I. Lesson Overview

Title: The Outsiders

Author: S.E. Hinton

Subject: English Literature

Grade Level: 9th grade

Duration: 4 weeks/90 minute block periods

II. Unit Description

Unit Rationale

Over 90% of secondary classrooms in the country annually teach S.E. Hinton’s The Outsiders. It is a tale of teenage boys coming of age in a harsh environment that ultimately does not value their presence. Its thematic issues of “othering,” marginalization, the unbreakable bonds of friendship and brotherhood, loss of innocence, and the unifying coming of age narrative prove to be valid teachable points to young readers of all backgrounds. When dealing specifically with urban teenagers the connection can be made between their own hard-lived lives and those of Ponyboy and his Greaser brothers and friends. Their lives are plagued by “othering” and alienation by a higher class society, neighborhood brawls bordering on full blown gang violence, devaluation by parents and peers alike, all because of their socioeconomic place in life. The Outsiders practically sings the anthem of urban youth--granted to the tune of a 1960s jukebox--but the themes and message are nonetheless relevant and fitting. Supplemented by the film version of the story and a Robert Frost poem that echoes the sentiments of “coming of age” and the dying out of the flame of innocence, teaching The Outsiders for this unit offers a complex yet easily approachable--and teachable--text for students to read, aided by multiple
forms of presentation to further students’ understanding and meet the needs of various forms of learners.

Unit Plan

NOTE: This class follows the Reading & Writing Workshop model.

<table>
<thead>
<tr>
<th>Week 1</th>
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| **Monday** | **Readers Workshop:**  
  - Launch *The Outsiders* by S.E. Hinton by previewing the themes of the book (Focus on Theme: Being an Outsider)  
  - **Warm-Up:**  
    - Human Barometer Activity to introduce themes  
    - Get familiar with the book: What does the title mean? What is an outsider? What does it mean to be an outsider?  
    - *Who is the author?* **Read Non-Fiction piece on the author.** How is the author an outsider?  
  - **Read Aloud:** Chap. 1  
  - **Homework:** Read ½ of Chapter 2 |
| **Tuesday** | **Independent Reading**  
  - **Readers Workshop:**  
    - Introduce Characterization in Chapter 1  
    - **Mini-lesson:** STEAL  
    - **Read Aloud:**  
      - Finish Chapter 2  
      - Collect STEAL characteristics for one character while reading.  
    - **Silent Conversation:**  
      - What have we learned about the characters?  
    - **Homework:** Read Chapter 3 by Thursday |
| **Wednesday** | **Independent Writing**  
  - **Mini-Lesson:** Cold War Basics  
  - **Readers Workshop:**  
    - Censorship Stations – exploring different material that was censored at one point during the Cold War.  
  - **Writing Workshop:**  
    - Connecting the Cold War with *The Outsiders*  
    - **Homework:** Reflect on modern day censorship, and how you can connect your station to what you’ve read in *The Outsiders* so far (300-500 words). |
| **Thursday** | **Independent Reading**  
  - **Writers Workshop:**  
    - What can music tell us about someone’s character?  
    - Listen to and analyze Elvis Presley & The Beatles lyrics (see Chap. 3 for reference). What does this tell us about the characters?  
    - **Homework:** Pick a song that you like and analyze in a paragraph how the
<table>
<thead>
<tr>
<th><strong>Friday</strong></th>
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<tbody>
<tr>
<td><strong>Independent Writing</strong></td>
<td></td>
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<tr>
<td><strong>Readers Workshop:</strong></td>
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<tr>
<td>• Chapter 4 Read Aloud with stop and jots and turn and talks. (Focus on characterization and theme)</td>
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<tr>
<td><strong>Homework:</strong> Read Chapter 5</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td><strong>Monday</strong></td>
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<tr>
<td><strong>Independent Writing</strong></td>
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<tr>
<td><strong>Mini-lesson:</strong></td>
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<td>• How do you annotate a poem? How do you identify themes and literary elements?</td>
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<td><strong>Readers Workshop:</strong></td>
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<tr>
<td>• Close-Reading of <em>Nothing Gold Can Stay</em> by Robert Frost (focus on theme of loss of innocence)</td>
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<tr>
<td><strong>Homework:</strong> Illustration of an example of loss from your own life as it relates to the theme in “Nothing Gold Can Stay”</td>
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<td><strong>Tuesday</strong></td>
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<td><strong>Independent Reading</strong></td>
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<td><strong>Readers Workshop:</strong></td>
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<td>• Characterization of Dally. Collect evidence in groups. Can a character ever be purely good or purely bad? “Dally was so real he scared me.”</td>
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<td><strong>Read Aloud:</strong></td>
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<tr>
<td>• Chapter 6</td>
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<td>• Stop and Jots and Turn and Talks (Honor, Identity, Family)</td>
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<td><strong>Writers Workshop:</strong></td>
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<tr>
<td>• Introduce Thematic Essay (Summative Assessment)</td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>• Brainstorm themes for essay</td>
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<tr>
<td>• Read Chapter 7 pgs. 100-110</td>
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<td><strong>Wednesday</strong></td>
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<td><strong>Independent Reading</strong></td>
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<td><strong>Readers Workshop:</strong></td>
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<td>• What do we know about Greasers and Socs? T-chart of differences and similarities.</td>
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<td>• Read aloud Chapter 7 110-118. Focusing on the last lines: “Things were rough all over, but it was better that way. That way you could tell the other guy was human too.”</td>
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<td><strong>Readers Notebook Entry:</strong></td>
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<td>• What do we find out in Ponyboy and Randy’s conversation? How is Ponyboy’s thinking different than the rest of the gang? What themes are revealed in this chapter?</td>
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<td><strong>Thursday</strong></td>
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<tr>
<td><strong>Readers Notebook Entry:</strong></td>
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<tr>
<td>• How is each member of your family, including yourself, unique and different? How does your family influence you?</td>
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<tr>
<td><strong>Readers Workshop:</strong></td>
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• Analysis on how family is seen in the novel. From the Curtis family and the Greasers, students will be given questions to investigate.

**-Role-Play Activity:**
• Students will need to create their own role-play scene based on the familial situations they are given from the text. They will need to use information given in the novel and take dialogue given about a particular situation into consideration.

**Friday**

**-Independent Reading**
**-Readers Workshop:**
• Read aloud Chapter 9 pgs. 131-138
• Turn and talks

**-Writers Workshop:**
• Gathering evidence for thematic essay

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**Week 3**

**Monday**

**-Independent Reading**
**-Readers Workshop:**
• Read Chapter 9 pgs. 137-145
• Watch the rumble scene from the movie.
• Readers Notebook Entry and Discussion: Compare and contrast the rumble in both mediums. Why do the boys need to rumble?

**-Homework:** Read the rest of Chapter 9. Johnny says, “Stay gold, Ponyboy. Stay gold…” What is Johnny saying? You may respond in writing or through images.

**Tuesday**

**-Independent Writing**
**-Readers Workshop:**
• Writing from a character’s perspective. What would each character say about Johnny? How do they feel about him? What did he mean to them?

**-Writers Workshop:**
• Drafting thematic essay.
• Teacher conferences individually. Students can listen to music while they work on their drafts.

**Wednesday**

**-Independent Reading**
**-Readers Workshop:**
• Read Aloud Chapter 10- Turn and talk. (Close reading and discussion of paragraph after Darry’s death)

**-Writers Workshop:**
• Drafting thematic essay

**Thursday**

**-Independent Writing**
**-Readers Workshop:**
• Read Aloud Chapter 10- Turn and talk. (Close reading and discussion of paragraph after Darry’s death)

**-Writers Workshop:**
• Drafting thematic essay
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Workshop/Workshop</th>
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<tbody>
<tr>
<td>Friday</td>
<td>Independent Reading</td>
<td>Readers Workshop:</td>
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</table>
|           | -Read aloud Chapter 12- Turn and Talks & Stop and Jots.  
            |         | -Readers Notebook: What has Ponyboy learned about himself and the world?         |
|           | -Homework: Review for Socratic Seminar |                                                                                 |
| Week 4    | Monday                            | Independent Writing                                                            |
|           | -Socratic Seminar:                | -The discussion will revolve around the major themes of the book (which all students should have completed).  
            |         | -The discussion will allow students to explore ideas about themes, in preparation for the essay.  
            |         | -Discussion will start by bringing back statements from Human Barometer Activity on Day 1. Students will need to use textual evidence when responding to statements.  
            |         | -Homework: Reflecting on Seminar Worksheet |                                                                                 |
|           | Tuesday                           | Independent Reading                                                            |
|           | -Writers Workshop:                | -Drafting - Is there anything you can add from the discussion yesterday?         |
|           | Wednesday                         | Independent Writing                                                            |
|           | -Writers Workshop:                | -Peer Editing Checklist  
            |         | -Make suggested peer edits                                                      |
|           | -Homework: Review Peer Edits.     | Come ready to type final draft tomorrow.                                        |
|           | Thursday                          | Independent Reading                                                            |
|           | -Writers Workshop:                | -Typing final draft                                                            |
|           | Friday                            | Independent Writing                                                            |
|           | -Writers Workshop:                | -Publishing Ceremony and Reflection                                            |
III. Lesson Description for Week 2 Day 4

Family becomes a prominent theme throughout the second half of the novel and is therefore an important component to study. From biological family to the family the greasers have created, students will analyze how various family structures play a role into the development of the characters. They will also investigate their own family structures and how they have shape their identity.

IV. State Standards

Common Core Standards for the Unit:

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (RL.9-10.2).
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (RL.9-10.3).
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively (SL.9-10.1).
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.9-10.1).
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas (SL.9-10.1a).
- Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare) (RL.9-10.9).

Common Core Standards for Lesson:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RL.9-10.1).
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively (SL.9-10.1).
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence (SL.9-10.3).
V. Goals

Unit Goals: By the end of this unit…

Some students will be able to:
• Evaluate the dynamics of cliques and gangs and assess if they are necessary

Most students will be able to:
• Communicate their reflections, ideas, and questions about The Outsiders and related themes within story
• Interpret Robert Frost’s poem “Nothing Can Stay Gold?” and analyze Ponyboy and Johnny’s interpretations

All students will be able to:
• Compare and contrast the 1960s and 2013, in regards to fashion, media, music, movies, etc.
• Compare and contrast the Greasers and Socs, and relate the gangs to the groups/cliques at their school
• Compare and contrast the movie version of The Outsiders with the novel by S.E. Hinton

Lesson Goals: By the end of this lesson…

Some students will be able to:
• Differentiate how various family structures are formed and their purpose amongst different situational backgrounds.

Most students will be able to:
• Explore and understand the influence of point-of-view (how it affects one’s perception of a situation)

All students will be able to:
• Develop an understanding of different family structures within and outside of the novel
• Examine the influences family has on themselves
• Examine the influence family has on the characters

VI. Methods

Anticipatory Set:

a. Students will have examined the similarities and differences between the Socs and Greasers the day before. They will see the brotherhood each group creates and how they form a makeshift family. The concept of family will be the transition point into this lesson.

b. The teacher will have the agenda written on the side of the whiteboard. This way students will be able to see what they are expected to accomplish for the day.

c. The relevance of this lesson is to allow the students to see the influence family structure has on characters’ decisions and how it affects the progression of the novel. There is future relevance in that students will be able to apply the knowledge acquired from
investigating the novel’s family structures with the family structures of their own and how family influences them.
d. Hook: There will be a Do Now writing assignment written on the board for them to get started on as they walk into the classroom. Questions: How is each member of your family, including yourself, unique and different? How does your family influence you?

Introduce and Model New Knowledge:

a. Students will have the opportunity to share what they wrote in a whole class discussion. This will allow students to share more about themselves, but also start thinking of the various family structures that are in place.
b. The teacher will transition into the readings and facilitate discussion on how family is seen in the novel. From the Curtis family and the Greasers, students will be given questions to answer in order to assure their understanding.
c. The teacher will then transition into a role-playing activity in which he or she will model. Students will need to create their own role-play scene based on the familial situations they are given from the text. They will need to use information given in the novel and take dialogue given about a particular situation into consideration.
d. Before the students begin the activity, the teacher will check students’ understanding by asking clarifying questions about what they need to do.

Provide Guided Practice:

a. After the teacher has modeled the activity, the teacher will break up students into groups accordingly to promote cooperative learning.
b. Students will be given a handout with the instructions as well as multiple scenarios to choose from.
c. The teacher will circulate around to each grouping order to check progress and understanding.

Provide Independent Practice:

a. Students will be given time to complete their skit and discuss within their groups how their decisions enhance their understanding of the novel.
b. Each group will perform their skit in front of the class in order to create a whole class discussion. Students in each group will need to discuss why they chose their particular skit and why their characters reacted the way they did. They will also need to discuss how their understanding of family influenced the skit.
c. Students will be given student feedback in form of discussion and they will also receive written teacher feedback.

VII. Wrap-Up

Students will be asked for an exit ticket before class ends. They will need to answer:

What are 5 ways family can influence a person? By the end of the lesson, students should have a
greater understanding of how family influences characters’ decisions and why these structures are necessary. Through having class discussion, students will be able to identify different roles of family and types of family. Through role-playing certain familial situations, students should be able to demonstrate the effects family has on particular characters’ identity and the influences they have on their own lives.

VIII. Assessment

Formative/Ongoing Assessment:

a. Students will have a journal in which they write in their Do Now assignments. The teacher will be able to look at these in order to assess students’ prior knowledge.
b. The teacher will ask questions in order to track understanding of material being presented.
c. Student led discussion will be utilized to assess students’ learning and understanding of the concepts of the lesson. The teacher will be able to see how students build upon knowledge and engage in critical thinking.
d. The role-play activity will be used as a kinesthetic assessment and allow students to practice presenting in front of the class. The activity will assess how well they collaborate with one another, how well they process and portray key concepts, and how well they are able to provide evidence to support their understanding.
e. An exit ticket will be assigned in order to individually assess student understanding of the key concepts that were presented in class. This will also give the teacher information on how to accommodate or adjust further lessons.

Summative Assessment/End of Unit Assessment:

a. Students will be assigned a project in which will assess their understanding of the major themes in the novel. They will have the option of choosing the theme of brotherhood and family bonds in order to create a meaningful portrait comparing their own experiences with the experiences of the characters. They will use their own experiences to illustrate their deep understanding of how the novel utilizes such themes.
   • Themes discussed throughout the unit:
     o Coming of Age/Loss of Innocence
     o Marginalization
     o Brotherhood/Family Bonds
     o “Othering”
   • Students will have the ability to be creative in this project for they will choose their medium in which to illustrate their understanding. This could be in the form of a movie skit, poster, painting/drawing, comic strip, collage, Pinterest board, video game, live skit, personal monologue, song, poem, etc.
IX. Universal Design for Learning

UDL Classroom Profile

<table>
<thead>
<tr>
<th>Recognition (learning “what”)</th>
<th>Strengths</th>
<th>Needs</th>
<th>Interests/Preferences</th>
</tr>
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<tbody>
<tr>
<td>Martin</td>
<td>Martin-advanced knowledge in math and science</td>
<td>Maciela-diagnosed with ADHD</td>
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<tr>
<td>Maciela</td>
<td>Maciela-above-average intelligence</td>
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</tbody>
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<thead>
<tr>
<th>Strategy (learning “how”)</th>
<th>Strengths</th>
<th>Needs</th>
<th>Interests/Preferences</th>
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</thead>
<tbody>
<tr>
<td>Martin</td>
<td>Martin-fluent in Wolof, French, and English; easily grasps new ideas</td>
<td>Maciela-underperforming in science and math in order to gain acceptance; self-conscious</td>
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<tr>
<td>Jeff</td>
<td>Jeff-talented at drawing</td>
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<table>
<thead>
<tr>
<th>Affect (learning “why”)</th>
<th>Strengths</th>
<th>Needs</th>
<th>Interests/Preferences</th>
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</thead>
<tbody>
<tr>
<td>Martin</td>
<td>Martin-very confident, strong self-esteem</td>
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<td></td>
</tr>
<tr>
<td>Maciela</td>
<td>Maciela-underperforming in science and math in order to gain acceptance; self-conscious</td>
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<tr>
<td>Jeff</td>
<td>Jeff-lacks academic engagement; keeps to himself</td>
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<table>
<thead>
<tr>
<th>UDL Solutions</th>
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<tbody>
<tr>
<td><strong>Materials &amp; Methods</strong></td>
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<tr>
<td>Do now on whiteboard</td>
</tr>
<tr>
<td>Lecture/whole class discussion</td>
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<tr>
<td>Group work</td>
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contribute to group work
subject is English, so Jeff will be able to see her interest
and become more likely to participate.

Role-play presentation

| Role-play presentation | Maciela-might take the spotlight when it comes to having to take the stage
| Jeff-will not want to participate |
|------------------------|-------------------------------------------------|
|                        | -Martin would be a good person to have in their group because he’s friendly and has good leadership. He will be able to distribute tasks and keep everyone on track. |
|                        | -Provide students with video cameras to record their scenes and make it more interesting. Jeff could use his drawing skills by setting up how the scene should look like. |

**X. Materials**

**Texts/Materials for the Unit:**

- **MAIN TEXT:** *The Outsiders* by S.E. Hinton
- **POEM:** *Nothing Gold Can Stay* by Robert Frost
- **POEM:** *I’m Nobody! Who are you?* by Emily Dickinson
- **TEXT:** *The Butter Battle* by Dr. Seuss (1984)
- **TEXT:** *Rebel without a Cause* by Nicholas Ray (1955)
- **MUSIC:** Song lyrics from the Beatles and Elvis Presley
- **VIDEO:** Clips from the movie production *The Outsiders*
- **VIDEO:** Robert Frost reading *Nothing Gold Can Stay* - [http://www.youtube.com/watch?v=hha8E2whFkk](http://www.youtube.com/watch?v=hha8E2whFkk)
- **VIDEO:** Ponyboy reading *Nothing Gold Can Stay* - [http://www.youtube.com/watch?v=hHB6k_QPTSc](http://www.youtube.com/watch?v=hHB6k_QPTSc)
- **VIDEO:** *Father Knows Best* clips
  - Season One: [http://www.youtube.com/watch?v=O64pR4IyYB0](http://www.youtube.com/watch?v=O64pR4IyYB0)
  - Season Two: [http://www.youtube.com/watch?v=ozONz2dHJ0w](http://www.youtube.com/watch?v=ozONz2dHJ0w)

**Texts/Materials for the Lesson:**

- **MAIN TEXT:** *The Outsiders* by S.E. Hinton
- **Journals**
- **Pens/Pencils**
- **Whiteboard**
- **Erasable Markers**
- **Role-Play Activity Handout**