Novel Study – “The Outsiders” by S.E. Hinton

**Grade Level:** Grade 8

**SUBMITTED BY:** Vince Steele, Craig Moffatt, Melissa MacPhee, and Amber Orychock

**Overview:** Students will complete pre-reading activities including a word splash, a journal entry and vocabulary exercises. Students will read the novel “The Outsiders”. Post-reading activities will include: story questions, an essay composition, a formal letter, a character creature, and a story board.

**Materials:** computer, digital camera, handouts, and an overhead projector

**English Language Arts Learning Outcomes:**

**GCO 2:** Students will be able to communicate information and ideas effectively and clearly, and to respond personally, and critically.

2.1 contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk
2.2 understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various speaking contexts
2.3 give instructions and respond appropriately to instructions, directions, and questions
2.4 evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and non-verbal language (e.g., summaries, examples, and body gestures)

**GCO 5:** Students will be expected to interpret, select, read and combine information using a variety of strategies, resources, and technologies.

5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence
5.2 experiment with and rely upon a range of print and non-print (e-mail, CD-ROMs) sources for accessing and selecting information
5.3 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research

**GCO 8:** Students will be expected to use writing and other ways of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imagination.

8.1 demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others'
ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions

8.2 identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users

8.3 begin to use various forms of note-making appropriate to various purposes and situations

8.4 demonstrate an awareness of how and when to integrate interesting effects in imaginative writing and other ways of representing; include thoughts and feelings in addition to external descriptions and activities; integrate detail that adds richness and density; identify and correct inconsistencies and avoid extraneous detail; make effective language choices relevant to style and purpose, and, when appropriate, select more elaborate and sophisticated vocabulary and phrasing

Information and Communication Technology Learning Outcomes:

Students will:

BOC 9.1 - operate a wide variety of school media, computer, and other educationally appropriate equipment for learning, communication, and the representation of their learning, independently and safely with teacher supervision

BOC 9.2 (relates to 6.2) - use and create information texts in a range of media, using specialized text features of those media to support the communication, with teacher assistance

BOC 9.3 (relates to 6.3) - demonstrate comfort with keyboarding and manipulation of computer input and peripheral devices as they work

BOC 9.4 (relates to 6.4) - manage their electronic files and correspondence efficiently

BOC 9.5 (relates to 6.1, 6.2, 6.3, 6.4) - from a range of resource options, knowledgeably select, manage, and use technological resources to solve curriculum problems and enhance their learning, with teacher guidance

BOC 9.6 (relates to 6.6) - understand and use a wide range of terminology related to the technology they use for learning

SEHI 9.2 (relates to 6.3, 6.4, 6.5, 6.6) - identify and demonstrate the values and techniques of mass media, popular culture, and electronic information environments, and evaluate the effects of these techniques

SEHI 9.3 (relates to 6.7, 6.8) - understand, model, and assume personal responsibility for the acceptable use of copyrighted and other information resources

SEHI 9.6 (relates to 6.8) - follow the Internet Access and Use Policy

PTS 9.3 (relates to 6.1, 6.2, 6.4, 6.5, 6.7) - explore the curriculum through a wide range of print and electronic forms; accessing and processing information by means of the specialized techniques associated with the technology they select

PTS 9.4 (relates to 6.5, 6.6) - create and manipulate sound, images and video, using digital equipment and computer-based editing, to represent their learning for particular audiences and purposes, independently with teacher supervision
PTS 9.5 (relates to 6.4, 6.5, 6.6) - develop multimedia presentations, based on sound principles of design, with increasing confidence, efficiency and independence

CT 9.1 (relates to 6.3, 6.5) - use language, in a range of aural, print, media and electronic forms to explore and express their perceptions, feelings, ideas and attitudes; refine their thinking; and interact, negotiate and collaborate with others in order to build their understanding

CT 9.3 (relates to 6.1-6.5) - critically evaluate how style, form, source, and medium influence the accessibility, validity and meaning of information with independence

RPSD 9.3 (relates to 6.1, 6.2) - write and represent their research using the structures, features, conventions, and techniques of specialized publication and presentation formats with growing fluency

RPSD 9.4 (relates to 6.3, 6.4) - assess the quality, comprehensiveness, biases, and perspectives of print, media and electronic resources for use in their curricular studies, with teacher guidance

RPSD 9.6 (relates to 6.3, 6.4) - select and refine a research topic, according to teacher-provided criteria, to fulfill a curriculum requirement, with teacher assistance

RPSD 9.9 (relates to 6.5) - accurately and independently cite information sources

Pre-Reading Activities (Duration approximately 2 classes)

Classroom Set-Up: Students will be organized into 5 or 6 workable groups, or as the teacher sees fit. It is suggested that 2 groups will be doing the same activity at the same time.

1. **Word Splash** – Two groups of 4 to 5 students will receive a copy of a word splash (Appendix A), which includes words related to the story “The Outsiders”. Using these words, students will write complete sentences to predict how they believe the word relates to the story. Then, the sentences will be discussed and shared as a group. After reading the story, the word splash can be revisited to compare their predictions to the “true” story.

2. **Vocabulary Research Activity** – students will complete a graphic organizer to give them background knowledge relating to vocabulary in “The Outsiders”. They will use the following site: [http://dictionary.reference.com](http://dictionary.reference.com) (See Appendix B – Research Graphic Organizer)

3. **Journal Response Activity** - What do you think it would be like to live in a neighborhood where delinquent teenage gangs are a part of everyday life?

4. **Pre-reading Research Activity** – Answer the pre-reading questions 1-16 using the list of Internet resource sites and complete the Big Question activity (See Appendix C)
Reading The Novel – (Duration 2-3 weeks)
Note: teachers may choose to read the novel in various ways (i.e. read at home, read silently in class, teacher read aloud, or students read aloud).

Post-Reading Activities – (Duration two classes)

1. Story Questions

Answer the following questions with detailed responses:

1. Who are the greasers? Who are the socs?
2. Describe each of the main greaser characters and their relationship with each other? (You may choose to do this in the form of a chart)
3. Why doesn’t Ponyboy like referring to Sodapop as a dropout?
4. What does Cherry explain as the differences between the socs and the greasers?
5. How did the author foreshadow that Johnny would use his knife in chapter two?
6. Examine Robert Frost’s poem, “Nothing Gold can Stay”. What do you think the poem is saying? How might this apply to the characters in the novel?
7. What is your own definition of a hero? According to your definition, what characters from the novel are heroes? Explain.
8. What do you think Johnny’s last words to Pony mean?
9. Why do you think Dally would have wanted to die?
10. The novel ends in a unusual way. Explain.

2. Letter Writing Assignment

b) Writing a Letter to the Editor (See Appendix D)
c) Letter writing assignment (See Appendix E)

3. The Writing Process – Essay Composition

After previously being introduced to the writing process (Appendix F – Chart 1 and Chart 2), students will apply this knowledge in completing an essay composition. As a whole class, students will brainstorm any topics which are related to the novel. Topics will be recorded on chart paper. Students will use the pre-writing stage to further select an appropriate topic.

It is suggested that the teacher emphasize that this assignment is not a book report and that the composition must be supported by independent research and by excerpts from novel. The final copy of the composition will be written using a word processing program.
4. **Storyboard Assignment**

a) Working in groups of six, identify the six most important events of the story.

b) Using the storyboard template (See Appendix G) provided, do a rough draft of your ideas and include a two sentence description that explains each picture. Using the digital camera or PowerPoint program, create each event in the order they occur in the story. Each group member will be responsible for planning one of the pictures on the storyboard.

c) Each group will present their storyboard to the class.
Appendix A – Word Splash

smoking  gangs  fighting

friendship

cool cars  

killing

The Outsiders

society  the fuss  switchblades

stereotype  ORPHANS

abuse  guns
# Appendix B – Research Graphic Organizer

Student(s) Name_______________________    Class_____________

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Context Guess</th>
<th>dictionary.com definition</th>
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<tbody>
<tr>
<td>incredulous</td>
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<td>contemptuous</td>
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<td>premonition</td>
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<td>sullenly</td>
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<td>doggedly</td>
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<td>manipulate</td>
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Appendix C

Introduction

To better understand S. E. Hinton and life in the 60’s, as it relates to the novel “The Outsides”, complete the following pre-reading questions. Use the listed websites to find the answers.

Questions

1. Write a one paragraph (five sentences) biography of S. E. Hinton.
2. What do the initials S. E. stand for?
3. Why is the author’s full name not given?
4. When was the book published?
5. When was it set?
6. Where does the action take place?
7. What was life like for teenagers in the 1960’s? Explain.
8. Describe the music that most teenagers listen to in the 60’s?
9. Describe the type of cars young people drove in the 60’s.
10. Describe the clothing and hair styles of the 60’s (boys and girls)?
11. What did teenagers care about?
12. What role expectations were held for women?
13. What was it like for boys in a gang?
14. Why would boys belong to gangs?
15. What kinds of young people joined gangs?
16. What did being a member of a gang mean?

Web Resources List

Author information:  http://www.sehinton.com/

Fashion History:  http://www.vintageblues.com/history5.htm

Cars of the 1960’s:  http://www.carsfromyesterday.com/


Fashions in the 60’s:  http://www.angelfire.com/retro/lisanostalgia/60sfashion.html#early60s
Street Gangs of the 60's:  [http://whoswhobh.tripod.com/streetgangs.htm](http://whoswhobh.tripod.com/streetgangs.htm)

Music in the 60's:  [http://www.southernmusic.net/1960.htm](http://www.southernmusic.net/1960.htm)

Hair and Beauty in the 60's:  [http://www.beautyworlds.com/hair1960s.htm](http://www.beautyworlds.com/hair1960s.htm)

**The Big Question Activity**

What would life have been like for a teenager living in the 1960's in The USA? From the information you have found from the web sites create a visual representation of life in the 60's - Use the information you have found to create a collage, mind map or poster advertising teenage life in this period. (Use information from Hinton’s biography to paint your picture.)

**Conclusion**

Now let’s step into the world of 'Greasers' and 'Socs', gangs and girls, loneliness, love and belonging.... and begin 'The Outsiders'!
Appendix D – Writing a Letter to the Editor

Steps:

1. Pick a topic that you feel passionate about. Relate it to an issue very recently discussed in the publication to which you are writing.

2. Think of new ways to discuss the topic and present unique solutions to the problem.

3. Write clearly and concisely following the limitations usually given on the editorial page or letters-to-the-editor page.

4. Include your major points within the first few paragraphs.

5. Type your letter and double space between lines.

6. Use your spell check and then proofread.

7. Sign your name and include your phone number and address if required.

8. Mail, fax or e-mail your letter to the address listed for the publication.

9. Keep in mind that most publications verify by phone or in writing that you, and not someone attributing these opinions to you, authored the letter.

Tips:

- If you don't want your name published, emphasize this outside the body of the letter, either before the letter, following the letter, or both places.

- Publications rarely edit and, instead, select well-written and grammatically correct letters. Make it easy to publish yours.

- If your letter is going to be shortened, it will usually be the final paragraphs, so don't save your point for the end.
Appendix E – Letter Writing Assignment

1. After reading the book, the students will be put into groups of three to generate a letter to the newspaper as if they are Johnny. They must justify the killing of Bob. The students will be given a list of 15 words that are taken from their vocabulary sheets from this book. These words must all be included in the letter. The first person will write the first paragraph, using as many of the words, in 5 minutes, then the second will write the next paragraph, again using as many of the words left, and so on until all people in the group have written. These letters will then be put into a class "newspaper" for all to read.
Appendix F – The Writing Process (Chart 1)

The Writing Process

Prewriting
In this stage, you plan what you are going to write. You choose a topic, identify your audience and purpose, brainstorm ideas and organize information.

Drafting
In this stage, you write your ideas in sentences and paragraphs. Follow your prewriting plan to write a first draft of your composition.

Revising
In this stage, you begin to edit your writing. You make changes that will improve your writing.

Proofreading
In this stage, you finish your editing by checking for errors in grammar, spelling, capitalization and punctuation. Now you are ready to make a final copy of your work.

Publishing
The final stage is publishing, when you decide how to present your writing to an audience. You may add pictures or read your work aloud.
The Writing Process (Chart 2)

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<tr>
<th>STEP 1</th>
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<th>STEP 3</th>
<th>STEP 4</th>
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<td><strong>Revising</strong>&lt;br&gt;In this stage, you begin to edit your writing. You make changes that will improve your writing. It may take several copies until drafting and revising are complete.</td>
<td><strong>Proofreading</strong>&lt;br&gt;In this stage, you finish your editing by checking for errors in grammar, spelling, capitalization and punctuation. Now you are ready to make a final copy of your work.</td>
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<tr>
<td>-think about your own interests &amp; experiences&lt;br&gt;-brainstorm ideas with classmates&lt;br&gt;-skim books or internet sites&lt;br&gt;-talk with friends, family members or teachers</td>
<td>-don't worry about getting everything right&lt;br&gt;-skip lines so you have room to write changes&lt;br&gt;-as you write, look at your plan or outline and add new ideas as you draft and revise</td>
<td>-read your writing out loud to yourself to make sure it sounds right&lt;br&gt;-check your writing by asking questions&lt;br&gt;-read it out loud again to someone else to make sure it sounds OK</td>
<td>-check to make sure sentence structure, language and grammar are correct&lt;br&gt;-circle words that don't look right&lt;br&gt;-use a dictionary to check the spelling</td>
<td>-design a colorful cover&lt;br&gt;-add a table of contents&lt;br&gt;-insert headings and bulleted lists to highlight information&lt;br&gt;-add graphs, diagrams &amp; illustrations to show what you mean</td>
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