

# THE OUTSIDERS

## Unit Plan

### Grade 8

**Unit Title:** The Outsiders: Identity, the Individual, & the Group

**Duration:** Twelve 82 minute lessons

#### **Global Rationale:**

S.E. Hinton has written a novel that deals with the changes youth experience during adolescence. Youth can relate to the themes and identity of characters in *The Outsiders* because of the similar characterization, make up of self and group uniqueness, and self-exploration. The gripping plot and identifiable characters, along with an excellent movie version with well-known actors, allows youths to relate the story to their own lives.

The unit is based on themes revolving around identity, the individual vs. the group, heroism, innocence, experience, family, media influence, and crisis. I believe these thought-provoking issues will entertain youth's interest in the novel and promote identity awareness.

Since our Grade 8's are entering secondary school and adolescence, the issues raised and dealt with in *The Outsiders* they can directly relate to the issues being presented. The main theme surrounding identity is key for Grade 8's because they are leaving childhood and becoming adolescents. Their identities will be changing throughout secondary school and approaching the issues raised in the novel can help the youths to become more understandable of their changes and learn about their identity.

The unit will not only allow students to gain an appreciation for literature, it will allow for self-exploration and growth. The final project allows the students to reflect on the novel as a whole and reflect on their identity and characteristics as they adjust to secondary school.

#### **Unit Make-up:**

The unit will consist of activities revolving around themes presented in the novel. Students will create a portfolio for the entire unit, which will be made up of their assignments, journal entries, in-class worksheets, final project, and self-evaluation of the portfolio. The portfolio will reflect students' progress made in the unit and in their self-evaluation.

The journal entries will be written from prompts provided. "Tuff Time" is journal-writing time where students will be expected to write for 5-10 minutes. The attempt is to expose students to several writing activities through out the unit. The entries will vary from questions in regards to one character, a theme, an issue, or an event. The journals are mostly creative and personal; answering prompts that deal with the novel, movie and the self.

The final project will allow for students to discover their own identity and relate themselves to a character in the novel. The students will have the freedom to express their own identity through pieces in the portfolio; journals, artwork, and anything else they wish to submit.

Participation will include listening, speaking, interest in assignments and novel, completion of assignments and projects, and writing journal entries.

**Unit Learning Outcomes:**

- demonstrate an understanding of the main ideas, events, or themes of a novel, story, poetry, and other print
- explain the motivation of the characters in works of communication, providing evidence from the text of each work
- identify and explain connections between new ideas and information and their previous beliefs, values, and experiences
- revise and edit their work to improve content, organization, and effect to best suit their audience and purpose
- demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings
- create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations
- identify personal strengths and goals related to using language and use this information to set new goals
- use various strategies to resolve conflicts, solve problems, and build consensus
- evaluate the effectiveness of literary techniques including figurative language

**Unit Objectives: (SWBAT)**

- define identity and discover their self-identity
- evaluate the dynamics of cliques and gangs and assess if they are necessary during youth
- compare and contrast the 1960s and 2003, in regards to fashion, media, music, movies, etc.
- "Tuff Time" journal entries will demonstrate critical thinking and personal reflection on the novel and different themes
- compare and contrast the Greasers and Socs, and relate the gangs to the groups/cliques at their secondary school
- interpret Robert Frost's poem "Nothing Can Stay Gold?" and analyze Ponyboy and Johnny's interpretations
- write an autobiography and share personal information about family, interests, beliefs, etc.
- communicate their reflections, ideas, and questions about *The Outsiders* and related themes within story
- participate in role plays that demonstrate characterization, relationships, and themes throughout novel

- analyze the influence of media in the novel and in society
- discuss crisis and brainstorm effective ways to address a crisis and provide a variety of crisis-help networks
- compare and contrast the movie version of *The Outsiders* with the novel by S.E. Hinton
- compose a variety of writing assignments relating to themes, characters, identity, and self-identity
- create a portfolio box that portrays their personal identity and their journal entries, assignments, and final project

**Unit Assessment:**

Participation	15%
Journal	15%
Portfolio	40%
Final Project	30%
(Comparing Identities: You vs. Who?)	
<hr/>	
Total	100%

**Portfolio:** The portfolio will be a collection of students' work throughout the unit. It will include journal entries ("Tuff Time"), writing assignments, worksheets, and poetry. The portfolio will reflect the progress the student has made over the course of the unit by demonstrating their understanding of self-identity and the characters identity in the novel. The portfolio will also display the student's writing abilities in different genres. Refer to Portfolio Rubrics for evaluation criteria. The portfolio is worth 40% of unit total mark. The portfolio will be out of 100 marks, taking each of the rubric categories (there are 4) and evaluating the student's portfolio and then multiplying that number by 5. Each section (there are 4) will be marked out of 25, making the whole portfolio out of 100 marks.

**Final Project:** The Comparing Identities: You vs. Who? Project will help students discover their own identity and relate themselves to a character from the novel. They will have the freedom to express their own identity in the genre of their choice. Students are encouraged to analyze a character and themselves and compare and contrast their identities. (Check rubric for evaluation criteria)

**Journal:** Over the course of the unit, students will write journal entries, "Tuff Time", based on prompts that relate to the novel. They will pick the best three journal entries to be read in detail by the teacher and mark those with stickers. The journal will either be personal reflective or reflective towards the novels themes and characterization. Each journal entry will be:

- a creative experience
- 5-10 minutes of writing
- not evaluated on grammar, but on thoughtful completion
- written from a prompt provided by the teacher

Journal entries are 15% of total mark for unit. The top three journal entries, chosen by the student, will be marked out of 5 each, for a total of 15 marks.

**Participation:** Student's participation will be evaluated throughout the unit. Participation evaluation will be based on students' listening skills, speaking skills, interest in unit and assignments, and completion of projects. Student's listening skills will be evaluated daily through activities, discussion, and assignments. Speaking skills will be evaluated daily as well, through role-play activities, class discussion, and group presentations. Interest in unit and assignments will be an overall mark based on the entire effort and interest the student had over the length of the unit and the work ethic placed in assignments and activities. The completion of projects will include handing assignments in on time, and completing the requirements for assignments. Participation is worth 15% of the total unit mark.

### **Activities in Unit:**

- 1) Create chart lists about identity, class, race, and cliques
- 2) Provide a shoe box (or other small box) and decorate it with pictures, quotes, whatever of things that identify you – this will become student's portfolio box
- 3) Self-identity analysis – what makes me who I am?
- 4) "Tuff Time" prompts for journal entries – relating to identity, family, cliques, characterization, media influences, analysis of movie, Greaser vs. Soc
- 5) Group work, East vs. West – chart out the differences and similarities between the Greasers and Socs
- 6) In groups, students chart out a character through physical characteristics, personality traits, and relationships
- 7) Analyze Robert Frost's poem "Nothing Can Stay Gold" – students interpret poem
- 8) Role-Play scenarios involving key characters and key scenes – perform for class and discuss reactions
- 9) Write a newspaper article from the perspective of a journalist who is either a Greaser or Soc – students choose between 2 events: a) Johnny's stabbing of Bob, or b) Johnny and Ponyboy's rescue of the children in the church fire
- 10) In groups, students brainstorm places to go for help when in a crisis, and students brainstorm ways to deal with a crisis on their own – eg. If you were Johnny and Bob and the other Socs were trying to drown Ponyboy, what would you do?
- 11) Discuss Johnny's interpretation to Frost's "Nothing Can Stay Gold" and relate it back to the student's own interpretation of the poem
- 12) Class, group, and partner discussions about themes and issues in novel
- 13) Final Project: An analysis of self and a character in the Outsiders

## LESSON 1: Outside Identity!

**Theme:** Identity – Individuality vs. The Group

### Learning Outcomes:

- demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other print
- identify and explain connections between new ideas and information and their previous beliefs, values, and experiences
- apply various strategies to generate and shape ideas

### Objectives: (SWBAT)

- understand theme of identity
- define identity, class, and race
- discuss the differences between individuality and group identity
- discuss the concepts of cliques and gangs

### Plan:

- (1) Hook: "Tuff Time" journal entry, students will write about their personal identity and their group of friends identity  
What is your personal identity? What is your group of friend's identity?  
10 m.
- (2) Discussion: Define identity, class, and race, provide examples  
10 m.
- (3) Activity 1: Students, in groups of 3 or 4, will be given a topic to brainstorm on chart paper dealing with identity
  - Topics: individuality, cliques, or gangs
  - Students will brainstorm and chart for 10 m. and then present their brainstorm to the class
  - After each topic group(s) has presented, the class will add more ideas to chart and hang charts on walls (to be left up for whole unit)25 m.
- (4) Introduction to S.E. Hinton's novel *The Outsiders* (hand out copies of novel)  
10-12 m.
- (5) Activity 2: Discuss with partner what makes you unique (eg. sport activity you participate in, musical instrument) and then your partner is going to introduce you to the class with your name and what makes you unique  
10 m.
- (6) Closure: Exit Slip – Define identity. What is the difference between individuality and belonging to a clique or gang identity? Give an example for each. Hand in when done.  
10 m.
- (7) Homework/Agenda: Read Chapter 1 for next class

6 m.

**Assessment:**

Activity 1: Students demonstrate their understanding of individuality, cliques, and gangs by brainstorming

Activity 2: Can students provide an example of something that makes them unique?

Closure/ Exit Slip: Can students define identity?  
Can students explain the difference between individuality and clique/group identity?

If students can provide an example and definition to the above criteria, we can assume they understood the concept of identity. If students can find an example of something that makes them unique, they are able to describe a part of their identity and will be able to discuss in further their self-identity in future lessons

## LESSON 2: The 1960s Setting

**Theme:** Setting and Issues of the 1960s

**Learning Outcomes:**

- organize details and information about material they have read, heard, or viewed using a variety of written or graphic forms
- identify and discuss various persuasive and advertising strategies

**Objectives:** (SWBAT)

- discuss the setting of the 1960s and the novel
- discuss the issues of the 1960s
- discuss the differences and similarities of 1960 vs. 2003
- readdress identity in terms of the media's portrayal

**Plan:**

- |          |   |
|----------|---|
| 10 m.    | (1) Hook: "Tuff Time", Having read the first chapter of <i>The Outsiders</i> , what is your impression of the setting, including time period and place? What clues helped you come to these conclusions?  |
| 5 m.     | (2) Discuss the ideas & perceptions of setting – focus on clues that lead them to their decisions in "Tuff Time"  |
| 15 m.    | (3) Present the 1960s era to the students – pictures, icons, music, newspaper headlines, etc.   |
| 10 m.    | (4) Discussion of 1960s - how does it relate to 2003? Similar/Different?  |
| 25 m.    | (5) Activity 1: Magazine Worksheet <ul style="list-style-type: none"><li>• Materials needed: teen magazines (both sexes)</li><li>• Worksheet (attached)</li><li>• Students follow worksheet and pull out ads that demonstrate identity of people and gender</li></ul>   |
| 10-12 m. | (6) Chapter 1 – Introduction to story & Ponyboy <ul style="list-style-type: none"><li>• Who is Ponyboy? Who do we learn about in Chp. 1?</li><li>• Discuss story elements: introduction, setting, mood, and theme</li><li>• What has the story taught us at this point?</li><li>• What is the setting of <i>The Outsiders</i> telling us? (identity, cliques, etc.)</li></ul> |
| 3 m.     | (7) Closure: What are 2 differences between the 1960s and 2003? 2 Similarities?   |

- (8) Homework/Agenda: Collect Magazine Worksheet this class, bring a shoebox or other kind of small box to next class

2 m.

**Assessment:**

"Tuff Time" Discussion: Students discuss setting and what clues in Chapter 1 brought them to their conclusion.

Activity 1: Look at students' Magazine Worksheet and the ads they chose, along with the answers, do they represent a good/bad portrayal of identity?

Closure: Class answers questions as a whole

## LESSON 3: Who Am I?

**Theme:** Self-identity and the portfolio

### Learning Outcomes:

- describe and give examples to explain their personal criteria for assessing and responding to what they view, read, or hear
- compose or create works of communication for specific audiences and purposes, including to entertain, persuade, or inform

### Objectives: (SWBAT)

- evaluate their self-identity & values
- openly discuss their identity
- relate themselves with a figure (famous actor, musician, athlete, etc.) and analyze why they feel they can relate to that person
- observe the roles of gender and discuss gender identity

### Plan:

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|----------|-----|--|
|          | (1) | Hook: Name Identity – In pairs, students will write a name poem for Ponyboy (see attached worksheet)   |
| 10 m.    |     |  |
|          | (2) | Discuss Ponyboy Name Identity poems – what does it say about him? Student’s present their poem   |
| 10 m.    |     |  |
|          | (3) | Introduce Portfolio Project (see handout). Explain shoe box concept and decoration of portfolio box (to be done on their own time).  |
| 15-20 m. |     |  |
|          | (4) | Who is S.E. Hinton? What role does gender play in the identity? How does your gender influence you?  |
| 15 m.    |     |  |
|          | (5) | Activity 1: Choose a famous person (musician, actor, athlete, writer, etc.) who you feel shares a similar identity and has the same values as you. Jot down those values and write a paragraph or two explaining why you feel the two of you have a similar identity and values. [OR choose a person who has the complete opposite identity and values from you and explain] |
| 10 m.    |     |  |
|          | (6) | Share with a partner your writing. Hand in writing at end of class. Ask for volunteers to share writing.   |
| 7 m.     |     |  |
|          | (7) | Closure: What are 3 traits that help define Ponyboy’s identity?  |
| 3 m.     |     |  |
|          | (8) | Homework/Agenda: Read Chapters 2 & 3 for next class  |
| 2 m.     |     |  |

**Assessment:**

Name Identity: Have students read the first chapter? If so, they will be able to describe appropriate characteristics of Ponyboy's identity

Activity 1: Students will hand in their writing about a famous person with similar identity and values. Their explanation should include reference to themselves and give a description of why they feel they have a similar identity and similar values.

Closure: Students can answer question with 3 correct traits

## LESSON 4: Who Am I? Cont'd

**Theme:** Characterization

### Learning Outcomes:

- create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations

### Objectives: (SWBAT)

- identify the various characters in *The Outsiders*
- analyze the characters identities
- do a detailed tripod chart identifying the characteristics of a particular character
- give a detailed description orally of a particular character

### Plan:

- 10 m.
- (1) Hook: "Tuff Time" – Who are you? What makes you unique? What factors influence who you are? (family, friends) Why?
- 25 m.
- (2) Activity 1: Groups of 3 or 4, assign each grp. a character: Ponyboy, Soda, Darry, Steve, Two-Bit, Johnny, and Cherry. Each poster will include:
- Characters name
  - Physical characteristics
  - Personality traits
  - Relationship to other characters
  - Any other relevant information
- 10 m.
- (3) Each group will present poster – put posters up on walls, add information as you learn more about characters throughout unit
- 15 m.
- (4) As a class, discuss the differences and similarities of each character
- Are the identities the same? Different?
  - Does gender play a role in identity or position?
  - What makes the characters different? Money? House? Clothes?
- (5) Relate the characters to the students – w/ partner & class
- Do any characters seem similar to you?

- Different? How?
- Do you know someone who is similar to one of the characters?

8 m.

(6) Closure: Give one characteristic or piece of information about Darry. About Cherry. About Sodapop.

2 m.

(7) Homework/Agenda: Write a 1-page journal entry about a particular even that has impacted your life and has shaped who you are. Include a photo, drawing, or object that represents this event and explain why you chose the item.

2 m.

### **Assessment:**

Activity 1: Will assess if they have read up to chp. 3 because students will have to recall knowledge of characters. They will be allowed to use their texts, will have to read into the descriptions posed by Hinton

Discussion: Can students make connections and observe the differences between characters? Are they able to present ideas that demonstrate the differences and similarities between the characters?  
Can the students identify the "real" identities that the characters in *The Outsiders* possess and understand the realistic qualities of the text

Journal Entry: Express an event that has characterized their life. Are the students able to reveal personal information in a written form and reflect on the event and its "power" over their lives? This will become a part of their portfolio

Closure: Students can identify one characteristic or provide one piece of information about the 3 characters

## LESSON 5: Clash of the Cliques

**Theme:** Greasers vs. Socs

### Learning Outcomes:

- create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations
- identify gaps in information obtained

### Objectives: (SWBAT)

- look at the differences and similarities of Greasers and Socs
- place students in position of either a Greaser or Soc and encourage them to question their identity in terms of the clique they belong or do not belong to
- become aware of how stereotypes cause tension between different social class groups, different racial groups, etc.

### Plan:

- (1) Hook: ID Card – students will be given a card with their identity for the day (see attached sheet) for a role play activity later in lesson
- 5 m.
- (2) Discussion:
- Pony's neighbourhood, The East, what is it like?
  - What is the West like?
  - What are the differences between East & West?
  - Similarities?
  - How does where the characters live make them different from each other?
  - How are they really different?
- 15 m.
- (3) Activity 1: Role Play w/ ID Cards for Chp 2 & 3
- See attached sheet for format
- 30 m.
- (4) Discuss Role Plays after each scene
- What makes this scene important?
  - What does it tell us about the differences between the East & West?
  - How are the characters different?
  - What part of the role-play was most effective in demonstrating the divide between East & West and the characters?
  - (total of 5 m. each group)
- 20 m.

- 4 m. (5) Closure: What is the difference between a Greaser and a Soc? Provide 2 characteristics for each.
- 3 m. (6) Homework/Agenda: Read Chapters 4 and 5 for next class, Portfolio boxes are to be left in the classroom, add any "Tuff Time" journal entries to portfolios

**Assessment:**

Discussion: Are the students able to identify the differences and similarities between the East & West?  
Can they identify the differences and similarities in characters?

Role Play: Can students execute each scene by demonstrating the differences and similarities between the East & West and the characters?  
Students answer questions and comment on role plays with thoughtful reflection

Closure: Students are able to provide 2 characteristics for each: Greaser and Soc

Students hand in 1 pg. Journal Entry (Lesson 4 homework)

## LESSON 6: Staying Gold!

**Theme:** Innocence vs. Experience

### Learning Outcomes:

- apply various strategies to generate and shape ideas
- demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings

### Objectives: (SWBAT)

- review assigned chapters from the point-of-view of the characters
- interpret Robert Frost's poem recited by Ponyboy
- develop creative skills through an artistic (visual) interpretation of the poem

### Plan:

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|----------|-----|---|
| 10 m.    | (1) | Hook: <i>Outsiders</i> Crossword Puzzle (attached)  |
|          | (2) | Discussion (Chp. 4 & 5): <ul style="list-style-type: none"><li>• Why do you think Johnny killed Bob? Do you think you would have reacted differently?</li><li>• What could have been some alternatives?</li><li>• If you were Ponyboy and Johnny, whom would you turn to for help? Why do you think they went to Dally?</li><li>• Why do you think Ponyboy and Johnny's situation prompted Ponyboy's recitation of "Nothing Gold Can Stay?"</li><li>• Who is innocent? Who has experience? (all characters)</li></ul> |
| 20 m.    | (3) | Read excerpts from p. 54-56 and 76-77 and then discuss Robert Frost's poem  |
| 20 m.    | (4) | Question period: interpretation of poem   |
| 10-15 m. | (5) | Writing Assignment: Write a 1-page description about your interpretation of Frost's poem to be displayed in portfolio. Start in class, to be completed for homework.  |
| 10 m.    | (6) | Closure: Is Dally innocent or experienced? What about the rest of the Greasers?   |
| 4 m.     | (7) | Homework/Agenda: Poem interpretation (1 pages)  |
| 3 m.     |     |   |

**Assessment:**

Discussion:

Can student's rationalize why and why not Johnny should have killed Bob?  
Students discover alternatives to using knife.  
Students address Ponyboy's interpretation of the poem

Writing Assignment:

Student's demonstrate an understanding to the poem and interpret its meaning in a written form in relation to novel themes.

Closure:

Can students address the difference between innocence and experience with all of the Greasers?

## LESSON 7: This is who I am.

**Theme:** Biography & Autobiography

### Learning Outcomes:

- demonstrate pride and satisfaction in using language to create and express their thoughts, ideas, and feelings

### Objectives: (SWBAT)

- explore self-identity and enhance self-esteem
- explore Ponyboy's identity through biography
- explore self identity through autobiography
- openly communicate their autobiography
- build up to the final project for portfolio

### Plan:

- (1) Hook: "Tuff Time", Finish the following statements: The best thing about me is ..., and the worst thing about me is ...?  
10 m.
- (2) Share answers with partner
  - Explain why you chose those best things and worst things5 m.
- (3) In groups of 3 or 4, write a biography poem for Ponyboy
  - See attached sheet10 m.
- (4) Each group presents their Ponyboy Biography Poem
  - Explain why you chose the ideas for lines 4 through 1015 m.
- (5) Discussion:
  - How does your identity relate to Ponyboy's?
  - What are there similarities? Differences?
  - Do others (characters in the novel) see Ponyboy as you described him in the poem?
  - How important is it to celebrate your identity?15 m.
- (6) Present Final Project for Portfolio: Comparing Identities: You vs. Who? (see portfolio handout for description)  
10 m.
- (7) Students check portfolios and make sure they are up to date and all items required are inside the portfolio box. If they are complete, they can start on homework or read further in novel.  
20 m.
- (8) Closure: Exit Slip: What is a biography? How do they represent a person's identity?  
4 m.

(9) Homework/Agenda: *Outsiders* Advertisement (due Lesson 9) assignment and read Chapter 6 & 7

3 m.

**Assessment:**

Autobiography poem:

In what light do the students see themselves?

Are they able to identify traits, emotions, and feelings that help represent their identity?

Ponyboy Biography Poem:

Are students able to choose appropriate traits and describe Ponyboy's character and identity through the poem?

Discussion:

Can students understand and discuss the similarities and differences between themselves and Ponyboy?

Can students address the importance of celebrating personal identity?

Closure:

Can students identify the difference between autobiography and biography?

Can they explain how both represent a person's identity?

## LESSON 8: Are they heroes?

**Theme:** Heroism and the Media's Portrayal

### Lesson Outcomes:

- locate and interpret details in stories, articles, novels, poetry, or non-print media to respond to a range of tasks
- identify and discuss the advantages and limitations of a variety of media and explain their effects on people's behaviour

### Objectives: (SWBAT)

- define heroism and discuss it in relation to the events that occur in Chapter 6 with Ponyboy, Johnny, and Dally
- discuss whether Ponyboy, Johnny, and Dally are heroes
- observe the effects of media and how it is sensationalist
- use critical thinking skills to get beneath the surface of media in the novel and in society
- draw upon prior knowledge and experiences with media forms

### Plan:

- 10 m.
- (1) Hook: Students will look at articles from the tabloids such as *The Enquirer*, *The Star*, etc. and answer questions about articles (see attached sheet)
  - (2) Discussion: (Chapter 6)
    - What's the difference between Cherry the Soc and Cherry the Dreamer?
    - Why is Cherry going to say Johnny acted in self-defence?
    - Why does Johnny decide to turn himself in?
    - Why did Ponyboy, Johnny run into the burning church to save the kids?
    - Are Ponyboy, Johnny, and Dally heroes? Why or why not?
    - p. 95 quote: How does this effect Ponyboy's, Johnny's, and Dally's identity?
    - How do we know that Darry does truly care for Ponyboy?
    - What happens to the Curtis family?
- 20 m.
- (3) Number students off: 1's are Greasers and 2's are Socs
- 2 m.
- (4) Activity 1: In groups of 3 or 4 with either your Greasers or Socs gangs, write a short newspaper article with a catchy title about one of the two events below:
    - Johnny's stabbing of Bob, or
    - Johnny and Ponyboy's rescue of the children in the church fire

- 20 m.
- (5) In your groups, state whether you are a Greaser or a Soc and present your article to the class (5 m. each)
- 15-20 m.
- (6) Closure: How does media's bias help to affect society's treatment of issues, individuals, and groups/gangs? (relate back to hook)
- 5 m.
- (7) Homework/Agenda: Read Chapter 8 & 9 for next class
- 5 m.

**Assessment:**

- Hook: Can students identify the false media representation in the newspapers such as The Enquirer, The Star?
- Discussion: Are students able to realize that identities are changing/altering in different characters?  
Are they able to define heroism and understand the concept of being called a hero?  
Can they discuss whether Ponyboy, Johnny, and Dally are heroes, and give thoughtful answers if they agree or disagree with them being called heroes?
- Activity 1: Can students write an interesting article from either the point-of-view of a Greaser or a Soc, with a creative title and touch upon the importance of either of the two scenes to be described?
- Closure: Can students determine a media bias? And the treatment of people in society through media?

## LESSON 9: The Family Factor

**Theme:** Influence of Family

**Lesson Outcomes:**

- create a variety of academic, technical, and personal communications, including poems, stories, personal essays, oral and written reports, group presentations, and informal dramatizations
- use grammatically correct language when writing and speaking

**Objectives:** (SWBAT)

- examine the influence of family on characters
- develop an understanding of different types of family inside and outside of the novel
- examine the influences of family on themselves
- explore and understand the influence of point-of-view (how it affects one's perception of a situation)

**Plan:**

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|----------|--|
| 10 m.    | (1) Hook: "Tuff Time", How is each member of your family, including yourself, unique and different? How do these differences contribute to a stronger family? How does your family influence you?  |
| 5 m.     | (2) Activity 1: Role Play (see attached sheets) – each student is given a role on a card. In groups, students discuss attitudes and beliefs of characters and possible reactions to situations   |
| 20-25 m. | (3) Groups "perform" role play in front of class <ul style="list-style-type: none"><li>• After each skit, discuss why they chose this skit and why characters may have reacted in certain ways</li><li>• Influence of family in each skit?</li></ul>   |
| 20-25 m. | (4) Discussion: (Chp. 7, 8, & 9) <ul style="list-style-type: none"><li>• What did Ponyboy learn at the end of Chp. 6 about his family?</li><li>• How does the Curtis family operate in their house?</li><li>• How are the gang (Steve, Two-Bit, Dally, Johnny, etc.) family?</li><li>• What threat does Juvenile court have on the Curtis family?</li><li>• How does Ponyboy's dream affect his family?</li><li>• How does Two-Bit explain "greasers" to Ponyboy? p. 113</li></ul> |

- How does Randy's talk with Ponyboy demonstrate similarities in Greasers and Socs?
- At the beginning of Chp. 8, how do we know Johnny's condition is bad?
- Why doesn't Johnny want to see his mother?
- What is Dally going to do with Two-Bit's switchblade?
- Is Ponyboy sick? What is happening to him at the end of Chp. 8?
- Why is Cherry so worried about Ponyboy? Why does she keep coming around?
- p. 129 "sunset" quote – what is its significance? How does it relate to p. 40-41 "We saw the same sunset."
- Why does Ponyboy want to help Cherry and Randy?
- What does "rumble" mean to each of the Greasers?
- Why does Dally take Ponyboy to the hospital to see Johnny?
- What is Dally going to do at the end of Chp. 9?

15 m.

- (5) Worksheet on Chapters 7 – 9 (see attached sheet)

20 m.

- (6) Closure: What are 5 ways a family can influence a person?

4 m.

- (7) Homework/Agenda: Read Chapters 10 & 11 for next class and finish chp. 7 – 9 worksheet for next class

3 m.

### Assessment:

Activity 1: During the role-play, are students able to demonstrate the effects family have on identity and the influences they have on everyday life through the characters in the story?

Discussion: Can the class identify the different roles of family and types of family?  
Can the class identify the uniqueness of the Curtis family? The Greasers family?  
Identity changes in novel. (Randy, Ponyboy, Two-Bit)

Closure: Can students address 5 ways a family can influence a person?

## LESSON 10: Take My Advice!

**Theme:** Crisis and Help

### Learning Outcomes:

- identify personal strengths and goals related to using language and use this information to set new goals

### Objectives: (SWBAT)

- understand their own reactions to a crisis situation
- identify the different characters reactions to Johnny's death
- understand the different ways to handle a crisis and parallel that to how the characters in *The Outsiders* handled the crisis

### Plan:

- |          |     |   |
|----------|-----|---|
| 10 m.    | (1) | Hook: <i>Outsiders</i> Language Game (see attached sheet)   |
| 5 m.     | (2) | Read p. 153-154 to the class  |
| 15 m.    | (3) | Discussion: <ul style="list-style-type: none"><li>• Why does Dally handle the situation the way he does?</li><li>• How do Ponyboy and the other Greasers deal with similar pressures?</li><li>• How do you handle a crisis?</li><li>• Where could Dally gone for help?</li></ul>  |
| 20-25 m. | (4) | Activity 1: In groups of 3 or 4, brainstorm and make a list of places you can go for help in your community. Answer the questions on the worksheet (see attached sheet)   |
| 15 m.    | (5) | Discussion: (Chp. 10 & 11) <ul style="list-style-type: none"><li>• What should Ponyboy, Johnny, and Dally done?</li><li>• What about the other Greasers, what should they have done?</li><li>• Who is to blame for Dally death? The Socs? The Greasers? Johnny? Who?</li><li>• Should Ponyboy have taken part in the rumble? (sick, fever, concussion, etc.)</li><li>• Why did Johnny leave <i>Gone With The Wind</i> for Ponyboy?</li><li>• What significance does <i>Gone With The Wind</i> have for Johnny? For the novel?</li><li>• Why does Randy come to see Ponyboy? P. 163-166</li><li>• Why does Ponyboy say that he had the knife and killed Bob?</li><li>• Why does Ponyboy think that Johnny is not dead?</li></ul> |

- (6) Closure: What is the best thing to do in a crisis? Who would be a good person to talk to if you are involved in something you don't think you can handle?  
5 m.
- (7) Homework/Agenda: Read Chp. 12 for next class, remind class that they will be watching the movie *The Outsiders* next class  
5 m.

**Assessment:**

- Discussion: How does the class react to Dally's death?  
Can they suggest any ways of going about the situation differently? (rationalize)
- Activity 1: What sort of lists do the students create for crisis and help?  
Do they understand the importance of talking to someone if they are involved directly or indirectly in a crisis?
- Discussion: Have the student's read Chp. 10 & 11? Are they able to participate in classroom discussion and answers questions?  
Can they summarize each other's points?
- Closure: Handling a crisis

## LESSON 11: "Nothing Gold Can Stay"

**Theme:** What is Gold?

### Lesson Outcomes:

- interpret and report on information obtained from more than one source to inform others
- explain the motivation of the characters in works of communication, providing evidence from the text of each work

### Objectives: (SWBAT)

- discuss Johnny's interpretation of Robert Frost's poem
- discuss the significance of Johnny's letter to Ponyboy
- relate their own interpretation of the poem to Ponyboy's and Johnny's interpretations

### Plan:

- |       |     |  |
|-------|-----|--|
| 5 m.  | (1) | Hook: <i>Outsiders</i> Word Search (attached)  |
| 5 m.  | (2) | Read p. 178-179, Johnny's letter to Ponyboy  |
| 15 m. | (3) | Discussion: <ul style="list-style-type: none"><li>• What changes Johnny's outlook on death?</li><li>• Is he happy to die? Proud?</li><li>• Why doesn't Johnny mind dying?</li><li>• What is his advice to Ponyboy?</li><li>• Why do you think none of the Greasers told Johnny about Dally's death?</li><li>• "he meant you're gold when you're a kid, like green" – What is Johnny saying?</li><li>• What is the significance of sunsets? It is discussed a few times throughout the novel, what could it symbolize?</li><li>• Why does Hinton repeat the same lines at the end of the novel as she begins the novel with?</li><li>• What is the significance of this?</li><li>• What does it tell us about Pony?</li><li>• What does the novel <i>Gone With The Wind</i> have to do with the theme of the novel? The poem?</li></ul> |
| 50 m. | (4) | <i>The Outsiders</i> movie, by Francis Ford Coppola <ul style="list-style-type: none"><li>• Movie focus: How are the characters portrayed? Do they stay true their descriptions in the novel?</li></ul>  |
| 5 m.  | (5) | Closure: Student's answer movie focus on an exit slip  |

- (6) Homework/Agenda: Work on final project, which will be due next class, and any other work that is not finished that needs to go into Portfolio Box

**Assessment:**

Discussion: Can students answer the questions reflectively in regards to Johnny's death, Johnny's letter to Ponyboy, and Ponyboy's theme assignment for school?

Closure: Movie focus: Are students able to see the differences and similarities between the movie and the novel?

## LESSON 12: The End: Outsiders Portfolio

**Theme:** "Tuff Time"

### Lesson Outcomes:

- interpret and report on information obtained from more than one source to inform others
- explain the motivation of the characters in works of communication, providing evidence from the text of each work

### Objectives: (SWBAT)

- discuss the differences between the novel and the movie
- critique the movie and decide which genre they preferred for the story of *The Outsiders*
- assess their own work in their portfolios
- take pride in their portfolio work and share with their peers

### Plan:

- (1) Hook: Get ready for the second half of the movie. Introduce critique idea, student can either chose to be a Greaser or a Soc and critique the movie  
5 m.
- (2) *The Outsiders* movie  
45 m.
- (3) "Tuff Time" journal entry. Did you enjoy the movie? Why or why not? Who was your favourite character(s) and why? Who was your least favourite character(s)?  
5 m.
- (4) Activity 1: Sharing of Portfolios
  - Students will share their portfolio boxes with one another
  - Students will chose their 3 best "Tuff Time" journal entries and put a sticker on all three, the teacher will only look at the best 3 in detail, the rest glanced at quickly
  - Add their final project into portfolio box and make sure name and block are on box20-25 m.
- (5) Closure: Would you recommend *The Outsiders* to your family or friends to read? Would you tell them to read the book or see the movie?  
5 m.
- (6) Cleanup: End of *The Outsiders* unit!  
2 m.

### Assessment:

"Tuff Time"

Can students provide a thought-provoking review of the movie and describe their favourite and least favourite characters?

Activity 1:

Are students enjoying sharing their Portfolios with their peers?  
Are they able to self-assess their work and take pride in their work?

Closure:

Are students willing to share their experience of *The Outsiders* with friends and family?  
Which do they recommend? The novel or the movie?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## LESSON 1: Outside Identity!

Base Information Background:

(LESSON 1)

Identity:

1. The collective aspect of the set of characteristics by which a thing is definitively recognizable or known
2. The set of behavioural or personal characteristics by which an individual is recognizable as a member of a group.
3. The quality or condition of being the same as something else.
4. The distinct personality of an individual regarded as a persisting entity; individuality.

Class:

1. To arrange, group, or rate according to qualities or characteristics; assign to a class; classify.

Race:

1. A group of people united or classified together on the basis of common history, nationality, or geographic distribution

Individuality:

1.
  - a. The aggregate of qualities and characteristics that distinguish one person or thing from others; character: *choices that were intended to express his individuality; monotonous towns lacking in individuality.*
  - b. An individual or distinguishing feature.

Clique:

1. A small exclusive group of friends or associates.

Gang:

1. A group of criminals or hoodlums who band together for mutual protection and profit.
2. A group of adolescents who band together, especially a group of delinquents.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

*The Outsiders*

**(LESSON 1 & 2)**

Synopsis:

According to Ponyboy, there are two kinds of people in the world: greasers and socs. A soc (short for "social") has money, can get away with just about anything, and has an attitude longer than a limousine. A greaser, on the other hand, always lives on the outside and needs to watch his back. Ponyboy is a greaser, and he's always been proud of it, even willing to rumble against a gang of socs for the sake of his fellow greasers--until one terrible night when his friend Johnny kills a soc. The murder gets under Ponyboy's skin, causing his world to crumble and teaching him that pain feels the same whether a soc or a greaser.

S.E. Hinton:

When she was seventeen, she published **The Outsiders**, a story about the greasers and the rich kids in high school. Because she often writes from a boy's point of view, she uses her initials S.E. instead of her name Susan Eloise. She explains, "I figured that most boys would look at the book and think, 'What can a chick know about stuff like that?'"

*The Outsiders*, by S.E. Hinton, captures the adolescent angst of eighth-grade students. As they study this novel, students delve into themes that mirror what they see in their daily lives: family, sacrifice, community, identity, prejudice, rites of passage, and strife. After identifying literary components of the novel, students complete self-selected projects such as photo essays or video poems that demonstrate a mastery of its themes. Technology empowers the students to take charge of their own learning from the literature.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## **1960s Background: (LESSON 2)**

### **Language:**

#### **A Gas**

A lot of fun.

#### **All show and no go.**

Referenced to a car that had all the pretty chrome goodies, but wouldn't get out of its own way.

#### **Bad**

Awesome.

#### **Badass**

A tough guy. A guy you really don't want to mess with.

#### **Bag**

To Steal. Example: Who bagged my towel? ; also see Score  
Also; "What's your bag" meaning what's your problem or where are you coming from.

#### **Blitzed**

Drunk

#### **Cruising**

Driving up and down the same street looking for races, girls, guys, etc.

#### **Deuce**

A 1932 Ford. As in, "She's my Little Deuce Coupe, you don't know what I got".

#### **Dude**

In the 60's, a dude was a geek or a panty waist.

#### **Pad**

Someone's house. Example: There wasn't much to do so we all hung out at John's pad, drank Cokes and listened to records.

#### **Thongs**

In the 60's, thongs were something you wore on your feet.

### **Music:**

Beatles

Elvis Presley

Chubby Checker

The Everly Brothers

Frank Sinatra

### **Movies:**

Psycho

The Alamo

The Time Machine

The Magnificent Seven

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**News Headlines from 1960s:**

Kennedy Wins Presidency, Democrats Sweep Congress

Two White Public Schools are the First to Integrate

Russian Astronaut Yuri Gagarin First Man in Space Circles Globe

East Germans Build Berlin Wall, Tensions Rise

Yo-Yos Become National Craze

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## LESSON 2

### **Gender and Identity in Magazines**

1. Find two advertisements from your magazines. These advertisements must include representations of people.

2. Examine how men and women are portrayed in the advertisements.

*~How are differences shown?*

*~What ideals are created? What identity is created?*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

3. Consider these questions:

*~How do you, as a male or female, relate to the images?*

*~Are they "true" to you?*

Name: \_\_\_\_\_  
Block: \_\_\_\_\_

Date: \_\_\_\_\_

Photos from the 1960s

**(LESSON 2)**

Women's fashion:



Name: \_\_\_\_\_  
Block: \_\_\_\_\_

Date: \_\_\_\_\_

A couple from the 1960s



An old Ford truck from 1956



A group of popular cars from the 1960s



Name: \_\_\_\_\_  
Block: \_\_\_\_\_

Date: \_\_\_\_\_

**LESSON 3:**

**NAME IDENTITY**

Write a Name Identity poem for Ponyboy. Use each letter of Ponyboy's name (like shown below) to create a sentence or single noun, verb, or adjective that describes Pony's identity. Refer to Chapter 1 for character information.

**P** \_\_\_\_\_

**o** \_\_\_\_\_

**n** \_\_\_\_\_

**y** \_\_\_\_\_

**b** \_\_\_\_\_

**o** \_\_\_\_\_

**y** \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## Portfolio Activities

\*Students must complete all of the following six activities:

### 1. Magazine Worksheet:

- use magazines to find articles that demonstrate gender roles and identity
- examine the roles women and men play in magazines and respond to a series of questions

### 2. "Tuff Time:

- write on journal entries prompts that reflect on themes in novel
- relate personal identity and reflections with the novel and themes

### 3. Name Identity:

- write a Name Identity poem for Ponyboy, describing his identity and the characteristics that make him unique
- use adjectives, nouns, and verbs that describe Ponyboy's identity
- create a interesting and imaginative poem

### 4. Writing Entry: Personal Reflection

- write a personal journal entry about a particular even that has impacted your life and has shaped who you are. Include a photo, drawing, or object that represents this event and explain why you chose the item.

### 5. Comparing Identities: You vs. Who? (Final Project – marked separately from portfolio)

- choose a character from *The Outsiders* who you feel you can relate with in terms of identity and personality
- OR choose a character who you feel you cannot relate with at all, for example, they are the complete opposite in identity and personality from you

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

- compare and contrast that character's identity to your own identity
  - Would you both be in the same clique? Or different cliques?
  - What characteristics are similar between you both? What characteristics are different? Why are they similar or different?
  - Use the previous assignments on self-identity and character charts for additional information when comparing and contrasting
- create a timeline of the characters development throughout the novel
  - plot their growth in terms of identity, self-reflection, maturity, etc.
  - plot their mistakes and their accomplishments
  - make sure you demonstrate and explain the character's growth, maturity, reflection, etc. through your choice of genre
  - be creative and use pictures, words, symbols, etc. to plot the characters timeline
- choose a creative and imaginative way to demonstrate your knowledge of the character of your choice and your comparison with your own identity
- some examples for the project are: a poster board with pictures, phrases, quotes from the novel, poetry, objects/items that demonstrate the differences and similarities between you and the character you chose; write a journal from the character's point-of-view and then compare that to a journal about you, or another type of genre (poem, artefacts, etc.)

Some questions to keep in mind while completing the final project

\*How is identity demonstrated in your choice of character?

\*How does the identity of the main character similar to/different from Ponyboy's? What factors influence this?

\*How does this novel or movie help you explore your own identity?

\*How can you demonstrate the differences and similarities between you and the character you chose using different types of medium (media, drama, poetry, essay, journal, etc.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

# Portfolio Rubric

Clear, Well-Organized Arrangement of Assigned Requirements:

5 ~ Excellent - Consistently communicates ideas in a clear, well-organized, coherent fashion throughout portfolio.

4 ~ Good - Often communicates ideas in a clear, well-organized, coherent fashion throughout portfolio.

3 ~ Acceptable - Communicates ideas in a clear, well-organized, coherent fashion throughout most of the portfolio.

2 ~ Poor - Sometimes fails to communicate ideas in a clear, well-organized, coherent fashion throughout most of the portfolio.

1 ~ Very Poor - Often fails to communicate ideas in a clear, well-organized, coherent fashion throughout all of the portfolio.

---

## Appropriate Use of Requirements Considering the Intended Purpose:

5 ~ Excellent - Is exceptionally tailored to express identity and to relate to The Outsiders throughout the portfolio, indicating a high level of reflection.

4 ~ Good - Is consistently tailored to express identity and to relate to The Outsiders throughout the portfolio, indicating an above average level of reflection.

3 ~ Acceptable - Is tailored to express identity and to relate to The Outsiders throughout most of the portfolio, indication an average level of reflection.

2 ~ Poor - Sometimes fails to be tailored to express identity and to relate to The Outsiders throughout most of the portfolio, indication little reflection.

1 ~ Very Poor - Often fails to be tailored to express identity and to relate to The Outsiders throughout all of the portfolio, indicating no reflection.

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

### **Use of a Variety of Creative Genres**

5 ~ Excellent - Exceptionally uses a variety of genres that are highly creative considering the topic and its intended purpose.

4 ~ Good - Consistently uses a variety of genres that are creative at an above average level considering the topic and its intended purpose.

3 ~ Acceptable - Uses a variety of genres that are creative on an average level throughout most of the portfolio considering the topic and its intended purpose.

2 ~ Poor - Sometimes fails to use a variety of genres that are creative demonstrating that there was no consideration of the topic and its intended purpose throughout most of the portfolio.

1 ~ Very Poor - Often fails to use a variety of genres that are creative demonstrating that there was no consideration of the topic and its intended purpose throughout any of the portfolio.

---

### **Free From Spelling, Punctuation, and Grammar Errors:**

5 ~ Excellent - Consistently is free from spelling, punctuation, and grammar errors in all of the portfolio's content.

4 ~ Good - Often is free from spelling, punctuation, and grammar errors in the portfolio's content.

3 ~ Acceptable - Free from spelling, punctuation, and grammar errors throughout most of the portfolio's content.

2 ~ Poor - Is often plagued by errors in spelling, punctuation, and grammar errors throughout all of the portfolio's content.

1 ~ Very Poor - Is entirely plagued by errors in spelling, punctuation, and grammar throughout all of the portfolio's content.

### **Overall Evaluation:**

The portfolio will be out of 100 marks, taking each of the rubric categories (there are 4) and evaluating the student's portfolio and then multiplying that number by 5. Each section (there are 4) will be marked out of 25, making the whole portfolio out of 100 marks.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## LESSON 5:

### ID CARD: Role Play

Students, in groups of 3 or 4, will role play different scenes from Chapters 2 and 3 to demonstrate different characters identities and personalities. The students will chose who will play each of the characters in the scene and one student will play the narrator.

Role Play 1:

p. 21 - 22

"Take your feet off my chair ..." to "I shook my head, wide-eyed. "No.""

Role Play 2:

p. 22 – 23

"Suddenly she smiled." to ". . . but you could hardly say it about Soda."

Role Play 3:

p. 24 – 25

"Dally came striding back . . ." to "From what I saw, you do."

Role Play 4:

p. 28 – 29

"Hey, where is ol' Dally, anyways?" to "He pays up. No sweat."

Role Play 5:

p. 32 – 33

"Somehow the gang sensed . . ." to ""It's okay, Johnnycake, they're gone now. It's okay."

Role Play 6:

p. 38 – 39

"Rat race is a perfect name . . ." to "Till I met Cherry Valance."

Role Play 7:

p. 45 – 56

"Two-Bit took a long drag . . ." to "I hope I never see him again, or I will."

Role Play 8:

p. 49 – 50

"Where the heck have you been?" to "His eyes were huge. Ponyboy . . ."

\*each identity will be on a card with the Role Play number on it and a quick description of the setting

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**LESSON 6:**

# **Nothing Gold Can Stay**

**Robert Frost**

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.

Assignment:

Write a 1-page interpretation about Robert Frost's poem "Nothing Gold Can Stay". Refer back to Ponyboy's description and recitation of the poem in Chapter 5.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**LESSON 7:**

**BIOGRAPHY POEM**

Write a biographical poem about Ponyboy using the following structure:

- Line 1: His first name only
- Line 2: 4 traits that describe him
- Line 3: Daughter/Son of~OR Sibling of~
- Line 4: Who loves~ (3 items, places, or people)
- Line 5: Who feels~ (3 items)
- Line 6: Who needs~ (3 items)
- Line 7: Who gives~ (3 items)
- Line 8: Who fears~ (3 items)
- Line 9: Who would like to see~ (3 items)
- Line 10: Who lives in~
- Line 11: His last name only

---

**Ponyboy Bio Poem**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## **LESSON 8:**

# **MEDIA SCHMEDIA**

Refer to the article you have been given from such magazines as The Enquirer, The Star, and The National Examiner and answer the questions.

Is the article you read interesting? How did or didn't it keep your interest?

How is the article reliable? How isn't it reliable?

What information or writing style makes the article false?

How is this effective journalism?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

Do you think the public should have newspapers like the one your article came from?

How would this article influence you? Would you follow its advice or believe its material?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**LESSON 8:**

**GREASER/SOC JOURNALISM**

Write a newspaper article from the point of view of either a Greaser or a Soc about one of the two following events:

- Johnny's stabbing of Bob, or
- Johnny and Ponyboy's rescue of the children in the church fire

Create a catchy and imaginative title and check for spelling and grammar.

Remember to look in the text, Chapter 4 and Chapter 6, for useful information to include and influence your article.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## **LESSON 9:**

# **ROLE PLAY – THE FAMILY FACTOR**

In groups of 3 or 4, students will role-play the given situations. Students will create their own role-play scene about the situation. They can use information and dialogue from the novel.

### **Group 1: Ponyboy**

**Discuss the following situation: Johnny killing Bob.**

### **Group 1: Darry**

**Discuss the following situation: Johnny killing Bob.**

### **Group 1: Sodapop**

**Discuss the following situation: Johnny killing Bob.**

---

### **Group 2: Cherry Valence**

**Discuss the following situation: Cherry's father sees her with Dally, Johnny, and Ponyboy after the movies.**

### **Group 2: Cherry's father**

**Discuss the following situation: Cherry's father sees her with Dally, Johnny, and Ponyboy after the movies.**

---

### **Group 3: Dally**

**Discuss the following situation: Johnny's parents vs. Johnny's "family" in the gang.**

### **Group 3: Johnny**

**Discuss the following situation: Johnny's parents vs. Johnny's "family" in the gang.**

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**Group 4: Ponyboy**

**Discuss the following: Ponyboy and Johnny running away.**

**Group 4: Darry**

**Discuss the following: Ponyboy and Johnny running away.**

**Group 4: Sodapop**

**Discuss the following: Ponyboy and Johnny running away.**

---

**Group 5: Johnny**

**Discuss the following: Johnny killing Bob.**

**Group 5: Johnny's mother**

**Discuss the following: Johnny killing Bob.**

**Group 5: Johnny's father**

**Discuss the following: Johnny killing Bob.**

---

**Group 6: Ponyboy**

**Discuss the following: the tension at home.**

**Group 6: Johnny**

**Discuss the following: the tension at home.**

**Group 6: Dally**

**Discuss the following: the tension at home.**

---

**Group 7: Mother of a rescued child**

**Discuss the following: your child's rescue from the church fire by Johnny and Ponyboy.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**Group 7: Father of a rescued child**

**Discuss the following: your child's rescue from the church fire by Johnny and Ponyboy.**

---

**Group 8: Randy (the Soc)**

**Discuss the following: Randy's involvement in the fight and the killing of Bob.**

**Group 8: Randy's mother**

**Discuss the following: Randy's involvement in the fight and the killing of Bob.**

**Group 8: Randy's father**

**Discuss the following: Randy's involvement in the fight and the killing of Bob.**

---

**Group 9: Ponyboy**

**Discuss the following: the future of the family of brothers.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

**LESSON 9:**

**CHAPTERS 7-9 QUESTIONS:**

Answer the questions by using the novel. Provide evidence with page numbers and quotes. Answer in complete sentences.

What did Ponyboy learn at the end of Chapter 6 about his family?

What threat does Juvenile court have on the Curtis family? If the judge decides to separate Ponyboy, Sodapop, and Darry, how would it affect each of the boys?

How does Two-Bit explain "greasers" to Ponyboy? (p. 113) What influence does this have on Ponyboy?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

How does Randy's talk with Ponyboy demonstrate similarities in Greasers and Socs?

Why is Cherry so worried about Ponyboy? Why does she keep coming around? What significance does her talk with Ponyboy have on Ponyboy's feelings towards the "rumble?"

What does "rumble" mean to each of the Greasers? How is having a "rumble" going to solve the problems between the Greasers and Socs?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## LESSON 10:

# ***OUTSIDERS* LANGUAGE GAME**

Divide the class into 2 groups, Greasers and Socs. Each group takes turns guessing the meaning of 1960s language terms.

### **A Gas**

A lot of fun.

### **All show and no go.**

Referenced to a car that had all the pretty chrome goodies, but wouldn't get out of its own way.

### **Bad**

Awesome.

### **Badass**

A tough guy. A guy you really don't want to mess with.

### **Bag**

To Steal. Example: Who bagged my towel? ; also see Score  
Also; "What's your bag" meaning what's your problem or where are you coming from.

### **Blitzed**

Drunk

### **Cruising**

Driving up and down the same street looking for races, girls, guys, etc.

### **Deuce**

A 1932 Ford. As in, "She's my Little Deuce Coupe, you don't know what I got".

### **Dude**

In the 60's, a dude was a geek or a pantywaist.

### **Pad**

Someone's house. Example: There wasn't much to do so we all hung out at John's pad, drank Cokes and listened to records.

### **Thongs**

In the 60's, thongs were something you wore on your feet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## LESSON 10:

# OUTSIDE CRISIS

A crisis can come at the most unexpected time. They can be big or small, but the best advice is . . .

Who can we turn to when we encounter a crisis?

What community services can help you during a crisis?

Would you tell an adult about a problem that you are unable to resolve or attempt to fix? Why or why not?

How would you help a friend in need? Would you seek an adult for help?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## LESSON 6:

# ***OUTSIDERS* CROSSWORD PUZZLE**

### ACROSS:

1. a type of clothing that only the Socs wear and the Greasers envy.
3. she was only 16 years old when she wrote the story
5. Dally sent Johnny and Ponyboy to this city after Johnny killed Bob.
7. the main theme in *The Outsiders*
9. these people have long hair and live on the East side
10. the oldest Curtis brother
13. he had a horse named Mickey Mouse
15. he used to live in New York before coming back to Tulsa
16. it's the one thing that both the Greasers and the Socs have can see

### DOWN:

2. her hair was fiery red, and so was her car
4. the title of the novel we are reading
6. it happen always happens between the Greasers and the Socs
8. Mrs. O'Briant called Ponyboy, Johnny and Dally this (hint chp. 6)
11. these people are rich, drive hotrods and live on the West side
12. Mr. Syme's student called him late at night and asked him about the theme he was to write about. His name is? (hint chp. 12)
14. Dally loved this person more than anything
17. Bob drove this kind of car

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## RESOURCES:

### Books:

Hinton, S.E. *The Outsiders*. Toronto, ON: Penguin, 1967.

Stanket, Lou Willet. *A Teacher's Guide to The Paperback Editions of the Novels of S.E. Hinton*. (UBC Education Library, call #: PS 3558I547Z83 1980). New York, NY: Dell, 1975.

Steffen, Donna. *Adapted/Modified Materials for Writing Output: Supporting the novel: The Outsiders by S.E. Hinton*. (UBC call #: PS 3558I548O938 1997). White Rock, BC: Davies and Johnson, 1997.

### Websites:

<http://falcon.jmu.edu/~ramseyil/hinton.htm>

<http://www.sehinton.com/>

<http://cougartown.com/slang.html> (1960s language)

<http://www.1960sflashback.com/>

<http://www.fsu.edu/~CandI/ENGLISH/webquests/outsidere2.htm>

<http://www.sdcoe.k12.ca.us/score/out/outtg.html>

For the Media Schmedia Activity, I am using articles from *The National Examiner*, which is very similar to *The Enquirer* and such genre. The articles I have chosen are funny and interesting, in hopes it will create some critical evaluation and thinking about the media and its influences on us.

I created my own Word Search and Crossword Puzzles, it was very easy. You can find templates online and then build your own to suit your needs.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

## **COMPARING IDENTITIES: YOU VS. WHO? RUBRIC**

### **Overall Evaluation:**

5 ~ Excellent - Consistently communicates ideas in a clear, well-organized, coherent fashion throughout final project.

4 ~ Good - Often communicates ideas in a clear, well-organized, coherent fashion throughout final project.

3 ~ Acceptable - Communicates ideas in a clear, well-organized, coherent fashion throughout most of the final project.

2 ~ Poor - Sometimes fails to communicate ideas in a clear, well-organized, coherent fashion throughout most of the final project.

1 ~ Very Poor - Often fails to communicate ideas in a clear, well-organized, coherent fashion throughout all of the final project.

Multiply score by 2, to obtain grade out of 10.

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### **Comparing of Identities In-depth:**

5 ~ Excellent - Is exceptionally tailored to express identity and to relate to The Outsiders throughout the project as well as examining the similarities and differences between themselves and a chosen character, indicating a high level of reflection.

4 ~ Good - Is consistently tailored to express identity and to relate to The Outsiders throughout the project as well as examining the similarities and differences between themselves and a chosen character, indicating an above average level of reflection.

3 ~ Acceptable - Is tailored to express identity and to relate to The Outsiders throughout most of the project as well as examining the similarities and differences between themselves and a chosen character, indicating an average level of reflection.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

2 ~ Poor - Sometimes fails to be tailored to express identity and to relate to The Outsiders throughout most of the project as well as sometimes fails to examine the similarities and differences between themselves and a chosen character, indicating little reflection.

1 ~ Very Poor - Often fails to be tailored to express identity and to relate to The Outsiders throughout all of the project and fails to examine the similarities and differences between themselves and a chosen character, indicating no reflection.

Multiply score by 2, to obtain grade out of 10

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**Creativity:**

5 ~ Excellent – Student demonstrated exceptional knowledge and personal reflection in an interesting, exciting, and creative fashion. Utilizing different types of genre and reflection to portray ideas about identity and The Outsiders.

4 ~ Good – Student demonstrated consistent knowledge and personal reflection in an interesting, exciting, and creative fashion. Utilizing different types of genre and reflection to portray ideas about identity and The Outsiders.

3 ~ Acceptable – Student demonstrated basic knowledge and personal reflection in an interesting, exciting, and creative fashion. Utilizing different types of genre and reflection to portray ideas about identity and The Outsiders.

2 ~ Poor – Student sometimes failed to demonstrate basic knowledge and personal reflection in an interesting, exciting, and creative fashion. Utilizing different types of genre and reflection to portray ideas about identity and The Outsiders.

1 ~ Very Poor – Student often failed to demonstrate basic knowledge and personal reflection in an interesting, exciting, and creative fashion. Utilizing different types of genre and reflection to portray ideas about identity and The Outsiders.

Multiply score by 2, to obtain grade out of 10

**Total Evaluation:**

Project will be marked out of 30 marks and worth 30% of unit mark.