR *THE OUTSIDERS* CHOICE BOARD PROJECT (EXPRESSIVE)

**ELACC6L1a-e:** I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**ELACC6L2a-b:** I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**ELACC6L4c:** I can consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**ELACC6L5a-c:** I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**ELACC6L6:** I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**ELACC6W2a-f:** I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**ELACC6W3a-e:** I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**ELACC6W4:** I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6W5:** With some guidance and support from peers and adults, I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**ELACC6W6:** I can use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

**ELACC6W9:** I can draw evidence from literary or informational texts to support analysis, reflection, and research.

**ELACC6W10:** I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# STANDARDS FOR *THE OUTSIDERS* CHOICE BOARD PROJECT (REFLECTIVE)

ELACC6L2: I can demonstrate command of the conventions of standard English – capitalization, punctuation, and spelling

ELACC6W1 (a-e): I can write arguments to support claims with clear reasons and relevant evidence.

ELACC6W4: I can produce clear and coherent writing in which the development, organization, and style are appropriate to talk, purpose, and audience.

ELACC6W5: I can, with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

ELACC6W10: I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**ELACC6RL2: I can** determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**ELACC6RL3 :I can** describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

**ELACC6RL5: I can** analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**ELACC6RL6: I can** explain how an author develops the point of view of the narrator or speaker in a text.

# STANDARDS FOR *THE OUTSIDERS* CHOICE BOARD PROJECT (MUSICAL)

ELACC6RL1: I can cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.

ELACC6RL2: I can determine a theme of a text and how it is conveyed through particular details.

ELACC6RL4: I can determine the meaning of words and phrases as they are used in a text and analyze the impact of a specific word choice on meaning and tone.

ELACC6RL5: I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme.

ELACC6RL9: I can compare and contrast texts in different forms and make connections between similar themes and topics.

ELACC6W1: I can support claims with clear reasons and relevant evidence.

ELACC6W4: I can produce clear and coherent writing with appropriate organization and style for the task, purpose, and audience.

ELACC6W6 : I can utilize technology to produce and publish my ideas/writing. (Digital products)

ELACC6W8: I can gather relevant information from multiple sources, quote, paraphrase, and draw conclusions while avoiding plagiarism.

ELACC6W9: I can draw evidence from literary texts to support analysis and reflection.

ELACC6L2: I can demonstrate command of the conventions of standard English – capitalization, punctuation, and spelling

# STANDARDS FOR *THE OUTSIDERS* CHOICE BOARD PROJECT (LOGICAL)

ELACC6RL1: I can cite textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text.

ELACC6RL2: I can determine a theme of a text and how it is conveyed through particular details.

ELACCRL3: can describe how the story's plot unfolds in a series of episodes as well as how the characters respond or changes as the plot moves towards a resolution.

ELACC6RL5: I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme.

ELACC6W1a-e: I can support claims with clear reasons and relevant evidence.

**ELACC6W2a-f: I can write informative/explanatory texts to examine a topic and convey ideas.**

**ELACC6W3a-e: I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

ELACC6W4: I can produce clear and coherent writing with appropriate organization and style for the task, purpose, and audience.

ELACC6W6 : I can utilize technology to produce and publish my ideas/writing. (Digital options).

ELACC6W8 : I can gather relevant information from multiple sources, quote, paraphrase, and draw conclusions while avoiding plagiarism.

ELACC6W9 : I can draw evidence from literary texts to support analysis and reflection.

ELACC6L2 : I can demonstrate command of the conventions of standard English – capitalization, punctuation, and spelling.