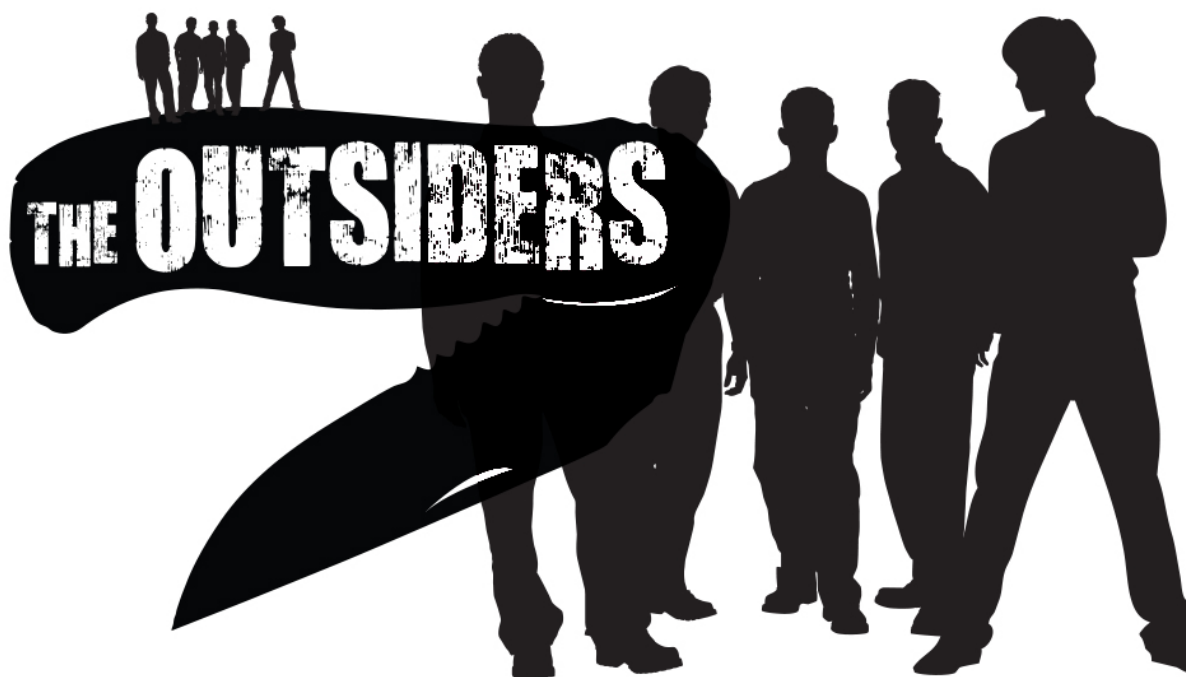


English Language Arts

Grade 7



SAUSD Spring Unit



Student Resource Book

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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:

Picture #1



[Joel Parés](#)

[Photography](#)



Harvard Graduate
Jefferson Moon

Joel Parés

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.

<p>1. What is important to this person?</p> <p>2. What kind of job does or will this person have?</p> <p>3. If I met this person, would we be friends? Why or why not?</p>	<p>Picture 1</p>	<p>Picture 2</p>	<p>Picture 3</p>
	<p>Picture 4</p>	<p>Picture 5</p>	<p>Picture 6</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?
 1. _____
 2. _____
 3. _____
14. From the pictures on the front and back of the book, what do you think this story will be about?

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

2. Soc

3. Loned it

4. Dig

5. Hood

6. Bawl

7. Lift

8. Rumble

9. Outfit

10. Cooler

11. Broad

12. Savvy

13. Fuzz

14. Kicks

15. Doll

16. Looker

17. Booze

18. Boozed up

19. Heater

- 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 _____

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 allofness, careful not to let their real selves show through.</i>	

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

Resource 2.1

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>	

Vocabulary Notebook: *The Outsiders*, Chapters

Resource 2.1

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

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	1	2	3	4	5	
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

1. 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)

*
*

2. 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>

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.

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 rumbles, 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

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>	
hailed (81)			<i>And then you and Johnny turned up missing...and Dally getting hailed 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>

Vocabulary Notebook: *The Outsiders*, Chapters

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

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.

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 text 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		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?		

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?

Analyzing the Poem “Nothing Gold Can Stay” by Robert Frost

Review the events from Ch. 5 of The Outsiders

After reading Ch. 5 of The Outsiders, recap the major events of the chapter.

1. Where are Ponyboy and Johnny now? And why are they there?

2. What has happened in the recent past? Sequence the major events below:

Analyze the poem by yourself or with a partner

The situation that Johnny and Ponyboy find themselves in should provide you with context for the poem. Read the poem and explore its theme. As you read, summarize the two stanzas and explain what it means in your own words.

Original poem	My summarization of the poem
<p>“Nothing Gold Can Stay” by Robert Frost</p> <p>Nature’s first green is gold, Her hardest hue to hold. Her early leaf’s a flower; But only so for an hour. Then leaf subsides to leaf. So Eden sank to grief, So dawn goes down to day. Nothing Gold can stay.</p>	

Now that you have analyzed the poem alone or with a partner, come up with a theme statement for the poem.

Theme statements should be simplified because you are condensing the point of an entire poem, story or other work into a single complete sentence. A theme statement should focus on what you think the story was about in terms of meaning; it must be an interpretation of the values of the work rather than just a retelling of the plot.

Example: "The forces of good triumph over the forces of evil" or "We must acknowledge internal darkness before defeating evil forces."

Theme statement for "Nothing Gold Can Stay"

Analyze the Poem as a Group

Now that you have come up with your initial understanding of the poem, work in groups of 4-5 and break down the poem as a group.

As you analyze the poem be sure to clarify difficult words, analyze metaphors and consider multiple meanings, and paraphrase lines so that they make sense to you.

Original poem	My summarization of the poem
<p>"Nothing Gold Can Stay" by Robert Frost</p> <p>Nature's first green is gold,</p>	
<p>Her hardest hue to hold.</p>	
<p>Her early leaf's a flower;</p>	
<p>But only so for an hour.</p>	

Then leaf subsides to leaf.	
So Eden sank to grief,	
So dawn goes down to day.	
Nothing Gold can stay.	

As a group formulate a group theme statement for the poem:

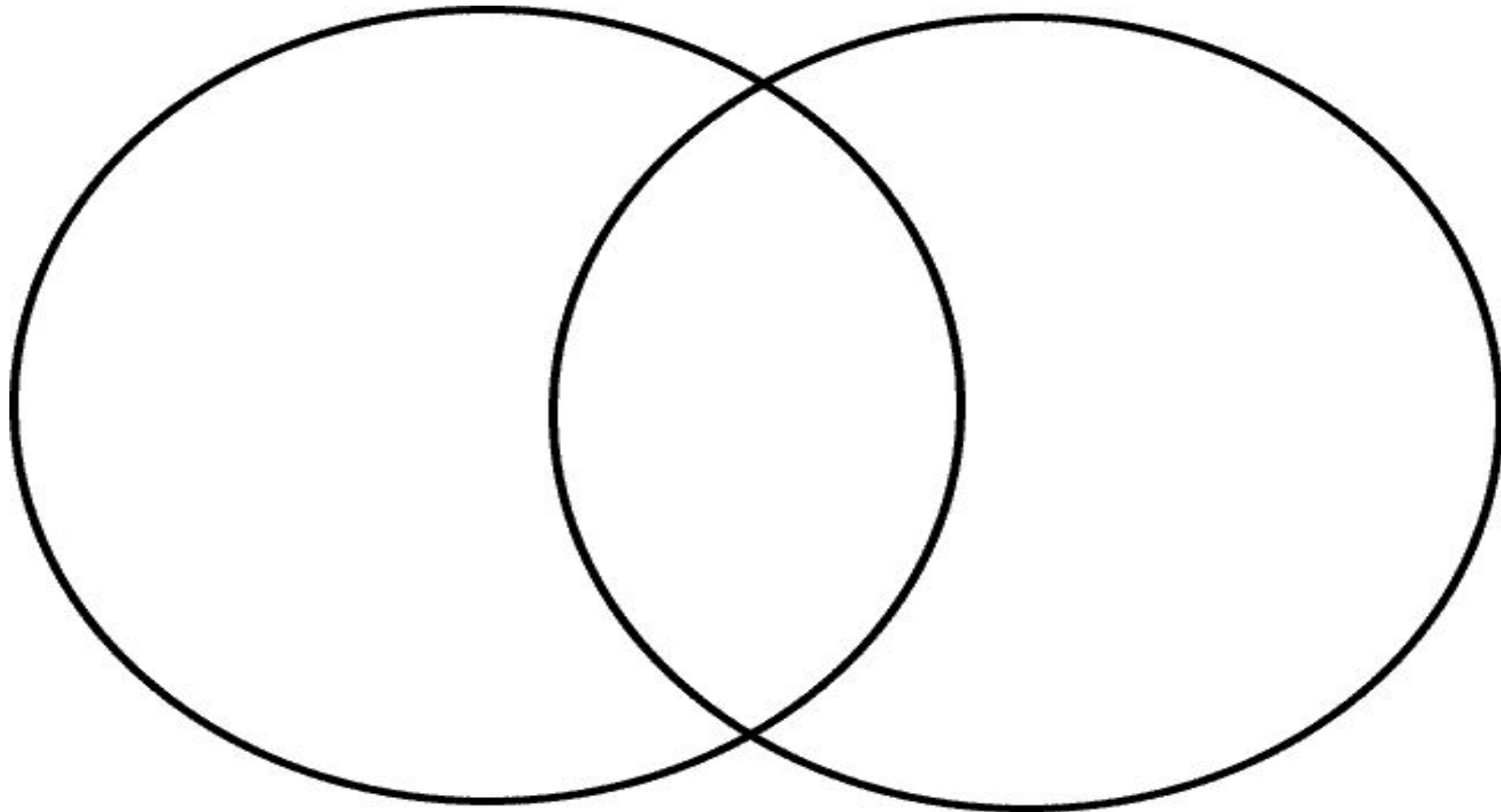
Where else have you seen this theme? _____

Why did Ponyboy recite the poem at this point in the novel? _____

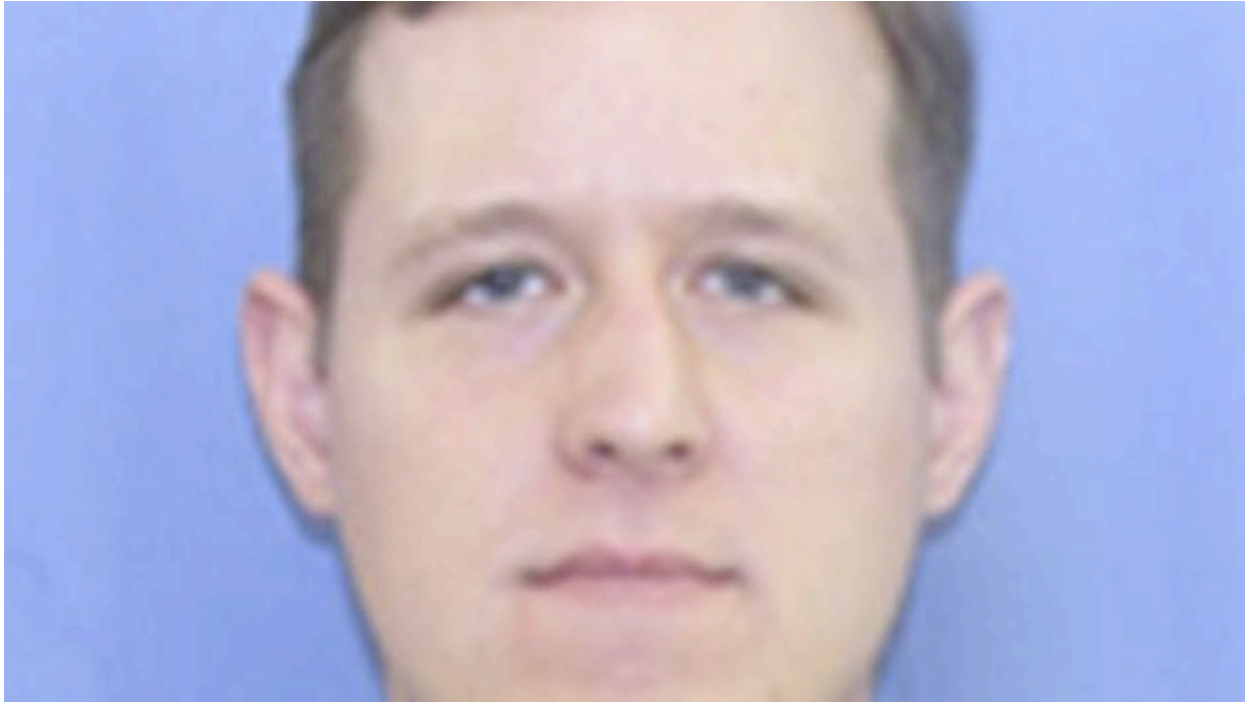


**VENN DIAGRAM: COMPARE AND CONTRAST THE MOOD AND TONE
(RESOURCE 3.5B)**

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)

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 stopped 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

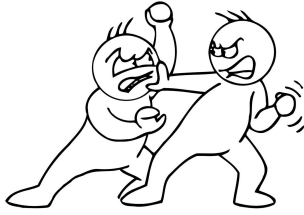
Directions: Complete this reader response log while reading *The Outsiders* (both in class and while you read independently). This format will guide you through the reading and thinking process to help develop your ideas and express them on paper so that you can better participate in the discussion board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

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. NATURE

1. _____

2. _____

3. _____



MAN VS. HIMSELF

1. _____

2. _____

3. _____

4. _____



MAN VS. SOCIETY

1. _____

2. _____

3. _____



MAN VS. TECHNOLOGY

1. _____

2. _____



MAN VS. THE SUPERNATURAL

1. _____

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.

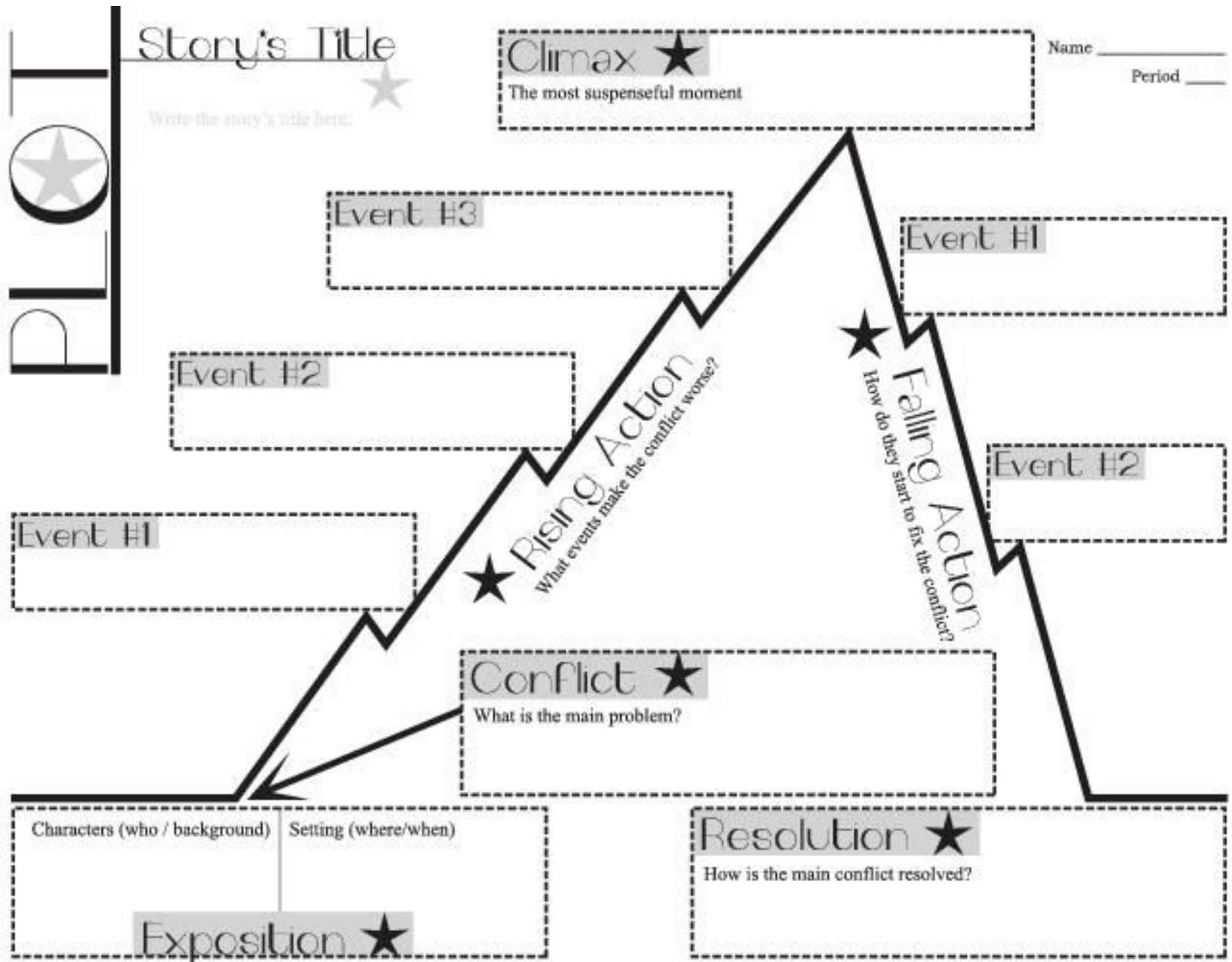
Chapter 8

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.**



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: _____

THINK PAIR SHARE (RESOURCE 4.10)

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.			

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

Word & Translation	Picture/Image	Definition	Source Sentence	Original Sentence
vast (179)				

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

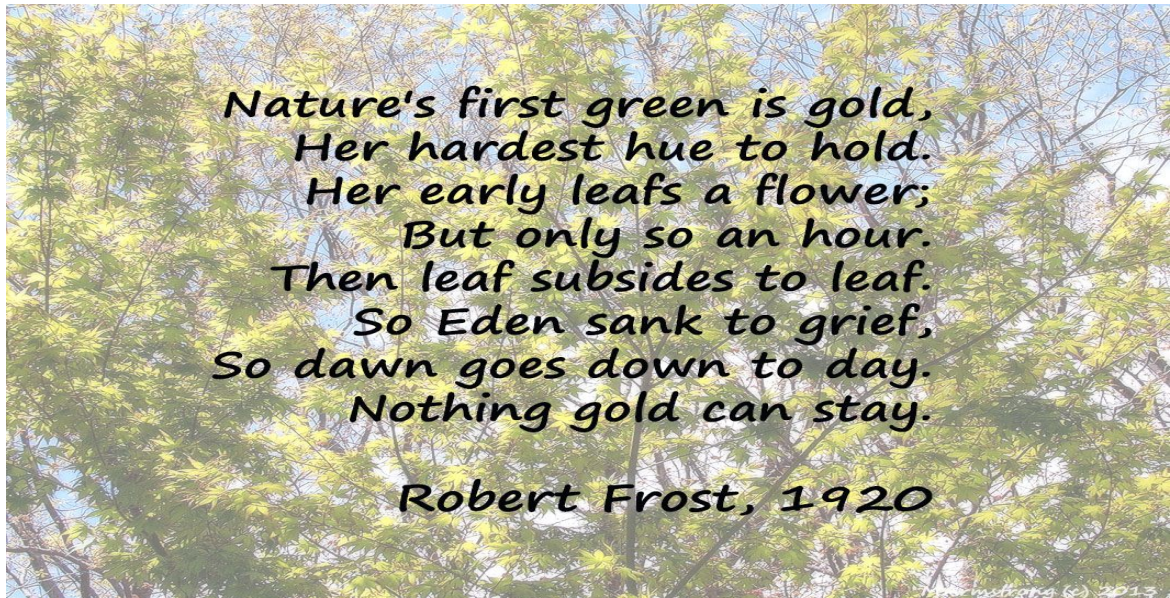


	I Know...	I Notice...	I Wonder...
Picture A			
Picture B			

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>		

<p>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.</p>	
<p>Speaker/Source: Who is the speaker? What is the source?</p>	<ol style="list-style-type: none"> Who is the speaker who produced this piece? What is their background (credentials)? Why are they making their point? Is there bias? (Loaded words, generalizations that evoke a response...) What type of document is this? <p>ALL EVIDENCE FOR THIS PIECE MUST COME FROM THE TEXT</p> <p>You may do further research to find the answer to these questions.</p>
<p>Occasion: Where and when are things happening?</p>	<ol style="list-style-type: none"> What is the time and place for the piece? Was the information told during the event, after or long after the event? Why did the author write this piece? How do you know? Why was the piece published? <p>IT IS IMPORTANT THAT YOU UNDERSTAND WHAT PROMPTED THE AUTHOR TO WRITE</p>
<p>Audience: Who is the intended audience?</p>	<ol style="list-style-type: none"> Who is writing intended for? (this could be an individual, small or large group, or a combination of the two) What are the dynamics of the intended group? (male, female, race, political party, education level...) Does the speaker use words or phrases that are familiar to the group they are targeting? <p>IN ORDER TO UNDERSTAND THE AUDIENCE YOU NEED TO UNDERSTAND THE PUBLICATION AND THE AUTHOR</p>
<p>Purpose: What is the purpose?</p>	<ol style="list-style-type: none"> What is the purpose of the text? What is the reason behind the piece? What is the emotional state of the speaker? How does the speaker try to spark an emotional response from the reader? How is the document supposed to make you feel? Can you trust or believe this document? <p>THIS IS ABOUT EXMINING WHY THE AUTHOR IS WRITING AND WHAT APPEALS THE USE</p>
<p>Significance: What is the importance?</p>	<ol style="list-style-type: none"> Why is this document important? What does it say about the time period it was created in? Does the speaker accomplish his or her purpose? Is there a connection to current events or to historical events that are significant? <p>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</p>
<p>TONE: What is the tone of the piece?</p>	<ol style="list-style-type: none"> What is the attitude of the speaker? What is their attitude toward the subject? (Serious, humorous, sarcastic, satiric, objective...) 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</p>

<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

o = 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

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	<p>What type of engaging opening will you use? Will you use an anecdote about yourself or somebody else?</p>
	<p>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.</p>
	<p>Background information your audience will need to understand your topic and its importance.</p>
	<p>Claim</p>
Supporting Arguments/ Reasons #1	<p>Supporting Argument #1</p>
	<p>Evidence to back up Supporting Argument #1</p>
	<p>What is the other side's position (the claim made by the people who disagree with you)?</p>
	<p>What is your counterclaim (why are they wrong)?</p>

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	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:	
	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:	

	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		