



GRADE 6

ELA CCGPS UNIT PLAN: 4th 9 WEEKS

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Literary

THEME: Belonging

EXTENDED TEXT: The Outsiders by S.E. Hinton (12 chapters, approximately 18 pages each.)

<http://theoutsidersbook.blogspot.com/2005/09/whole-book.html>

SHORT TEXTS (mixture literary and informational):

1. "Fish Cheeks" short story by Amy Tan <http://ecmd.nju.edu.cn/UploadFile/7/3095/cheeks.doc>
2. "I'm Nobody! Who are You?" poem by Emily Dickinson
3. "Nothing Stays Gold," poem by Robert Frost <http://www.dltk-holidays.com/fall/mfrost3.htm>
4. "Helping Kids Cope With Cliques" article KidsHealth.org
<http://kidshealth.org/parent/emotions/behavior/cliques.html>
5. Riley ESPN article <http://sports.espn.go.com/espnmag/story?section=magazine&id=3789373>
6. "Identical Strangers Explore: Nature versus Nurture," <http://www.npr.org/templates/story/story.php?storyId=15629096>
7. "The Childhood Development Nature vs Nurture Debate Continues" <http://voices.yahoo.com/the-childhood-development-nature-vs-nurture-debate-13176.html?cat=25>
8. http://www.intropsych.com/ch11_personality/bouchards_twin_research.html article on Bouchard's Identical twin study
9. <http://www.twinsuk.eu/Publicatons/2001/Drayna.Science.pdf>
10. <http://www.washingtonpost.com/wp-srv/national/longterm/twins/twins1.htm> *The Mystery of Twins*
11. <http://www.nytimes.com/books/first/w/wright-twins.html> *Two Lives--One Personality?*
12. <http://darkwing.uoregon.edu/~adoption/studies/HarlowMLE.htm> *Harry F. Harlow, Monkey Love Experiments*
13. <http://www.nytimes.com/1999/05/02/weekinreview/the-nation-alma-maters-two-words-behind-the-massacre.html?pagewanted=3&src=pm> article from New York Times: "Alma Maters: Two Words Behind The Massacre."
14. <http://www.angelfire.com/hi/JeNNa/forgive2.html> Poem "To Know All is to Forgive All" by Nixon Waterman

SUPPLEMENTAL MATERIALS:

<http://cougartown.com/slang-dict1.html> slang dictionary from the 1960s

<http://theoutsidersbook.blogspot.com/2005/09/whole-book.html> complete text of novel

<http://the60sofficialsite.com> website for images and facts about the 1960s

www.gpb.org/education United Streaming, *Double Take: The Genetics of Twins* (6:33)

www.gpb.org/education United Streaming, *Riddle of Life: DNA: The Double* (5:18)
www.gpb.org/education United Streaming, *The Study of Genes: Identical Twins* (7:39)
http://www.readwritethink.org/files/resources/lesson_images/lesson197/name_that_chapter_rubric.pdf Rubric for: Name that Chapter summarizing activity
http://www.educationworld.com/tools_templates/bookreview_elementary-download.doc online template to write book review
http://www.readwritethink.org/files/resources/lesson_images/lesson1098/BookMovieComp.pdf movie and novel compare and contrast
http://www.readwritethink.org/files/resources/lesson_images/lesson1098/DVDCoverTemplates.pdf DVD cover or CD cover for novel or movie
http://www.readwritethink.org/files/resources/lesson_images/lesson1098/PreferenceChart.pdf thinking critically about movie adaptations
<http://www.politicalcartoons.com/> great site to locate editorial cartoons for students to analyze

WRITING FOCUS: Argumentative

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims. (3 argumentative and 1 informative)

1. Experts disagree about whether nature or nurture is responsible for making a person become a law-abiding citizen or a juvenile delinquent. Those who believe in nurture often blame the environment when a young person becomes a criminal or makes wrong choices. Those who believe in nature say some people are simply born antisocial. After researching studies conducted on identical twins, which opinion do you agree with? Use evidence from the articles you have read and the GPB united streaming programs you have viewed to support your claim. How does this opinion relate to the main character in the novel The Outsiders?
2. In your opinion, could any of the Greasers be considered a hero? Write an argumentative essay explaining why you do or do not believe one of the main greasers could be considered a hero. Include your own definition of what a hero is and why a Greaser can or can not be considered a hero. You must support your opinion with evidence for the text.
3. After reading and researching the topic of gangs and cliques, as well as completing the novel The Outsiders, do you think that there can be courtesy and propriety among the most lawless of social groups? Support your position with evidence from the text and from information you have learned through articles that we have read in class on cliques and gangs.
4. PROMPT: Do you believe that being excluded or marginalized from mainstream society - for whatever reason - can make a person strong, resilient, and creative, or do you think the emotional pain of being an "outsider" always outweighs any potential benefits? Write an argumentative essay using examples from the various texts that we have read in this module to support your opinion.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. How does family influence the characters in the novel, The Outsiders as well as you as an individual?
2. How do expectations play a role in your life? How do external and internal expectations influence your actions? How did expectations play a part in the actions of both the Greasers and the Socs? Use evidence from the text to support your answer.
3. In The Outsiders, S.E. Hinton includes many literary references throughout the novel. How does this help the reader better understand how the characters in the novel view themselves and those around them? How does the ending of the story confirm the importance of literature in the story as a means of connecting with others? Cite evidence from the text supporting your thoughts.

RESEARCH CONNECTION(S)

Gangs, Cliques, 1960's era, nature versus nurture

ROUTINE WRITING

- Notes
- Summaries
- Journal entries
- Short responses
- Book review

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

1. Experts disagree about whether nature or nurture is responsible for making a person become a law-abiding citizen or a juvenile delinquent. Those who believe in nurture often blame the environment when a young person becomes a criminal or makes wrong choices. Those who believe in nature say some people are simply born antisocial. After researching studies conducted on Nature versus Nurture, which opinion do you agree with? Use evidence from the articles you have read to support your claim. How does this opinion relate to the main character in the novel The Outsiders?

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can knowing the historical and contemporary context of a novel enhance understanding?

TASK: Pre-reading, background information

Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Introduce the 1960's to the students by visually going over the '60s era particularly emphasizing items from The Outsiders novel. <http://the60sofficialsite.com> The teacher may also use pre-selected video clips from YouTube, or a combination of all.
- Possible items to depict include the following:
 - Musical groups mentioned in the novel such as The Beatles, Elvis Presley, and Hank Williams, Sr.
 - Paul Newman
 - Map of US showing where Oklahoma and the city of Tulsa are
 - Hairstyles
 - Clothing styles, particularly jeans and madras
 - Drive-in movies
 - Cars of the '60s particularly trucks, Corvettes, Corvairs, and Mustangs
 - President Kennedy, President Johnson, President Nixon

- Rodeo events such as Barrel Racing
- Divide the class into two groups. Tell them that one group is called the Socs and the other group is called the Greasers
 - Use an area that has ample room to run and move around in.
 - Tell the students that one of the groups will have a slight advantage in each challenge but that the advantage won't be so great that they are guaranteed to win. (This advantage is given to the Socs to frustrate the Greaser group)
 - Possible relays include:
 - The Golf Ball Race (Socs have a bigger spoon)
 - Jump Rope race (Socs have less jumps to jump)
 - Rolling Chair Race (Socs can use two feet, Greasers only use one foot)
 - There are many other relays you can create and include in this activity.
- Once the relays are over, have the students respond to the following questions:
 - How did the advantages or disadvantages make you feel?
 - What lessons can be learned about the real world through this activity?
 - Does having advantages in life always guarantee success?
- Have students complete a brief survey on how they look at other people. Tell them that this is going to be filled out anonymously so to please put their true feelings down. Students will complete another one at the end of the unit and compare answers.
- Introduce S.E. Hinton as the author of The Outsiders. Ask them if they think the author is male or female. Explain that the author was 16 when they wrote the novel and that it was based loosely on the author's high school.
- Once they learn that the author is a woman, ask them to contemplate why she uses her initials instead of her name. She does this because at the time she wrote the novel, gender biases were more profound she felt that the story would appeal to boys and that if they knew a girl had written the story, boys would not read the novel. The novel was published when she was 19.
- Students will be writing in journals every few nights to reflect on what they have read as well as what they feel about the novel.
- *Journal entry: In every organized grouping of people, social cliques exist. Think about the social groups that exist at your school. Where do you fit into this structure, and do you feel that your placement in this category/group is a fair and accurate one? Why or why not?*

ESSENTIAL QUESTION: How do authors use vocabulary, actions, thoughts and physical descriptions to develop their characters?

TASK: Characterization, locating generational vocabulary, exploring new vocabulary

Standards:

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

c. 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.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimpy, economical, un wasteful, thrifty).

ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELACC6RL5: 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.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instruction:

- As a warm-up activity, give the students a list of all of the slang vocabulary that is used in the novel.
- Have the students work in pairs or small groups to define the slang vocabulary. Once the groups are through, have them share with the class making corrections on words that they have misunderstood. (Slang vocabulary in novel: rumble, mugged, booze, breeze, cancer stick, slammer, fly, fuzz, heater, jumped, lift, lighting up, lone it, rank, rolled, tuff, weed, scrap,)
- Discuss slang that is used in their everyday language and how it is generational.
- Have the students listen for 5 vocabulary words that they are unfamiliar with. As they hear a word, they are to jot it down as this will be explored through their word maps. There are several varieties of word maps that you can find on line depending on how much you want the students to learn about the vocabulary.
- Review connotation and denotation of words. Ask the students to look for examples of positive and negative connotations and to compare denotations with perceived definitions.
- Characterization was very important to S.E. Hinton. The author said this about how she writes characters in her novels; “I’m a character writer. Some writers are plot writers....I have to begin with people. I always know my characters, exactly what they look like, their birthdays, what they like for breakfast. It doesn’t matter if these things appear in the book. I still have to know.”
- Tell the students that all of the Greasers will be introduced and described in Chapter one. As a Greaser is introduced, they are to write the name down.
- The teacher will read chapter one orally to the class. She will make sure that all of the Greasers have been noted.
- Students will be divided into groups and each group will be assigned one Greaser. That group will work together and complete a character chart on their assigned Greaser with everything they can find in chapter one.
- After completing the first part, the students will be assigned to a new group. This group will be composed of an “expert” on each Greaser. Each expert will present their Greaser to their group. Group members will take notes and complete a character information sheet. At the end of the group time, every student should have a character information sheet completed on each of the Greasers.
- Each group will be assigned one character and will collectively write a short biographical sketch on this person.
- Each group will present their character sketch to the class along with an illustration. ((this could be life size)

Journal Entry: Have you ever looked at someone who was dressed a certain way, or who lived in a particular part of town, or who had a certain group of friends or who always earned good or poor grades and assumed something about that person’s life or personality?

ESSENTIAL QUESTION: How does the author’s use of first point of view narration help us better understand the text?

TASK: Identify impact of first person narration in text; create conflict chart

- Standards:
- ELACC6RL3: 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: 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: Explain how an author develops the point of view of the narrator or speaker in a text
- ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrumpy, economical, unwasteful, thrifty).

Instruction:

- Students will listen to chapters 2 and 3 on a professional audio of book while following along with the text. Students can also follow along on the computer. This of course can be adapted to small group, listening station, etc.
- Ask students to discuss the first person narration style that the author is using. As this is discussed, ask the students to brainstorm how this affects the story. Does the age of the narrator affect the vocabulary that is used in the story?(This choice of narrator has a big impact on the novel. The main character is a fourteen-year-old boy and therefore it makes the narrative feel realistic.) How would the story change if it was told in third person?
- In chapters 1-3, Ponyboy outlines several conflicts in the novel. With a partner, identify the conflicts that Hinton shows and how she also shows that the rival groups are not that different from each other.
- Each partner group will complete a conflict chart.

	Socs vs Greasers	Darry vs. Ponyboy	Ponyboy vs. himself
Type of Conflict			
Details that describe the problem			
A quotation from Ponyboy about the conflict(w/pg.#)			
Reasons the conflict exist			

- *Journal entry: Ponyboy thinks to himself, "It seemed funny to me that the sunset she saw from her patio and the one I saw from the back steps was the same one. Maybe the two different worlds we lived in weren't so different. We saw the same sunset."*
- Explain this quote. What was Ponyboy talking about? What does this quote show about his feelings toward Cherry? What does this quote show us about Ponyboy's personality and character?
- Read chapter 4 for homework. Identify 3 words each from chapters 2-4 and complete word maps. Also identify words that have positive and negative connotations.

ESSENTIAL QUESTION: How is tension created through rising action?

TASK: Analyze cause and effects that lead to climax

Standards:

ELACC6RL3: 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: 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.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instruction:

- Chapter four is a pivotal chapter in *The Outsiders*, establishing the reason that the boys must flee town.
- To introduce this chapter, ask the students to write a paragraph about a time that they made a mistake that seemed small at the time, but later had significant consequences. They are to write about what happened and how they felt. This can be written in their journal. IF they do not want to write about themselves. They may write about something that happened to someone they know.
- Students will volunteer to share their writing.

- Students will read Chapter 4 independently.
- As they are reading, they will mark with post-its any indications of how Johnny feels during the chapter. They should infer his feelings through his actions, the dialogue, and what Ponyboy says about him.
- To assess their understanding about Johnny’s experience, the students will write a journal entry from Johnny’s point of view.
- Discuss the pronouns that would be used in this journal entry.
- In chapter four, several major events occur that are started in motion by an event at the end of chapter 3. Each one builds on a previous event leading to a chain reaction that ends with Johnny and Ponyboy in serious trouble.
- Have students create a cause an effect chart showing the relationships between events in the chapter.

Event	Caused by.....	Leads to.....
Darry yells at Ponyboy and hits him	Ponyboy fell asleep in the park and gets home past his curfew	Ponyboy runs back to the park and wakes up Johnny

- Students will read chapter five for homework and complete the journal entry
- *Journal entry: Based on the supplies Johnny got, what can you conclude about him?(He liked baloney, he thought about the essentials that they would need, he was resourceful when he thought about using peroxide as well as buying the book Gone With the Wind to pass the time) What supplies would you have bought for \$50.00?*

ESSENTIAL QUESTION: How can we determine the theme or underlying meaning of a poem?

TASK: Analyze poetry and devices used

Standards:

ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Instruction:

- Chapter five introduces Robert Frost’s poem “Nothing Gold Can Stay”
- Give each student a copy of the poem for annotation purposes.
- If you have a professional audio of the novel, play the part of the reading for the students. If not, then the teacher can read the poem our loud for them. There is also a YouTube clip of Ponyboy in the movie reciting the poem that you could show.
- As the students are listening to the poem, have them mark any literary devices they recognize and any words or phrases that jump out at them.
- Have them identify the rhyme scheme AABCCDD. If this has not been introduced before then this a good poem to use since it is fairly simple.
- Have students work with a partner to identify examples of alliteration. (“Nature’s first **g**reen is **g**old,” “Her Hardest Hue to Hold,” and “So **d**awn goes **d**own

to day.”

- Have the students discuss how the author uses the sound devices to draw the reader’s attention to certain words or phrases that express the poem’s rhetorical argument. The first example shows that gold is valued in nature more than green; the second examples tells how fleeting a color of gold is in nature and the third example shares the sentiment showing how quickly sunrise becomes sunlight.
- Explain to the students that an allusion is a reference to a literary work or historical place in a piece of literature.
- Ask the students to explain what the allusion of the following line refers to: “So Eden sank to grief!” This refers to the Garden of Eden, where Adam and Eve brought death into the world by giving in to the temptation of the serpent in the Old Testament. This shows how fleeting the perfect and the ideal are in our world.
- Have students work in pairs or small groups to answer the following questions:
 - 1) What happens to each element of nature mentioned in the poem?
 - 2) What is the meaning of the first line?
 - 3) How does allusion, or reference to Eden help convey the theme?
 - 4) Does your group agree with the outlook expressed in this poem? Why or why not?
 - 5) Each group will paraphrase the poem. Have groups share their paraphrasing and then ask what is lost in the translation? What does the poem have that the paraphrased version does not have?
- For homework write a paragraph showing how the theme of the poem, “Nothing Gold Can Stay” is reflected in the novel thus far? Cite evidence from the novel in your writing.
- *Journal Entry: Write about something you thought would never change but, in fact did change. Was it a change for the better or for the worse? How did it make you feel?*
- Homework: read chapter 6

ESSENTIAL QUESTION: How does the author create realistic characters?

TASK: Create art project to analyze characters in novel.

Standards:

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6RI7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

Instruction:

- Below are three activities that a teacher can choose from to have students analyze characters in a novel. These can be assigned as class projects or individual projects to be done at home.
Activity #1 Metaphor or Simile Character Poster
- Introduce students to an activity that enables them to share their insights on the characters based on similes and metaphors. The students will compare a character in *The Outsiders* to a tool and explain why the tool is appropriate.
An example: “Dally is a Swiss army knife because he is useful in many ways but dangerous when mishandles,”
- Students will share other comparisons to tools.
- Students will then think of metaphors or similes based on foods, household items, or other objects.
- They will then illustrate them for display. Often these posters point out both positive and negative traits as they describe characters.
Activity #2 Body Biography
- Students can work in partners, or individually. They will sketch a large figure (on a poster board) and draw their chosen character’s distinctive physical

features and clothing. Next, students add words and symbols to convey information about their character's behavior, interests, fears, ambitions, and struggles. These are strategically placed on the poster.

- The value of this activity is that students think beyond stereotypes to illustrate the true personality of a character.

Activity #3 Geometric Story

- This activity uses symbols to show a character's traits and his or her relationship to other characters.
- Students cut out geometric shapes to represent characters in the novel, place them on backgrounds (like frames in a comic strip) , and write captions to explain what is "pictured."
- Colors and shapes suggest personalities. Sizes and the way the shapes are grouped symbolize how characters relate to one another. For example, you could slightly overlap a green circle and a yellow circle that were the same size. The caption could read: "Johnny is good friends with Ponyboy." Johnny would be green because he is "down to earth," and Ponyboy would be yellow because he "has the potential to shine."
- Students would create 6-8 frames which would be in sequential order. This could be done to cover a few chapters or to cover the entire novel.
- Students will explain and share their project with the class.

These symbolic representations allow students to demonstrate their ability to think analytically. (Especially those students who are not good writers)

ESSENTIAL QUESTION: How does reading a scientific study help us form an opinion?

TASK: Research and summarize a scientific study

Standards:

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2: Determine a 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.

ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Instruction:

- Introduce vocabulary that will be used in research on Nature versus Nurture. Students will complete a word map for each word.
Vocabulary: Dizygotic twins (fraternal twins), gene, genetics, monozygotic twins (identical twins), personality, heredity, DNA
- Ask students what they think determines their likes, dislikes, and personality characteristics. Take a survey in the class to see if they think that it is a result of their genetic makeup or their environment. Discuss results with the class.
- Students could also take a survey for homework and survey a group of people with the same question.
- Tell students that researchers have been debating this question for centuries and that this debate is referred to as "Nature versus Nurture," which means genetics (nature) versus environment (nurture).
- Ask students to work in small groups and to brainstorm examples of a way to conduct a scientifically valid experiment that would help answer the question of nature versus nurture. Guide the discussion toward studies of identical twins who have been raised separately as a way to research this question. Ask the students why identical twins raised separately would be ideal subjects for an experiment.
- Make sure students know that identical twins have the same genetic makeup, therefore all of their inherited traits are exactly the same. However, when these identical twins are raised separately, they each have different environmental influences.

Journal Entry: If you were raising identical twins, what might you do to make sure that they were unique individuals?

ESSENTIAL QUESTION: How do we effectively support our position?

TASK: Summarize articles and video for information

Standards:

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2: Determine a 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.

ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Instruction:

- Have the students watch the following GPB United Streaming clips:
 - www.gpb.org/education United Streaming, *Double Take: The Genetics of Twins* (6:33)
 - www.gpb.org/education United Streaming, *Riddle of Life: DNA: The Double* (5:18)
 - www.gpb.org/education United Streaming, *The Study of Genes: Identical Twins* (7:39)
- Students will take notes on each clip.
- Divide the class into three groups. Each group will read a one of the twin studies and the book review of *Two Lives---One Personality?;* *Bouchard's Research on Identical Twins*, and *Nature & Nurture*, and answer the following questions:
Name of study, Hypothesis, Sample Size, Summary of findings, What do you think the data says about nature versus nurture?
An advanced or gifted group could be required to read more than one study.
- Each group will present their findings on their readings. Does one study seem stronger than the others? Why or why not? On what evidence do students base their opinions?
- *Journal entry: Do you sometimes think that you can't help the way you respond to certain situations? Do you see "nature" winning out in this situation? Are there situations that you think "nurture" seems to win out? Do students think that it is possible to answer this question definitively?*
- Review writing prompt that students will be using tomorrow.

ESSENTIAL QUESTION: How do we effectively support our position when writing?

TASK: Write final essay on information learned in module 1

Standards:

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Used words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Instruction:

- Students will create a graphic organizer to better organize their claim
- Students will use notes from extended text, articles and videos to support their position on nature versus nurture.

PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task*

PROMPT: In your opinion, could any of the Greasers be considered a hero? Write an argumentative essay explaining why you do or do not believe one of the main greasers could be considered a hero. Include your own definition of what a hero is and why a Greaser can or cannot be considered a hero. You must support your opinion with evidence for the text.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can we effectively support our opinions in an oral debate?

TASK: Use evidence to participate in a debate

Standards:

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Instruction:

- Review chapter 6 with students. Have students use text to answer the following questions in small groups:
 - 1) Why do you think Johnny decided they should turn themselves in? Think of some reasons that Johnny did not say in the text but might have been in his mind.(Johnny hated violence and didn't want to be the cause of more violence, Johnny didn't want Cherry to get hurt because she had helped him
 - 2) What is the "other side" of Dally that is revealed in this chapter?
- Students will read chapters 7-8 in class. This can be done individually, orally, or through listening station with book audio.
- Once students have completed reading they will complete a Discussion Web. This will help the students to think critically, question the text, and articulate their thoughts as they are asked to go beyond merely reading and understanding the text.
- Design a question for the students to debate. The question needs to be controversial so that it provides room for discussion and debate.
- Divide the class into groups of 4. Give each student a paper with the discussion web and explain what the students are to do. As a group, the students should discuss the question in the middle of the paper. Students need to think about reasons the question could be false, and write those on the left side of the paper. They then write the reasons the question could be true on the right side of the paper. Once the group has discussed for 10-15 minutes, each student individually needs to come to a conclusion. This should include his own reasoning as to why he made the decision. This conclusion will be written on the bottom of his discussion web.

- Examples of Discussion Web format:

NO
(list reasons)

Is Dally a Hero?

Yes
(list reasons)

Conclusion:

- Students can turn their discussion web in for an assessment and can also present each groups' thoughts to the class.

ESSENTIAL QUESTION: How does a writer use dialogue to help us better understand characters?

TASK: Analyze quotes

Standards:
 ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 ELACC6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 ELACC6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
 ELACC6RL5: 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.

Instruction:

- Students will be given quotes from various chapters they have read thus far and write a detailed explanation for each quote.
 Chpt.3: "It's okay....We aren't in the same class. Just don't forget that some of us watch the sunset too.
- Sample explanation: Ponyboy speaks these words to Cherry after he, Two-Bit, and Johnny spend time with Cherry and Marcia at the drive-in. Ponyboy points out that the sunset closes the gap between the Greasers and the Socs. He realizes that, even though the two groups have different lifestyles, attitudes, and financial situations, they still live in the same world, beneath the same sun. The words, "some of us watch the sunset" suggests to Cherry that although some of the greasers live up to the stereotype of greasers as rough and unrefined, some of them, like Ponyboy, have an appreciation for beauty just like a socialite might have. By agreeing on the basic fact that rich and poor people look at the same sun, Ponyboy and Cherry take a small step toward a potential reconciliation between rival gangs. This shared moment comes early in the narrative and its idealistic tone makes the rifts and violence to come all the more painful.
 2) Chpt.5: "Dally was so real he scared me."
 3) Chpt.7:"Greasers will still be greasers and Socs will still be Socs. Sometimes I think it's the ones in the middle that are really the lucky stiffs."
 4) Chpt.8:"We couldn't get along without him. We needed Johnny as much as he needed the gang. And for the same reason."
- Students will share their interpretation of quotes.

ESSENTIAL QUESTION: How is the theme in the novel relevant to our lives?

TASK: writing activity

Standards:
 ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented

Instruction:

- Students will follow text in chapter 9 as it is read orally (or listened to from book audio) and annotate looking for examples of how family has an influence on the characters.
- Once this is completed, discuss the following with them:
 - 1) How is each member in their family, including themselves, unique and different?
 - 2) How do these differences contribute to a stronger family?
 - 3) How does their family influence them?
- Students will answer the following questions and then write a paragraph on the following prompt. (Narrative #1: How does family influence the characters in the novel, *The Outsiders* as well as you as an individual?)
 - 1) How does the Curtis family operate their house?
 - 2) How are the gang (Steve, Two-Bit, Dally, Johnny, etc.) family?
 - 3) How does Ponyboy's dream affect his family?
 - 4) How does Two-Bit explain "greasers" to Ponyboy?
 - 5) Why doesn't Johnny want to see his mother and what does that tell us about Johnny's relationship with his mom?
 - 6) Do you think Ponyboy's family is unique? If so, how?
 - 7) Does social class affect the way a family interacts with one another?
- Use your answers to write your paragraph. Cite evidence from the text and include personal anecdotes.

ESSENTIAL QUESTION: How can reading nonfiction help us make connections to literature?

TASK: read nonfiction and relate it to novel

Standards:

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2: Determine a 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.

ELACC6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Instruction:

- Students will read and annotate the article Harry F. Harlow , *Monkey Love Experiments* <http://darkwing.uoregon.edu/~adoption/studies/HarlowMLE.htm>
In the late 1950's, psychologist Harry Harlow studied the effects of maternal deprivation on the development of baby monkeys. His hypothesis was that the baby monkeys needed warmth and comfort in order to be able to form attachments. This is a very interesting article and not too difficult for the children to

understand.

- After the students read the article independently, they will work in small groups and discuss what these findings say about nature versus nurture. How do these studies indicate the close relationship between genetic makeup and upbringing? How does this article relate to the characters' family influence in the novel?
- Students will present their findings to the class.

ESSENTIAL QUESTION: How does responding to what you read impact your understanding of a piece of literature?

TASK: summarize chapters in text

Standards:

ELACC6RL2: 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.

ELACC6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

ELACC6RL5: 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.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RL2: 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.

Instruction:

- Students will read chapters 10-11 of extended text. This may be done in a variety of ways such as independently or partner reading.
- Chapter 12 will be listened to from professional audio book recording. Students will follow along with the text as they listen.
- Once the novel is completed, the students will discuss the following questions with the teacher.
 - 1) Explain why the rumble was fought and what it does to change things between the Greasers and the Socs.
 - 2) Dally give Pony this advice: "Get tough...and nothing can hurt you...." Discuss with students to see if they agree or disagree with this advice.
 - 3) Give examples from the text to show if Johnny and Ponyboy truly fit the stereotype of a Greaser.
- In groups of 3, students will be assigned 6 chapters in which they are to "Name that Chapter." In the process, students actively explore reading comprehension, summary, paraphrase, accuracy, and connotation. They must reflect on their reading, make decisions, choose words carefully and exactly, and be prepared to justify their responses. Chapter titles create immediate discussion and debate.
- For comparison, have sample chapter books that have chapter titles available. Read a chapter and then discuss relevance of title that author used.
- Groups will overlap on the chapters so as to provide discussion and debate.
- This activity will serve as a review before their task of writing a book review on The Outsiders.

ESSENTIAL QUESTION: Why do we write in present tense when writing a book review?

TASK: Write a book review on novel

Standards:

ELACC6W6: 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

ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrumpy, economical, unwasteful, thrifty).

Instruction:

- The teacher will share some sample student written book reviews with the students. Try and find book reviews from books that the students are familiar with.
- The teacher will point out that although it is an oddity of writing reviews, all of their verbs should be in PRESENT TENSE.
- Students will use the following link http://www.educationworld.com/tools_templates/bookreview_elementary-download.doc to write a book review for the novel *The Outsiders*. (Edit to create your own template)
- Once completed, students will print and share their reviews with class.

ESSENTIAL QUESTION: Why do directors of films often change the original text?

TASK: compare and contrast novel to film adaptation

Standards:

ELACC6RL5: 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.

ELACC6RL7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

ELACC6W6: 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.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instruction:

- In this activity, students explore matching texts—the novel *The Outsiders* and the movie. They will use a variety of graphic organizers to draw comparisons between the two texts and hypothesize about the effect of adaptation. They will analyze the differences between the two versions by citing specific adaptations in the film version, indicating the effect of each adaptation on the story, and deciding if they felt the change had a positive effect on the overall story.
- The students will watch the movie *The Outsiders*. This movie is filmed in wide-screen format. The director needed this format because of the many scenes in which there are four to six characters on screen at the same time. The wide-screen format also makes the images of the film take on an epic quality.
- The movie is rated PG-13 and is 1 hour and 54 minutes long. This may have to be watched in two periods.
- Students will be given a graphic organizer form read write think to review prior to watching the movie. Students may take notes during the movie or the teacher may pause the movie for short breaks to allow students to jot notes down. (depending on time)
http://www.readwritethink.org/files/resources/lesson_images/lesson1098/BookMovieComp.pdf

ESSENTIAL QUESTION: How do novels shape or reflect society and culture?

TASK: create media for story

Standards:

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

ELACC6RL2: 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.

Instruction:

- Students will discuss and share the information they included on their graphic organizer.
- Students will design new DVD cover and a related insert for the movie, reflecting their response to the movie version using <http://www.readwritethink.org/files/resources/interactives/cd-dvd/> as a resource.

ESSENTIAL QUESTION: How do we effectively support our position when writing?

TASK: Prewriting

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Using their notes, the text and referring to the prompt and the rubric provided, students will begin the writing process to produce an essay that draws evidence from the text to support their analysis.
- Students will complete their graphic organizer and rough draft in class.

ESSENTIAL QUESTION: How do we effectively support our position when writing?

TASK: Write final essay

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Prompt #2: In your opinion, could any of the Greasers be considered a hero?
- Write an argumentative essay explaining why you do or do not believe one of the main greasers could be considered a hero. Include your own definition of what a hero is and why a Greaser can or can not be considered a hero. You must support your opinion with evidence for the text.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

PROMPT: After reading and researching the topic of gangs and cliques, as well as completing the novel The Outsiders, do you think that there can be courtesy and propriety among the most lawless of social groups? Support your position with evidence from the text and from information you have learned through articles that we have read in class on cliques and gangs.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How do novels shape or reflect society and culture?

TASK: Annotate nonfiction

Standards:

ELACC6R11: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6R12: Determine a 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.

ELACC6R14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. 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.

Instruction:

- Have students list all the words and phrases that come to mind when they hear the word "clique." Students will then share their list and the teacher will generate a class list as the students are sharing.
- Students will identify the words that have a positive connotation as well as the words that have a negative connotation.
- Discuss the stereotypes that the students acknowledged with the word list.
- Give each student a copy of the article. Read and discuss the article "Alma Maters: Two Words Behind the Massacre."
<http://www.nytimes.com/1999/05/02/weekinreview/the-nation-alma-maters-two-words-behind-the-massacre.html?pagewanted=3&src=pm>
- Have students highlight specific vocabulary as the article is being read.(ungraspable, prisms, mimics, bloodletting, Darwinian, hierarchy, spasms, imperious, clique, pitiless, lamented, anachronisms, regimentation, cubical, advocate, marginalize, dynamic, claustrophobic, oppressive, alienated, subculture, interactive, mediocre, obsolete, vocational, reform, relentless, reliance)
- These words will be analyzed for affixes and definitions.
- Students will be given 7 words to complete on a word map that they will share with the class on the following day.

ESSENTIAL QUESTION: How do novels shape or reflect society and culture?

TASK: Draw conclusions

Standards:

ELACC6R11: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6R12: Determine a 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.

ELACC6R13: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instruction:

- Once the students have completed the article and understand the content specific vocabulary, they will be placed into small groups.
- Each group will be given two discussion questions to think about and present their responses to the class.
 - 1) What does the writer of this article says does not change about high school, regardless of the high school's location or year? Does your group agree with this assertion, and why?
 - 2) What different aspects of society have been blamed for the school violence in the past few years? Does your group agree with this?
 - 3) In what ways can cliques in schools represent a "savage Darwinian hierarchy"? How do movies mirror this hierarchy?
 - 4) What does Jon Katz mean when he says that "what has most changed the social dynamic of high school is technology?" How does he support this statement?
 - 5) In what ways is "real" society mirrored by that found in high schools?
 - 6) Why does the article end as it does, with a past Columbine High School student's statement that "hiring more security guards will only limit the means by which kids can harm each other"? Does your group agree, and why?

ESSENTIAL QUESTION: How does gathering data help us form opinions?

TASK: Develop survey

Standards:

ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6SL4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

ELACC6SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instruction:

- Students will get in groups of 3-4 and brainstorm questions about cliques and tolerance of others that they will use to create an anonymous school survey.
- In developing the survey, students will have to consider the following guidelines:
 - 1) Do not ask open-ended or yes/no questions but questions that participants respond "always, sometimes, never."
 - 2) Decide how the results will be analyzed
 - 3) How will the survey be distributed
 - 4) Students should consider asking the survey participants about their grade level, race, gender, and extra curricular activities to get a better understanding of the types of students that are responding to the survey.
- Once the students have formulated the questions, the survey can either be printed and distributed or put on survey monkey on line.
- Once survey is completed and results are analyzed, students will discuss ways that they can help their school become more tolerant of others.
- Examples of ideas:
 - 1) Post their findings and interpretations in a visible area of the school. The analyzing and data gathering could be done in math class.
 - 2) Plan activities for younger grades in school or community
 - 3) Design posters to promote understanding of the value of diversity
 - 4) Have all clubs in the school discuss tolerance and diversity in their membership
 - 5) Write a skit dealing with divisions among groups in the school and how differences can be resolved in a positive way and present play at a school assembly or for their class

Journal Entry: Do you think cliques exist in the adult world, and if so, what are they and why do they exist?

ESSENTIAL QUESTION: How does media play a part in our belief system?

TASK: Analyze and make presentation

Standards:

ELACC6L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Instruction:

- Show the students a variety of pictures of groups, both positive and negative. i.e. boy scouts, KKK, athletic teams,
- Ask students to discuss why one group is considered a "good" group and one a "bad" group. List characteristics we associate with "good" groups and "bad" groups.
- Ask them to define what the word "gang" means. (A criminal gang is a group of 3 or more people that may all use the same symbol, wear the same colored clothing, and who get together on a regular basis to break the law and do bad things.) Ask the students to discuss the difference between gangs and cliques.
- Ask students to list why they think young people join gangs. This list should include the following:
 - A search for love, structure, and discipline
 - A sense of belonging and commitment
 - The need for recognition and power
 - Companionship, training, excitement, and activities
 - A sense of self-worth and status
 - A place of acceptance
 - The need for physical safety and protection
 - A family tradition
- Create a class list of all of the reasons.
- Divide the class into four groups and give each group 4 risk factors for joining a gang: Racism, Poverty, Lack of a support network, and media influences. Each group will create a Tree Map to analyze the topics.
 - Racism: personal racism and institutional racism, when groups are denied access to power, privileges, and resources they often form their own anti-establishment group
 - Poverty: A sense of hopelessness can result from not being able to purchase wanted goods and services. Poverty might make it difficult for young people to meet basic physical and psychological needs which can lead to a lack of self-worth and pride. Joining a gang can give them access to cash.
 - Lack of a support network: Feeling alienated or neglected at home may turn them to a gang where their needs for love are met.

Media influences: Before young people have established their own value systems and are able to make moral judgments, they are bombarded with glorified examples of violence.

- Students will present their Tree map to the class. Other groups will take notes on each presentation to use in later writing assignment.

ESSENTIAL QUESTION: How can knowing the historical background of an issue help enhance our understanding?

TASK: Note taking

Standards:

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Instruction:

- Ask students how long gangs have been in our country. Many will say for the last 20 years or so.
- Students will watch the United Streaming video called: *First American Gangsters (35:11)*. As they watch this clip they will take notes on :
 - 1) gang vocabulary
 - 2) reasons why gangs started
 - 3) positives and negatives of the gangs
 - 4) similarities to today's gangs

ESSENTIAL QUESTION : How do real life scenarios help us form opinions?

TASK: Discussion and note taking

Standards:

ELACC6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

Instruction:

- Students will be given the following scenario to discuss and then write about.

Shawn and his little sister Monique are walking home from school one afternoon. As they are walking, Shawn and Monique are approached by a known neighborhood gang member named Big T and are asked to join his gang. He then shows them a pocket full of money that he made selling drugs for some of the older gang members. He tells them all of the things he can buy with the money and that they can also make easy money if they join the gang and help out. Shawn and Monique know that gangs are bad and they tell Big T that they don't want to join his gang. Big T then tells Shawn and Monique that if they don't join his gang, he will make sure that they get hurt or beat up.
- Students will discuss the scenario and then write a group response.

- Ask the students if they have ever been in a situation where they knew what the right thing to do was, but they had other circumstances that made them do the wrong thing and therefore it was ok?
- Show them the United Streaming video :*Gangs: Decisions and Options (13:02)*

ESSENTIAL QUESTION: How does knowing about an author's background help us better understand his writing?

TASK: research compare and contrast

Standards:

ELACC6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instruction:

- Students will study the biography and works of F. Scott Fitzgerald. While studying about him, they will learn how the author used biographical elements in writing his stories.
- Students will find information on the writer's life and the Roaring Twenties also known as the Jazz Age, a term reportedly coined by Fitzgerald
- Students will work in small groups and create a visual which they will present to the class.
- Once the groups have presented their information on F. Scott Fitzgerald, they will listen to the teacher read the story "The Ugly Duckling" which will be used on the following task.

ESSENTIAL QUESTION: How is literature relevant to our lives?

TASK: compare and contrast

Standards:

ELACC6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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: 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

ELACC6RL6: Explain how an author develops the point of view of the narrator or speaker in a text.

Instruction:

- Students will discuss the theme of "The Ugly Duckling."
- Discuss the social ills perpetrated against the Duckling. If the Duckling were to go to court, would he have legal grounds for any of the injustices?
- The teacher will give the students a copy of "Bernice Bobs her Hair" by F. Scott Fitzgerald.(see link at beginning of unit)
- This can be read individually, in small groups, or listened to as the teacher reads it orally.
- Once the short story is read, ask the students what part of the story they think was biographical in nature. (The inspiration for this story came from a letter

Fitzgerald wrote to his sister, Annabel, in 1915. He was advising her on ways to succeed socially, which are explored in Bernice's developments with Marjorie's intervention in the story)

- Students will discuss the following questions in small groups
 - 1) What point of view is the story told in? (third person omniscient) How do they know?
 - 2) What tone is the story written in/ (Dry and comical) give examples to show this
 - 3) Identify the conflict, complication, climax and resolution of the story.
 - 4) How do the two stories (The Ugly Duckling and Bernice Bobs her Hair) share a common theme?
Create a double bubble map showing the similarities of theme in these two stories.
 - 5) Teenagers submit to peer pressure partly because of a fear of being different, just as Bernice submitted to her cousin's demands. In your group, list five fears that cause teens to give in to peer pressure and how does this lend itself to becoming part of a clique or a gang?

ESSENTIAL QUESTION: How can I prepare for my final writing assessment?

TASK: Pre-writing

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Students will gather notes and write a rough draft.
- Once this is completed, they will exchange papers and conduct peer editing and make necessary corrections in preparation for final writing assessment.

ESSENTIAL QUESTION: How do we effectively support our position when writing?

TASK: Write final module essay

Standards:

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Used words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Instruction:

- Students will use notes from extended text, articles and videos to support their position on the assigned prompt.
- After reading and researching the topic of gangs and cliques, as well as completing the novel *The Outsiders*, decide if the Socs and the Greasers today

would be considered a clique or a gang. Use evidence from your research as well as from the novel to support your claim. Do you think that there can be courtesy and propriety among the most lawless of social groups? Support your position with evidence from the text and from information you have learned through articles that we have read in class on cliques and gangs.

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

PROMPT: Do you believe that being excluded or marginalized from mainstream society - for whatever reason - can make a person strong, resilient, and creative, or do you think the emotional pain of being an “outsider” always outweighs any potential benefits? Write an argumentative essay using examples from the various texts that we have read in this module to support your opinion.

SKILL BUILDING TASKS

Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How can we effectively support our opinions in an oral debate?

TASK: Participate in oral debate

Standards:

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELACC6SL3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Instruction:

- Students will participate in a class debate to prepare them for their argumentative writing prompt at the end of the module. (there are several good teaching models on the internet for this activity) <http://iteslj.org/Techniques/Krieger-Debate.html>

- Introduce vocabulary:

Debate: a game in which two opposing teams make speeches to support their arguments and disagree with those of the other team.

Resolution: the opinion about which two teams argue.

Affirmative team: agrees with the resolution.

Negative team: disagrees with the resolution.

Rebuttal: explains why one team disagrees with the other team.

Judges: decide the winner.

- Give students the following debate structure, adapted from LeBeau, Harrington, Lubetsky (2000).

Speech 1: The **first affirmative speaker** introduces the topic and states the affirmative team's first argument.

Speech 2: The **first negative speaker** states their first argument.

Speech 3: The **second affirmative speaker** states their second argument.

Speech 4: The **second negative speaker** states their second argument.

Give a 5-10 minute break for each team to prepare their rebuttal speech.

Speech 5: The **negative team** states two rebuttals for the affirmative team's two arguments and summarizes their own two reasons.

Speech 6: The **affirmative team** states two rebuttals for the negative team's two arguments and summarizes their own two reasons.

- The class will be divided into three groups (one group will be the judges) and will be given a resolution that is debatable. "The grass is always greener on the other side."
- The teacher will work with the students to model the debate process and lead them through the first debate.
- Students will be given the side they will argue. They will work in their teams to come up with questions to refute the resolution or to support it.
- Some example questions to be considered:
RESOLUTION: "The grass is always greener on the other side of the fence."
Q 1—Is it true that the word greener in the resolution is used to suggest something that is better, more valuable, or more desirable? [yes]
Q 2—Doesn't the resolution suggest that the fence is dividing a lawn or a field that grows on either side of it? [yes]
Q 3—Aren't fences commonly used to divide two pieces of property or property with different owners? [yes]
Q 4—If there is grass growing on two adjacent properties isn't it frequently keep up to different standards? [yes]
Q 5—If a fence is used to divide a single piece of property, doesn't that fence frequently mark two separate uses of the property
Q 6—For instance, could the two different uses on the property be a hay field and a carefully kept lawn? [yes]
Q 7—Could the hay field on one side of the fence be brown and dead because it is not watered as frequently as the lawn? [yes]
Q 8—Does the resolution say anything about which side of the fence the observer is standing on? [no]
Q 9—So couldn't the observer be standing on the well-watered green lawn and looking across the fence at the dried out hay field? [yes]
Q 10—In that case then, isn't it true that the grass is not always greener on the other side of the fence? [yes]
Q 11—From all your answers shouldn't it be clear to the judges that your resolution is false? [yes]
- Once the students understand the debate process, they will be placed into groups and given a topic to debate.
- Suggested topics could be 1) "Recognition is the greatest motivator." 2) "The most important ingredient for success is being able to communicate" 3) It is more fun to be a child than an adult. 4) It is better to be a boy than a girl 5) Superstar athletes deserve their high salaries
- Each team needs to think in advance where it thinks the debate will go: what arguments will be used; what evidence; what questions will be posed.
- Each group needs to try and anticipate what the other side will do and plan accordingly. "If they say A, then we will respond with B, to which they will probably say C and will respond with E which they will never think of." Each group will assign parts for their members. Each group will also take notes and have their arguments written out.

ESSENTIAL QUESTION: How can we effectively support our opinions in an oral debate?

TASK: Participate in oral debate

Standards:

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

ELACC6SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

ELACC6SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Instruction:

- Students will prepare for their debate using a Debate Organizer: This can be made on word as a graphic organizer. This is just a sample

Debate Organizer

Resolution:

Make sure you include quotations and note sources as part of your evidence.

Argument 1:	Evidence:
Argument 2:	Evidence:
Argument 3:	Evidence:
Argument 4:	Evidence

- Students will be divided into 4 groups of about 6 students per group. Each group will take a position and work together to prepare for the debate. They will be given 30 minutes in class to prepare.
- Each group will participate in a ten minute debate. This may take 2 class periods.
- Once debates are completed, discuss what they learned and how they can use the same approach when writing argumentative papers.

ESSENTIAL QUESTION: How are common themes in literature portrayed?

TASK: Present information to peers

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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: 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.

Instruction:

- Ask students if they have ever experienced a flash of sympathy for someone they normally found annoying or did not like?
- Display the title of the poem "To Know All is to Forgive all" on the board and ask the students to brainstorm what it means to them. Do not tell them that it is the title of a poem. Ask students if they could have debated this statement.
- Ask students if it is true that "To know all is to forgive all"? What keeps us from seeing the hardships or circumstances of others? How does this title relate to the novel *The Outsiders* and what we have learned about peer pressure, cliques and gangs?

- Have students list evidence from the text to support this.
- Students will read the poem and break into small groups to further discuss suggestions for helping overcome negative actions due to peer pressure within their school or community.
- Each group will come up with at least two to three ideas that they actually feel could be implemented
- Each group will develop a presentation to present to the class using a visual aid with some form of technology of their choice.

ESSENTIAL QUESTION: How can knowing the historical background of an author help us better understand their writing?

TASK: Analyze poetry

Standards:

ELACC6RL2: 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.

ELACC6W7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

ELACC6RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Instruction:

- Introduce Emily Dickenson to the class as a poet that they will learn more about. The students will research to find out the following information. Students can go to poets.org and research Emily Dickinson
 1. Where and when was she born?
 2. What was her life like?
 3. What are the main themes in her poetry?
 4. Why is she so important in American literature?
- Students will create a visual to share the above information.
- Students will listen as the teacher reads the poem "I'm Nobody! Who are You?"
- Before analyzing the poem as a class, students will write a paragraph on their interpretation of the poem.

ESSENTIAL QUESTION: How can knowing the historical background of an author help us better understand their writing?

TASK: Analyze poetry

Standards:

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2: Determine a 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.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

ELACC6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Instruction:

- Begin analysis of "I'm Nobody! Who are you?" by asking if the author considered herself to be an "outsider" and how do they know this from their research on her life? (yes she did)

- Have the students identify words that have positive or negative connotations and discuss how they help make the meaning clearer.
- Have half of the class analyze the first stanza and the other half analyze the second stanza.
- What is the tone of the first stanza? How do you know? What tone does the speaker portray in the second stanza? How is it different from the first stanza? (In the second stanza the speaker sounds confident) Does the speaker seem to mind being an “outsider”?
- In the first stanza; it tells how the speaker meets a fellow “nobody” and considers the “nobody” to be a friend therefore they aren’t nobodies anymore
- In the poem’s second stanza, the speaker makes a comparison that being a “somebody” is like being a frog. What does this simile mean and why do you think she used this amphibian to represent a public creature? (a frog is seen and heard but only noticed by an ‘admiring bog’ which is his environment. This says that being a “somebody” who gets noticed by an “admiring” public is really an impersonal relationship and not like true friendship.
- How do you think this poem was biographical in nature? (Emily Dickinson was one of American literature’s most reclusive figures. After the age of 40 she never left the boundaries of her family’s property in Amherst. However, she did have a small number of intense and lasting friendships)
- Tell the students that this poem is an example of a lyric poem on the folly of seeking fame. It is a 2 stanza poem with 4 lines per stanza which is called a quatrain.
- Explain that the poem satirizes glory seekers as well as their admiring fans.
- What do you think Ms. Dickinson would say about glory seekers in our world today---the movie stars, athletes, politicians, and others who regularly come on the television to praise themselves before admiring audiences?

ESSENTIAL QUESTION: How does an author’s background influence their writing?

TASK: Compare and contrast authors’ style

Standards:

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

ELACC6RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RI2: Determine a 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.

ELACC6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instruction:

- Introduce Amy Tan.
- Students will research to learn a little about their individual backgrounds.
- Give each student a copy of “Fish Cheeks.”
- Students will read with a partner and discuss how Tan addresses the theme of being an “outsider” in America.
- The students will analyze the author’s use of character and plot to manipulate the emotions of the reader.
- Have students discuss the tone of the story.
- Students will explore the writers’ perceptions of what sets her apart from the dominant culture. How does the event at the center of the story create that sense of difference?

ESSENTIAL QUESTION: How does reading nonfiction help us better understand a piece of fiction writing?

TASK: Imitate writing

Standards:

ELACC6RI2: Determine a 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.

ELACC6W1: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

Instruction:

- The letter that MLK wrote while in a jail in Birmingham is an example of the art of persuasion.
- The model sentence below is a sentence written by Martin Luther King, Jr. from "Letter from Birmingham Jail" In this 300-wored plus sentence, King uses dependent clauses, each giving specific examples that show the injustice he was fighting.

Perhaps it is easy for those who have never felt the stinging darts of segregation to say, "Wait." But when you have seen vicious mobs lynch your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million Negro brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to colored children, and see ominous clouds of inferiority beginning to form in her little mental sky, and see her beginning to distort her personality by developing an unconscious bitterness toward white people; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat colored people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "colored"; when your first name becomes "nigger," your middle name becomes "boy" (however old you are) and your last name becomes "John," and your wife and mother are never given the respected title "Mrs."; when you are harried by day and haunted by night by the fact that you are a Negro, living constantly at tiptoe stance, never quite knowing what to expect next, and are plagued with inner fears and outer resentments; when you are forever fighting a degenerating sense of "nobodiness"--then you will understand why we find it difficult to wait.

- How does this excerpt relate to what we have been discussing during this unit?
- Students will imitate this style and write about how it feels to be an outsider from either their own perspective or from the perspective of a character or poet they have studied. For the last sentence part, they choose one of the following:
 - 1) you will then know what my life is like.
 - 2) you will then get a good idea of what I feel.
 - 3) you will then be aware of the pain I feel.
 - 4) you will then grasp what it takes to succeed.
 - 5) you will then.....(choose one of your own.)

ESSENTIAL QUESTION: How do other forms of media help us better understand literature?

TASK: Research and create poetry book

Standards:

ELACC6RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

ELACC6RI5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

ELACC6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Instruction:

- In the novel, *The Outsiders*, different groups of characters emerge and the author distinguishes these groups by associating them with musicians of the time. She relates The Beatles to the Socs, Elvis Presley to the Greasers, and Hank Williams, Sr. to a rougher subculture of Greasers.
- Students will understand how these musicians relate to the themes of friendship and social ostracism found in not only *The Outsiders*, but in the poetry that we have analyzed in previous tasks.
- Students will look up the lyrics “I’m So Lonesome, I Could Cry” , “A Hard Rain’s A-Gonna Fall” and “My Generation”. If possible, listen to these songs as well.
- In small groups they will decide how these songs relate to the novel *The Outsiders* as well as the various poems that have been reading class.
- Students will create their own play list for one of the themes we have discussed: individuality, social ostracism, or friendship. They will create a lyric poetry book with a minimum of 3 songs and write a paragraph explaining why each song was chosen and how it relates to the literature we have read.

ESSENTIAL QUESTION: How do I organize my research for my writing assignment?

TASK: Pre-writing

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Students will organize all notes and write a rough draft for assigned prompt.
- Students will have a peer editing review time.

ESSENTIAL QUESTION: How do we effectively support our position when writing?

TASK: Write final writing assessment

Standards:

ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

- Students will use all notes from module to write final writing assessment.

- Prompt: Do you believe that there is always positive character growth that comes with a forced seclusion from society? Write an argumentative essay using examples from the various texts that we have read in this module to support your opinion.