

English Language Arts

Grade 7



SAUSD Spring Unit



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| Unit: The Outsiders Novel Unit Lesson #: 1 | Grade Level/Course: 7th grade | Duration: 3-4 days Date: |
| Common Core and Content Standards | Content Standards: RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. L.7.4a 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. L.7.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | |
| Materials/ Resources/ Lesson Preparation | <ul style="list-style-type: none"> • <u>The Outsiders</u> by S.E. Hinton • Anticipation Guide (Resource 1.1) • Prezi presentation https://prezi.com/tl4qgm9no/the-outsiders-a-look-into-the-1960s/ • Slang Vocabulary (Resource 1.2) • Book Starter (Resource 1.3) • Gallery Walk Photos (Resource 1.4) • S.E. Hinton Biography http://www.sehinton.com/bio.html • Text Dependent Questions/Canvas Discussion | |
| Objectives | Content: 1. Students will reflect on their beliefs about a series of statements by justifying their opinions. 2. Students will analyze multi-media images in a Prezi presentation. 3. Students will understand the identifying traits of slang and language evolution. 4. Students will analyze the text by answering Text Dependent Questions, and/or students will reflect and respond to text Dependent Questions using on-line chats in Canvas. 5. Students will accurately understands the components of a book by looking at the cover and author background. 6. Students will build background knowledge and context by learning about the book's author. | Language: Students will write complete sentences under the key ideas when completing the summary of the Cornell Notes. Students will use standard English when making Discussion Board posts. Students will use standard English when writing an analytical paragraph. Students will use academic and content vocabulary to respond in writing. |
| Depth of Knowledge Level | <input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | |

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| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | | | Analyze, reflect, justify, evolve, stereotypes, popular culture |
| | STUDENTS FIGURE OUT THE MEANING | The fuzz- the cops,Greaser- poor kids from the east-side, heater-a gun, Hood- a criminal, A weed- a cigarette ,Lone it- doing something alone, Broad- a girl, Jumped- attacked by a rival group, Boozed up- drunk, Slugged- punched, Wise-cracker- someone trying to be funny, Tuff- cool, sharp, Lift- steal, Dig- OK with that, Turf- territory or location belonging to a group, Hacked off- angry, Chessy cat- fictional Chesire cat from <i>Alice in Wonderland</i> , a trickster, Rolled- to rob someone , Rumble- a fight, Savvy- you understand, Scrap- a fight, Cuss- to swear or curse, Rank- not cool, Let’s split- let’s get out of here, Blade- a knife, Lighting up- lighting a cigarette, Kool- popular brand of cigarette in the 1960’s, Cooler- jail, Socs- rich kids from the west side, Shut your trap- be quiet or shut your mouth, Cancer stick- cigarette, Corvair- type of car owned by socs, Bull session- young people talking, Souped up- modified or upgraded for looks, Beef him- to have a problem with someone | |
| Pre-teaching Considerations | | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | | |
| Lesson Overview | Preparing the Learner 1. Anticipation Guide 2. Gallery Walk- Stereotypes 3. Prezi https://prezi.com/tl4qgmge19no/the-outsiders-a-look-into-the-1960s/ Interacting with the Text - Book Starter/S.E. Hinton Biography http://www.sehinton.com/bio.html Extending Understanding | | |

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| Preparing the Learner | <p>- Outsiders Slang Activity</p> |
| | <p>Prior Knowledge, Context, and Motivation:</p> <p><u>Anticipation Guide (Resource 1.1):</u> Students will reflect on their beliefs about a series of statements by justifying their opinions.</p> <p>Step 1: Have students complete the anticipation guide</p> <ul style="list-style-type: none"> • students will decide whether they strongly agree, agree, disagree, or strongly disagree with a series of statements • Space is provided so students can rationalize why they believe the way they do about the statements <p>Step 2: Tally/share responses as a class to help guide future discussions</p> <div data-bbox="342 535 1550 1623" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">ANTICIPATION GUIDE (RESOURCE 1.1)</p> <p style="text-align: right;">NAME: _____</p> <p>Directions: Below are a series of statements. Circle the response that reflects how you feel about the statement, then explain your answer using complete sentences.</p> <p>1. You can tell a lot about a person by how he or she looks.</p> <p style="text-align: center;">Strongly Disagree Disagree Agree Strongly Agree</p> <p>Explain:</p> <p>_____</p> <p>_____</p> <p>2. Being street smart is more important than being book smart.</p> <p style="text-align: center;">Strongly Disagree Disagree Agree Strongly Agree</p> <p>Explain:</p> <p>_____</p> <p>_____</p> <p>3. In spite of outward differences, people want the same things: love, acceptance, and respect.</p> <p style="text-align: center;">Strongly Disagree Disagree Agree Strongly Agree</p> <p>Explain:</p> <p>_____</p> <p>_____</p> <p>4. There is never a good reason to commit murder.</p> <p style="text-align: center;">Strongly Disagree Disagree Agree Strongly Agree</p> </div> <p><u>Stereotype Gallery Walk (Resource 1.2):</u> The students will explore how they may personally stereotype people who are different from themselves.</p> <p>Step 1: Using the pictures in Resource 1.2 from Joel Parés Photography pull up one image on 7 chromebooks/ipads or other digital devices. (For full effect of seeing the stereotype of</p> |

each person, use a digital device to see the same person change clothes and appearance so students can fully experience a change of perspective).

Step 2: Place the digital devices around the room; numbered. Divide students into small groups of the number of pictures you have by numbering them off.

Step 3: Students go to that number to start. Then on teacher signal, move clockwise to the next numbered picture, until all pictures are visited. Possible questions ([Resource 1.2B](#)) that students are answering as they look at the pictures include these and any others the teacher may want to add:

Gallery Walk Student Response (Resource 1.2B)

Directions: As you view each image, you will record your own reflection to the following questions.

| | | | |
|--|------------------|------------------|------------------|
| | Picture 1 | Picture 2 | Picture 3 |
| 1. What is important to this person? | | | |
| 2. What kind of job does or will this person have? | | | |
| 3. If I met this person, would we be friends? Why or why not? | | | |
| Picture 4 | Picture 5 | Picture 6 | Picture 7 |

- *What is important to this person?
- * What kind of job does or will this person have?
- * If I met this person, would we be friends? Why or why not?

Step 4: Students will have a collaborative discussion at the group table about their personal responses to the questions posed.

Step 5: At the end, groups will share out to class the findings of each group's gallery walk.

| | | |
|---------------------------|--|--|
| | <p>Prezi presentation:</p> <p>The purpose of the Prezi is to provide background information regarding the 1960s culture that will be highlighted and touched upon in the book. The Prezi introduces music, clothing, major events, etc.</p> <p>Step 1: Follow the Prezi link https://prezi.com/tl4qgmge19no/the-outsiders-a-look-into-the-1960s/</p> <p>Step 2: Use each slide of the presentation as a springboard for discussion on the 1960's. Students should be able to grasp concepts presented, including music, popular culture, movies, and events.</p> <p>Step 3: Students will create a bubble-map describing the 1960's based on their understanding.</p> | |
| Interacting with the Text | <p>Book Starter/S.E. Hinton Biography (Resource 1.3): Students will accurately understand the components of a book by looking at the cover and author background.</p> <p>Step 1: Students will explore the website: http://www.sehinton.com/bio.html.</p> <p>Step 2: Teachers will lead students to explore the novel for important publishing, copyright, and author information.</p> <p>Step 3: Students will use the Book Starter page to record the information discovered through their investigations.</p> <p>Step 4: Students will then discuss in small or whole group why such information is important in literature.</p> | <p>Differentiated Instruction:</p> <p>English Learners:</p> <p>Teachers may want to read slang terms aloud to help with understanding.</p> <p>Teachers may want to re-watch the Prezi with students to help with clarifications.</p> <p>Teachers may want to utilize a summary format frame that contains sentence starters for the Cornell Notes.</p> |
| Extending Understanding | | <p>Students Who Need Additional Support:</p> <p>Teachers may want to read slang terms aloud to help with understanding.</p> <p>Teachers may want to re-watch the Prezi with students to help with clarifications.</p> <p>Teachers may want to utilize a summary format frame that contains sentence starters for the Cornell Notes.</p> <p>Accelerated Learners:</p> |

THE OUTSIDERS BOOK STARTER

1. Title of book: _____
2. Author: _____
3. Does this book have pictures? _____
4. Who designed the cover? _____
5. Is this book a paperback or hardback? _____
6. When was the book written (first copyright date)? _____
7. Who is the publisher? (This may vary depending on the version of the book you have.) _____
8. How many pages does this book have? _____
9. Do you think this book is "fiction" or "non-fiction"? _____
10. What is the book's ISBN number? _____
11. Who is this book dedicated to? _____
12. What does "dedicate" mean?

13. What other books have been written by this author?

Teachers may want to provide links to additional websites that discuss and describe the 1960's.

<http://www.history.com/topics/1960s>

Have students write a summary of their findings.

Outsiders Slang Activity (Resource 1.4):

This activity is meant to increase students understanding of specific slang terms used in the novel. It is also designed to show students how language and terminology changes over time.

Step 1: Have students review slang terms, without giving them any definitions or hints.

Step 2: Students will determine the best possible meaning for each term and write their answers next to the words.

Step 3: Students will share and discuss the possible meanings with an elbow partner.

Step 4: Project the answer key on the board and have students add, correct, or adjust any meanings. Have students use the words orally in a sentence to practice.

Step 5: Use the Kahoot link below or create your own Kahoot, to have students test their knowledge of the slang words.

<http://bit.ly/2hvmqqE>

The Outsiders Slang

Directions: Talk about the following slang expressions with your table partners and orally use the word correctly in a sentence. This will prepare you for the Kahoot game that the teacher will play with you upon your completion of this activity.

| | |
|-------------|--|
| 1. Greaser | Wears grease in hair and lower class |
| 2. Soc | Short for social-upper class kids who have nice clothes and fancy cars |
| 3. Loned it | Walked alone |
| 4. Dig | To like something |
| 5. Hood | Short for hoodlum-bad kid |
| 6. Bawl | To cry |
| 7. Lift | To steal |
| 8. Rumble | Large group fight |
| 9. Outfit | Gang or group of people |
| 10. Cooler | Jail |
| 11. Broad | Girl |
| 12. Savvy | To understand or get it |
| 13. Fuzz | Police |

The Outsiders Slang

Directions: Talk about the following slang expressions with your table partners and orally use the word correctly in a sentence. This will prepare you for the Kahoot game that the teacher will play with you upon your completion of this activity.

| | |
|-------------|--|
| 1. Greaser | Wears grease in hair and lower class |
| 2. Soc | Short for social-upper class kids who have nice clothes and fancy cars |
| 3. Loned it | Walked alone |
| 4. Dig | To like something |
| 5. Hood | Short for hoodlum-bad kid |
| 6. Bawl | To cry |
| 7. Lift | To steal |
| 8. Rumble | Large group fight |
| 9. Outfit | Gang or group of people |
| 10. Cooler | Jail |
| 11. Broad | Girl |
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| 13. Fuzz | Police |

- ### The Outsiders Slang
- Directions: Talk about the following slang expressions with your table partners and orally use the word correctly in a sentence. This will prepare you for the Kahoot game that the teacher will play with you upon your completion of this activity.
- | | |
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| 1. Greaser | Wears grease in hair and lower class |
| 2. Soc | Short for social-upper class kids who have nice clothes and fancy cars |
| 3. Loned it | Walked alone |
| 4. Dig | To like something |
| 5. Hood | Short for hoodlum-bad kid |
| 6. Bawl | To cry |
| 7. Lift | To steal |
| 8. Rumble | Large group fight |
| 9. Outfit | Gang or group of people |
| 10. Cooler | Jail |
| 11. Broad | Girl |
| 12. Savvy | To understand or get it |
| 13. Fuzz | Police |

| | |
|--------------------------|--|
| Lesson Reflection | |
|--------------------------|--|

**Teacher
Reflection
Evidenced by
Student
Learning/
Outcomes**

ANTICIPATION GUIDE (RESOURCE 1.1)

NAME: _____

Directions: Below are a series of statements. Circle the response that reflects how you feel about the statement, then explain your answer using complete sentences.

1. You can tell a lot about a person by how he or she looks.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

2. Being street smart is more important than being book smart.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

3. In spite of outward differences, people want the same things: love, acceptance, and respect.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

4. There is never a good reason to commit murder.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

5. You can tell a lot about someone by the clothes he or she wears.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

6. People can always change their lives if they really want to.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

7. It's easy to form opinions about people without getting to know them.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

8. Most people pick friends who have similar interests and backgrounds.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

9. People from different groups/backgrounds are treated differently in society (in school, while in public, by the police, etc.).

Strongly Disagree Disagree Agree Strongly Agree

Explain:

10. Loyalty is extremely important between or among friends.

Strongly Disagree Disagree Agree Strongly Agree

Explain:

STEREOTYPE GALLERY WALK PHOTOS

BY: JOEL PARÉS PHOTOGRAPHY (RESOURCE 1.2A)

[HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1o6Sf_Q2F8EKxQDJ9YA0xF0FQDIQAVEBKRSQ7VUURQTM/EDIT?USP=SHARING](https://docs.google.com/document/d/1o6Sf_Q2F8EKxQDJ9YA0xF0FQDIQAVEBKRSQ7VUURQTM/edit?usp=sharing)

Picture #1



[Joel Parés](#)

[Photography](#)



Harvard Graduate
Jefferson Moon

[Joel Parés](#)

[Photography](#)

Picture #2



[Joel Parés](#)

[Photography](#)



New York City Nurse
Sahar Shaleem

Picture #3



[Joel Parés](#)

[Photography](#)



World Famous Painter
Alexander Huffman

Picture #4



[Joel Parés](#)

[Photography](#)



Full-Time Pastor/Missionary
Jack Johnson

Picture #5



[Joel Parés](#)

[Photography](#)



CEO of a Fortune 500 Company
Edgar Gonzalez

Picture #6



[Joel Parés](#)

[Photography](#)



Iraq Combat Veteran
Jacob Williams

Gallery Walk Student Response (Resource 1.2B)

Directions: As you view each image, you will record your own reflection to the following questions.

| | | | |
|--|------------------|------------------|------------------|
| 1. What is important to this person? 2. What kind of job does or will this person have? 3. If I met this person, would we be friends? Why or why not? | Picture 1 | Picture 2 | Picture 3 |
| | Picture 4 | Picture 5 | Picture 6 |

The Outsiders Slang

Directions: Talk about the following slang expressions with your table partners, write a definition and orally use the word correctly in a sentence. This will prepare you for the Kahoot game that the teacher will play with you upon your completion of this activity.

Definitions of Outsiders Slang

- | | |
|---------------|-------|
| 1. Greaser | <hr/> |
| 2. Soc | <hr/> |
| 3. Loned it | <hr/> |
| 4. Dig | <hr/> |
| 5. Hood | <hr/> |
| 6. Bawl | <hr/> |
| 7. Lift | <hr/> |
| 8. Rumble | <hr/> |
| 9. Outfit | <hr/> |
| 10. Cooler | <hr/> |
| 11. Broad | <hr/> |
| 12. Savvy | <hr/> |
| 13. Fuzz | <hr/> |
| 14. Kicks | <hr/> |
| 15. Doll | <hr/> |
| 16. Looker | <hr/> |
| 17. Booze | <hr/> |
| 18. Boozed up | <hr/> |
| 19. Heater | <hr/> |

20. A weed

21. Half crocked

22. Rat race

23. Rep

24. Chips are down

25. Like it or lump it

26. Class

27. Soused

28. Snooker

29. A woofin

30. Reeling pickled

31. Bluff

32. Reformatory

33. Break us

34. Cancer stick

35. JDs

36. a gas

37. bad

38. bag

39. deuce

40. pad

41. thongs

42. Score

43. Jumped

44. Wise cracker

45. Cuss

46. Corvair

47. Savvy

48. Let's split

49. Shut your trap

50. Souped up

51. Slugged

52. Hood

53. Bull session

54. Blade

55. Rolled

56. Lighting up

The Outsiders Slang

Directions: Talk about the following slang expressions with your table partners and orally use the word correctly in a sentence. This will prepare you for the Kahoot game that the teacher will play with you upon your completion of this activity.

| | |
|---------------|--|
| 1. Greaser | Wears grease in hair and lower class |
| 2. Soc | Short for social-upper class kids who have nice clothes and fancy cars |
| 3. Loned it | Walked alone |
| 4. Dig | To like something |
| 5. Hood | Short for hoodlum-bad kid |
| 6. Bawl | To cry |
| 7. Lift | To steal |
| 8. Rumble | Large group fight |
| 9. Outfit | Gang or group of people |
| 10. Cooler | Jail |
| 11. Broad | Girl |
| 12. Savvy | To understand or get it |
| 13. Fuzz | Police |
| 14. Kicks | For fun |
| 15. Doll | Good looking guy |
| 16. Looker | Good looking girl |
| 17. Booze | Alcohol |
| 18. Boozed up | Drunk |
| 19. Heater | Gun |
| 20. A weed | A cigarette |

| | |
|------------------------|--|
| 21. Half crocked | Mostly or sort of drunk |
| 22. Rat race | Feels like you can't get to the top |
| 23. Rep | Reputation |
| 24. Chips are down | Things are not going your way |
| 25. Like it or lump it | take things as they come your way- for bad or for good |
| 26. Class | Social class |
| 27. Soused | Drunk |
| 28. Snooker | Billiards-to play pool |
| 29. A woofin | Kidding |
| 30. Reeling pickled | Really drunk |
| 31. Bluff | Fake someone out |
| 32. Reformatory | School place for badly behaved kids |
| 33. Break us | To break our spirit or drive |
| 34. Cancer stick | Cigarette |
| 35. JDs | Juvenile delinquent |
| 36. a gas | A lot of fun |
| 37. bad | Awesome |
| 38. bag | To steal |
| 39. deuce | A 1932 Ford |
| 40. pad | Someone's house |
| 41. thongs | Something you wear on your feet |
| 42. Score | To know what's what- understands that way things are |
| 43. Jumped | getting attacked by a group of people |

| | |
|--------------------|--|
| 44. Wise cracker | One who is obnoxiously self-assertive and arrogant : |
| 45. Cuss | swear, or use foul language |
| 46. Corvair | A car manufactured by Chevy |
| 47. Savvy | Knowledgeable, understands how things work |
| 48. Let's split | Let's leave quickly |
| 49. Shut your trap | Shut up, be quiet |
| 50. Souped up | increase the horsepower of an engine |
| 51. Slugged | punched |
| 52. Hood | a bum, a bad person, a kid from a bad neighborhood or gang |
| 53. Bull session | an informal conversation |
| 54. Blade | a Knife |
| 55. Rolled | having been busted by the police for a small incident |
| 56. Lighting up | Lighting a cigarette |

THE OUTSIDERS BOOK STARTER

1. Title of book:_____
2. Author:_____
3. Does this book have pictures? _____
4. Who designed the cover?_____
5. Is this book a paperback or hardback? _____
6. When was the book written (first copyright date)?_____
7. Who is the publisher? (This may vary depending on the version of the book you have.)_____
8. How many pages does this book have?_____
9. Do you think this book is "fiction" or "non-fiction"? _____
10. What is the book's ISBN number? _____
11. Who is this book dedicated to? _____
12. What does "dedicate" mean?

13. What other books have been written by this author?
 1. _____
 2. _____
 3. _____
14. From the pictures on the front and back of the book, what do you think this story will be about?

Outsiders Slang (Resource 1.4B)

Answer Key

- 1. The fuzz- the cops**
- 2. Greaser- poor kids from the east-side**
- 3. heater-a gun**
- 4. Hood- a criminal**
- 5. A weed- a cigarette**
- 6. Lone it- doing something alone**
- 7. Broad- a girl**
- 8. Jumped- attacked by a rival group**
- 9. Boozed up- drunk**
- 10. Slugged- punched**
- 11. Wise-cracker- someone trying to be funny**
- 12. Tuff- cool, sharp**
- 13. Lift- steal**
- 14. Dig- OK with that**
- 15. Turf- territory or location belonging to a group**
- 16. Hacked off- angry**
- 17. Chessy cat- fictional Chesire cat from *Alice in Wonderland*, a trickster**
- 18. Rolled- to rob someone**
- 19. Rumble- a fight**
- 20. Savvy- you understand**
- 21. Scrap- a fight**
- 22. Cuss- to swear or curse**
- 23. Rank- not cool**
- 24. Let's split- let's get out of here**
- 25. Blade- a knife**
- 26. Lighting up- lighting a cigarette**
- 27. Kool- popular brand of cigarette in the 1960's**
- 28. Cooler- jail**
- 29. Socs- rich kids from the west side**
- 30. Shut your trap- be quiet or shut your mouth**
- 31. Cancer stick- cigarette**
- 32. Corvair- type of car owned by socs**
- 33. Bull session- young people talking**
- 34. Souped up- modified or upgraded for looks**
- 35. Beef him- to have a problem with someone**

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| Unit: The Outsiders Novel Unit Lesson #: 2 | Grade Level/Course: 7th grade | Duration: 4 to 5 days Date: |
| Common Core and Content Standards | Content Standards: CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence. • CCSS.ELA-Literacy.W.7.1. an Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • CCSS.ELA-Literacy.W.7.1. b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.7.1. e Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. CCSS.ELA-Literacy.SL.7.1. b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. CCSS.ELA-Literacy.SL.7.1. d Acknowledge new information expressed by others and, when warranted, modify their own views. CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CCSS.ELA-Literacy.L.7.3. a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. * CCSS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. CCSS.ELA-Literacy.L.7.4. 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. | |

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| | <p>CCSS.ELA-Literacy.L.7.4.c Consult general and specialized 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.</p> <p>CCSS.ELA-Literacy.L.7.4. d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> | |
| Materials/ Resources/ Lesson Preparation | <ul style="list-style-type: none"> • <u>The Outsiders</u> by S.E. Hinton, Chapters 1-3 <ul style="list-style-type: none"> ◦ Audio link -<u>The Outsiders</u> by S. E Hinton- https://monteromyp2english.wikispaces.com/Audio+The+Outsiders • Vocabulary Notebook Chapters 1-3 • “Richard Cory” Poem http://www.poetryfoundation.org/poems-and-poets/poems/detail/44982 • Sizing People Up Activity & Ticket Out the Door • Dialectical Journals • Text Dependent Questions/Canvas Discussion • Layered Curriculum- Layer #1 Character Development | |
| Objectives | <p>Content:</p> <ol style="list-style-type: none"> 1. Students will become familiar with content specific words and phrases and figurative language 2. Students will analyze key quotes from the chapters that focus on the Essential Questions 3. Students will discuss that individuals aren't always who they appear to be 4. Students will make connections in writing using multiple sources, i.e. “Richard Cory”, Sizing People Up, and <i>The Outsiders</i> 5. Students will collaborate with peers while answering text dependent questions 6. Students will reflect and respond to text Dependent Questions using on-line discussions in Canvas. 7. Students will demonstrate their understanding of character | <p>Language:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>Acquire and use academic domain specific words and phrases.</p> |

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| Depth of Knowledge Level | | <input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of <input checked="" type="checkbox"/> Valuing evidence audience, task, purpose, and discipline <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures <input checked="" type="checkbox"/> Comprehending as well as critiquing | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | | <u>Literary Terms</u> Character, Characterization (Indirect and Direct), Textual Evidence, Inference, compare, contrast <u>Allusions</u> Paul Newman (1) – actor, famous from the 50s; died in 2008 greaser (1) – tough-guy, usually poor, common bad-guy of the 50s; characterized by long, greasy hair, blue jeans and T-shirts; often trouble-makers who steal, fight, and drop out of School dig (13) – likes; loves; admires Socs (Socials, Socies, Soc) (2) – higher class kids; even though poor behavior was not often attributed to them, they often behaved badly; dressed well, drove fine cars, popular in school madras shirt (5) – plaid cotton front-button shirt made in India, popular during the 50s and 60s two-bits (10) – say; input; opinion gang rivalry (11) – competition or opposition between gangs hacked off (12) – mad; angry the cooler (12) – jail blade (13) – switchblade; pocket knife Great Expectations (15) – novel by Charles Dickens Pip (15) – main character from Great Expectations hood (15) – hoodlum; gang-banger; bad-guy; trouble-maker dig (17) – understand Kools (19) – brand of cigarettes | <u>Idioms</u> Chapter One lone it (loned it) (1,2) – do (did) it alone happy-go-lucky (2) – carefree; easy going; easy to get along with use my head (4) – think carefully about the consequences of my actions scared of his own shadow (4) – unreasonably afraid of most everything like a bump on a log (4) – without reacting; showing no action for Pete’s Sake (6) – equivalent to for goodness sake, or for crying out loud; used to express annoyance or surprise bleedin’ like a stuck pig (7) – bleeding heavily, as though stabbed lift a hubcap (9) – steal a hubcap, a practice that was common among troublemakers in the fifties upside-down and backward (9) – thoroughly; from all angles; in every way to save his life (10) – as if it were a matter of life and death by your lonesome (13) – on your own; alone No, sirree, Bub (13) – absolutely not takes up (13) – sticks up; protects two-timin’ (14) – going out with two guys (girls) during the same time period behind the back of one or both partners marked lousy (15) – branded with the reputation of being someone bad or one to stay away from Chapter Two got wise to us (19) – figured out what we were up to shut your trap (21) – stop talking! stuck-up (21) – conceited; egotistical; self-important sizing him up (24) – watching closely to try to determine what kind of person he is couldn’t say booll to a goose (24) – was very shy, timid |

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| | | drive-ins (19) – restaurants that serve food to customers while they remain in their vehicles fuzz (20) - police dames (29) – women; girls; females weed (30) – during the 1950s and 1960s, a cigarette concession stand (30) – snack bar; place to purchase refreshments at a game, movie, or other event reform school (35) – school for bad kids, usually in lieu of going to jail the Beatles (37) – world famous musical group from the 60s – 80s and beyond Elvis Presley (37) – rock <u>n</u> ‘roll singer, famous during the 50s and still popular today rank (37) – lousy; bad rep (39) – slang abbreviation for reputation | not over his dead body (34) – he will do everything he can to prevent it as white as a sheet (34) – very pale; blood has rushed from her face have it made (34) – have everything they could ever ask for hitting it off (35) – getting along really well sweet-talking (35) – complimenting / flirting, —kissing up in order to get what one wants beat the tar out of her (35) – beat her up badly half-crocked (35) – drunk Chapter Three keep her guard up (38) – watch what she says and does like it or lump it (43) – accept the situation the way it is because you can’t do anything to change it chip off the block (48) – just like his father so quick it’d make your head spin (50) – so fast you wouldn’t realize it had happened |
| | STUDENTS FIGURE OUT THE MEANING | <u>Content Specific</u> Chapter 1-disgrace (page 3) madras (5) muttered (5) cowlick (6) reckless (7) bawl (8) quivering (9) unfathomable (10) rarities (11) savvy (17) Chapter 2-roguishly (22) winced (23) incredulous (24) scowled (24) nonchalantly (25) scatterbrained (27) shanghai(in) (28) heaters (29) Chapter 3-gallantly (37) aloofness (38) ornery (39) elite (41) dumbfounded (42) cunning (43) | |
| Pre-teaching Considerations | | Students should have participated and complete Lesson # 1 Pre-Reading Activities so they are familiar with the time period, author and slang. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: | | |
| Lesson Overview | Preparing the Learner 1. Vocabulary Notebook 2. <u>The Outsiders</u> by S.E. Hinton, Chapters 1-3 a. Audio link - <u>The Outsiders</u> by S. E Hinton- https://monteromyp2english.wikispaces.com/Audio+The+Outsiders Interacting with the Text 3. Sizing Up People 4. Read the poem “ <u>Richard Cory</u> ” by Edward Arlington Robinson. 5. Discussion Quickwrite 6. Dialectical Journal 7. Discussion Board Questions | | |

| | Extending Understanding 8. Layered Curriculum- Layer #1 Character Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Preparing the Learner | Prior Knowledge, Context, and Motivation: <u>Vocabulary Notebook-</u> Students will use a Vocabulary Notebook (Resource 2.1) to record and learn new words from The Outsiders. This notebook will be used throughout Lessons 2-5. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Interacting with the Text | Differentiated Instruction: English Learners: -Limit text dependent questions to 3 or 4. - Group discussion or teacher led on independent activities. -A link for the audio recording on YouTube allows students to listen to the text while they read. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Extending Understanding | <div><div><div>Sizing Up People</div><div>When you meet new people your age, what interests you about them? Use the rating scale at the left. Circle the number that comes closest to showing how important you think each of the qualities on the right hand column is to you. Then compare your responses with those of your classmates.</div><table><thead><tr><th>Extremely Important</th><th></th><th></th><th></th><th>Not Very Important</th><th></th></tr></thead><tbody><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>the way they dress</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>their grades in school</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>the amount of money they have</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>the kind of possessions they have</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>the way they talk</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>their physical appearance</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>where they live in town</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>who their friends are</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>how they treat their friends</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>where they hang out</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>their ethnic background</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>their hobbies and interests</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>their sense of humor</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>their athletic abilities</td></tr></tbody></table><div><div>1. Which of the qualities above are the most superficial? Which tell you something of true significance about the person? Do two of each.</div><table><thead><tr><th><u>Superficial</u> (shallow, not important)</th><th><u>Significant</u> (important, matters)</th></tr></thead><tbody><tr><td>*</td><td>*</td></tr><tr><td>*</td><td>*</td></tr></tbody></table><div>2. Which one of these qualities would you want to be judged by? Which would you not want to be judged by?</div></div></div></div> | Extremely Important | | | | Not Very Important | | 1 | 2 | 3 | 4 | 5 | the way they dress | 1 | 2 | 3 | 4 | 5 | their grades in school | 1 | 2 | 3 | 4 | 5 | the amount of money they have | 1 | 2 | 3 | 4 | 5 | the kind of possessions they have | 1 | 2 | 3 | 4 | 5 | the way they talk | 1 | 2 | 3 | 4 | 5 | their physical appearance | 1 | 2 | 3 | 4 | 5 | where they live in town | 1 | 2 | 3 | 4 | 5 | who their friends are | 1 | 2 | 3 | 4 | 5 | how they treat their friends | 1 | 2 | 3 | 4 | 5 | where they hang out | 1 | 2 | 3 | 4 | 5 | their ethnic background | 1 | 2 | 3 | 4 | 5 | their hobbies and interests | 1 | 2 | 3 | 4 | 5 | their sense of humor | 1 | 2 | 3 | 4 | 5 | their athletic abilities | <u>Superficial</u> (shallow, not important) | <u>Significant</u> (important, matters) | * | * | * | * | Students Who Need Additional Support: -Limit text dependent questions to 3 or 4. - Group discussion or teacher led on independent activities. |
| | Extremely Important | | | | Not Very Important | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | the way they dress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | their grades in school | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | the amount of money they have | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | the kind of possessions they have | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | the way they talk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | their physical appearance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | where they live in town | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | who their friends are | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | how they treat their friends | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | where they hang out | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | their ethnic background | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | their hobbies and interests | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | their sense of humor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | their athletic abilities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Superficial</u> (shallow, not important) | <u>Significant</u> (important, matters) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Poem “Richard Cory” (Resource 2.3): Read the poem of “Richard Cory” by Edward Arlington Robinson (Resource 2.3). Discuss how everybody wants to be like him, but what happens at the end of the poem. This depicts that no matter what you have and how wonderful someone’s life appears, hidden deep inside can be problems and despair. Hence, all people, no matter who they are or what they possess, have problems. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Chapter Two</p> <ol style="list-style-type: none"> 1. Infer the reason for Dally's inappropriate language with the girls at the movies. 2. From their reactions to insults, what can you conclude about the girls' personalities? 3. Explain why the girls are okay with Johnny and Pony, but not Dally. 4. Indicate how Two-Bit scares Johnny and Pony. Relate why it is especially frightening to Johnny. 5. Discuss a rule that the Greasers follow, besides —stick together. How do you think these rules came to be? 6. Describe the attack on Johnny. Why do you think the attack was so traumatic to him? <p>Chapter Three</p> <ol style="list-style-type: none"> 1. Discuss Cherry's description of the Socs. 2. Explain the story of Mickey Mouse and Soda. Why do you think it was included in the novel? 3. Explain the reference to the watching the sunset. Why is it an important part of the buildup of the relationship between Cherry Valance and Ponyboy? 4. What do Pony and Johnny do instead of going home after the movies? Describe the result. 5. Explain why Ponyboy and Johnny run away. 6. Infer why does Johnny says he likes it better when his father is hitting him. <p>6. Dialectical Journals (Resource 2.6)</p> <p>Directions for Dialectical Journal (ongoing in all lessons)</p> <p>Step One- (Teacher will explain example in Dialectical Journal. Next, teacher will write an entry with students before students work independently) Choose a quote or line from the chapter that has meaning or significance to the reader.</p> <p>Step Two- List the page number of quote, write the quote exactly as it is written in the novel</p> <p>Step Three- Write an explanation of how the quote is connected to the big idea or the essential questions of the novel.</p> <p>Step Four- Students share entries with partner using academic conversation frames if needed.</p> <p>*Step Four- Sharing out will occur simultaneously among groups in which they will create a summary slide.</p> | |
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Name: _____

Chapters:

Big Idea: Societal structure has the power to promote or limit freedom, choice, and desire.

- **Essential Questions:** How do societal divisions affect communities?
- Do social class and wealth affect happiness?
- How do cliques and gangs affect our worldview?
- What makes up a person's identity?
- What are the limitations of friendship?
- What does our response to conflict teach us about ourselves?

[illegible]

Teacher note- At the end of each Lesson 2-5, students will complete a multilayer student choice project where students produce work based upon a literary component like character, setting, plot and theme throughout the novel. In Lesson 2, Students need to earn a total of 35-45 points to demonstrate their understanding of character development, see **Layered Curriculum Resource (2.7)**. Students must earn the minimum number of points in each layer before moving onto the next layer.

_____ (10) Make a pair of collages that compare a greaser and a soc from the novel. You must have at least 5 pictures or words in each collage. Your collage must be labeled so viewers can understand your thinking.

On the front of each baseball card there should be a colored illustration and the character's name. On the back of each card you should list 5 personality traits.

____ (15) Create a Venn diagram or double-bubble map, comparing and contrasting the socs and the greasers in the novel. At least 5 items should be in each of the 3 sections. Your items should be personality and character traits.

_____ (10) Interview one of the characters in the book. What questions will you ask him or her? How will the character answer your questions? Be sure to include at least 5 questions and 5 answers. No yes or no questions will be accepted.

____ (15) Write a bio-poem about a greaser AND another bio-poem about a soc character in the book, so that readers can see how the two characters are alike and different. Be sure to include the most important traits.

_____ (20) Write a recipe or set of directions for how you would solve a problem in your life and another recipe for how a main character in the book would solve a problem. Your recipe should help us know you and the character better.

_____ (20) Create a cartoon strip using some of the characters in the book. What will the characters say to one another? What will they do? Be sure that the characters maintain the personalities and behaviors that they demonstrate in the story. Your strip must be neat, colored, and have at least 4 scenes.

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| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Vocabulary Notebook: *The Outsiders*, Chapter 1-3

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| disgrace (page 3) | | | <i>Not like the Socs, who...get editorials in the paper for being a public disgrace one day and an asset to society the next.</i> | |
| madras (page 5) | | | <i>He had a madra on his shirt.</i> | |
| muttered (5) | | | <i>I heard a muttered curse and got slugged again...</i> | |
| cowlick (6) | | | <i>He has dark-brown hair that kicks out in front and a slight cowlick in the back...</i> | |
| reckless (7) | | | <i>He's not as tall as Darry, and he's a little slimmer, but he has a finely drawn, sensitive face that somehow manages to be reckless and thoughtful at the same time.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapter 1

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| bawl (8) | | | <i>I looked away hurriedly, because, if you want to know the truth, I was starting to bawl.</i> | |
| quivering (8) | | | <i>I drew a quivering breath and quit crying.</i> | |
| unfathomable (10) | | | <i>He liked fights, blondes and for some unfathomable reason, school.</i> | |
| rarities (11) | | | <i>In New York, Dally blew off steam in gang fights, but here, organized gangs are rarities.</i> | |
| savvy(17) | | | <i>"It's because you're the baby- I mean, he loves you a lot. Savvy?"</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| roguishly (22) | | | <i>Dally grinned roguishly.</i> | |
| wincing (23) | | | <i>I winced inside.</i> | |
| incredulous (24) | | | <i>She gave him an incredulous look; and then she threw her Coke in his face.</i> | |
| scowled (24) | | | <i>Dallas scowled for a second.</i> | |
| nonchalantly (25) | | | <i>"Okay," I said nonchalantly, "might as well."</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 1-3

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| scatterbrained (27) | | | <i>He's kind of scatterbrained.</i> | |
| shanghai(ing) (28) | | | <i>"We're really Arabian slave traders and and we're thinking about shanghaiing them."</i> | |
| heaters (29) | | | <i>So are chains and heaters and pool sticks and rumbles.</i> | |
| gallantly (37) | | | <i>Two-Bit gallantly offered to walk them home.</i> | |
| aloofness(38) | | | <i>Socs were always behind a wall of aloofness, careful not to let their real selves show through.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 1-3

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| ornery (39) | | | <i>Mickey Mouse was a dark-gold buckskin, sassy and ornery, not much more than a colt.</i> | |
| elite (41) | | | <i>"...a few other of the socially elite checkered-shirt set."</i> | |
| dumfounded (42) | | | <i>"No..." Two-Bit said, dumb-founded,.</i> | |
| cunning (43) | | | <i>Dally - wild, cunning, Dally - turning into a hoodlum because he'd die if he didn't...</i> | |

Resource

Vocabulary Notebook: *The Outsiders*, Chapters

| <i>Word & Translation</i> | <i>Picture/Image</i> | <i>Definition</i> | <i>Source Sentence</i> | <i>Original Sentence</i> |
|--------------------------------------|-----------------------------|--------------------------|-------------------------------|---------------------------------|
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Sizing Up People

When you meet new people your age, what interests you about them? Use the rating scale at the left. Circle the number that comes closest to showing how important you think each of the qualities on the right hand column is to you. Then compare your responses with those of your classmates.

Extremely
Important

Not Very
Important

| | | | | | |
|---|---|---|---|---|-----------------------------------|
| 1 | 2 | 3 | 4 | 5 | the way they dress |
| 1 | 2 | 3 | 4 | 5 | their grades in school |
| 1 | 2 | 3 | 4 | 5 | the amount of money they have |
| 1 | 2 | 3 | 4 | 5 | the kind of possessions they have |
| 1 | 2 | 3 | 4 | 5 | the way they talk |
| 1 | 2 | 3 | 4 | 5 | their physical appearance |
| 1 | 2 | 3 | 4 | 5 | where they live in town |
| 1 | 2 | 3 | 4 | 5 | who their friends are |
| 1 | 2 | 3 | 4 | 5 | how they treat their friends |
| 1 | 2 | 3 | 4 | 5 | where they hang out |
| 1 | 2 | 3 | 4 | 5 | their ethnic background |
| 1 | 2 | 3 | 4 | 5 | their hobbies and interests |
| 1 | 2 | 3 | 4 | 5 | their sense of humor |
| 1 | 2 | 3 | 4 | 5 | their athletic abilities |

- Which of the qualities above are the most superficial? Which tell you something of true significance about the person? Do two of each.

Superficial (shallow, not important)

*
*

Significant (important, matters)

*
*

- Which one of these qualities would you want to be judged by? Which would you not want to be judged by?

Edwin Arlington Robinson (1869-1935)

"Richard Cory"

1 Whenever Richard Cory went down town,
2 We people on the pavement looked at him:
3 He was a gentleman from sole to crown,
4 Clean favored, and imperially slim.
5 And he was always quietly arrayed,
6 And he was always human when he talked;
7 But still he fluttered pulses when he said,
8 "Good-morning," and he glittered when he walked.
9 And he was rich—yes, richer than a king—
10 And admirably schooled in every grace:
11 In fine, we thought that he was everything
12 To make us wish that we were in his place.
13 So on we worked, and waited for the light,
14 And went without the meat, and cursed the bread;
15 And Richard Cory, one calm summer night,
16 Went home and put a bullet through his head.

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Original text: Collected Poems, with an introduction by John Drinkwater (London: Cecil Palmer, 1922): 82. PS 3535 O25A17 1922 Robarts Library.

First publication date: 1890 - 1897

Publication date note: The Children of the Night (1890-97), p. 35.

RPO poem editor: Ian Lancashire

RP edition: RPO 1998.

Recent editing: 2:2002/4/3

Rhyme: abab

Available at Representative Poetry Online.

URL: <http://rpo.library.utoronto.ca/poem/1735.html>

Reading "Richard Cory" poem and "Sizing Up People" Activity

Looking at your initial responses in the "Sizing Up People" Activity, has your opinion changed after reading and discussing "Richard Cory"? Explain your answer. Include cite text evidence.

Reading "Richard Cory" poem and "Sizing Up People" Activity

Looking at your initial responses in the "Sizing Up People" Activity, has your opinion changed after reading and discussing "Richard Cory"? Explain your answer. Include cite text evidence.

Resource 2.5

Text Dependent Questions/Canvas Discussion Board Chapters 1-3

Chapter One

1. Discuss how the narrator's description of himself.
2. Explain why Ponyboy like to go to the movies alone.
3. Describe Ponyboy's experience on the way home from the movies.
4. Discuss what happened to the parents of the narrator.
5. Infer why Ponyboy so reluctant to tell Darry how he really feels afterward.
6. Discuss how Two-Bit got his nickname. What is his real name?
7. According to Ponyboy, contrast Dally from the rest of the guys.

Chapter Two

1. Infer the reason for Dally's inappropriate language with the girls at the movies.
2. From their reactions to insults, what can you conclude about the girls' personalities?
3. Explain why the girls are okay with Johnny and Pony, but not Dally.
4. Indicate how Two-Bit scares Johnny and Pony. Relate why it is especially frightening to Johnny.
5. Discuss a rule that the Greasers follow, besides —stick together. How do you think these rules came to be?
6. Describe the attack on Johnny. Why do you think the attack was so traumatic to him?

Chapter Three

1. Discuss Cherry's description of the Socs.
2. Explain the story of Mickey Mouse and Soda. Why do you think it was included in the novel?
3. Explain the reference to the watching the sunset. Why is it an important part of the buildup of the relationship between Cherry Valance and Ponyboy?
4. What do Pony and Johnny do instead of going home after the movies? Describe the result.
5. Explain why Ponyboy and Johnny run away.
6. Infer why does Johnny says he likes it better when his father is hitting him.

Chapters: _____

- **Essential Questions:** How do societal divisions affect communities?
- Do social class and wealth affect happiness?
- How do cliques and gangs affect our worldview?
- What makes up a person's identity?
- What are the limitations of friendship?
- What does our response to conflict teach us about ourselves?

Layered Curriculum The Outsiders (Resource 2.7)

Layered curriculum will allow you to make the final decisions on your grade. While reading the novel, you will choose activities to work your way from the **1st layer to the 4th layer**. All work must be **YOUR BEST WORK** and will be due at each deadline.

A - 180-200 points

B - 179-157 points

C - 139-158 points

D - 138-116 points

F- 115 and below

Layered Assignments:

You will start at the “1” layer to achieve between **35-45 points**. You must earn at least **35 points** before moving on to the “2” layer. Assignments must be evaluated and your record sheet initialed by your teacher before moving on.

“1st” Layer (30-40 points) Deadline _____

You must earn a total of **35** points before moving on to the “2nd” layer.

Character Development

____ (10) Make a pair of collages that compare a greaser and a soc from the novel. You must have at least 5 pictures or words in each collage. Your collage must be labeled so viewers can understand your thinking.

____ (10) Create 3 baseball cards featuring important characters from the book. On the front of each baseball card there should be a colored illustration and the character’s name. On the back of each card you should list 5 personality traits.

____ (15) Create a Venn diagram or double-bubble map, comparing and contrasting the socs and the greasers in the novel. At least 6 items should be in each of the 3 sections. Your items should be personality and character traits.

____ (10) Interview one of the characters in the book. What questions will you ask him or her? How will the character answer your questions? Be sure to include at least 5 questions and 5 answers. No yes or no questions will be accepted.

____ (15) Write a bio-poem about a greaser AND another bio-poem about a soc character in the book, so that readers can see how the two characters are alike and different. Be sure to include the most important traits.

____ (20) Write a recipe or set of directions for how you would solve a problem in your life and another recipe for how a main character in the book would solve a problem. Your recipe should help us know you and the character better.

____(20) Create a cartoon strip using some of the characters in the book. What will the characters say to one another? What will they do? Be sure that the characters maintain the personalities and behaviors that they demonstrate in the story. Your strip must be neat, colored, and have at least 4 scenes.

"1st" Layer Total Points_____

"2nd" Layer (For a total of 50-60 points) Setting

You must earn a total of **80** points before moving on to the **"3rd"** layer.

DEADLINE for the "2nd" layer assignment is _____.

____ (15) Create a QUALITY, colored illustration for one important scene. Find words the author used to describe the scene. List five of those and the page where you found them. Write a 5-6 sentence paragraph explaining why the setting of *The Outsiders* is important to the story.

____ (20) Research Tulsa, Oklahoma in the 1960's and write a one-page report. Your report must include at least 10 facts about Tulsa, Oklahoma during that time period.

____(15) Create 3 bookmarks featuring important events from the book. Decorate each with a brief description and picture.

____(15) Draw/paint and write a greeting card to Ponyboy from Sodapop inviting us into the scenery and mood of an important part in the book. Be sure the verse helps us understand what is important in the scene and why. Include cite text evidence (quote).

____(15) Make a model or a map of a place in the book. Find a way to help viewers understand both what the places are like and why they are important in the book.

____ (30) Make two timelines. The first should illustrate and describe at least five shifts in the setting of the book. The second should illustrate and explain how the mood changes with the changes in setting.

____ (30) Rewrite a chapter from the book with a different setting. You can change the time period, state, or city. It must be at least one full page(typed) and change the outcome of the chapter.

"2nd" Layer Total Points_____ **Total for 1st and 2nd Layer**_____

“3rd” Layer (For a total of 55-75 points) DEADLINE _____ .

You must earn a total of **130** points before moving on to the **“4th”** layer.

PLOT/THEME

You must earn at least **55-75 points** before you are finished.

____(20) Create 4 bookmarks featuring important events from the book. Decorate each with colored illustration on the front and a 3-4 sentence description of the event on the back.

____(30) You will create a Wanted poster for a character from The Outsiders. You will determine from your notes whether he/she shows acts of loyalty or rivalry in the book. (See Template-Resource)

____ (25) Design a cause and effect concentration game. You may use index cards or any other game cards. Write causes in one color of cards and their effects on another color of cards. You must have at least 20 cards and instructions for the game .

____ (25) Imagine that this novel will be made into a movie. Design a movie poster to advertise the movie. It must include who will star in it, release dates, rating and an illustration of a scene. It must be colorful and creative! Look at the Hunger Games movie poster in the back or front of the classroom for an example.

____ (20) Design a book jacket for the novel. Include an illustration on the front. Include a quote for the back cover. Write a brief summary and short biography of the author for the inside back cover.

____ (20) Create an illustrated timeline. On a long sheet of paper, label and illustrate 12 important events in the book.

____ (50) Pretend you are a newspaper editor. Create a 2 page newspaper with headlines, news stories, advice columns, editorials and advertisements that relate to the time period of the book. Each page must contain at least 5 items. You may create your own or work on this with a partner so that each one of you will earn 25 points a piece.

____ (50) Make an alphabet book that covers items A-Z. Choose anything from the book to match the letters. Illustrate it.

“3rd” Layer Total Points_____Total for 1st ,2nd and 3rd Layer_____

“4th” Layer (For a total of 55-75 points) DEADLINE _____ .

NOVEL REVIEW PERFORMANCE TASK

____ (100)

Scenario: You are a newspaper reporter for the Tulsa Times. You have been given the following assignment to report upon the ongoing conflict between the Socs and the Greasers. You have been asked by your editor to report on some of the events that have taken place– gang rumblings, murder, and a daring rescue. You will be writing 4 separate articles that will be compiled into one newspaper. This assignment gives you the opportunity to creatively tell the stories of the characters and events of S. E. Hinton’s novel, The Outsiders.

Remember to include:

1. Your newspaper articles will follow the appropriate reporting format: addressing the who, what, where, and why of the events.
 2. Your articles will include photos and captions that contribute to your news articles.
 3. Your newspaper will go beyond the events of the novel.
 4. You will use evidence from the novel to support your opinions.
- **Character:** You will write an obituary for Johnny. **(Resource 6.3)**
 - **Plot, choose one:**
 - Write an article that describes the fire rescue and rise to fame as hometown heroes.
 - Write an article about the rumble that focuses on the causes why the conflict escalated to this event.
 - **Theme:** Write an editorial article that describes the conflict between the Socs and Greasers. **(Resource 6.5)**
 - **Final Analysis:** You will make predictions about the futures of at least two of the characters as you interview them ten years after the novel ends. You will use evidence from the novel to support your opinions. **(Resource 6.7)**

As you complete each assignment, present it to me for grading and initials. Don’t wait until the last minute! Completing the assignments does not guarantee you’ll receive the total points. Do your BEST work to receive total points.

If you don’t understand an assignment, ASK! I will check with you daily to monitor your progress.

KEEP THIS RECORD SHEET IN YOUR FOLDER SO YOU DON’T LOSE IT!

Total Points _____/200

SAUSD Common Core Lesson Planner

Teacher:

| | | | |
|--|--|---|---|
| Unit: The Outsiders Novel Unit Lesson #: 3 | Grade Level/Course: 7th grade | Duration: 4-5 days Date: | |
| Common Core and Content Standards | Content Standards: Reading: Literature Strand CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Writing Strand CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-Literacy.W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Speaking and Listening Strand CCSS.ELA-Literacy.SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| | Materials/ Resources/ Lesson Preparation | | |
| | 1. <u>The Outsiders</u> by S.E. Hinton, Chapters 4-6 2. Fugitive Comparison Article -“Pa. cop shooting suspect now federal fugitive”2014 CBS Interactive Inc., http://www.cbsnews.com/news/pennsylvania-manhunt-subject-eric-frein-now-considered-federal-fugitive/ 3. “Nothing Gold Can Stay” by Robert Frost, https://www.poets.org/poetsorg/poem/nothing-gold-can-stay 4. Nothing Gold Can Stay Video Clip http://www.schooltube.com/video/23ec64609ec73498c8da/Nothing%20Gold%20Can%20Stay | | |
| | Objectives | Content: Students will analyze setting and vocabulary/slang for chapters 4-6, while connecting to the importance to the change of setting and mood in the novel. Students will analyze poetry connection by justifying their opinions in relation to the setting of the novel. Students will produce student choice projects showing their understanding of setting in the novel | Language: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Students will interpret figures of speech (e.g. allusion and idioms) in context. |
| | | | |
| Depth of Knowledge Level | Level 1 Recall Level 2 Skill/Concept <input checked="" type="checkbox"/> Level 2 Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | | |

| | | | |
|---|-------------------------------------|--|--|
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input type="checkbox"/> Responding to varying demands of <input checked="" type="checkbox"/> Valuing evidence audience, task, purpose, and discipline <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures <input type="checkbox"/> Comprehending as well as critiquing | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING <u>Literary Terms</u> Foreshadowing <u>Allusions</u> Chapter 4-6 reeling pickled (54) – falling-down drunk English Leather (54) – a brand of men’s cologne fixed races (58) – illegal practice in which the results of races are predetermined by some, underhanded means, often by payoff bootlegging (58) – making alcohol, usually for profit—illegal because taxes are not paid to the government for the rights Hank Williams (58) – country music singer, most popular in the 40s and early 50s gross (58) – disgusting crooked (59) – drunk; intoxicated towheaded (59) – so blonde that the hair appears almost white lay over (60) – stay; spend the night reformatory (65) – reform school; home for juvenile delinquents pump (69) – water pump, often used where there is no running water inside the building pansy (72) – sissy T-Bird (80) – Ford Thunderbird automobile Sting Ray (85) – model of Corvette—a car manufactured by Chevrolet in the 1950s and 60s beefed (89) – angered JD’s (95) – juvenile delinquents | WORDS WORTH KNOWING <u>Idioms</u> Chapter Four You ain’t a’woofin’ (53) – you aren’t kidding; yes; absolutely lose my head (55) – lose my temper; become really angry Get ahold of yourself (57) – take control of yourself He didn’t bat an eye (59) – He didn’t think anything of it pack a punch (60) – hit hard Chapter Five My head swam (70) – I was dizzy from fear or other strong emotion Fancy meetin’ you here (70) – Imagine meeting (coming across) you here did a double take (72) – looked, looked away, quickly looked again like a fiend (78) – like someone who is addicted through the mill (80) – abused; badly treated you’d better believe it (82) – absolutely; for sure a ride for your money (82) – if you were paying for this, it would be well-worth the money you paid havin’ it out (83) – fighting Chapter Six rubbed him the wrong way (89) – did something that went against his nature; did something to upset him; likened to petting a cat in the wrong direction, which irritates it out of the corner of his eye (89) – through his peripheral vision, without looking straight at it |
| | STUDENTS FIGURE OUT THE MEANING | <u>Context Specific</u> Chapter 4 unceasingly (56) apprehensive (59) defiance (59) ruefully (60) reformatory (65) premonition (67) Chapter 5 | |

| | | | |
|--------------------------------------|--|---|--|
| | | <p>groggy (69) reluctantly (71) imploringly (72) sullenly (73) quavering (74) eluded (78) vital (80) indignant (80) hauled (81)</p> <p>Chapter 6</p> <p>surveyed (86) bewilderment (88) conviction (89) tangle (89) hesitation (90) defeated (92) plasma (95) hysterics (96)</p> | |
| Pre-teaching Considerations | | Students should have read chapters 1-3. Also students should have exposure to pre-reading and chapter 1-3 vocabulary, idioms and slang. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> M odeling <input type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> | | |
| Lesson Overview | <p>Preparing the Learner</p> <p>1. Vocabulary Notebook</p> <p>2. <u>The Outsiders</u> by S.E. Hinton, Chapters 4-6</p> <p> a. Audiolink -<u>The Outsiders</u> by S. E Hinton- https://monteromyp2english.wikispaces.com/Audio+The+Outsiders</p> <p>Interacting with the Text</p> <p>3. Dialectical Journal</p> <p>4. Discussion Board Questions</p> <p>5. Setting Activity</p> <p>6. Robert Frost Poetry Analysis “Nothing Gold Can Stay”</p> <p>7. Article- “Pa. cop shooting suspect now federal fugitive”</p> <p>Extending Understanding</p> <p>8. Setting Layer #2</p> | | |
| Preparing the Learner | <p>Prior Knowledge, Context, and Motivation:</p> <p>Students must have participated and completed pre -reading activities. Students have read and completed activities including vocabulary for chapters 1-3.</p> | | |

| | | |
|---|---|--|
| <p>Interacting with the Text</p> | <p>Step 1. Vocabulary Notebook Activity (Resource 3.1)</p> <p>Students will use a Vocabulary Notebook (Resource 3.1) to record and learn new words from The Outsiders. This notebook will be used throughout Lessons 2-5.</p> <p>Step 2. <u>The Outsiders</u> by S.E. Hinton, Chapters 4-6</p> <p>a. Audiolink -<u>The Outsiders</u> by S. E Hinton- https://monteromyp2english.wikispaces.com/Audio+The+Outsiders</p> <p>Step 3. Text-dependent questions/Canvas Discussion Board (Resource 3.2)</p> <p>Directions for Canvas Discussion Board</p> <p>*Suggested Text Dependent Questions are listed in Resource Section</p> <p>Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic.</p> <p>Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.</p> <p>Step three- Teacher monitors and assesses student posts</p> <p>Chapter 4</p> <ol style="list-style-type: none"> 1. Describe the events Ponyboy experiences at the park. 2. Discuss the results Johnny's actions at the park. 3. Explain Johnny's violent reaction to the Socs. 4. Discuss the boys means of transportation and their destination. 5. Describe and discuss the importance of the flashback at the church. | <p>Differentiated Instruction and English Learners: - Teachers can include additional vocabulary terms and scaffolds to aid in comprehension. - Students can also work collaboratively to complete the TDQ.</p> <p>-Limit text dependent questions to 3 or 4.</p> <p>- Group discussion or teacher led on independent activities.</p> <p>-The audio version of the novel is also available so students can listen to the text as they read along.</p> <p>https://monteromyp2english.wikispaces.com/Audio+The+Outsiders</p> |
| <p>Extending Understanding</p> | <ol style="list-style-type: none"> 6. Discuss Ponyboy's premonition and how it foreshadows another event. <p>Chapter Five</p> <ol style="list-style-type: none"> 1. Describe the boys' disguise and the reason behind Ponyboy's reaction to his hair. 2. Discuss how the boys' emotional display contrasts with their normal behavior. 3. Explain Ponyboy's sickness at the church. 4. Describe and explain Dally's gift from Sodapop. <p>Chapter Six</p> <ol style="list-style-type: none"> 1. Cherry feels responsible for the main events. Do you agree? Explain. 2. Describe the scene at the church. 4. Explain what happens to Ponyboy and Johnny because of their actions? 5. Describe the reaction that Soda and Darry have when they see Ponyboy. 6. Analyze and discuss the change that has taken place in the relationship between Ponyboy and Darry. | <p>Students Who Need Additional Support: -Teachers can include additional</p> |

***Step Four-** Sharing out will occur simultaneously among groups in which they will create a summary slide.

[illegible]

Step 5. The Outsiders Setting Activity ([Resource 3.4](#)) Describe the physical and emotional feelings present within each location. Depending upon the student needs, complete the activity teacher guided, with partners, or individually.

<https://monteromyp2english.wikispaces.com/Audio+The+Outsiders>

-Teachers can have students complete research on additional Robert Frost poems and make inferences regarding poetic meaning.

PICTURING THE SETTING

Directions: Your group will choose two of the following settings from *The Outsiders*: East Side, West Side, country, city, the drive-in, the abandoned church, Pony's house, the park, the hospital, the party. After choosing your settings, fill out two of the graphic organizers below that you will share with other groups in the class in a gallery walk.

My group: _____

The setting is _____.

| Here is what the author did to help me picture this setting | | Illustration Title: |
|---|--|---------------------|
| Great words and phrases (pg. #) | | |
| Similes (pg. #) | | |
| Personification (pg. #) | | |
| Sensory Details- Images I can see, hear, feel, smell, and taste | | |
| What is the Mood and tone of the text? | | |

Step 6. Robert Frost Poem "Nothing Gold Can Stay" [Resource 3.5](#)

Teachers will guide students through an analysis of the poem using the text dependent questions and looking for literary elements.

- "Nothing Gold Can Stay" Poem Analysis Worksheet (Resource 3.5)
- For added poetry support and analysis, teachers can access the Prezi Analyzation to show to students- <https://prezi.com/tyzf4yeia655/nothing-gold-can-stay/>
- Optional Activity- Students can create a **Venn Diagram** and Compare and contrast the mood and tone of the book vs. the movie clip Nothing Gold Can Stay Video Clip ([Resource 3.5b](#))

<http://www.schooltube.com/video/23ec64609ec73498c8da/Nothing%20Gold%20Can%20Stay>

ANALYZING POETRY "NOTHING GOLD CAN STAY" BY: ROBERT FROST

In Chapter 5, Ponyboy recites a famous poem written by the poet, Robert Frost. Ponyboy says that he remembered the poem because he never really understood what it was about.

Each poem has a message that the poet wants the reader to understand. As we read a poem, the easiest way to understand and appreciate its theme is to analyze it line by line, then think about the lines as a group and decide how they relate to each other. If Ponyboy had analyzed the poem in this way, he may have understood the poem a little better.

Directions: For the poem "Nothing Gold Can Stay," read each line and try to make an educated guess as to what the poet is trying to say in the line. Then answer the questions that follow to try to figure out the theme, or deeper meaning, of the poem.

Nature's first green is gold,
Her hardest hue to hold.

Her early leaf's a flower;
But only so an hour:

Then leaf subsides to leaf;
So Eden sank to grief.

So dawn goes down to day;
Nothing gold can stay.

1. What do you think "gold" could be talking about?
What different meanings does the idea "gold" possess?

2. Why do the leaf and flower only last an hour?

3. What is Eden and how did it sink to grief?

4. Why can't anything gold stay?

5. Describe the mood the poem is expressing?

RYME SCHEME:

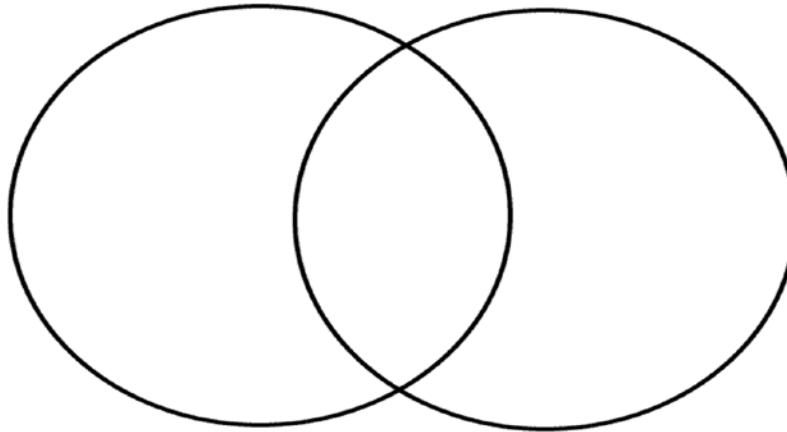
DIRECTIONS: ANALYZE THE RHYME SCHEME OF THE POEM. WRITE THE ALPHABETICAL LETTER THAT RHEAPS OUT THE SAME RHYME.

| Practice | Your turn |
|---------------|-----------------|
| ...with _____ | ...gold _____ |
| ...star _____ | ...hold _____ |
| ...fish _____ | ...flower _____ |
| ...car _____ | ...hour _____ |
| ...moon _____ | ...leaf _____ |
| ...soon _____ | ...grief _____ |
| | ...day _____ |
| | ...stay _____ |



VENN DIAGRAM: COMPARE AND CONTRAST THE MOOD AND TONE (RESOURCE 3.5B)

Directions: Now that you've analyzed the poem and read the chapter from the book when "Nothing Gold Can Stay" is first introduced, watch the video clip from the movie to analyze the mood and tone. How are they the same? How do they differ? How to the camera angle contribute to the mood in the film? How does the author's style contribute to the mood? What are the emotions the director wanted the audience to feel? What emotions did the author want to evoke in the reader?



Step 7. Fugitive Comparison Activity ([Resource 3.6](#))

This is a nonfiction article to compare and contrast the idea of a fugitive and why one would be considered a fugitive, based upon the article and the events in *The Outsiders*. After close reading the article, students will work on answering the text dependent questions using collaborative conversations.

Pa. cop shooting suspect now federal fugitive, Eric Frein is seen in undated, Last Updated Sep 18, 2014 9:11 AM EDT

*Comparison Chart for Non-fiction Article and **The Outsiders***

Read the nonfiction article, "Pa. cop shooting suspect now a federal fugitive." Answer the questions that follow and complete the chart using evidence from both the article and The Outsiders.

1. "Authorities are now calling Eric Matthew Frein a federal fugitive." a. What is a fugitive? b. Are Johnny and Ponyboy fugitives?
2. Complete the chart below using **QUOTES** from both the article and the novel:

| | Eric Frein | <u>The Outsiders</u> |
|---------------------------------------|------------|----------------------|
| How long have they been "fugitives"? | | |
| What is the motivation for the crime? | | |
| Who was the victim of the crime? | | |

| | | | |
|--|--|--|--|
| | How did their family members react? | | |
| | Where are they hiding? | | |
| | What were the circumstances of the crime? | | |
| | <p>Step 8. To assess student knowledge of setting, students need to complete activities totaling 50 points in the “2nd” Layer: Setting (Resource 3.7)</p> <p>Teacher note- At the end of each Lesson 2-5, students will complete a multilayer student choice project where students produce work based upon a literary component like character, setting, plot and theme throughout the novel. In Lesson 3, Students need to earn a total of 50-60 points to demonstrate their understanding of character development, see Layered Curriculum Resource (3.7). Students must earn the minimum number of points in each layer before moving onto the next layer.</p> <p>You must earn a total of 80 points before moving on to the “3rd” layer.</p> <p>____ (15) Create a QUALITY, colored illustration for one important scene. Find words the author used to describe the scene. List five of those and the page where you found them. Write a 5-6 sentence paragraph explaining why the setting of <i>The Outsiders</i> is important to the story.</p> <p>____ (20) Research Tulsa, Oklahoma in the 1960’s and write a one-page report. Your report must include at least 10 facts about Tulsa, Oklahoma during that time period.</p> <p>____ (15) Create 3 bookmarks featuring important events from the book. Decorate each with a brief description and picture.</p> <p>____ (15) Draw/paint and write a greeting card to Ponyboy from Sodapop inviting us into the scenery and mood of an important part in the book. Be sure the verse helps us understand what is important in the scene and why. Include cite text evidence (quote).</p> <p>____ (15) Make a model or a map of a place in the book. Find a way to help viewers understand both what the places are like and why they are important in the book.</p> <p>____ (30) Make two timelines. The first should illustrate and describe at least five shifts in the setting of the book. The second should illustrate and explain how the mood changes with the changes in setting.</p> | | |

| | | |
|--|---|--|
| | <p>_____ (30) Rewrite a chapter from the book with a different setting. You can change the time period, state, or city. It must be at least one full page(typed) and change the outcome of the chapter.</p> | |
| Lesson Reflection | | |
| <p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p> | | |

Vocabulary Notebook: *The Outsiders*, Chapters 4-6

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| unceasingly (56) | | | <i>My teetch chattered unceasingly and I couldn't stop them.</i> | |
| apprehensive (59) | | | <i>He was pretty well crocked, which made me apprehensive.</i> | |
| defiance (59) | | | <i>Yet in his hard face there was character, pride and a savage defiance of the whole world.</i> | |
| ruefully (60) | | | <i>He rubbed his side ruefully.</i> | |
| reformatory (65) | | | <i>If Johnny got caught, they'd give him the electric chair, and if they caught me, I'd be sent to a reformatory.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapter 4-6

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| premonition (67) | | | <i>But this church gave me kind of a creepy feeling. What do you call it? Premonition?</i> | |
| groggy (69) | | | <i>I was still groggy.</i> | |
| reluctantly (71) | | | <i>I put the book down reluctantly.</i> | |
| imploringly (72) | | | <i>I looked at Johnny imploringly.</i> | |
| sullenly (73) | | | <i>I leaned back next to him sullenly.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 4-6

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| quavering (74) | | | <i>"Good ol' Two-Bit," he said in a quavering voice.</i> | |
| eluded (78) | | | <i>I was trying to find the meaning the poet had in mind, but it eluded me.</i> | |
| vital (80) | | | <i>And it suddenly became real and vital.</i> | |
| indignant (80) | | | <i>"You're starved?" Johnny was so indignant he nearly squeaked.</i> | |
| hauled (81) | | | <i>And then you and Johnny turned up missing...and Dally getting hauled into the station...</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters

| <i>Word & Translation</i> | <i>Picture/Image</i> | <i>Definition</i> | <i>Source Sentence</i> | <i>Original Sentence</i> |
|--------------------------------------|-----------------------------|--------------------------|-------------------------------|---------------------------------|
| | | | | |
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Vocabulary Notebook: *The Outsiders*, Chapters

| <i>Word & Translation</i> | <i>Picture/Image</i> | <i>Definition</i> | <i>Source Sentence</i> | <i>Original Sentence</i> |
|--------------------------------------|-----------------------------|--------------------------|-------------------------------|---------------------------------|
| | | | | |
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Resource 3.2

Text Dependent Questions/Canvas Discussion Board

Directions for Canvas Discussion Board

*Suggested Text Dependent Questions are listed in Resource Section

Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic.

Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.

Step three- Teacher monitors and assesses student posts

Chapters 4-6

Chapter 4

1. Describe the events Ponyboy experiences at the park.
2. Discuss the results of Johnny going
3. Explain Johnny's violent reaction to the Socs.
4. Discuss the boys means of transportation and their destination.
5. Describe and discuss the importance of the flashback at the church.
6. Discuss Ponyboy's premonition and how it foreshadows another event.

Chapter Five

1. Describe the boys' disguise and the reason behind Ponyboy's reaction to his hair.
2. Discuss how the boys' emotional display contrasts with their normal behavior.
3. Explain Ponyboy's sickness at the church.
4. Describe and explain Dally's gift from Sodapop.

Chapter Six

1. Cherry feels responsible for the main events. Do you agree?
2. Describe the scene at the church.
4. Explain what happens to Ponyboy and Johnny because of their actions?
5. Describe the reaction that Soda and Darry had when they see Ponyboy.
6. Describe the change that has taken place in the relationship between Ponyboy and Darry.

The Outsiders

Name: _____

Chapters: _____

Big Idea: Societal structure has the power to promote or limit freedom, choice, and desire.

- [illegible]

Analyzing the setting within The Outsiders

Setting

The **setting** of a story includes the **customs** that exist within the **time** and **place** of a particular **culture**. A setting needs to be believable and it must appeal to our senses. Sometimes a setting acts as a character within the story or is responsible for a story's conflict. Sometimes the setting merely provides the backdrop for the events that take place, but even then it can still play an important role in creating the **atmosphere** that an author has envisioned. The atmosphere of the setting is also known as the **mood** and **tone** that the texts creates. Mood refers to the feeling one gets while reading about the setting (scary, cheerful, depressing, excitement, etc.). Tone, on the other hand, refers to the way a writer feels about a place or a character. Tone is often revealed through word choice or author's style.

Task

Based upon the chapters that you have read so far, identify two settings within the text, and using the information above, analyze each of the settings by dissecting it down to its barest elements and elaborating as to the effect it has on the story and the reader's interpretation. Please provide a brief illustration of the setting the you have analyzed as well.

PICTURING THE SETTING

Directions: Your group will choose two of the following settings from The Outsiders: East Side, West Side, country, city, the drive-in, the abandoned church, Pony's house, the park, the hospital, the party. After choosing your settings, fill out two of the graphic organizers below that you will share with other groups in the class in a gallery walk.

My group: _____

The setting is _____.

| Here is what the author did to help me picture this setting | |
|---|--|
| Great words and phrases (pg. #) | |
| Similes (pg. #) | |
| Personification (pg. #) | |
| Sensory Details- Images I can see, hear, feel, smell, and taste | |
| What is the Mood and tone of the text? | |

Illustration Title:

A picture that really sticks in my mind is _____
because_____.

If you were adding a detail to this setting, what would you add? Why would this be a good addition?

What if this story took place in a different place or time? How would the story change?

My group: _____

The setting is _____.

| Here is what the author did to help me picture this setting | |
|---|--|
| Great words and phrases (pg. #) | |
| Similes (pg. #) | |
| Personification (pg. #) | |
| Sensory Details- Images I can see, hear, feel, smell, and taste | |
| What is the Mood and tone of the text? | |

Illustration Title:

A picture that really sticks in my mind is _____
because_____.

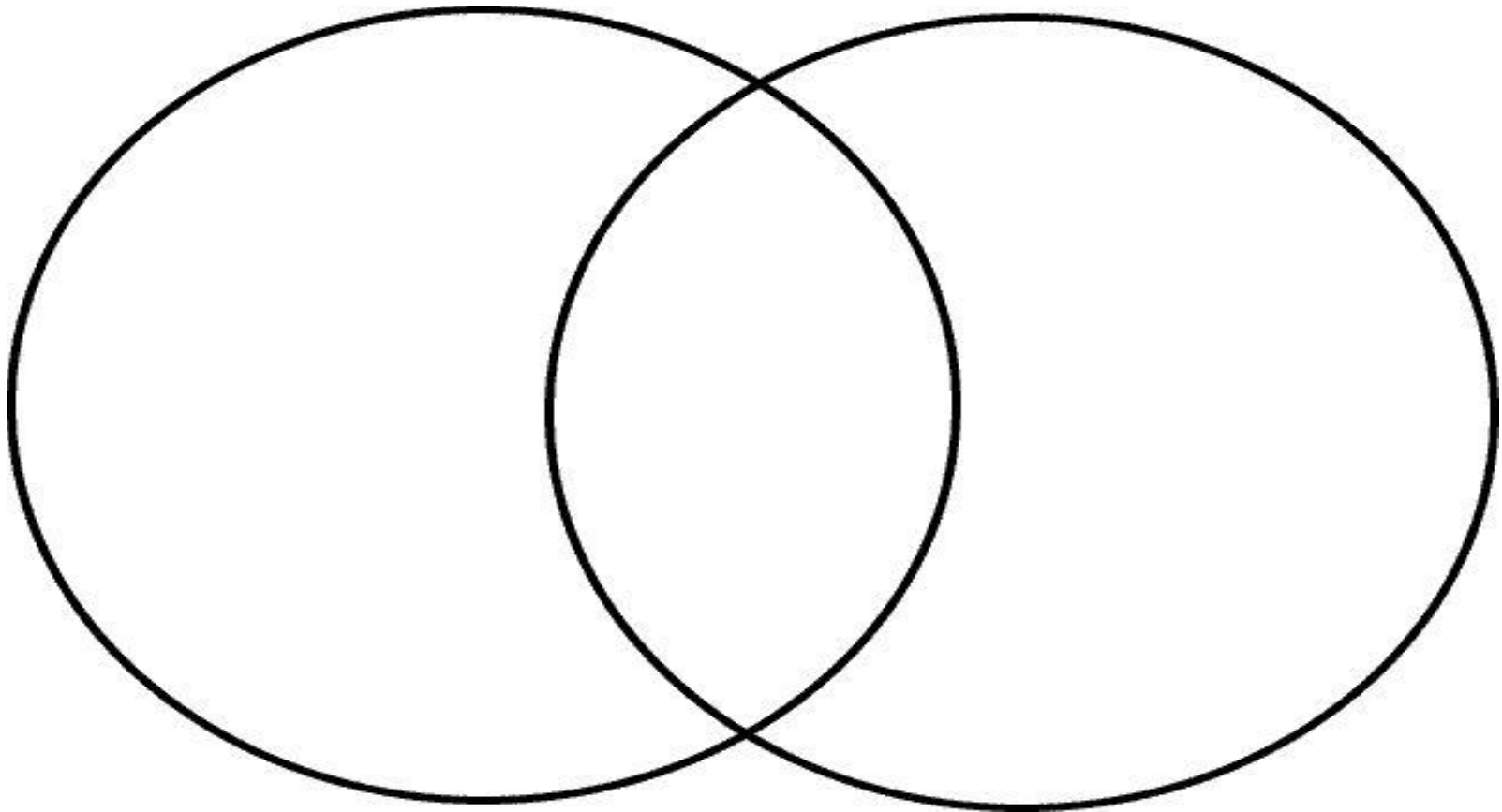
If you were adding a detail to this setting, what would you add? Why would this be a good addition?

What if this story took place in a different place or time? How would the story change?

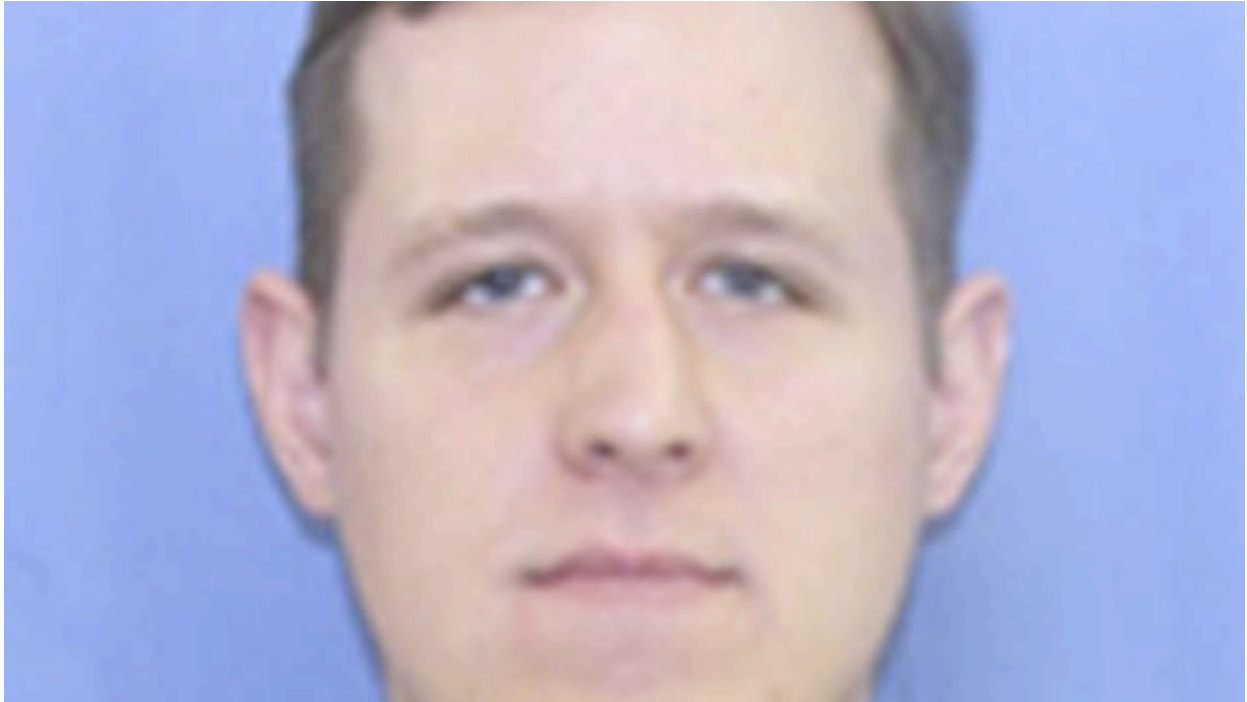


**VENN DIAGRAM: COMPARE AND CONTRAST THE MOOD AND TONE
(RESOURCE 3.5B)**

Directions: Now that you've analyzed the poem and read the chapter from the book when "Nothing Gold Can Stay" is first introduced, watch the video clip from the movie to analyze the mood and tone. How are they the same? How do they differ? How to the camera angle contribute to the mood in the film? How does the author's style contribute to the mood? What are the emotions the director wanted the audience to feel? What emotions did the author want to evoke in the reader?



Pa. cop shooting suspect now federal fugitive



Eric Frein is seen in undated

Last Updated Sep 18, 2014 9:11 AM EDT

Authorities are now calling Eric Matthew Frein a federal fugitive. He allegedly ambushed two Pennsylvania State Troopers last Friday night, [shooting and killing one of them.](#)

Sources tell CBS News that the federal warrant issued for Frein does not necessarily mean that he has crossed state lines in trying to escape. A federal official said investigators do not know at this point if he has crossed over state boundaries. It's possible, given the close proximity to New York and New Jersey. The manhunt for Frein is now in its sixth day.

The federal warrant was issued for unlawful flight to avoid prosecution, or UFAP. It allows the Feds to arrest Frein no matter where he is, but once he is arrested, any state charges will trump the federal warrant. The federal official said the FBI is assisting the Pennsylvania State Police in the investigation, including agents from the FBI's evidence recovery unit, interviewers, and aerial surveillance assets.

Police said Frein has a deep-seated hatred of law enforcement, and in Blooming Grove, Pa., residents aren't taking any chances, reports CBS News correspondent Don Dahler. Schools in the area have closed for another day as a precaution.



An undated photo of murder suspect Eric Frein.

AP/Pennsylvania State Police

But investigators say that while this man should be considered extremely dangerous, they believe he is primarily focused on a personal vendetta with law enforcement.

And police have a message for him:

"In the event you are listening to this broadcast on a radio -- on a portable radio -- while cowering in some cool, damp hiding place, I want you to know one thing: Eric, we are coming for you," said Pennsylvania State Police Lt. Col. George Bivens.

Investigators said Frein used to participate in eastern European-themed military reenactments, and played a German soldier in a 2007 independent film.

But somewhere along the way, they believe the game of dress-up took a deadly turn.

"In his current frame of mind, Frein now appears to have assumed that role in real life," Bivens said.

Officers in full camouflage and body armor have been searching the dense forest of eastern Pennsylvania for any sign of Frein, who police said is armed and trained to survive in the wild.

They said the 31-year-old shaved his head in a Mohawk style as part of the "mental preparation" for the alleged attack against two State Troopers outside police barracks.

"They didn't even know what hit them. It was a cowardly act on his part, and it was definitely directed toward law enforcement," said Pennsylvania Sheriff Philip Bueki.

Now the hunter is also the hunted.

"Every time we put that badge on in uniform, we take that risk and we do that to keep our community safe," Bueki said.

Frein's father said two high-powered rifles are missing from the family home.

Officials say the suspect's family has been cooperative, and that they have been interviewing people who participated with him in those military reenactments.

A funeral mass will be held in Scranton, Pa., Thursday for State Trooper Cpl. Bryon Dickson, who was slain in the ambush.

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Comparison Chart for Non-fiction Article and The Outsiders

Read the nonfiction article, *Pa. cop shooting suspect now a federal fugitive*. Answer the questions that follow and complete the chart using evidence from both the article and The Outsiders.

1. “Authorities are now calling Eric Matthew Frein a federal fugitive.” a. What is a fugitive? (Look it up in the dictionary if needed.) b. Are Johnny and Ponyboy fugitives?

2. Complete the chart below using **QUOTES** from both the article and the novel:

| | Eric Frein | <u>The Outsiders</u> |
|---|------------|----------------------|
| How long have they been “fugitives”? | | |
| What is the motivation for the crime? | | |
| Who was the victim of the crime? | | |
| How did their family members react? | | |
| Where are they hiding? | | |
| What were the circumstances of the crime? | | |

Name _____ Section _____

The Outsiders
POEM ASSIGNMENT

Your goal: to create a metaphorical poem about a major theme in the novel; this is to be similar to the style of the poem “Nothing Gold Can Stay” by Robert Frost (recited by Johnny in *The Outsiders*). That reference is quite relevant to the theme of the novel and can be seen in other texts.

Your requirements:

1. Must be at least 6 lines but no more than 12.
2. Must be related to a certain theme or idea from the novel. This means: think about some important events from the story. How did they make certain characters feel? Did characters change? For the better?
3. Under your poem, you must write 2-3 sentences about how this poem relates to the novel. Use specific examples from the text to support your reasoning.
4. Must have some sort of rhyme scheme (up to you).
5. Rhyme scheme must be listed **here:** _____
6. Remember: this is a *metaphorical* poem based on THEMES from the novel. Do not mention any actual characters’ names, events, settings, etc. from the book. This poem should be an allusion to part(s) of the story (allusion: reference meant to relate to something without actually mentioning it)
7. Be creative!
8. Typed and turned in on _____.

10 points:

- Neatness/organization/spelling/grammar
- Overall meaning
- Creativity
- Written explanation
- Typed, turned in on time (Friday, June 3)

| | | |
|--|---|---|
| Unit: The Outsiders Novel Unit Lesson #: 4 | Grade Level/Course: 7th grade | Duration: 4-5 days Date: |
| Common Core and Content Standards | <p>Content Standards:</p> <p><i>Reading Literature:</i></p> <p>CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><i>Reading Information:</i></p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <ul style="list-style-type: none"> ● <i>Writing:</i> ● CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence. ● CCSS.ELA-Literacy.W.7.1.a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ● CCSS.ELA-Literacy.W.7.1.b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <p>CCSS.ELA-Literacy.W.7.2.a Introduce a topic clearly, previewing what is to follow; 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.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><i>Speaking and Listening:</i></p> | |

| | | |
|---|---|---|
| | <p>CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><i>Language:</i></p> <p>CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-Literacy.L.7.5.a Interpret figures of speech (e.g., idioms) in context.</p> | |
| Materials/ Resources/ Lesson Preparation | <ul style="list-style-type: none"> • <u>The Outsiders</u> by S.E. Hinton, Chapters 7-9 • Audio Version -<u>The Outsiders</u> by S. E Hinton- https://monteromyp2english.wikispaces.com/Audio+The+Outsiders • Article Links- "Can Murder Be Justified?" http://theteeneconomists.blogspot.com/2012/07/can-murder-be-justified.html or debate article http://www.debate.org/opinions/is-killing-ever-justified • Movie "West Side Story" Connection- https://www.youtube.com/watch?v=hMMAB3MNCKw • Google Slides (Resource 4.8.a) • Cornell Note Template (Resource 4.8.b) • AVID Resource for Philosophical Chairs-Directions, Questions & Rubric | |
| Objectives | <p>Content:</p> <ol style="list-style-type: none"> 1. Students will become familiar with content specific words and phrases and figurative language by completing Dialectical Journals. 2. Students will analyze key quotes from the chapters that focus on the Essential Questions by completing a Dialectical Journal. 3. Students will comprehend and analyze key elements of plot and major conflicts found within the novel by completing graphic organizers. 4. Students will debate the issue of whether killing in self-defense is ever justified after reading the article, by annotating an article and | <p>Language:</p> <p>Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Students will use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>Students will acquire and use academic domain specific words and phrases.</p> |

| | | | |
|---|-------------------------------------|---|---|
| | | participating in Philosophical Chairs. 5. Students answering text dependent questions by collaborating with peers. | |
| Depth of Knowledge Level | | <input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | | <u>Literary Terms</u> dialogue, plot, conflict, narration, climax, rising action, falling action, exposition, flashback, surprise action, suspense, foreshadowing, irony <u>Allusions</u> Reader's Digest (132) – magazine-like book of stories, jokes, and anecdotes issued monthly stoned (111)-drunk Dough (111)-money | <u>Idioms</u> Chapter Seven in stitches (100) – laughing and giggling getting a kick out of all this (101) – having fun with it; enjoying himself going-on-seventeen (104) – near his seventeenth birthday lay off (107) – leave me alone; quit pestering me dead to the world (111) – extremely tired and sleepy by my lonesome (112) – alone lay down the law (116) – set forth the rules and expect them to be followed raise the roof (116) – become furiously angry Chapter Eight cuss us out (123) – call us every kind of profanity (swear word) she could think of two of a kind (124) – very much alike in many different ways passed out cold (125) – fainted almost jumped out of my skin (126) – was totally frightened or startled get away with murder (126) – not receive any punishment for any trouble caused play chicken (127) – act like you are afraid |

| | | | |
|-------------------------------|---|--|--|
| | | | What's up with the big-times? (127) – What are you guys doing? [friendly] booze-hound (129) – one who drinks alcohol to excess spruced up (131) – cleaned up and nicely dressed in a jam (135) – in some kind of trouble Get thee hence (136) – get over here (reference to the Bible) off my nut (137) – crazy get somewhere (138) – make a successful person of himself start the fireworks (139-140) – start the action/fight bopper (140) – fighter; one involved in a rumble sat tight (146) – sat firmly in his seat, holding on for security give me any static (147) – give me any trouble; try to stop me |
| | STUDENTS FIGURE OUT THE MEANING | <u>Content Specific</u> Chapter 7- mimicking (100), radiates (101), bleak (103), drawled (106), cocksure (109), recurring (110) aghast (112), exploits (113), contemptuously (115) Chapter 8-numbly (119), faltered (121), resemblance (123) divert (125), doggedly (127) Chapter 9-mortal (134), grimacing (134), affectionately (135), superiority (135), menace (136), conformity (137), stifled (137), leery (139) contempt (142), contracted (149), agony (149) | |
| Pre-teaching Considerations | | Students should have read chapters 7-9. Also students should have exposure to pre-reading and chapter 1-6 vocabulary, idioms and slang. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection | | |
| Lesson Overview | Preparing the Learner 1. Vocabulary Notebook 2. Novel Connections to Language Standards -Idioms 3. Idioms Review & Graphic Organizer a.KahootIt- https://create.kahoot.it/?_ga=1.212402320.520237861.1466562580&deviceId=e9fd1d37-22c5-42d9-beb8-452641f6c434R#quiz/20ef8be2-1b60-414e-92a9-a0ac7252876c b.Prezi- https://prezi.com/zy8a5pwkamww/idioms/ 4. Google Slides a. Cornell notes | | |

b. Graphic Organizer "Story Exposition"

Interacting with the Text

5. Outsiders Conflict Graphic Organizer and Answer Key
6. Dialectical Journal
7. Text Dependent Questions/Canvas Discussion

Extending Understanding

8. Philosophical Chairs Directions & Article: <http://www.avidweekly.org/assets/pdf/AW-Philosophical%20Chairs%20Template%20new.pdf>
9. Philosophical Chairs Article Links- "Can Murder Be Justified?"
"<http://theteeneconomists.blogspot.com/2012/07/can-murder-be-justified.html> or debate article
<http://www.debate.org/opinions/is-killing-ever-justified>
10. Think-Write-Pair-Share Graphic Organizer- plot video connection to "Westside Story".
11. Movie "West Side Story" Connection- <https://www.youtube.com/watch?v=hMMAB3MNCkw>
12. Layered Curriculum- Layer #3 Character Development

Prior Knowledge, Context, and Motivation:

Step 1. Vocabulary Notebook

Students should complete the Vocabulary Notebook for the chapters 7-9. Vocabulary Journal ([Resource 4.1](#))

vocabulary notebook: The Outsiders, Chapters 7-9

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|--------------------|---------------|------------|--|-------------------|
| mimicking (100) | | | He'd grab one guy's press hat and another's camera and walk around interviewing the nurses and mimicking the reporters. | |
| radiates (101) | | | The reporters stared at him admiringly, I told you he looks like a movie star, and he kind of radiates. | |
| bleak (103) | | | Soda was awake by then, and although he looked stony-faced, as if he hadn't heard a word the doctor had said, his eyes were bleak and stunned. | |
| drawled (106) | | | Two-Bit's mother warned... but Darry, flexing his muscles... drawled that he wasn't afraid of burglars... | |
| cocksure (109) | | | "Don't worry about it," Steve said, cocksure that he and Sodapop could handle anything that came up. | |

Step 2. Novel Connections to Language Standards -Idioms

Students will use a Kahoot technology activity and watch a Prezi to have an understanding of Idioms. Students will complete Idioms Graphic Organizer based on information to check for understanding.

- -Kahoot It
https://create.kahoot.it/?_ga=1.212402320.520237861.1466562580&deviceId=e9fd1d37-22c5-42d9-beb8-452641f6c434R#quiz/20ef8be2-1b60-414e-92a9-a0ac7252876c
- - Prezi - <https://prezi.com/zy8a5pwkamww/idioms/>
- - Check for Understanding Activity-Idioms Graphic Organizer ([Resource 4.2](#))

**Preparing the
Learner**

| | <p style="text-align: center;">THE OUTSIDERS IDIOMS GRAPHIC ORGANIZER</p> <p>Directions: Complete this reader response log while reading <i>The Outsiders</i> (both in class and while you read independently). This format will guide you through the reading and thinking process to help develop your ideas and express them on paper so that you can better participate in the discussion board with your team.</p> <table border="1"> <thead> <tr> <th>Page Number</th><th>Idiom</th><th>True Meaning</th></tr> </thead> <tbody> <tr> <td>Chapter 7, page 100</td><td>in stitches</td><td></td></tr> <tr> <td>Chapter 7, page 111</td><td>dead to the world</td><td></td></tr> <tr> <td>Chapter 7, page 116</td><td>lay down the law</td><td></td></tr> <tr> <td>Chapter 8, page 124</td><td>two of a kind</td><td></td></tr> </tbody> </table> | | Page Number | Idiom | True Meaning | Chapter 7, page 100 | in stitches | | Chapter 7, page 111 | dead to the world | | Chapter 7, page 116 | lay down the law | | Chapter 8, page 124 | two of a kind | |
|---------------------------|--|--------------|-------------|-------|--------------|---------------------|-------------|--|---------------------|-------------------|--|---------------------|------------------|--|---------------------|---------------|--|
| Page Number | Idiom | True Meaning | | | | | | | | | | | | | | | |
| Chapter 7, page 100 | in stitches | | | | | | | | | | | | | | | | |
| Chapter 7, page 111 | dead to the world | | | | | | | | | | | | | | | | |
| Chapter 7, page 116 | lay down the law | | | | | | | | | | | | | | | | |
| Chapter 8, page 124 | two of a kind | | | | | | | | | | | | | | | | |
| Interacting with the Text | <p>Step 3. Students work on Dialectical Journals for Quotes (Resource 4.3)</p> <p>Students will have read Ch. 7-9 before this lesson and should have completed the Dialectical Journal.</p> <p>Directions for Dialectical Journal (ongoing in all lessons)</p> <p>Step One- (Teacher will explain example in Dialectical Journal. Next, teacher will write an entry with students before students work independently) Choose a quote or line from the chapter that has meaning or significance to the reader.</p> <p>Step Two- List the page number of quote, write the quote exactly as it is written in the novel</p> <p>Step Three- Write an explanation of how the quote is connected to the big idea or the essential questions of the novel.</p> | | | | | | | | | | | | | | | | |
| Extending Understanding | <p>Step Four- Students share entries with partner using academic conversation frames if needed.</p> <p>*Step Four- Sharing out will occur simultaneously among groups in which they will create a summary slide.</p> | | | | | | | | | | | | | | | | |
| | <p>Differentiated Instruction and English Learners:</p> <ul style="list-style-type: none"> -Teachers can include additional vocabulary terms and scaffolds to aid in comprehension. - Students can also work collaboratively to complete the TDQ. -Limit text dependent questions to 3 or 4. - Group discussion or teacher led on independent activities. -The audio version of the novel is also available so students can listen to the text as they read along. <p>https://monteromyp2english.wikispaces.com/Audio+The+Outsiders</p> | | | | | | | | | | | | | | | | |






[illegible]

Step 4. Type of Conflict Activity ([Resource 4.4](#))

- Teachers should model how to identify conflict using the Types of Conflicts Worksheet. Have students work collaboratively to find the remaining conflicts, or students can complete during partner/teacher guided reading, using Close/Cloze Reading Strategies and Think-Write-Pair Share (Resource 4.4)

OLYMPIC CONFLICTS

DIRECTIONS: FOR EACH OF THE SIX CONFLICTS, DESCRIBE THE SCENES FROM THE BOOK THAT MATCH THE TEXT.

| MAN VS. MAN | MAN VS. NATURE | MAN VS. HIMSELF |
|---|--|---|
| 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ | 1. _____ 2. _____ 3. _____ | 1. _____ 2. _____ 3. _____ 4. _____ |
|  |  |  |
|  |  | |
| MAN VS. SOCIETY | | |

- Answer Key ([Resource 4.4B](#))

Step 5. Text Dependent Questions/Canvas Discussion Board (Resource 4.5)

Directions for Canvas Discussion Board

*Suggested Text Dependent Questions are listed in the Resource Section

All student answers should reference textual evidence and the page number must be cited for each response.

Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic.

Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.

Step three- Teacher monitors and assesses student posts

Chapter 7

1. Describe how the Greaser image temporarily changes in this chapter.

Students Who Need Additional Support:

- Teachers can include additional vocabulary terms and scaffolds to aid in comprehension.
- Students can also work collaboratively to complete the TDQ.
- Limit text dependent questions to 3 or 4.
- Group discussion or teacher led on independent activities.
- The audio version of the novel is also available so students can listen to the text as they read along.

<https://monteromyp2english.wikispaces.com/Audio+The+Outsiders>

Accelerated Learners:

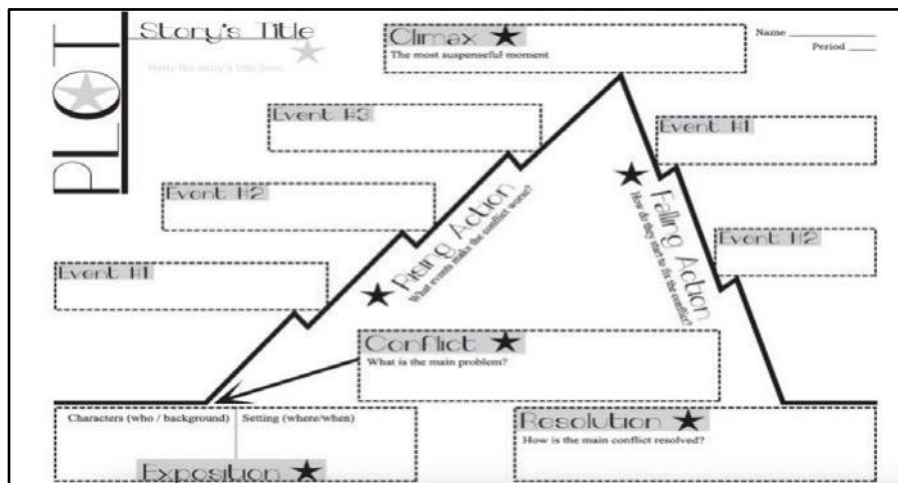
- Teachers can have students complete the optional writing assignments for involving cases of murder in self-defense.

- Have students research cases, take Cornell Notes and participate in online Canvas debates.

| | | |
|--|--|--|
| | <ol style="list-style-type: none"> Describe what Ponyboy would do if he could. Interpret the doctors' information on Dally's health. Predict whether Johnny recover or not. List one favorite food the Curtis boys have in common. Infer the reason behind Darry leaving the door unlocked. Respond to the charges against Johnny. Predict the court decision regarding Ponyboy. Discuss Randle's response to the idea of a rumble. <p>Chapter 8</p> <ol style="list-style-type: none"> Infer why Two-bit hands over his "fancy black-handled switch" to Dally "without hesitation." Recall two things Johnny requests from Two-Bit. Discuss the strange visitor who comes to see Johnny. Infer why Ponyboy has a "sick feeling" about the rumble. Darry could have been a Soc according to Two-Bit. Infer why he is not one. Describe Cherry's feelings about visiting Johnny. <p>Chapter 9</p> <ol style="list-style-type: none"> Describe two things in which Greasers have pride. Infer why Ponyboy rejects the Brumly gang. Explain the rules for the rumble. Discuss the surprise joiner of the rumble. Describe Dally's response to being kept at the hospital. Describe the end of the rumble. Interpret the meaning of Johnny's last words. <p>Step 6. Novel Exposition Google Slides and Activity (Resource 4.6.a-c).</p> <ol style="list-style-type: none"> Students will watch the Google Slide presentation Resource 4.6 on Plot learning the elements of a story. Students will take Cornell notes (Resource 4.6.a) on terms and then complete the graphic organizer connecting novel to terms. | |
|--|--|--|

[illegible]

2. Using their notes, Students should complete the “Story Exposition” Organizer working collaboratively in small groups ([Resource 4.6.b](#))



3. If students need additional help with identifying the plot elements, there is a Plot Collage ([Resource 4.6c](#)) with the answers filed in.

Step 7. Philosophical Chairs

Students will read article, “Can Murder Be Justified?” (Resource 4.7A) Teacher will set up room according to directions. Students will follow rules of Philosophical Chairs, answer questions/statements and reflect on their discussion with a personal writing activity.

1. Students read and annotate the article online- “Can Murder Be Justified?”<http://theteeneconomists.blogspot.com/2012/07/can-murder-be-justified.html>
2. See Philosophical Chairs Implementation for Teachers if teacher needs additional support on how to set this up in the classroom. (Resource 4.7)

3. Discuss: Dialogue vs Debate Teacher AVID ([Resource 4.8](#))



Dialogue and Debate



| | |
|---|--|
| Dialogue is collaborative with multiple sides working toward shared understanding. | Debate is oppositional; two opposing sides try to prove each other wrong. |
| In dialogue, one listens to understand, to make meaning, and to find common ground. | In debate, one listens to find flaws, to spot differences, and to counter arguments. |
| Dialogue enlarges and possibly changes a participant's point of view. | Debate affirms a participant's point of view. |
| Dialogue creates an open-minded attitude and an openness to being wrong and to change. | Debate creates a close minded attitude and a determination to be right and defends assumptions as truth. |
| In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it. | In debate one submits one's best thinking and defends it against challenge to show that it is right. |
| Dialogue calls for temporarily suspending one's beliefs. | Debate calls for investing wholeheartedly in one's beliefs. |
| In dialogue, one searches for strengths in all positions. | In debate, one searches for weaknesses in the other position. |
| Dialogue respects all the other participants and seeks not to alienate or offend. | Debate rebuts contrary positions and may belittle or deprecate other participants. |
| Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions. | Debate assumes a single right answer that someone already has. |
| Dialogue remains open-ended. | Debate demands a conclusion and a winner. |

3. Philosophical Chairs:

Step One-Teacher will choose what statements will be discussed (options given in **Resource 4.9**). The statements are presented to students and students record whether they agree or disagree with the statements.

Questions/Statements for Activity ([Resource 4.9](#)):

1. Is murder ever justified?
2. Give your opinion about what would happen in society if people started taking the law into their own hands.
3. Do you agree or disagree with the girl in the article? Why?

Step Two: Students with opposing views on the issue sit facing each other across the center of the room. Students who do not have a position sit in the "neutral zone," the bottom of the U formation.

Step Three: *All students:*

- Address each other by first names
- Think before you speak. Organize your thoughts. Give verbal clues

- Listeners (“I have three points.”)
- Address the ideas, not the person.
- Listen when others are speaking—don’t interrupt.
- Move if your view changes based on the arguments you hear

Step Four: *Students on the sides of the U:*

- One student will begin by explaining why he/she is taking the pro/con position. The conversation will then go back and forth from side to side. Keep in mind these rules:
- Before beginning your own comments, you must briefly summarize the previous speaker’s points to that speaker’s satisfaction.
- After you speak, you must wait until two other students on your side have spoken before you can speak again. Be sensitive to getting all students on your side an opportunity to speak.
- At the end of the discussion, one student from each team will summarize the viewpoints presented during the discussion by his/her team.

Step Five: *Students in the neutral zone:*

- Students in the neutral zone must take notes on both sides of the argument. You can also ask questions during the discussion. At the end of the discussion, you will be asked to explain what arguments, if any, caused you to change your position.

*Simple rubric and score sheet for student positions (Rubric and score sheet following)

4. At the end, students can assess their own learning using the **Reflection Philosophical Chairs Student Worksheet** ([Resource 4.9b](#))

| Reflection on a Philosophical Chairs Session |
|---|
| Focus statement: _____ |
| Your opinion before the discussion: _____ _____ |
| How many times did you change your opinion? _____ Explain Why? _____ |
| Your opinion at the end of the activity: _____ _____ |
| Considering the statements given during the activity, what caused you to reconsider your opinion? Give details. _____ _____ |
| In paragraph form, explain what in today's Philosophical Chairs session influenced your opinions. Use Statements and comments from activity. _____ _____ _____ |

5. To assess students, here is a Philosophical Chairs Rubric ([Resource 4.9c](#))

Philosophical Chairs Discussion Scoring Rubric

Summary of Speech: Scoring

| | | |
|---|-----------------|--|
| 1 | Not Used | Did not summarize his/her argument |
| 2 | Little Used | Had a reference but no information |
| 3 | Acceptable Use | Made references and included facts from the text |
| 4 | Excellent Use | Restated arguments and included facts from the text |
| 5 | Outstanding Use | Restated arguments and all facts supported by text and other sources |

Thoughtful Reflection: Scoring

| | | |
|---|-----------------|--|
| 1 | Not Used | Did not have understanding of the topic |
| 2 | Little Used | Had superficial understanding of the topic |
| 3 | Acceptable Use | Understood topic well enough to explain own argument |
| 4 | Excellent Use | Explained most of complexity of the topic |
| 5 | Outstanding Use | Complexity of the topic explained and used arguments |

Use of Specific Examples: Scoring

| | | |
|---|-----------------|---|
| 1 | Not Used | No examples from the text |
| 2 | Little Used | One example from the text |
| 3 | Acceptable Use | Several examples from the text with some explanation |
| 4 | Excellent Use | Examples from the text with each explained |
| 5 | Outstanding Use | Examples from the text with each explained and extended to fit the argument |

Step 8. Media Connection “Westside Story vs “The Outsiders” ([Resource 4.10](#))

Students will watch short movie clip scene of a rumble in *The Westside Story* and complete the Think Pair Share Graphic Organizer comparing it to the novel *The Outsiders*

- Movie *West Side Story* Connection-
<https://www.youtube.com/watch?v=hMMAB3MNCKw>
- Compare and Contrast *The Outsiders* Movie vs. Book ([Resource 4.10](#)): Think/Write/Pair/Share

| THINK PAIR SHARE WESTSIDE STORY & THE OUTSIDERS | | | |
|---|-------------|-----------------------|-----------------------|
| QUESTIONS | MY THOUGHTS | MY PARTNER'S THOUGHTS | WHAT WE WANT TO SHARE |
| 1. Identify the similarities between the characters in the <i>West Side Story</i> movie clip and the novel. | | | |
| 2. Identify the similarities between the mood in the <i>West Side Story</i> movie clip and the novel. How do color, camera angles, music, and movement contribute to this mood? | | | |
| 3. How do the song's words highlight the reasons for why there is a conflict? How does the music contribute to your overall understanding of the conflict? | | | |
| 4. Describe how the camera angles from the fight in movie clip evokes a certain mood and helps the audience understand the conflict. | | | |

Step 9. Layered Curriculum: Layer 3

**To be done throughout Lessons 4 & 5*

| | | |
|--|---|--|
| | <p>To assess student knowledge of setting, students need to complete activities totaling 50 points in the “3rd” Layer: Plot and Theme (Resource 4.11)</p> <p>Teacher note- At the end of each Lesson 2-5, students will complete a multilayer student choice project where students produce work based upon a literary component like character, setting, plot and theme throughout the novel. In Lesson 5, Students need to earn a total of 55-75 points to demonstrate their understanding of character development, see Layered Curriculum Resource (4.11). Students must earn the minimum number of points in each layer before moving onto the next layer.</p> <p>You must earn a total of 55-75 points before moving on to the “4th” layer/Performance Task.</p> <p>PLOT/THEME</p> <p>You must earn at least 55-75 points before you are finished.</p> <p>____ (20) Create 4 bookmarks featuring important events from the book. Decorate each with colored illustration on the front and a 3-4 sentence description of the event on the back.</p> <p>____ (30) You will create a Wanted poster for a character from The Outsiders. You will determine from your notes whether he/she shows acts of loyalty or rivalry in the book. (See Template-Resource)</p> <p>____ (25) Design a cause and effect concentration game. You may use index cards or any other game cards. Write causes in one color of cards and their effects on another color of cards. You must have at least 20 cards and instructions for the game.</p> <p>____ (25) Imagine that this novel will be made into a movie. Design a movie poster to advertise the movie. It must include who will star in it, release dates, rating and an illustration of a scene. It must be colorful and creative! Look at the Hunger Games movie poster in the back or front of the classroom for an example.</p> <p>____ (20) Design a book jacket for the novel. Include an illustration on the front. Include a quote for the back cover. Write a brief summary and short biography of the author for the inside back cover.</p> <p>____ (20) Create an illustrated timeline. On a long sheet of paper, label and illustrate 12 important events in the book.</p> <p>____ (50) Pretend you are a newspaper editor. Create a 2-page newspaper with headlines, news stories, advice columns, editorials and advertisements that relate to the time period of the book. Each page must contain at least 5 items. You may create your own or work on this with a partner so that each one of you will earn 25 points a piece.</p> <p>____ (50) Make an alphabet book that covers items A-Z. Choose anything from the book to match the letters. Illustrate it.</p> | |
|--|---|--|

| Lesson Reflection | |
|---|--|
| Teacher Reflection Evidenced by Student Learning/ Outcomes | |

Vocabulary Notebook: *The Outsiders*, Chapters 7-9

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| mimicking (100) | | | <i>He'd grab one guy's press hat and another's camera and walk around interviewing the nurses and mimicking the reporters.</i> | |
| radiates (101) | | | <i>The reporters stared at him admiringly, I told you he looks like a movie star, and he kind of radiates.</i> | |
| bleak (103) | | | <i>Soda was awake by then, and although he looked stony-faced, as if he hadn't heard a word the doctor had said, his eyes were bleak and stunned.</i> | |
| drawled (106) | | | <i>Two-Bit's mother warned..., but Darry, flexing his muscles...drawled that he wasn't afraid of burglars...</i> | |
| cocksure (109) | | | <i>"Don't worry about it," Steve said, cocksure that he and Sodapop could could handle anything that came up.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 7-9

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| recurring (110) | | | <i>Soda began sleeping with me, and it stoppped recurring so often, but it happened often enough for Darry to take me to a doctor.</i> | |
| aghast (112) | | | <i>"Work?" Two-Bit was aghast. "And ruin my rep?..."</i> | |
| exploits (113) | | | <i>Two-Bit was telling me about one of his many exploits while we did dishes.</i> | |
| contemptuously (115) | | | <i>I hated them as bitterly and contemptuously as Dally Winston hated.</i> | |
| numbly (119) | | | <i>It's true, I thought numbly, he is dying.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 7-9

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| faltered (121) | | | <i>"I won't be able to walk again," Johnny started, then faltered. "Not even on crutches. Busted by back."</i> | |
| resemblance (123) | | | <i>She was a little woman, with straight black hair...like Johnny's. But that was as far as the resemblance went.</i> | |
| divert (125) | | | <i>It was the reward of two hours of walking aimlessly around a hardware store to divert suspicion.</i> | |
| doggedly (127) | | | <i>Two-Bit knew what I meant, but doggedly pretended not to.</i> | |
| mortal (134) | | | <i>Oh, no, I thought in mortal fear, I've got to be in it.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 7-9

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| grimacing (134) | | | <i>We had stood there, clenching our teeth and grimacing, with sweat pouring down our faces and the smell of burning flesh making us sick...</i> | |
| affectionately (135) | | | <i>Soda punched him in the ribs affectionately.</i> | |
| superiority (135) | | | <i>Sodapop looked down at me with mock superiority, but Darry went on...</i> | |
| menace (136) | | | <i>I am a menace to society.</i> | |
| conformity (137) | | | <i>Soda fought for fun, Steve for hatred, Darry for pride, and Two-Bit for conformity.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 7-9

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| stifled (137) | | | <i>I stifled a giggle.</i> | |
| leery (139) | | | <i>We mostly stuck with our own outfits, so I was a little leery of going over to him, but I shrugged.</i> | |
| contempt (142) | | | <i>He was looking at Darry with an expression I couldn't quite place, but disliked. Contempt? Pity? Hate? All three?</i> | |
| contracted (149) | | | <i>His face contracted in agony, and sweat streamed down his face.</i> | |
| agony (149) | | | <i>His face contracted in agony, and sweat streamed down his face.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters

| <i>Word & Translation</i> | <i>Picture/Image</i> | <i>Definition</i> | <i>Source Sentence</i> | <i>Original Sentence</i> |
|--------------------------------------|-----------------------------|--------------------------|-------------------------------|---------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

NAME: _____

THE OUTSIDERS

IDIOMS GRAPHIC ORGANIZER

Directions: Complete this reader response log while reading *The Outsiders* (both in class and while you read independently). This format will guide you through the reading and thinking process to help develop your ideas and express them on paper so that you can better participate in the discussion board with your team.

| Page Number | Idiom | True Meaning |
|------------------------|------------------------------|--------------|
| Chapter 7, page 100 | in stitches | |
| Chapter 7, page 111 | dead to the world | |
| Chapter 7, page 116 | lay down the law | |
| Chapter 8, page 124 | two of a kind | |
| Chapter 8, page 126 | almost jumped out of my skin | |
| Chapter 8, page 126 | get away with murder | |
| Chapter 8, page 135 | in a jam | |

| | | |
|-------------|-------|--------------|
| | | |
| Page Number | Idiom | True Meaning |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(Resource 4.3)

Chapters: _____

- **Essential Questions:** How do societal divisions affect communities?
- Do social class and wealth affect happiness?
- How do cliques and gangs affect our worldview?
- What makes up a person's identity?
- What are the limitations of friendship?
- What does our response to conflict teach us about ourselves?

103

TYPES OF CONFLICTS IN THE OUTSIDERS

RESOURCE 4.4

DIRECTIONS: FOR EACH OF THE SIX CONFLICTS, DESCRIBE THE SCENES FROM THE BOOK THAT MATCH THE TEXT.



MAN VS. MAN

1. _____

2. _____

3. _____

4. _____

5. _____



MAN VS. THE SUPERNATURAL

1. _____



MAN VS. NATURE

1. _____

2. _____

3. _____



MAN VS. SOCIETY

1. _____

2. _____

3. _____



MAN VS. HIMSELF

1. _____

2. _____

3. _____

4. _____



MAN VS. TECHNOLOGY

1. _____

2. _____

OUTSIDERS CONFLICTS

RESOURCE 4.4B (TEACHER ONLY)

ANSWER KEY FOR TEACHERS

DIRECTIONS: FOR EACH OF THE SIX CONFLICTS, DESCRIBE THE SCENES FROM THE BOOK THAT MATCH THE TEXT.



MAN VS. MAN

1. Johnny kills Bob in self-defense

2. Tim Shepard wants to fight Dally for slashing his car tires.

3. The Greasers and Socs fight in a rumble.

4. Dally points a gun at the liquor store cashier.

5. Cherry and Marcia don't want to leave with their drunk boyfriends.



MAN VS. THE SUPERNATURAL

1. The church gives the boy a creepy feeling.



MAN VS. NATURE

1. The hard rainstorm during the rumble.

2. The fire eating the church building.

3. Johnny in the hospital trying to recover.



MAN VS. SOCIETY

1. Everyone thinks the Greasers are criminals.

2. If Darry doesn't take care of the boys right, they will go into the foster care system.

3. Cherry Valence likes Ponyboy, but knows she can't date a guy like him.



MAN VS. HIMSELF

1. Sodapop doesn't feel smart enough for school.

2. Ponyboy knows he shouldn't walk home by himself.

3. Ponyboy and Johnny are embarrassed about dying and cutting their hair.

4. Dally doesn't want to live anymore.



MAN VS. TECHNOLOGY

1. Dally's blade busted that morning, so he didn't have it to fight Tim

2. When Johnny and Ponyboy cut their hair, the blade is dull and hurts a lot.

Resource 4.5

Text Dependent Questions/Canvas Discussion Board

Directions for Canvas Discussion Board

*Suggested Text Dependent Questions are listed in Resource Section

Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic.

Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.

Step three- Teacher monitors and assesses student posts

Chapters 7-9

Chapter 7

1. Describe how the Greaser image temporarily changes in this chapter.
2. Describe what Ponyboy would do if he could.
3. Interpret the doctors' information on Dally's health.
4. Predict whether Johnny recover.
5. List one favorite food the Curtis boys have in common.
6. Infer the reason behind Darry leaving the door unlocked.
7. Respond to the charges against Johnny.
8. Predict the court decision regarding Ponyboy.
9. Discuss Randle's response to the idea of a rumble.

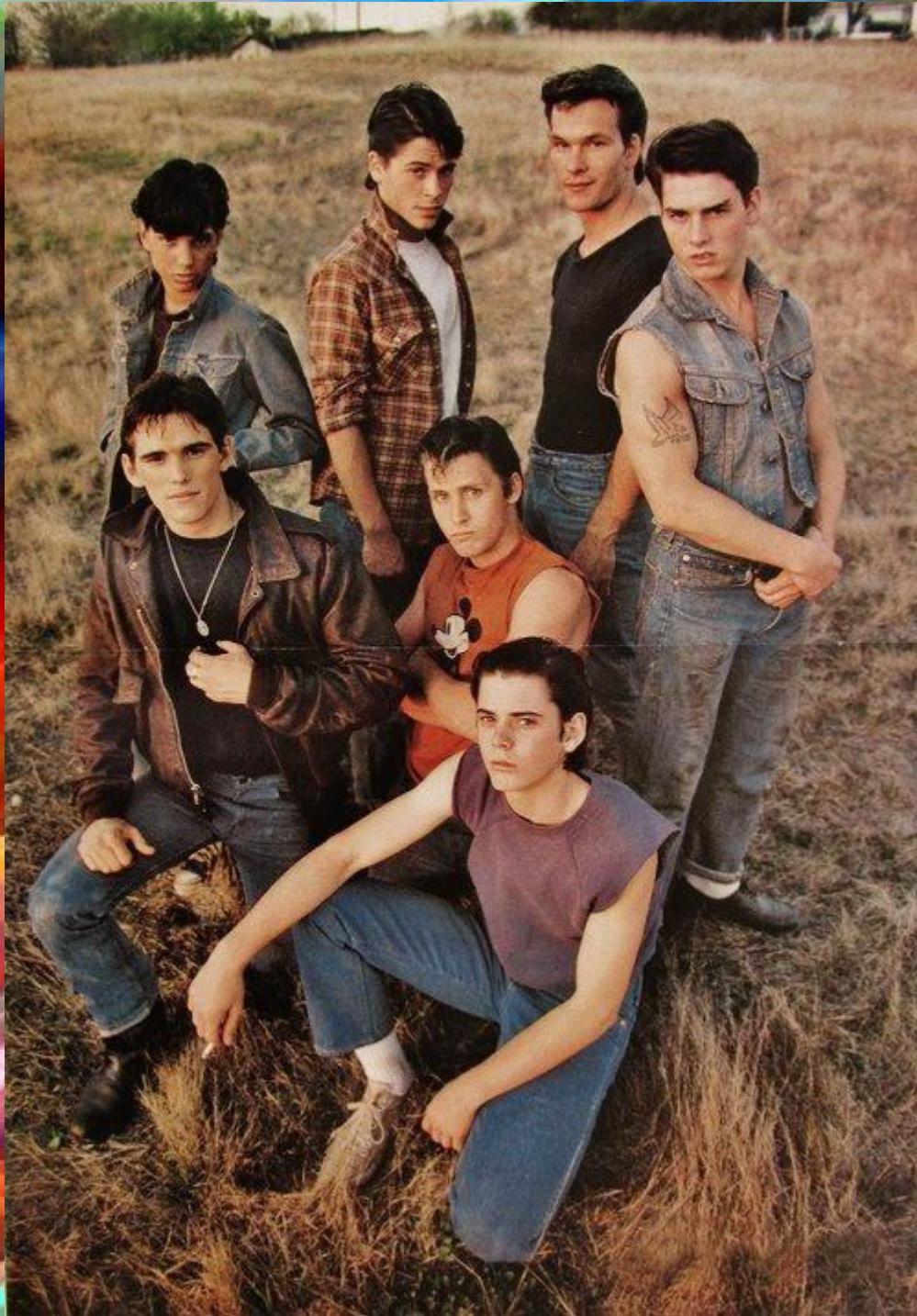
Chapter 8

1. Infer why Two-bit hands over his "fancy black-handled switch" to Dally "without hesitation."
2. Recall two things Johnny requests from Two-Bit.
3. Discuss the strange visitor who comes to see Johnny.
4. Infer why Ponyboy has a "sick feeling" about the rumble.
5. Darry could have been a Soc according to Two-Bit. Infer why he is not one.
6. Describe Cherry's feelings about visiting Johnny.

Chapter 9

1. Describe two things in which Greasers have pride.

2. Infer why Ponyboy rejects the Brumly gang.
3. Explain the rules for the rumble.
4. Discuss the surprise joiner of the rumble.
5. Describe Dally's response to being kept at the hospital.
6. Describe the end of the rumble.
7. Interpret the meaning of Johnny's last words.

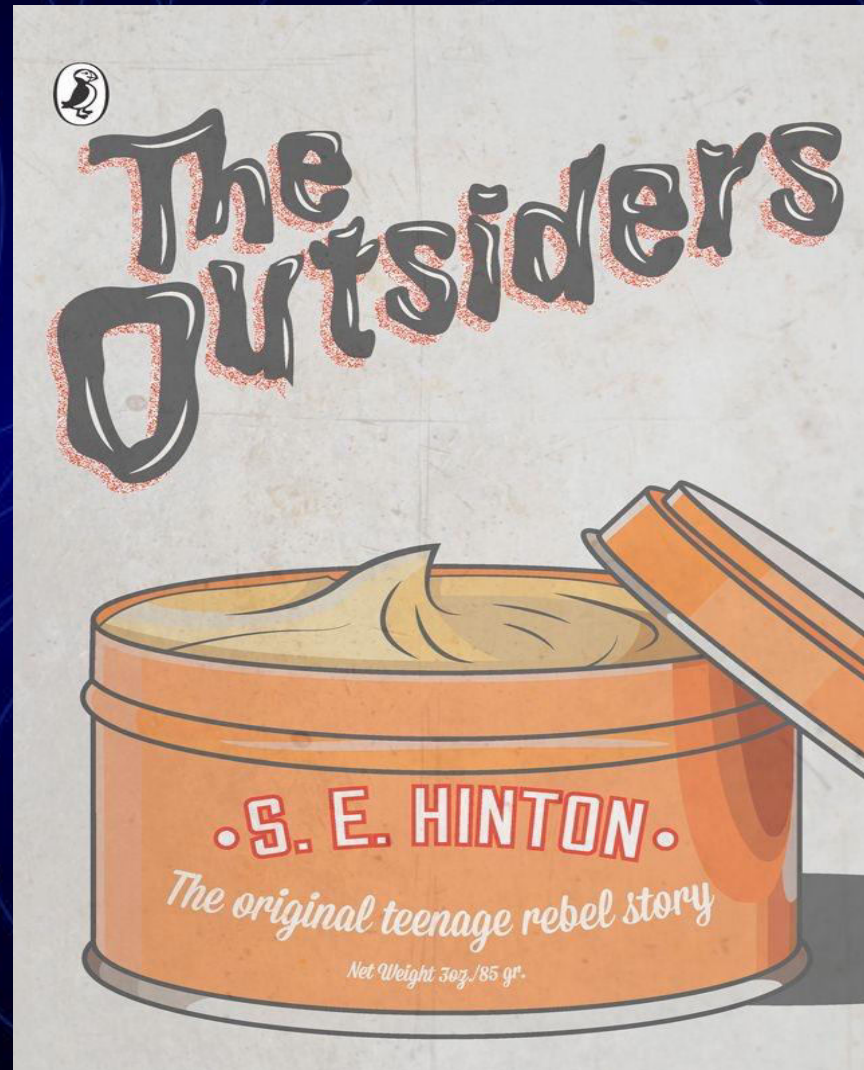


Short Story Elements

What parts make up a story?

Story Terms

- Plot
- Setting
- Characters
- Point of View
- Theme



Plot

Plot is what happens and how it happens in a narrative. A narrative is any work that tells a story, such as a short story, a novel, a drama, or a narrative poem.



Parts of a Plot

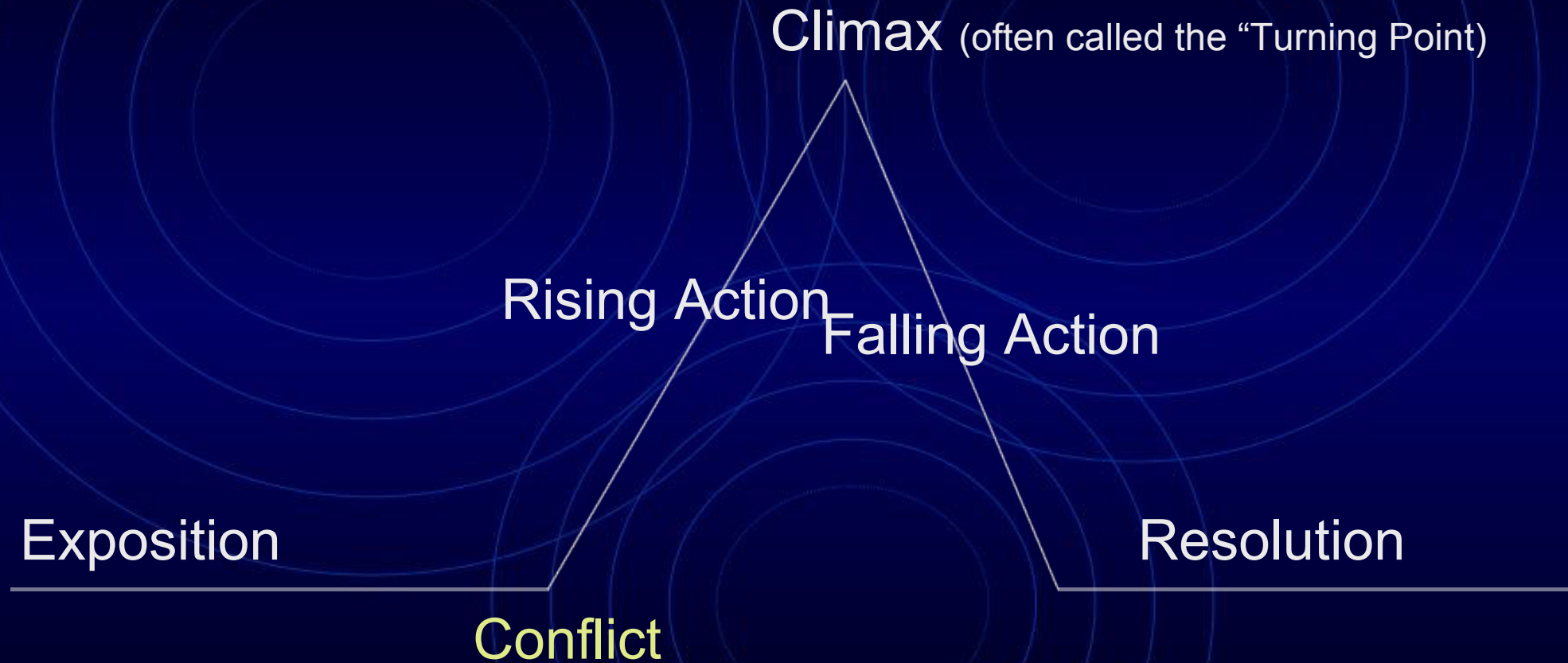
- Exposition - event that gives rise to conflict (opening situation)
- Rising Action- events that complicate or intensify the central conflict (rising action)
- Climax- highest point of interest or emotional involvement in the story
- Falling Action- logical result of Climax
- Resolution- Final outcome of the story

Conflict



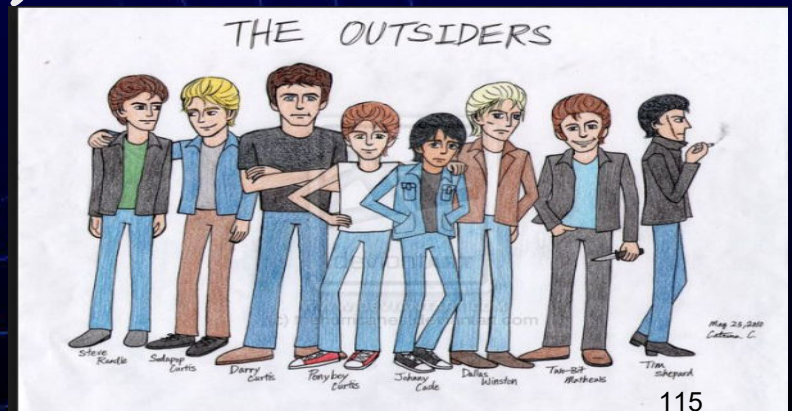
- Conflict is a struggle between opposing forces
- Every plot must contain some kind of conflict
- Stories can have more than one conflict
- Conflicts can be external or internal
 - a. External conflict- outside force may be person, group, animal, nature, or a nonhuman obstacle
 - b. Internal conflict- takes place in a character's mind

Diagram of Plot



Special Techniques of Plot

- Suspense- excitement or tension
- Foreshadowing- hint or clue about what will happen in story
- Flashback- interrupts the normal sequence of events to tell about something that happened in the past
- Surprise Ending- conclusion that reader does not expect (use of irony)



Story's Title ★
Write the story's title here: ★

Name _____
Period _____

Climax ★
The most suspenseful moment

Event #3

Event #1

Event #2

Event #1

Rising Action ★
What events make the conflict worse?

Falling Action ★
How do they start to fix the conflict?

Event #2

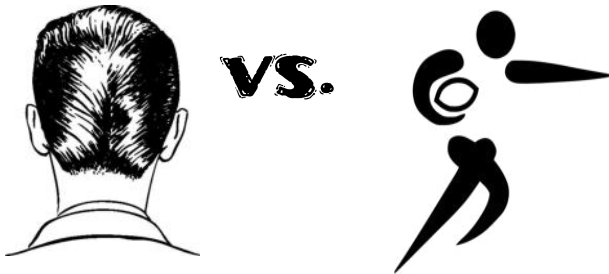
Conflict ★
What is the main problem?

Characters (who / background) | Setting (where/when)

Exposition ★

Resolution ★
How is the main conflict resolved?

PLOT COLLAGE



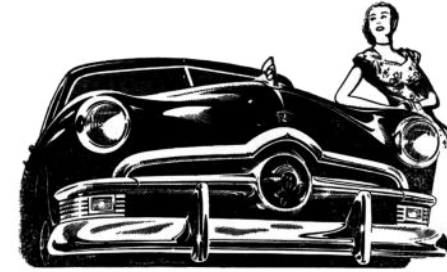
CHARACTERS/SETTING

In Tulsa, Oklahoma, the story opens with Ponyboy, a greaser and the main character, going home from the movies when he is jumped by Socs (rich kids).



CONFLICT

There is a rivalry between two major gangs, the Greasers and Socs. The Greasers represent the poor and the Socs the wealthy.



MAJOR EVENTS -Rising Action

1. Ponyboy gets jumped by the Socs.
2. Ponyboy meets Cherry at the theatre.
3. Ponyboy and the greasers have a run in with the Socs as a result of being with Cherry.



Climax

1. The boys accidentally set the church on fire leading to injuries and other consequences.



MAJOR EVENTS -Faling Action

1. A rumble between the Greasers and Socs occurs.
2. Dally provokes police to shoot and kill him.

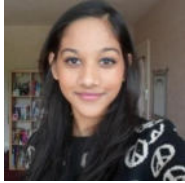


RESOLUTION/DENOUEMENT

1. Ponyboy makes peace with the Socs in his mind, realizing the Greasers' role in their own demise.
2. He writes a composition (essay) about the events to bring up his grade in English class.

SUNDAY, 22 JULY 2012

Can Murder be Justified?



by Salma Rana

This question may seem rather straightforward and you may initially find yourself leaning towards 'No, murder cannot be justified' because all in all, it is not acceptable to take away someone else's chance at life. Right? However, when you look at the bigger picture you find that it is more complicated than that because of the various degrees to murder and really, what is classified as murder and what makes it justified?

Killing animals, war and capital punishment are murderous situations but they have happened in the past and will continue to happen in the future and seem to be completely justified by many.

The headline "No charge for father who killed daughter's rapist" has been around in the media for the past few weeks and has definitely raised some interesting issues concerning ethics and human rights.



The father and daughter are left anonymous in order to protect their identities. A quick overview of the case is that, on June 9th, a Texas dad found his five year old daughter being sexually assaulted by a rapist, and consequently beat the attacker to death. The father was not charged and, although investigated for homicide, the jury were very quick to come to this conclusion.

The fact that they were very quick in deciding this ultimately questions, as extreme as it sounds, whether murder can ever be justified.

I have a relativist view of this and personally think that in this case, it can.



Everyone has their own rights, but I believe that because and when the attacker raped an innocent young girl -and could have potentially killed her- he lost those rights.

While some are concerned about the fact that a killer is let off, they may not be aware of the full circumstances. Put yourself in the father's position. You hear that your daughter has been abducted and then you follow her screams, only to find her being treated in the worst possible way imaginable. Do you just stand there and wait for the police to arrive or do you do everything in your power to get your daughter away from the man? The answer seems straight forward, and it is.

Some say that the father could have just taken his daughter and left, but then that would leave the rapist free to commit similar crimes. So while he beat up the attacker, in a fit of rage- he did, in affect, protect potential future victims.

What I think to be one of the most important factors and greatly justified the homicide was that he didn't mean or want the attacker to die. He even called the police himself when the realised that the man was dying. He then arranged an ambulance.

"I need help. This guy is dying on me... oh my god... I'm going to try to load him up on the truck and take him to the hospital." He sobbed into the phone.

I do not think that the rights of the rapist are relevant anymore because on top of the injuries left on the five-year old girl, we need to consider her mental health. Now this experience has probably tainted her life and left her quite distressed, when once she would have felt completely safe. She will need time to recover. Moreover, the father himself did not mean to kill the attacker and therefore will have to live the rest of his life knowing that he did.

It seems that war, animal testing and capital punishment are just as justified as this case. In fact, this case may be even more justified because the three above are cases where murder has been completely intentional whereas (and reiterating this) the father did not intend to commit murder. And looking back, capital punishment is seen as a form of self-defense because you are protecting "the people" and in this case the father has also protected "the people".

So, what to do think? Can murder ever be justified? Was is ethical and acceptable for the father not to be charged, at all? And what makes murder acceptable?



Socratic Seminar as Dialogue vs. Debate

The best Socratic Seminars are those in which something new and unexpected is discovered. This happens when the seminar is approached as a joint search or exploration through dialogue rather than a defense of ideas.



Dialogue and Debate



| | |
|---|--|
| Dialogue is collaborative with multiple sides working toward shared understanding. | Debate is oppositional; two opposing sides try to prove each other wrong. |
| In dialogue, one listens to understand, to make meaning, and to find common ground. | In debate, one listens to find flaws, to spot differences, and to counter arguments. |
| Dialogue enlarges and possibly changes a participant's point of view. | Debate affirms a participant's point of view. |
| Dialogue creates an open-minded attitude and an openness to being wrong and to change. | Debate creates a close minded attitude and a determination to be right and defends assumptions as truth. |
| In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it. | In debate one submits one's best thinking and defends it against challenge to show that it is right. |
| Dialogue calls for temporarily suspending one's beliefs. | Debate calls for investing wholeheartedly in one's beliefs. |
| In dialogue, one searches for strengths in all positions. | In debate, one searches for weaknesses in the other position. |
| Dialogue respects all the other participants and seeks not to alienate or offend. | Debate rebuts contrary positions and may belittle or deprecate other participants. |
| Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions. | Debate assumes a single right answer that someone already has. |
| Dialogue remains open-ended. | Debate demands a conclusion and a winner. |

PHILOSOPHICAL CHAIRS

QUESTIONS/STATEMENTS (RESOURCE 4.9)

1. Is murder ever justified?

2. Give your opinion about what would happen in society if people start taking the law into their own hands.

3. Do you agree or disagree with the girl in the article? Why?

Name _____

Period _____

Reflection on a Philosophical Chairs Session

Focus statement:

Your opinion before the discussion:

How many times did you change your opinion? _____ Explain Why? _____

Your opinion at the end of the activity:

Considering the statements given during the activity, what caused you to reconsider your opinion? Give details.

In paragraph form, explain what in today's Philosophical Chairs session influenced your opinions. Use Statements and comments from the activity.

Philosophical Chairs Discussion Scoring Rubric

Summary of Speech: Scoring

| | | |
|---|-----------------|--|
| 1 | Not Used | Did not summarize his/her argument |
| 2 | Little Used | Had a reference but no information |
| 3 | Acceptable Use | Made references and included facts from the text |
| 4 | Excellent Use | Restated arguments and included facts from the text |
| 5 | Outstanding Use | Restated arguments and all facts supported by text and other sources |

Thoughtful Reflection: Scoring

| | | |
|---|-----------------|--|
| 1 | Not Used | Did not have understanding of the topic |
| 2 | Little Used | Had superficial understanding of the topic |
| 3 | Acceptable Use | Understood topic well enough to explain own argument |
| 4 | Excellent Use | Explained most of complexity of the topic |
| 5 | Outstanding Use | Complexity of the topic explained and used arguments |

Use of Specific Examples: Scoring

| | | |
|---|-----------------|---|
| 1 | Not Used | No examples from the text |
| 2 | Little Used | One example from the text |
| 3 | Acceptable Use | Several examples from the text with some explanation |
| 4 | Excellent Use | Examples from the text with each explained |
| 5 | Outstanding Use | Examples from the text with each explained and extended to fit the argument |

Academic Discourse: Scoring

| | | |
|---|-----------------|--|
| 1 | Not Used | Errors in agreement and non-standard English |
| 2 | Little Used | Informal English and using words “like” “you know” and “thing” |
| 3 | Acceptable Use | Standard English usage and complete ideas |
| 4 | Excellent Use | Standard English usage with no mistakes and with use of some analogies or examples. Develops an argument. Uses some vocabulary terms. |
| 5 | Outstanding Use | Standard English usage without mistakes. Student develops an argument using analogies, examples, and precise text references to support the argument. Uses many vocabulary terms that relate to the topic. |

NAME: _____

PARTNER'S NAME: _____

| QUESTIONS | MY THOUGHTS | MY PARTNER'S THOUGHTS | WHAT WE WANT TO SHARE |
|---|-------------|-----------------------|-----------------------|
| 1. Identify the similarities between the characters in the <i>West Side Story</i> movie clip and the novel. | | | |
| 2. Identify the similarities between the mood in the <i>West Side Story</i> movie clip and the novel. How do color, camera angles, music, and movement contribute to this mood? | | | |
| 3. How do the song's words highlight the reasons for why there is a conflict? How does the music contribute to your overall understanding of the conflict? | | | |
| 4. Describe how the camera angles from the fight in movie clip evokes a certain mood and helps the audience understand the conflict. | | | |

| | | |
|--|---|---|
| Unit: The Outsiders Novel Unit Lesson #: 5 | Grade Level/Course: 7th grade | Duration: 5-6 days Date: |
| Common Core and Content Standards | Content Standards: RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a,b,c) L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a,b) L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) | |
| Materials/ Resources/ Lesson Preparation | <ul style="list-style-type: none"> • Vocabulary Notebook Ch. 10-12 • <u>The Outsiders</u> by S.E. Hinton, Chapters 10-12 • Vocabulary Notebook Ch. 10-12 • Dialectical Journal Ch. 10-12 • Theme Pre-Test • When Dally is shot by the police, play "First of the Gang" by Zee Avi https://www.youtube.com/watch?v=mzWhLElJnBw • Which Outsiders character am I? Quiz http://www.proprofs.com/quiz-school/story.php?title=which-outsiders-character-are-you • Loss of Innocence Lesson integrates art expression • Socratic Seminar resources • Non-fiction article: "Lives Forever Changed by Gang Violence" | |
| Objectives | Content: <ul style="list-style-type: none"> • Students will become familiar with content specific words and phrases and figurative language. • Students will analyze key quotes from the chapters that focus on the Essential Questions. • Students will discover whom they resemble as a character from the | Language: <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Use knowledge of language and its conventions when writing, speaking, reading or listening. • Acquire and use academic domain specific words and phrases. |

| | | | |
|---|--|---|---|
| | | novel and create a “Wanted” Poster. <ul style="list-style-type: none"> • Students will ask and discuss high level questions. • Students will respond to a prompt after reading “Lives Forever Changed by Gang Violence.” • Students will collaborate with peers while answering text dependent questions. • Students will demonstrate their understanding of theme. | |
| Depth of Knowledge Level | | <input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | | <u>Literary Terms</u> Theme <u>Allusions</u> Perry Mason (167) – a detective in the TV show of the same name | <u>Idioms</u> Chapter Ten in a daze; in a stupor (150) – not thinking clearly; not behaving normally, help a bluff (153) – make it easy to fool someone right off the bat (159) – immediately; right away Chapter Eleven cold-blooded (166) – evil; cruel; brutal Chapter Twelve |

| | | | |
|--------------------------------|---|--|---|
| | | | goofing up (169) – making a big mistake; not paying attention to details like all git-out (172) – extremely; to the highest degree imaginable; considerably living in a vacuum (173) – shutting oneself off from life’s realities bawl -baby (176) – crybaby; one who cries with very little provocation beefs (178) – gripes; complaints |
| | STUDENTS FIGURE OUT THE MEANING | <u>Content Specific</u> Chapter 10 stupor (150), vaguely (153), concussion (156), delirious (157), clad (158) Chapter 11 idolized (162), cocky (162) remark (164), reliable (165) Chapter 12 lynching (168), acquitted (168) composition (169), roundabout (170), corny (172), veered (175) vast (179), beat (160) | |
| Pre-teaching Considerations | | | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | | |
| Lesson Overview | Preparing the Learner 1. Theme Pre-Test (Resource 5.1) 2. Vocabulary Notebook Interacting with the Text 1. Dialectical Journal 2. Discussion Board Questions (Resource 5.4) 3. Socratic Seminar (Resource 5.6-5.8) 4. Which Character are you? http://www.proprofs.com/quiz-school/story.php?title=which-outsidere-character-are-you Extending Understanding 5. Loss of Innocence-Artwork Comparison (Resource 5.5) 6. Non-fiction Article: “Lives Forever Changed by Gang Violence” (Resource 5.10) | | |

| | | |
|----------------------------------|--|--|
| Preparing the Learner | Prior Knowledge, Context, and Motivation: <ol style="list-style-type: none"> 1. Students should complete the Vocabulary Notebook for the chapters 10-12. 2. Students should have read Ch. 10-12 before this lesson and completed the Dialectical Journal. 3. Students should complete the Theme Pre-Test. Students will then self or partner correct the test. Teacher will then determine the amount of re-teaching needed for students. | |
| Interacting with the Text | <p>Step 1. Students will take a Theme Pre-Test (Resource 5.1) to help assess where their knowledge level of theme is apt to help support them within this lesson.</p> <p>Step 2. Vocabulary Notebook Activity (Resource 5.2)</p> <p>Students will use a Vocabulary Notebook (Resource 5.2) to record and learn new words from The Outsiders. This notebook will be used throughout Lessons 2-5.</p> <p>Step 3. <u>The Outsiders</u> by S.E. Hinton, Chapters 10-12</p> <ol style="list-style-type: none"> a. Audiolink -<u>The Outsiders</u> by S. E Hinton- https://monteromyp2english.wikispaces.com/Audio+The+Outsiders | Differentiated Instruction and English Learners: - Teachers can include additional vocabulary terms and scaffolds to aid in comprehension. - Students can also work collaboratively to complete the TDQ. -Limit text dependent questions to 3 or 4. - Group discussion or teacher led on independent activities. -The audio version of the novel is also available so students can listen to the text as they read along. https://monteromyp2english.wikispaces.com/Audio+The+Outsiders |
| Extending Understanding | <p>Step 4. Dialectical Journals (Chapters 10-12): Students can use these quotes for discussion topics. (Resource 5.3)</p> <p>Directions for Dialectical Journal (ongoing in all lessons)</p> <p>Step One- (Teacher will explain example in Dialectical Journal. Next, teacher will write an entry with students before students work independently) Choose a quote or line from the chapter that has meaning or significance to the reader.</p> <p>Step Two- List the page number of quote, write the quote exactly as it is written in the novel</p> <p>Step Three- Write an explanation of how the quote is connected to the big idea or the essential questions of the novel.</p> <p>Step Four- Students share entries with partner using academic conversation frames if needed.</p> <p>*Step Four- Sharing out will occur simultaneously among groups in which they will create a summary slide.</p> | |

Students Who Need Additional Support:
-Teachers can include additional vocabulary terms and scaffolds to aid

[illegible]

in comprehension. -
Students can also work collaboratively to complete the TDQ.
-Limit text dependent questions to 3 or 4.
- Group discussion or teacher led on independent activities.
-The audio version of the novel is also available so students can listen to the text as they read along.
<https://monteromyp2e.english.wikispaces.com/Audio+The+Outsider>
S

Step 4. Text Dependent Questions/Canvas Discussion Board ([Resource 5.4](#))

Directions for Canvas Discussion Board

*Suggested Text Dependent Questions are listed in Resource Section

Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic.

Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.

Step three- Teacher monitors and assesses student posts.

Chapter 10

1. Describe Dally's response to Johnny's death.
3. Describe the call Darry receives from a surprise person.
4. Describe the event involving Dally and the police.
5. Play the song, "First of the Gang" by Zee Avi
<https://www.youtube.com/watch?v=mzWhLElJnBw>
5. What similarities do you find between Dally and the character in the song.

Chapter 11 & 12

1. Describe Ponyboy's conclusions about Bob after looking at him in the yearbook?
2. Discuss the conversation between Randy and Ponyboy.
3. Infer the reason for judge's decision regarding Ponyboy.
4. Discuss the connection between real life and great literature as related to Ponyboy's English assignment.

Step 4. Loss of Innocence (Resource 5.5)

1. Using the Big Idea: Change over time is inevitable, students will be guided through a comparison of various art forms, which convey a

Accelerated Learners:

- Teachers can have students complete the optional writing assignments for the “Loss of Innocence” lesson and the Socratic seminar.
- Have students participate in a Socratic seminar using the questions for the “Loss of Innocence” lesson as a research topic.

similar meaning. Students will require teacher guidance to understand some of the more complex ideas.

2. Students need to be familiar with the biblical story of Adam and Eve and their banishment from the Garden of Eden. Teachers can simply ask by a show of hands who is familiar with the story. Students only need a basic understanding of the story to participate in lesson. If re-teaching is necessary, helpful information can be found at: <http://www.bible-history.com/old-testament/adam-and-eve.html> or [Resource 5.5B](#). This activity hits on an 8th Grade Standard, *Reading Literature 8.9- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.*
3. Students will then consider two illustrations depicting Adam and Eve's banishment. Teachers may need to assist students with understanding the illustrations. Students will then complete the, "I know, I notice, I wonder" chart ([Resource 5.5](#)). Students should then verbally discuss their ideas with a partner or small group.
4. Students will then complete in-depth, textually based questions, either individually or collaboratively (teacher's choice). Most importantly, students should verbally discuss their ideas and findings with peers.
5. Optional writing assignment: Students will create a Google Slide presentation, where they visually compare and contrast the artistic genres in the lesson.

The Outsiders-Loss of Innocence

Directions: Throughout the novel, the topic of losing one's innocence is presented in a variety of ways. This is idea has been the topic of many literary and visual pieces of artwork throughout history, including the biblical story of Adam and Eve being banished from the Garden of Eden. We have also seen this as a central topic in the poem, "Nothing Gold Can Stay" by Robert Frost, and the S.E. Hinton novel, *The Outsiders*.

Look carefully at both pictures, and complete the "I Know, I Notice, I Wonder" chart. After recording your observations, discuss your ideas with a partner.

Picture A



Picture B



| | I Know... | I Notice... | I Wonder... |
|-----------|-----------|-------------|-------------|
| Picture A | | | |
| Picture B | | | |

Step 5. Hold a Socratic Seminar

Train students with Dialogue vs Debate ([Resource 5.6](#))

1. Using the Big Idea for this unit: Change over time is inevitable; and the text dependent questions that they have researched for each chapter, have students develop claims and supporting arguments for their claims on the Socratic Seminar

Preparation page. They will be using these claims in a Socratic Seminar Discussion ([Resource 5.7](#)).

SOCRATIC SEMINAR PREPARATION

Directions: Complete the graphic organizer below to prepare for the Socratic Seminar. Students who do not COMPLETELY FINISH this graphic organizer will not be permitted to participate in the class discussion, and will earn a zero on that assignment (which CANNOT be made up for late credit). There will be no partial credit given for partially completed assignments. This will be an all or nothing opportunity.

| QUESTION | ANSWER | TEXTUAL EVIDENCE WITH CITATION |
|--|--------|--------------------------------|
| Social classes often divide communities. Based on the novel, how does S.E. Hinton feel about social classes and the way it separates people? | | |
| What role do stereotypes play in the novel? How do these stereotypes change or influence the characters' behaviors and decisions? | | |

2. Once students have recorded their evidence, use the Socratic Seminar protocol ([Resource 5.7](#)) to have students engage in a whole class collaborative conversation. It would be a good idea to review with students all of the Big Ideas and Essential Questions for the unit.

3. Also, when dividing your class, pair up students so that they can evaluate their partner's participation with the Socratic Seminar Observation form ([Resource 5.8](#)).

Step 6. Which Character Am I? Activity

Now that students have completed the reading of the novel and the discussion, have them take the "Which Character am I?" quiz. <http://www.propofs.com/quiz-school/story.php?title=which-outsiders-character-are-you> Optional: Students can then write a paragraph explaining whether they agree or disagree with the results of the quiz. They should discuss the specific traits they agree or disagree with.

5. An optional writing activity for this lesson is to have students write an argumentative literary analysis on the author's message, or discussing symbols presented in the novel. To make this assignment more challenging, have students develop their own claim statement and let their claim statement be the guide to what they will need to use as support.

6. Students should have plenty of supporting details from the work that they have completed throughout this unit, but if they need more planning resources they can use the Soapstone method ([Resource 5.9](#)) to further analyze *The Outsiders*.

SOAPS—Tone (R): Read the article, and annotate/active read it by using the expository reading strategies. Underline or highlight details that answer the following questions and then write your answers on the margins.

| | |
|---|--|
| Speaker/Source: Who is the speaker? What is the source? | 1. Who is the speaker who produced this piece? 2. What is their background (credentials)? Why are they making their point? 3. Is there bias? (Loaded words, generalizations that evoke a response...) 4. What type of document is this? ALL EVIDENCE FOR THIS PIECE MUST COME FROM THE TEXT You may do further research to find the answer to these questions. |
| Occasion: Where and when are things happening? | 1. What is the time and place for the piece? 2. Was the information told during the event, after or long after the event? 3. Why did the author write this piece? How do you know? 4. Why was the piece published? IT IS IMPORTANT THAT YOU UNDERSTAND WHAT PROMPTED THE AUTHOR TO WRITE |
| Audience: Who is the intended audience? | 1. Who is writing intended for? (this could be an individual, small or large group, or a combination of the two) 2. What are the dynamics of the intended group? (male, female, race, political party, education level...) 3. Does the speaker use words or phrases that are familiar to the group they are targeting? IN ORDER TO UNDERSTAND THE AUDIENCE YOU NEED TO UNDERSTAND THE PUBLICATION AND THE AUTHOR |
| Purpose: What is the purpose? | 1. What is the purpose of the text? What is the reason behind the piece? 2. What is the emotional state of the speaker? 3. How does the speaker try to spark an emotional response from the reader? 4. How is the document supposed to make you feel? 5. Can you trust or believe this document? THIS IS ABOUT EXMINING WHY THE AUTHOR IS WRITING AND WHAT APPEALS THE USE |
| Significance: What is the importance? | 1. Why is this document important? 2. What does it say about the time period it was created in? 3. Does the speaker accomplish his or her purpose? 4. Is there a connection to current events or to historical events that are significant? THIS IS A FOCUS ON WHY THE PIECE IS IMPORTANT AND RELEVANT. PAY SPECIAL ATTENTION TO THE IMPORTANCE OF THE PIECE WITH WHAT IS GOING ON IN THE WORLD |
| TONE: What is the tone of the piece? | 1. What is the attitude of the speaker? 2. What is their attitude toward the subject? (Serious, humorous, sarcastic, satiric, objective...) 3. HOW DO YOU KNOW ? (FIND SUPPORT FROM THE TEXT) IN ORDER TO UNDERSTAND THE PIECE AND THE IMPORTANCE , YOU MUST BE ABLE TO IDENTIFY THE AUTHORS ATTITUDE TOWARD THE SUBJECT HE/SHE IS WRITING |

Step 5. Lives Forever Changed by Gang Violence ([Resource 5.10](#)):

Directions for Non-fiction Article “Lives Forever Changed by Gang Violence”

Step 1 -Students read the article independently.

Step 2 -Teacher reads aloud article while students annotate article. See annotation chart on top of article. Students highlight or underline text and use annotation symbol in margins of article.

Step 3 - Students complete the dissection & extended response detailed paragraph about the concept of keeping in mind the relationship between the novel and the non-fiction article.

Lives forever changed by gang violence

'Do The Right Thing'

By Victoria Agbeke George, White Station Middle School
Friday, March 27, 2009

Pow! Pow! Pow! There was a massive explosion of gunshots. Then my mother fell to the ground, dead! I had seen everything from the coat closet where I was hiding to avoid taking a bath. No matter how much I wanted to scream and cry, I dared not move. There were three tall men about the same age as Carlos searching the house. It almost seemed as if they were looking for something or somebody.

Carlos was the best brother any 8-year-old girl could wish for, and he was my best friend. At least every other Saturday, he would come home with a bag of candies for me. I never asked from where he got money. I did not pay attention to that. I was much more interested and delighted with the goodies. By the time Carlos got home that evening, the three men had already left. In tears and terrified, I tried to narrate to Carlos the tragic mishap that had occurred. He tried to calm me down and explained that he was part of a gang and that the three men were also gang members. He explained that the men were after him because he had broken a gang law, and that the men were willing to kill anyone who got in their way. Then and there, he dropped to his knees and made me swear not to tell a living soul. Disappointed and horrified by my brother's confession, I ran up to my room, slammed the door and yelled, "I will never talk to you again as long as I live."

Late that night before my father came home from a night shift, I heard a commotion in the front yard with cursing, foul language and words I could not understand. All of a sudden, I heard a familiar sound, Pow! Pow! Pow! Then through my bedroom window, I watched my brother as he fell to the floor, dead. This time, I was ready to take action, but I remembered Carlos' warning, "Gang members are willing to kill anybody who gets in their way." Reluctantly, I put my fist down and reticently watched the men scurry off into a dark alley. When I was positive that they were gone, I ran outside, dragged my brother in the house, and begged his lifeless body for forgiveness.

Step 6. Continue Layered Curriculum-Layer 3

To assess student knowledge of setting, students need to complete activities totaling 50 points in the **"3rd" Layer: Plot and Theme** ([Resource 5.11](#))

Teacher note- At the end of each Lesson 2-5, students will complete a multilayer student choice project where students produce work based upon a literary component like character, setting, plot and theme throughout the novel. In Lesson 5, Students need to earn a total of 55-75 points to demonstrate their understanding of character development, see **Layered Curriculum Resource (5.11)**. Students must earn the minimum number of points in each layer before moving onto the next layer.

You must earn a total of 55-75 points before moving on to the "4th" layer/Performance Task.

PLOT/THEME

You must earn at least **55-75 points** before you are finished.

_____ (20) Create 4 bookmarks featuring important events from the book.

Decorate each with colored illustration on the front and a 3-4 sentence description of the event on the back.

_____ (30) You will create a Wanted poster for a character from The Outsiders. You will determine from your notes whether he/she shows acts of loyalty or rivalry in the book. (See Template-Resource)

_____ (25) Design a cause and effect concentration game. You may use index cards or any other game cards. Write causes in one color of cards and their effects

| | | |
|---|---|--|
| | <p>on another color of cards. You must have at least 20 cards and instructions for the game.</p> <p>_____ (25) Imagine that this novel will be made into a movie. Design a movie poster to advertise the movie. It must include who will star in it, release dates, rating and an illustration of a scene. It must be colorful and creative! Look at the <u>Hunger Games</u> movie poster in the back or front of the classroom for an example.</p> <p>_____ (20) Design a book jacket for the novel. Include an illustration on the front. Include a quote for the back cover. Write a brief summary and short biography of the author for the inside back cover.</p> <p>_____ (20) Create an illustrated timeline. On a long sheet of paper, label and illustrate 12 important events in the book.</p> <p>_____ (50) Pretend you are a newspaper editor. Create a 2-page newspaper with headlines, news stories, advice columns, editorials and advertisements that relate to the time period of the book. Each page must contain at least 5 items. You may create your own or work on this with a partner so that each one of you will earn 25 points a piece.</p> <p>_____ (50) Make an alphabet book that covers items A-Z. Choose anything from the book to match the letters. Illustrate it.</p> | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

The Outsiders

Theme Pre-Test - Choose the best answer for each question:

1. **A theme is usually not stated in a story. Which skill do you use to determine a theme in a story?**
 - a. Reading strategies
 - b. Main idea
 - c. Inferring

2. **Theme is the...**
 - a. Central message in a story
 - b. Highest point of interest in a story
 - c. Development of characters

3. **The theme of a story is:**
 - a. Sequence of events
 - b. Place and time
 - c. Important characters in the story
 - d. A universal idea presented in the story

4. **“Michael had a really bad day. He was mean to all of his friends, he pushed kids in the hall, and he even knocked someone else’s books out of their hands. When it was time to go to lunch, Michael ordered his food, and discovered that he had lost his money. When he turned around, some of the kids he pushed were laughing at him.” What would be the THEME of this passage?**
 - a. Everything works out
 - b. Always be nice to people, even when you are in a bad mood
 - c. What goes around comes around
 - d. Never forget to bring extra money

Vocabulary Notebook: *The Outsiders*, Chapters 10-12

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| stupor (150) | | | <i>Dally had taken the car and I started the long walk home in stupor.</i> | |
| vaguely (153) | | | <i>We all left the house at a dead run, even Steve, and I wondered vaguely why no one was doing somersaults off the steps this time.</i> | |
| concussion (156) | | | <i>Exhaustion, shock, minor concussion - and Two-Bit came blubberin' over here with some tale about how you were running a fever before the rumble and how it was all his fault you were sick.</i> | |
| delirious (157) | | | <i>Today's Tuesday, and you've been asleep and delirious since Saturday night.</i> | |
| clad (158) | | | <i>Darry's hopes that Soda was asleep were immediatley ruined, because he came running in, clad only in a pair of blue jeans.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapter 10-12

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|---|--------------------------|
| idolized (162) | | | <i>Did he have a kid brother who idolized him?</i> | |
| cocky (162) | | | <i>A reckless, hot-tempered boy, cocky and scared stiff at the same time.</i> | |
| remark (164) | | | <i>That was the dumbest remark ever head anyone make.</i> | |
| liable (165) | | | <i>Darry isn't a good guardian or something, I'm liable to get stuck in a home somewhere.</i> | |
| flinching (168) | | | <i>Darry said, "Yes, sir," looking straight at the judge, not flinching...</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 10-12

| Word & Translation | Picture/Image | Definition | Source Sentence | Original Sentence |
|-------------------------------|----------------------|-------------------|--|--------------------------|
| acquitted (168) | | | <i>Then he said I was acquitted and the whole case was closed.</i> | |
| composition (169) | | | <i>Now I was lucky to get a D on a composition.</i> | |
| roundabout (170) | | | <i>At least that was a roundabout way of putting it.</i> | |
| corny (172) | | | <i>I tried writing about Soda's horse, Mickey Mouse, but I couldn't get it right; it always came out sounding corny.</i> | |
| veered (175) | | | <i>He veered off to the right, but I caught him in a flying tackle before he'd gone more than a couple of steps.</i> | |

Vocabulary Notebook: *The Outsiders*, Chapters 10-12

| <i>Word & Translation</i> | <i>Picture/Image</i> | <i>Definition</i> | <i>Source Sentence</i> | <i>Original Sentence</i> |
|--------------------------------------|-----------------------------|--------------------------|-------------------------------|---------------------------------|
| vast (179) | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

The Outsiders

Name: _____

Chapters: _____

Big Idea: Societal structure has the power to promote or limit freedom, choice, and desire.

- [illegible]

Resource 5.4

Text Dependent Questions/Canvas Discussion Board

Directions for Canvas Discussion Board

*Suggested Text Dependent Questions are listed in Resource Section

Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic.

Step two- Student groups have an opportunity to post answers that cite textual evidence and also post thoughtful comments in response to peer posts.

Step three- Teacher monitors and assesses student posts

Chapters 10-12

Chapter 10

1. Describe Dally's response to Johnny's death.
3. Describe the call Darry receives from a surprise person.
4. Describe the event involving Dally and the police.
5. Explain why Johnny leaves Ponyboy and why.

Chapter 11 & 12

1. Describe Ponyboy's conclusions about Bob after looking at him in the yearbook?
2. Discuss the conversation between Randy and Ponyboy.
3. Infer the reason for judge's decision regarding Ponyboy.
4. Discuss the connection between real life and great literature as related to Ponyboy's English assignment.

***The Outsiders*-Loss of Innocence**

Directions: Throughout the novel, the topic of losing one’s innocence is presented in a variety of ways. This idea has been the topic of many literary and visual pieces of artwork throughout history, including the biblical story of Adam and Eve being banished from the Garden of Eden. We have also seen this as a central topic in the poem, “Nothing Gold Can Stay” by Robert Frost, and the S.E. Hinton novel, *The Outsiders*.

Look carefully at both pictures, and complete the “I Know, I Notice, I Wonder” chart. After recording your observations, discuss your ideas with a partner.

Picture A



Picture B

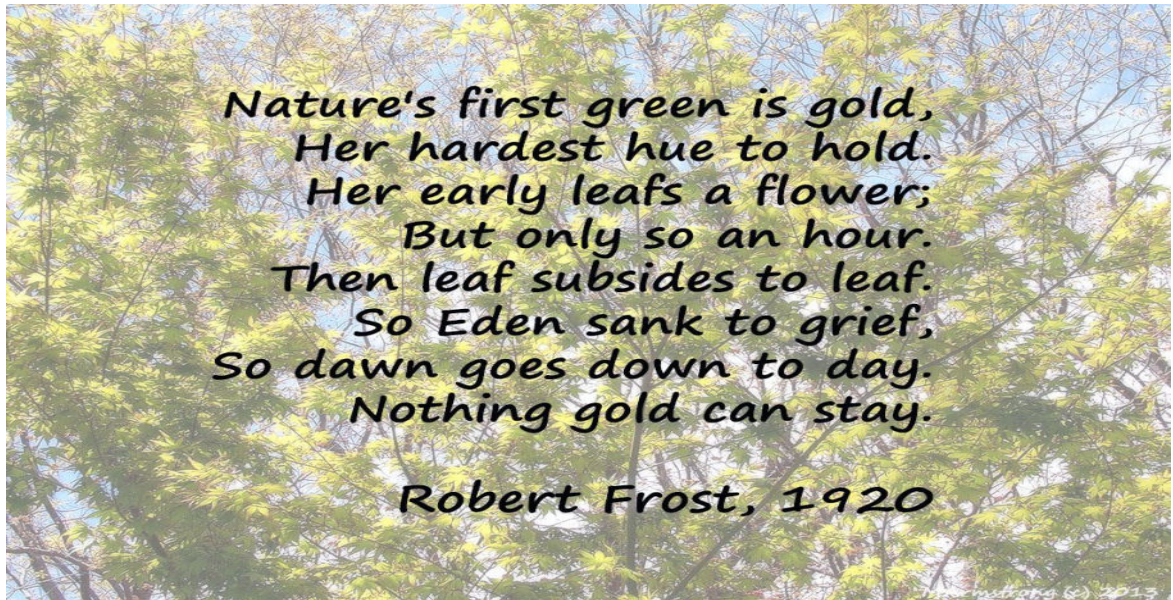


| | I Know... | I Notice... | I Wonder... |
|-----------|-----------|-------------|-------------|
| Picture A | | | |
| Picture B | | | |

Loss of Innocence continued: Answer in thoughtful complete sentences.

1. Do you think these two pictures are good representations of humans losing their innocence? Be clear by citing specific details from the illustrations.

2. In the poem, "Nothing Gold Can Stay," how does Robert Frost try to convey the idea of losing innocence? What words or phrases does he use to help the reader understand his message?



3. Re-read the poem. Why do you think Robert Frost refers to "Eden" in line six? How does it relate to the pictures of Adam and Eve being banished from the Garden of Eden? Why is it significant?

4. How does S.E. Hinton convey loss of innocence in the novel, *The Outsiders*? Be clear by citing specific plot events.

5. In your opinion, which is the best representation of humans losing their innocence; the illustrations, the poem, or the novel? Be specific and cite reasons for your opinion.

6. With a partner, discuss your responses. List the responses you had in common and the ones that were different.

Common _____

Different _____

Socratic Seminar as Dialogue vs. Debate

The best Socratic Seminars are those in which something new and unexpected is discovered. This happens when the seminar is approached as a joint search or exploration through dialogue rather than a defense of ideas.



Dialogue and Debate



| | |
|---|--|
| Dialogue is collaborative with multiple sides working toward shared understanding. | Debate is oppositional; two opposing sides try to prove each other wrong. |
| In dialogue, one listens to understand, to make meaning, and to find common ground. | In debate, one listens to find flaws, to spot differences, and to counter arguments. |
| Dialogue enlarges and possibly changes a participant's point of view. | Debate affirms a participant's point of view. |
| Dialogue creates an open-minded attitude and an openness to being wrong and to change. | Debate creates a close minded attitude and a determination to be right and defends assumptions as truth. |
| In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it. | In debate one submits one's best thinking and defends it against challenge to show that it is right. |
| Dialogue calls for temporarily suspending one's beliefs. | Debate calls for investing wholeheartedly in one's beliefs. |
| In dialogue, one searches for strengths in all positions. | In debate, one searches for weaknesses in the other position. |
| Dialogue respects all the other participants and seeks not to alienate or offend. | Debate rebuts contrary positions and may belittle or deprecate other participants. |
| Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions. | Debate assumes a single right answer that someone already has. |
| Dialogue remains open-ended. | Debate demands a conclusion and a winner. |

Name: _____ Date: _____

SOCRATIC SEMINAR PREPARATION**Directions:** Complete the graphic organizer below to prepare for the Socratic Seminar.

Students who do not COMPLETELY FINISH this graphic organizer will not be permitted to participate in the class discussion, and will earn a zero on that assignment (which CANNOT be made up for late credit). There will be no partial credit given for partially completed assignments. This will be an all or nothing opportunity.

| QUESTION | ANSWER | TEXTUAL EVIDENCE WITH CITATION |
|--|---------------|---------------------------------------|
| Social classes often divide communities. Based on the novel, how does S.E. Hinton feel about social classes and the way it separates people? | | |
| What role do stereotypes play in the novel? How do these stereotypes change or influence the characters' behaviors and decisions? | | |

| QUESTION | ANSWER | TEXTUAL EVIDENCE WITH CITATIONS |
|--|--------|---------------------------------|
| <p>How do relationships and friendships shape our future? Explain how Ponyboy's friends shaped his life. Explain how Randy's friends shaped who he was.</p> | | |
| <p>How would the story be different if Ponyboy and Johnny came home on time? Do you think Ponyboy regrets running away? Why or why not? Do you think Johnny regrets going with Ponyboy? Explain your answer.</p> | | |
| <p>How do you think Johnny feels about being a hero? How does Dally feel about it? Do you think Johnny or Dally would do it all over again?</p> | | |

| QUESTION | ANSWER | TEXTUAL EVIDENCE WITH CITATIONS |
|--|---------------|--|
| <p>What is S.E. Hinton's message about innocence? What does the author use to help us understand her message? How does her gender affect her perspective?</p> | | |
| <p>How would the story be different if no one ran into the burning church to save the children? Do you think any of the characters regret their actions? Why or why not?</p> | | |

Socratic Seminar Observation Form

Your Name _____ Your Partner _____

Directions: Each time your partner does one of the following, put a check in the box.

A. Speaks in a discussion: (+)

[illegible]

B. Looks at the person who is speaking: (+)

[illegible]

C. Refers to the text: (+)

[illegible]

D. Asks a question: (+)

[illegible]

E. Responds to another speaker: (+)

[illegible]

F. Interrupts another speaker: (-)

[illegible]

G. Engages in side conversation: (-)

[illegible]

After Discussion: What is the most interesting thing your partner said?

After Discussion: What would YOU like to have said in the discussion?

Score:

Total from checks in boxes A-E

Minus

Total from checks in boxes F-G

=

Final Score

SOAPS—Tone (R): Read the article, and annotate/active read it by using the expository reading strategies. Underline or highlight details that answer the following questions and then write your answers on the margins.

| | |
|---|--|
| Speaker/Source: Who is the speaker? What is the source? | 1. Who is the speaker who produced this piece? 2. What is their background (credentials)? Why are they making their point? 3. Is there bias? (Loaded words, generalizations that evoke a response...) 4. What type of document is this? ALL EVIDENCE FOR THIS PIECE MUST COME FROM THE TEXT You may do further research to find the answer to these questions. |
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| | |
|--|--|
| <p>TONE:</p> <p>What is the tone of the piece?</p> | <ol style="list-style-type: none"> 1. What is the attitude of the speaker? 2. What is their attitude toward the subject? (Serious, humorous, sarcastic, satiric, objective...) 3. HOW DO YOU KNOW ? (FIND SUPPORT FROM THE TEXT) <p>IN ORDER TO UNDERSTAND THE PIECE AND THE IMPORTANCE , YOU MUST BE ABLE TO IDENTIFY THE AUTHORS ATTITUDE TOWARD THE SUBJECT HE/SHE IS WRITING ABOUT</p> |
| <p>Rhetoric:</p> <p>What type or types of rhetoric does the author use? How does he/she use</p> | <ol style="list-style-type: none"> 1. Does the author use Ethos, Pathos, or Logos? 2. What ways does he/she use all or some of these? 3. Is their use effective? Did it work on you? <p>IN THIS SECTION YOU SHOULD BE IDENTIFYING THE TYPES OF RHETORIC USED BY THE AUTHOR , AND BE ABLE TO TELL IF AND WHY THEY ARE EFFECTIVE</p> |

Name _____ Date _____ Period _____

Directions:**1. Read the article independently.****2. Reread the article and annotate.**

* = Key Idea, Main Point

! = Surprising

? = Confusing parts; Questions

○ = Connection

4. Complete the extended response at the end.**Lives forever changed by gang violence****'Do The Right Thing'**

By Victoria Agbeke George, White Station Middle School

Friday, March 27, 2009

Pow! Pow! Pow! There was a massive explosion of gunshots. Then my mother fell to the ground, dead! I had seen everything from the coat closet where I was hiding to avoid taking a bath. No matter how much I wanted to scream and cry, I dared not move. There were three tall men about the same age as Carlos searching the house. It almost seemed as if they were looking for something or somebody.

Carlos was the best brother any 8-year-old girl could wish for, and he was my best friend. At least every other Saturday, he would come home with a bag of candies for me. I never asked from where he got money. I did not pay attention to that. I was much more interested and delighted with the goodies. By the time Carlos got home that evening, the three men had already left. In tears and terrified, I tried to narrate to Carlos the tragic mishap that had occurred. He tried to calm me down and explained that he was part of a gang and that the three men were also gang members. He explained that the men were after him because he had broken a gang law, and that the men were willing to kill anyone who got in their way. Then and there, he dropped to his knees and made me swear not to tell a living soul. Disappointed and horrified by my brother's confession, I ran up to my room, slammed the door and yelled, "I will never talk to you again as long as I live."

Late that night before my father came home from a night shift, I heard a commotion in the front yard with cursing, foul language and words I could not understand. All of a sudden, I heard a familiar sound, Pow! Pow! Pow! Then through my bedroom window, I watched my brother as he fell to the floor, dead. This time, I was ready to take action, but I remembered Carlos' warning, "Gang members are willing to kill anybody who gets in their way." Reluctantly, I put my fist down and reticently watched the men scurry off into a dark alley. When I was positive that they were gone, I ran outside, dragged my brother in the house, and begged his lifeless body for forgiveness.

Without my brother and mother, my life changed forever. Juggling elementary school and a new busy schedule was a struggle for me. My daddy had to work two jobs, and I had to take on the responsibilities of a mother at a very young age. Some days, we went without food because we could not afford it. Several times, my father tried to remarry, but I convinced him otherwise because I was still grieving over my mother. I lived with the guilt that it was my fault that my mother and brother were killed. If I had just gone to take my bath as instructed instead of hiding, my mother would not have been looking for me and

gotten shot by gang members. Also, if I had not yelled at Carlos, he would not have gone outside the house and gotten into an argument with the gang.

A few times in middle school, I was almost tempted into using drugs to ease the pains of my losses, but my father always reminded me: "Drugs are not the solution."

I have seen other kids going through similar experiences. In my heart, I strongly feel that youth violence is a big issue in some communities. I believe that the reasons for youth violence are poor guidance, bad influence and lack of much-needed attention. As they say, "It takes a whole community to raise a child." If communities adopt these words of wisdom, there would be less gang activities and youths will find more productive ways to spend their time to the benefit of the community.

Extended Response (Resource 5.X)


Prompt: In a well written and organized paragraph, describe the loss the narrator experiences. How has the narrator’s identity changed from the beginning of the article to the end? The narrator has had to “take on the responsibilities of a mother”, how has the narrator’s response to this conflict shaped the narrator into the person they are today?

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

| | | |
|--|--|---|
| Unit: The Outsiders Novel Unit Lesson #: 6 | Grade Level/Course: 7th grade | Duration: 4-5 days Date: |
| Common Core and Content Standards | Content Standards: <ul style="list-style-type: none"> ● <u>CCSS.ELA-Literacy.RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● <u>CCSS.ELA-Literacy.RL.7.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. ● <u>CCSS.ELA-Literacy.RL.7.3</u> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). ● <u>CCSS.ELA-Literacy.RL.7.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). ● <u>CCSS.ELA-Literacy.W.7.1</u> Write arguments to support claims with clear reasons and relevant evidence. ● <u>CCSS.ELA-Literacy.W.7.1.a</u> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ● <u>CCSS.ELA-Literacy.W.7.1.b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● <u>CCSS.ELA-Literacy.W.7.1.d</u> Establish and maintain a formal style. ● <u>CCSS.ELA-Literacy.W.7.1.e</u> Provide a concluding statement or section that follows from and supports the argument presented. ● <u>CCSS.ELA-Literacy.W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ● <u>CCSS.ELA-Literacy.W.7.2.a</u> Introduce a topic clearly, previewing what is to follow; 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. ● <u>CCSS.ELA-Literacy.W.7.2.b</u> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ● <u>CCSS.ELA-Literacy.W.7.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. ● <u>CCSS.ELA-Literacy.W.7.2.f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented. ● <u>CCSS.ELA-Literacy.W.7.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. ● <u>CCSS.ELA-Literacy.W.7.9.a</u> Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a | |

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| | | historical account of the same period as a means of understanding how authors of fiction use or alter history"). | |
| Materials/ Resources/ Lesson Preparation | | <ul style="list-style-type: none"> ● Graphic Organizer - Story Exposition (Complete Falling Action and Resolution) (Resource 4.8 already issued to students in Lesson 4.) ● Novel <u>Performance Task</u> <ul style="list-style-type: none"> ○ How to Write an Obituary ○ How to Write a Newspaper Article ○ How to Write an Editorial ○ Writing an Editorial Graphic Organizer ○ Final Analysis- Perspective ○ chromebook/digital device to access Google drive account to digitally create the newspaper ○ Rubric- make ● Text Dependent Questions/Canvas Discussion ● Final Quiz ● <u>Movie Viewing Guide</u> <ul style="list-style-type: none"> ○ Access to the movie | |
| Objectives | | Content: Students will synthesize evidence from multiple sources by creating a project that evaluates the development of a character, synthesizes the characteristics of a character, evaluates an understanding of the societal issues presented within The Outsiders community, and summarizes how a main event affects and contributes to the plot of a novel. | Language: Students will create paragraphs for their projects by writing varied sentences using independent and dependent clauses. Students will use academic and content vocabulary to respond in writing. |
| Depth of Knowledge Level | | <input type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept <input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking | |
| College and Career Ready Skills | | <input checked="" type="checkbox"/> Demonstrating independence <input checked="" type="checkbox"/> Building strong content knowledge <input checked="" type="checkbox"/> Responding to varying demands of audience, task, purpose, and discipline <input checked="" type="checkbox"/> Valuing evidence <input checked="" type="checkbox"/> Using technology and digital media strategically and capably <input checked="" type="checkbox"/> Comprehending as well as <input checked="" type="checkbox"/> Coming to understand other perspectives and cultures | |
| Common Core Instructional Shifts | | <input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary | |
| Academic Vocabulary (Tier II & Tier III) | TEACHER PROVIDES SIMPLE EXPLANATION | KEY WORDS ESSENTIAL TO UNDERSTANDING | WORDS WORTH KNOWING |
| | | Editorial, obituary, interview question and answer, perspective, denouement, camera angles, music and movement, mood | |

| | | | |
|--------------------------------|--|---|--|
| | STUDENTS FIGURE OUT THE MEANING | | |
| Pre-teaching Considerations | | Students should have finished reading the book before lesson. Students should be familiar with character setting, plot, and theme. Students should know how to create documents and add images with captions. | |
| Lesson Delivery Comprehension | | | |
| Instructional Methods | Check method(s) used in the lesson: <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection | | |
| Lesson Overview | Students will create a two-page newspaper using a word-processing program (Google Docs) featuring the events and characters from the S.E. Hinton novel <u>The Outsiders</u> . The newspaper will describe characters and events from the novel, and make predictions about the future lives of the characters. It will include pictures with captions to illustrate the events and characters. | | |
| Preparing the Learner | Prior Knowledge, Context, and Motivation: 1. Students should have completed reading the novel and their activities in the Layered Curriculum to help them prepare for the culminating task. 2. Students will need access to their google accounts to create a newspaper that includes images with captions and written articles | | |
| Interacting with the Text | Vocabulary Journal Dialectical Journals Text Dependent Questions/Canvas Discussion Board (Resource # 6.1) Directions for Canvas Discussion Board *Suggested Text Dependent Questions are listed in Resource Section Step one- Teacher posts the text dependent questions for the corresponding chapters as a discussion topic. | | Differentiated Instruction: English Learners: |

| | | |
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| <p>Extending Understanding</p> | <p>Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.</p> <p>Step three- Teacher monitors and assesses student posts.</p> <p><u>Post Reading</u></p> <ol style="list-style-type: none"> 1. Compare and contrast some of your opinions before and after reading the novel. 2. Cite an event from the novel that changed your view. 3. At your teacher's direction, Group-Share your changed views and record some views that changed for your group members. 4. Discuss the responses that surprised you. 5. Determine the reason that reactions to this novel vary so greatly. 6. Discuss life experiences that affect different reactions to this novel. <p><u>Novel Performance Task</u></p> <p>Step one- Students and teachers will discuss the Novel Performance Task (Resource 6.2) where the students will take on the perspective and role of a newspaper reporter who has been asked by the editor to report upon the ongoing conflict with the Greasers and the Socs. Students will create, write, summarize, and digitally represent: some of the major characters, a main plot event, theme, and a future perspective in creating a newspaper- <i>Tulsa Times</i>. Students have the option to compile all of the newspaper articles that they are writing into a google doc newspaper template.</p> <div data-bbox="397 1161 1153 1778"> <p style="text-align: center;">NOVEL PERFORMANCE TASK (RESOURCE 6.2)</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Scenario: You are a newspaper reporter for the <i>Tulsa Times</i>. You have been following the ongoing conflict between the Socs and the Greasers. You have been asked by your editor to report on some of the events that have taken place—gang rumbles, murder, and a daring rescue. You will be writing 6 separate articles that will be compiled into one newspaper. This assignment gives you the opportunity to creatively tell the stories of the characters and events of S. E. Hinton's novel, <i>The Outsiders</i>.</p> </div> </div> <p>Remember to include:</p> <ol style="list-style-type: none"> 1. Your newspaper articles will follow the appropriate reporting format: addressing who, what, where, and why of the events. 2. Your articles will include photos and captions that contribute to your news articles. 3. Your newspaper will go beyond the events of the novel. 4. You will use evidence from the novel to support your opinions. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Character: You will write an obituary for Johnny. 2. Plot, choose one: <ul style="list-style-type: none"> - Option 1: Write an article that describes the fire rescue at the abandoned church and include the effect that it had on the boys as they rose to fame as hometown heroes. - Option 2: Write an article about the rumble that focuses on the causes why the conflict between the Greasers and Socs. 3. Theme: Write an editorial article that describes the conflict between the Socs and Greasers. 4. Final Analysis: You will write a Question and Answer Interview Article by making predictions about the futures of at least two of the characters as you interview them ten years after the novel ends. You will use evidence from the novel to support your opinions. </div> | <p>Students Who Need Additional Support:</p> <p>Accelerated Learners:</p> |
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Step two- Model to students what is included in an obituary by using the **How to Write an Obituary (Resource 6.3)**. Review the Elvis Presley Obituary, and guide students to identify where the requirements are found.

HOW TO WRITE AN OBITUARY (RESOURCE 6.3)

Write an obituary for Johnny Cade. Include **ALL** of the following:

- Name
- Date of birth
- Date of death
- Cause of death
- Life accomplishments
- Family members
- Optional, include a picture

Example Obituary:

Elvis Presley, the first and greatest American rock-and-roll star, died yesterday at the age of 42. Elvis ~~Aron~~ Presley was born in a two-room house in Tupelo, Miss., on Jan. 8, 1935. During his childhood, he appeared with his parents, Gladys and Vernon Presley, as a popular singing trio at camp meetings, revivals and church conventions.

The family moved to Memphis when Mr. Presley was 13. He attended L. O. Humes High School and worked as an usher in a movie theater. After graduation, he got a job driving a truck for \$35 a week. In 1953, Mr. Presley recorded his first song and paid \$4 for the privilege; he took the one copy home and played it over and over. In the spring of 1956, Mr. Presley was drafted into the Army as a private, an event that caused as much stir as an average Super Bowl. He was stationed in West Germany for two years and was given an ecstatic welcome home by his fans.

Mr. Presley's early hit songs are an indelible part of the memories of anyone who grew up in the 50's. "Hound Dog," "Heartbreak Hotel" and "Blue Suede Shoes" were teen-age anthems. Like Frank Sinatra in the decade before and the Beatles a decade later, Mr. Presley was more than a singer—he was a phenomenon, with 45 gold records that sold more than one million copies each.

Mr. Presley was a show-business legend before he was 25 years old. At the age of 30, he was the highest-paid performer in the history of the business. He made 26 films in his lifetime.

Mr. Presley is survived by his 9-year-old daughter, father and grandmother. His father and his daughter were reportedly at Graceland at the time of his death.

Adapted from: <http://www.nytimes.com/learning/general/onthisday/bio/0816.html>

Step three- Students will write an obituary for Johnny, and include a picture. The focus of the obituary is to discuss Johnny as a character.

Step four- Discuss and review the requirements for **How to Write a Newspaper Article (Resource 6.4)**. To help the students visually see what to include in a newspaper article, show the video resource https://www.youtube.com/watch?v=8_NmVtnEEA8

How to Write a Newspaper Article (Resource 6.4)

Adapted from: <http://www.makemynewspaper.com/how-to-write-a-school-news-article>

Research and Fact Gathering

A newspaper article is 100% factual. You do not want to make assumptions or fabricate information. Before you write an article, you must have as many facts as you can gather.

Gather these facts before you begin writing:

- **What?** The specific event that took place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

Gather more details by:

- Interview people connected to the event.
- Gather quotes from people (be exact and NEVER paraphrase what they said). Cite their names, unless they request to remain anonymous.
- Research public information and always cite your sources.

Writing a Headline

This is a chance to be creativity, because the headline must grab the reader's attention. It needs to be catchy, emotion evoking, or creates curiosity. Be creative with it. In many instances, you will spend more time trying to come up with the perfect headline than you will in the actual writing.

Writing the Body

The main news article is written with the most important information coming first and each paragraph gives less and less details. In news article writing, you provide the key information right up front by starting with the 6 questions you've already answered in your research:

- **What?** The specific event that took place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

Almost all of the questions are actually answered in the first two sentences. Then you add more details such as two to three quotes from people present at the event and continuing to expand your research upon what the reader already knows from the first two paragraphs. The overall word count is around 500 words or less.

Step five- Guide students to select which major plot event that they will write about.

- ☐ Option 1: Write an article that describes the fire rescue at the abandoned church and include the effect that it had on the boys as they rose to fame as hometown heroes.
- ☐ Option 2: Write an article about the rumble that focuses on the causes why the conflict between the Greasers and Socs escalated to this event.

Step six- Students will brainstorm on a bubble map, gather evidence from the text using their discussion answers, plot layer tasks, and novel, and write a final copy of their newspaper article.

Step seven- Discuss and review the requirements for **How to Write an Editorial** ([Resource 6.5](#)). They will guide students to write an editorial about the conflict between the Socs and the Greasers.

How to Write an Editorial (Resource 6.5)

Adapted from: NYC Department of Education

http://schools.nyc.gov/Resource/AF972887-526A-415C-8220-8D198E458AC0/NYSED06_G6_Library/LA_WritingEditorials_Final.pdf

An editorial is an opinion based newspaper article that expresses the writer's opinion on a specific issue. Be sure to include:

Introduction:

- An engaging opening
- Background information that introduces your topic
- A clear claim/thesis that states your opinion

Body Paragraphs:

- Collect information and facts; include objective reporting; do research!
- Include at least two separate supporting arguments/reasons, with effective matching evidence from reliable sources.
- Include citations that show the sources of your evidence.
- Repeat key phrases to reinforce an idea into the reader's minds.
- An explanation of the other side and a strong counterclaim. Give an opposing viewpoint first with its quotations and facts.
- Refute (reject) the other side and develop your case using facts, details, figures, quotations. Pick apart the other side's logic.
- Give a realistic solution(s) to the problem that goes beyond common knowledge. Encourage critical thinking and pro-active reaction.

Conclusion:

- Restate your claim
- Add a call to action in your conclusion

Language:

- Check your writing for correct spelling, punctuation, and grammar.


Step eight- Students can use the **Writing an Editorial Graphic Organizer** to draft their writing ([Resource 6.6](#)).

Writing an Editorial Graphic Organizer (Resource 6.6)

| | |
|--|---|
| Introduction | What type of engaging opening will you use? Will you use an anecdote about yourself or somebody else? |
| | Write your anecdote (or other opening) here, crafting it into a few interesting sentences. Create a clear connection between your opening and your editorial topic. |
| | Background information your audience will need to understand your topic and its importance. |
| | Claim |
| Supporting Arguments/Reasons #1 | Supporting Argument #1 |
| | Evidence to back up Supporting Argument #1 |
| | What is the other side's position (the claim made by the people who disagree with you)? |
| | What is your counterclaim (why are they wrong)? |

Step nine- Discuss the requirements for the **Final Analysis Prompt** ([Resource 6.7](#)) where the students will write a Question and Answer Article. They will be making predictions about the futures of at least two of *The Outsiders* characters in an interview ten years after the novel ends, using evidence from the novel to support their opinions.

FINAL ANALYSIS PROMPT (RESOURCE 6.7)



In your Question and Answer Article, you will be making predictions about the futures of at least two of *The Outsiders* characters as you interview them ten years after the novel ends. You will use evidence from the novel to support your opinions.

Questions to consider:

- Where does he/she live now?
- Did he/she finish school?
- Did his role as a hometown hero change his life?
- Did his role in the rumble affect him positively? Did his role affect him negatively?
- How has the role of community found within the Socs and Greaser relationship affected him/her in the future?

Article Structure:

Interviewer: Thank you for meeting with me today, _____. You were once one of Tulsa's "juvenile delinquents", yet you became a hometown hero by saving the kids at the church. How has that affected your life?

Character: Well, it's true that I once was a hood, but now I....


Step ten- Students can use the **Writing an Interview Article Graphic Organizer (Resource 6.8)** to draft their writing ([Resource 6.8](#)). Possible interview questions are found on Resource 6.7.

| WRITING AN INTERVIEW GRAPHIC ORGANIZER (RESOURCE 6.8) | | |
|---|--------------|--|
| Introduction for Character 1 | Interviewer: | Thank you for meeting with me today, _____. You were once one of Tulsa's "juvenile delinquents", yet you became a hometown hero by saving the kids at the church. How has that affected your life? |
| | Character 1: | Well, it's true that I once was a hood, but now I |
| Character 1 Questions and Answers | Interviewer: | |
| | Character 1: | |
| | Interviewer: | |
| | Character 1: | |
| | Interviewer: | |
| | Character 1: | |
| | Interviewer: | |
| | Character 1: | |

(Optional Step eleven)- compile and publish all of the writing into a newspaper. Google doc template example:
https://drive.google.com/previewtemplate?id=1IEEn0ghMIW_yu6Aa3hp6uW51ZrCiW9qX06FTKM8vPIYw&mode=public

The Outsiders Movie Viewing Guide

Students will watch the movie *The Outsiders*, and analyze the media connection, character development, setting, and conflicts presented in the visual media format.

| | | |
|---|--|--|
| | <div data-bbox="451 86 1122 961"><div data-bbox="938 94 1062 157"></div><div data-bbox="501 142 919 163">THE OUTSIDERS MOVIE VIEWING GUIDE</div><div data-bbox="501 184 1078 222"><p>Directions: Fill in the answers on the graphic organizer below as you watch the film <i>The Outsiders</i>. Be sure to cite specific examples from the movie to support your answer.</p></div><div data-bbox="505 245 1081 932"><div data-bbox="505 245 784 455"><p>IDENTIFY AND DESCRIBE THE SETTING.</p></div><div data-bbox="812 245 1081 455"><p>IDENTIFY THE DENOUEMENT OF THE FILM. IS THAT SOMETHING YOU PREDICTED? WHY OR WHY NOT?</p></div><div data-bbox="505 485 784 695"><p>IDENTIFY A PERSON V. SELF CONFLICT AND DESCRIBE HOW IT AFFECTS THE MOVIE'S PLOT.</p></div><div data-bbox="812 485 1081 695"><p>IDENTIFY A PERSON V. SOCIETY CONFLICT AND DESCRIBE HOW IT AFFECTS THE MOVIE'S PLOT.</p></div><div data-bbox="505 724 784 932"><p>WHAT EMOTIONS DOES THE DIRECTOR WANT TO CONVEY DURING THE FINE SCENE? HOW DO THE CAMERA ANGLES, MUSIC, AND MOVEMENT CONTRIBUTE TO THIS MOOD?</p></div><div data-bbox="812 724 1081 932"><p>DESCRIBE PONYBOY AND HOW HE IS A DYNAMIC CHARACTER.</p></div></div></div> | |
| Lesson Reflection | | |
| Teacher Reflection Evidenced by Student Learning/ Outcomes | | |

Resource 6.1

Text Dependent Questions/Canvas Discussion Board

Directions for Canvas Discussion Board

*Suggested Text Dependent Questions are listed in Resource Section

Step one- Teacher posts the text-dependent questions for the corresponding chapters as a discussion topic.

Step two- Student groups have an opportunity to post answers and post thoughtful comments in response to peer posts.

Step three- Teacher monitors and assesses student posts

Post Reading

1. Compare and contrast the opinions you held prior to reading the novel with those you know hold after reading the novel.
2. Cite an event from the novel that was responsible for changing the way you felt about a specific topic or issue that is addressed in the novel.
3. At your teacher's direction, Group-Share your changed views and record some views that changed for your group members.
4. Discuss the responses that surprised you and explain your thinking.
5. Discuss why you believe that reactions to this novel vary so greatly.
6. Explain how life experiences can affect an individual's reactions to this novel.

NOVEL PERFORMANCE TASK (RESOURCE 6.2)



Scenario: You are a newspaper reporter for the Tulsa Times. You have been following the ongoing conflict between the Socs and the Greasers. You have been asked by your editor to report on some of the events that have taken place—gang rumbles, murder, and a daring rescue. You will be writing 6 separate articles that will be compiled into one newspaper. This assignment gives you the opportunity to creatively tell the stories of the characters and events of S. E. Hinton’s novel, The Outsiders.

Remember to include:

1. Your newspaper articles will follow the appropriate reporting format: addressing who, what, where, and why of the events.
2. Your articles will include photos and captions that contribute to your news articles.
3. Your newspaper will go beyond the events of the novel.
4. You will use evidence from the novel to support your opinions.

Assignments:

1. **Character:** You will write an obituary for Johnny.
2. **Plot, choose one:**
 - Option 1: Write an article that describes the fire rescue at the abandoned church and include the effect that it had on the boys as they rose to fame as hometown heroes.
 - Option 2: Write an article about the rumble that focuses on the causes why the conflict between the Greasers and Socs.
3. **Theme:** Write an editorial article that describes the conflict between the Socs and Greasers.
4. **Final Analysis:** You will write a Question and Answer Interview Article by making predictions about the futures of at least two of the characters as you interview them ten years after the novel ends. You will use evidence from the novel to support your opinions.

HOW TO WRITE AN OBITUARY (RESOURCE 6.3)

Write an obituary for Johnny Cade. Include ALL of the following:

- Name
- Date of birth
- Date of death
- Cause of death
- Life accomplishments
- Family members
- Optional, include a picture

Example Obituary:

Elvis Presley, the first and greatest American rock-and-roll star, died yesterday at the age of 42. Elvis Aron Presley was born in a two-room house in Tupelo, Miss., on Jan. 8, 1935. During his childhood, he appeared with his parents, Gladys and Vernon Presley, as a popular singing trio at camp meetings, revivals and church conventions.

The family moved to Memphis when Mr. Presley was 13. He attended L. O. Humes High School and worked as an usher in a movie theater. After graduation, he got a job driving a truck for \$35 a week. In 1953, Mr. Presley recorded his first song and paid \$4 for the privilege; he took the one copy home and played it over and over. In the spring of 1958, Mr. Presley was drafted into the Army as a private, an event that caused as much stir as an average Super Bowl. He was stationed in West Germany for two years and was given an ecstatic welcome home by his fans.

Mr. Presley's early hit songs are an indelible part of the memories of anyone who grew up in the 50's. "Hound Dog," "Heartbreak Hotel" and "Blue Suede Shoes" were teen-age anthems. Like Frank Sinatra in the decade before and the Beatles a decade later, Mr. Presley was more than a singer--he was a phenomenon, with 45 gold records that sold more than one million copies each.

Mr. Presley was a show-business legend before he was 25 years old. At the age of 30, he was the highest-paid performer in the history of the business. He made 28 films in his lifetime.

Mr. Presley is survived by his 9-year-old daughter, father and grandmother. His father and his daughter were reportedly at Graceland at the time of his death.

Adapted from: <http://www.nytimes.com/learning/general/onthisday/big/0816.html>

How to Write a Newspaper Article (Resource 6.4)

Adapted from: <http://www.makemynewspaper.com/how-to-write-a-school-news-article>

Research and Fact Gathering

A newspaper article is 100% factual. You do not want to make assumptions or fabricate information. Before you write an article, you must have as many facts as you can gather.

Gather these facts before you begin writing:

- **What?** The specific event that took place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

Gather more details by:

- Interview people connected to the event.
- Gather quotes from people (be exact and NEVER paraphrase what they said). Cite their names, unless they request to remain anonymous.
- Research public information and always cite your sources.

Writing a Headline

This is a chance to be creativity, because the headline must grab the reader's attention. It needs to be catchy, emotion evoking, or creates curiosity. Be creative with it. In many instances, you will spend more time trying to come up with the perfect headline than you will in the actual writing.

Writing the Body

The main news article is written with the most important information coming first and each paragraph gives less and less details. In news article writing, you provide the key information right up front by starting with the 6 questions you've already answered in your research:

- **What?** The specific event that took place.
- **Who?** The people involved.
- **Where?** Places.
- **When?** Date and time.
- **Why?** Reasons for the event taking place.
- **How?** Connecting the facts.

Almost all of the questions are actually answered in the first two sentences. Then you add more details such as two to three quotes from people present at the event and continuing to expand your research upon what the reader already knows from the first two paragraphs. The overall word count is around 500 words or less.

How to Write an Editorial (Resource 6.5)

Adapted from: NYC Department of Education

http://schools.nyc.gov/NR/rdonlyres/AF97F8EF-CB4A-4110-B232-40799E6458AC/0/NYCDOE_G6_LiteracyELA_WritingEditorials_Final.pdf

An editorial is an opinion based newspaper article that expresses the writer's opinion on a specific issue. Be sure to include:

Introduction:

- An engaging opening
- Background information that introduces your topic
- A clear claim/thesis that states your opinion

Body Paragraphs:

- Collect information and facts; include objective reporting; do research!
- Include at least two separate supporting arguments/reasons, with effective matching evidence from reliable sources.
- Include citations that show the sources of your evidence.
- Repeat key phrases to reinforce an idea into the reader's minds.
- An explanation of the other side and a strong counterclaim. Give an opposing viewpoint first with its quotations and facts.
- Refute (reject) the other side and develop your case using facts, details, figures, quotations. Pick apart the other side's logic.
- Give a realistic solution(s) to the problem that goes beyond common knowledge. Encourage critical thinking and pro-active reaction.

Conclusion:

- Restate your claim
- Add a call to action in your conclusion

Language:

- Check your writing for correct spelling, punctuation, and grammar.

Writing an Editorial Graphic Organizer (Resource 6.6)

| | | | | | |
|---|---|---|---|---|---|
| Introduction | <table border="1"><tr><td data-bbox="380 216 1396 426">What type of engaging opening will you use? Will you use an anecdote about yourself or somebody else?</td></tr><tr><td data-bbox="380 426 1396 669">Write your anecdote (or other opening) here, crafting it into a few interesting sentences. Create a clear connection between your opening and your editorial topic.</td></tr><tr><td data-bbox="380 669 1396 913">Background information your audience will need to understand your topic and its importance.</td></tr><tr><td data-bbox="380 913 1396 1087">Claim</td></tr></table> | What type of engaging opening will you use? Will you use an anecdote about yourself or somebody else? | Write your anecdote (or other opening) here, crafting it into a few interesting sentences. Create a clear connection between your opening and your editorial topic. | Background information your audience will need to understand your topic and its importance. | Claim |
| What type of engaging opening will you use? Will you use an anecdote about yourself or somebody else? | | | | | |
| Write your anecdote (or other opening) here, crafting it into a few interesting sentences. Create a clear connection between your opening and your editorial topic. | | | | | |
| Background information your audience will need to understand your topic and its importance. | | | | | |
| Claim | | | | | |
| Supporting Arguments/ Reasons #1 | <table border="1"><tr><td data-bbox="380 1188 1396 1362">Supporting Argument #1</td></tr><tr><td data-bbox="380 1362 1396 1537">Evidence to back up Supporting Argument #1</td></tr><tr><td data-bbox="380 1537 1396 1747">What is the other side's position (the claim made by the people who disagree with you)?</td></tr><tr><td data-bbox="380 1747 1396 1921">What is your counterclaim (why are they wrong)?</td></tr></table> | Supporting Argument #1 | Evidence to back up Supporting Argument #1 | What is the other side's position (the claim made by the people who disagree with you)? | What is your counterclaim (why are they wrong)? |
| Supporting Argument #1 | | | | | |
| Evidence to back up Supporting Argument #1 | | | | | |
| What is the other side's position (the claim made by the people who disagree with you)? | | | | | |
| What is your counterclaim (why are they wrong)? | | | | | |

| | |
|---|---|
| Supporting Arguments/ Reasons #2 | Supporting Argument #1 |
| | Evidence to back up Supporting Argument #1 |
| | What is the other side's position (the claim made by the people who disagree with you)? |
| | What is your counterclaim (why are they wrong)? |
| Conclusion | Summarize the claim. |
| | Give your audience a "call to action." Now that you have convinced them that your claim is the correct one, what should they do about it? |
| | Write one or two closing sentences using a passionate, forceful tone. |

FINAL ANALYSIS PROMPT (RESOURCE 6.7)



In your Question and Answer Article, you will be making predictions about the futures of at least two of *The Outsiders* characters as you interview them ten years after the novel ends. You will use evidence from the novel to support your opinions.

Questions to consider:

- Where does he/she live now?
- Did he/she finish school?
- Did his role as a hometown hero change his life?
- Did his role in the rumble affect him positively? Did his role affect him negatively?
- How has the role of community found within the Socs and Greaser relationship affected him/her in the future?

Article Structure:

Interviewer: Thank you for meeting with me today, _____. You were once one of Tulsa's "juvenile delinquents", yet you became a hometown hero by saving the kids at the church. How has that affected your life?

Character: Well, it's true that I once was a hood, but now I....

WRITING AN INTERVIEW GRAPHIC ORGANIZER (RESOURCE 6.8)

| | | | | | | | | | | | | | | | | |
|--|--|--|---------------------|--|---------------------|---|---------------------|--|---------------------|--|---------------------|--|---------------------|--|---------------------|--|
| Introduction for Character 1 | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px; vertical-align: top;">Interviewer:</td><td style="padding: 5px;">Thank you for meeting with me today, _____. You were once one of Tulsa's "juvenile delinquents", yet you became a hometown hero by saving the kids at the church. How has that affected your life?</td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Character 1:</td><td style="padding: 5px;">Well, it's true that I once was a hood, but now I</td></tr> </table> | | Interviewer: | Thank you for meeting with me today, _____. You were once one of Tulsa's "juvenile delinquents", yet you became a hometown hero by saving the kids at the church. How has that affected your life? | Character 1: | Well, it's true that I once was a hood, but now I | | | | | | | | | | |
| Interviewer: | Thank you for meeting with me today, _____. You were once one of Tulsa's "juvenile delinquents", yet you became a hometown hero by saving the kids at the church. How has that affected your life? | | | | | | | | | | | | | | | |
| Character 1: | Well, it's true that I once was a hood, but now I | | | | | | | | | | | | | | | |
| Character 1 Questions and Answers | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px; vertical-align: top;">Interviewer:</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Character 1:</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Interviewer:</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Character 1:</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Interviewer:</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Character 1:</td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px; vertical-align: top;">Interviewer:</td><td style="padding: 5px;"></td></tr> </table> | | Interviewer: | | Character 1: | | Interviewer: | | Character 1: | | Interviewer: | | Character 1: | | Interviewer: | |
| Interviewer: | | | | | | | | | | | | | | | | |
| Character 1: | | | | | | | | | | | | | | | | |
| Interviewer: | | | | | | | | | | | | | | | | |
| Character 1: | | | | | | | | | | | | | | | | |
| Interviewer: | | | | | | | | | | | | | | | | |
| Character 1: | | | | | | | | | | | | | | | | |
| Interviewer: | | | | | | | | | | | | | | | | |

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| | Character 1: | |
| | Interviewer: | |
| | Character 1: | |
| | Interviewer: (Thank the character for their time and ask for any last comments for the newspaper's readers) | |
| Introduction for Character 2 | Interviewer: | Thank you for meeting with me today, _____. |
| | Character 2: | Yes, I was once considered a hood here in Tulsa, but now I |
| Character 2 Questions and Answers | Interviewer: | |
| | Character 2: | |
| | Interviewer: | |

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|-------------------|--|--|
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| | Character 2: | |
| | Interviewer: | |
| | Character 2: | |
| | Interviewer: | |
| | Character 2: | |
| | Interviewer: | |
| | Character 2: | |
| | Interviewer: (Thank the character for their time and ask for any last comments for the newspaper's readers) | |
| Conclusion | | |