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S. E. Hinton

S. E. Hinton was born as Susan Eloise Hinton on July 22, 1948 in Tulsa, Oklahoma. She loved to read anything, including cereal boxes and coffee labels. The first book she ever checked out of the library was *Peanuts the Pony*. Her career as an author started while she was a student at Will Rogers High School in Tulsa, Oklahoma. Not satisfied with the representation of literature written for young adults, Hinton began to write her own novels like *The Outsiders*.



While still in high school, Hinton began writing the story for *The Outsiders* after a friend was beaten up walking home from school for being a greaser. On graduation day, she received the contract for her novel from the publisher. In 1967, while in her freshman year at the University of Tulsa, *The Outsiders* was published by Viking.

That Was Then, This Is Now followed in 1971 after a three-year writer's block. Her next novel, *Rumble Fish*, was published in 1975. Followed by *Tex* in 1979. In 1983, *The Outsiders* received the Hollywood treatment when it was made into a film by director Francis Ford Coppola, and starring Patrick Swayze, Matt Dillon, Rob Lowe, Emilio Estevez, Diane Lane, Tom Cruise, among others. In 1988, Hinton received the first annual Margaret A. Edwards Award. That same year, *Taming the Star Runner* was released. This was her first book that was not written in the first person.

In 1995, Hinton wrote a story for young children called *Big David, Little David*. In 1998, Hinton was inducted into the Oklahoma Writers Hall of Fame at the Oklahoma Center for Poets and Writers of Oklahoma State University. A very private person, Hinton resides in Oklahoma with her husband and son, writing and horse-back riding.

Did You Know?

- Uses her initials because her publisher was afraid that the reviewers wouldn't think a girl could write a story like *The Outsiders*. Later on, the initials stuck as a form of privacy.
- Reading taught her about sentence structure, paragraphing, how to build a chapter, but not spelling.
- Her stories *The Outsiders*, *Rumble Fish*, *Tex*, and *That Was Then, This Is Now* have all been made into movies, of which Hinton appeared in cameo roles for the first three.



Chapter Two

Answer the questions in complete sentences.

1. In the previous Chapter you were introduced to Ponyboy's world as a Greaser. How does his portrayal compare to your original impression of Greasers or Hoods? What are your initial thoughts on the Socs at this time?

2. In the upcoming Chapter, we learn more about social segregation. Do you think this separation helps minimize the conflict or increase it? Explain your reasoning.

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	fumed	Grinace out of pain or distress	A
2	slyly	Lacking definite shape, form, or character; indistinct	B
3	roguishly	Craftily; in an artful manner	C
4	ligament	A composed and unconcerned manner	D
5	winced	Unwilling or unable to believe something	E
6	incredulous	Make changes in order to improve	F
7	nonchalantly	Emit smoke	G
8	incidentally	Deceitful; unprincipled	H
9	vaguely	A remark unconnected to the current subject; by the way	I
10	reform	Tissue that connects bones, cartilages, or joints	J



Chapter Two

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Johnny was waiting for Ponyboy and Dally under the street light at the corner of Pickett and Sutton.
- T F b) The Socs who beat up Johnny were driving a blue Mustang.
- T F c) Cherry thinks Johnny and Ponyboy both look fourteen.
- T F d) Sodapop's dad made him quit the rodeo because of a torn ligament.
- T F e) The Socs go to The Way Out and Rusty's drive-ins.
- T F f) Cherry's real name is Marcia.

2. Number the events from 1 to 6 in the order they occurred in this chapter.

- a) Two-Bit scares Ponyboy and Johnny.
- b) Dally, Johnny and Ponyboy go to the drive-in.
- c) Ponyboy and Johnny sit with Cherry and Marcia.
- d) Cherry and Ponyboy get some popcorn.
- e) Dally harasses Cherry and Marcia.
- f) Cherry throws her Coke in Dally's face.



Chapter Two

Answer each question with a complete sentence.

1. In this Chapter, Ponyboy is aware of the social differences between the Greasers and the Socs. Describe how this differs with Cherry.

2. Ponyboy's description of the assault on Johnny seems unwarranted. Johnny was alone and doing nothing to provoke the Socs, save for being a Greaser. Why do you think the group of Socs would attack Johnny with such extreme violence?

3. When the group finds Johnny beaten half to death, Ponyboy states: "Dally had seen people killed on the streets of New York's West Side. Why did he look sick now?" Why do you think seeing Johnny this way caused this reaction out of Dally?

4. What was Ponyboy's view of "dropouts"? Why was he ashamed of this?

5. How do the Greasers and Socs fight differently?

6. While talking, Cherry and Ponyboy discuss the similarities between the two social groups. What are they?

Journaling Prompt

In this Chapter, Ponyboy and Cherry Valance learn that there are more similarities between the Greasers and Socs than they realized. They may have never come to this realization, had they not spent time together talking. Think of a time when your assumptions were disproved. Write about your experience in a journal entry.



Chapters 9 to 12

Worth Posting!

Your assignment is to write a brief review of *The Outsiders* for posting on a website such as www.amazon.com. This is an opportunity to share your opinion of the novel with other readers who are considering whether to read the book or not.

Your review should be at least three paragraphs in length. One paragraph should introduce the novel and briefly describe the plot (without giving away the ending). The second paragraph should give your impression of the novel. Give as much detail as possible without giving away any spoilers. The last paragraph should summarize your opinions.

When writing your impression, try to include one favorable comment and one suggestion as to how the novel might be improved.



Chapters 1 to 12

Literary Analysis

Write a literary analysis of the novel. You may choose one of the following to analyze:

- the theme
- the author's purpose or message
- character development
- the plot
- the point of view

You must start with a thesis paragraph, which introduces the reader to your topic and the belief you have about that topic. Highlight in your thesis paragraph the main 3 supporting arguments for your thesis. In the body of your essay, take one paragraph for each of your supporting arguments and use quotes cited from the novel to support your opinions. Finish the essay with a paragraph that would answer any opposing opinions, and finally a concluding paragraph that sums up your thesis and leaves the reader considering the points expressed in the essay.



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

acquitted	incredulous	pneumonia	sophomore
crippled	indignant	premonition	stunor
delinquent	ligament	quivering	testily
divert	lone	reform	tough
faltered	lousy	roguishly	underprivileged
gallantly	manslaughter	rumble	unfathomable
guardian	ornery	sagely	
hoodlum	plasma	slugged	

a	f	g	s	a	g	h	b	h	c	c	c	f	y	f	i	s	e	t	r	q	v	i	
s	n	o	i	t	i	n	o	m	e	r	p	z	f	a	s	p	y	o	h	k	m	n	b
m	v	r	d	o	l	y	e	t	x	i	s	b	t	o	m	b	l	q	w	s	c	g	h
u	t	n	b	t	d	z	q	n	d	p	l	a	s	m	a	s	h	g	b	r	l	t	q
l	a	e	s	n	g	b	c	f	o	p	a	s	a	g	k	h	s	a	e	v	d	a	c
d	f	r	b	e	j	k	n	z	t	l	f	a	d	b	l	i	d	z	a	k	h	g	
o	c	y	f	u	a	g	l	o	h	e	k	e	b	h	d	f	u	x	j	l	s	g	o
o	b	a	c	q	u	i	t	t	e	d	z	l	h	g	o	l	g	h	c	p	a	u	f
h	h	c	f	n	g	h	d	g	y	a	s	b	o	v	o	x	o	g	d	k	d	o	j
f	a	m	v	i	t	e	o	v	o	b	h	m	n	u	t	z	r	n	j	z	g	t	o
v	w	a	z	l	r	t	i	o	p	g	t	u	s	v	s	b	q	i	b	b	s	r	p
d	j	n	y	e	a	f	o	g	u	t	c	r	i	b	l	y	b	r	l	f	t	k	e
a	m	s	t	d	i	v	e	r	t	h	e	t	i	b	u	t	n	e	m	a	g	i	l
d	e	l	d	h	m	e	g	e	s	d	s	a	l	v	g	r	e	v	m	c	u	b	b
u	a	a	v	s	c	e	u	b	w	z	m	a	r	w	g	m	u	i	h	v	a	g	a
f	s	u	n	a	o	l	a	s	f	l	r	m	i	a	e	p	e	u	a	r	r	j	m
b	z	g	s	u	h	p	n	e	u	m	o	n	i	a	d	m	s	q	l	v	d	f	o
e	r	h	t	i	a	n	h	m	i	a	f	m	i	a	h	s	d	z	a	e	i	a	h
g	h	t	h	c	y	c	r	o	s	w	e	c	v	y	l	t	n	a	l	l	a	g	t
q	l	e	n	l	a	r	d	j	m	z	r	l	g	h	d	e	f	e	p	m	n	b	a
h	y	r	d	h	m	e	g	e	t	o	b	k	m	y	l	e	g	a	s	v	g	x	f
i	n	d	i	g	n	a	n	t	p	a	r	i	l	g	h	d	e	t	e	p	m	r	n
q	b	m	b	y	p	a	t	i	d	e	g	e	l	i	v	i	r	p	r	e	d	n	u
h	u	f	e	f	e	h	y	y	a	f	o	g	i	b	e	q	c	d	u	y	s	g	
d	e	b	g	d	x	s	r	v	p	h	n	l	a	r	d	e	m	i	a	i	t	o	t



Comprehension Quiz

Answer each question in a complete sentence.

- Who is the protagonist and in what point of view is the story written in?

- What differences did Johnny and Ponyboy notice between the country and the city?

- Which drive-in does Ponyboy, Johnny and Dally meet Cherry and Marcia?

- What injuries did Johnny suffer from, and how did he sustain them? What long-term injuries will he have should he survive?

- Which literary character, and from which novel, does Ponyboy compare his friends with?

- Why does Dally decide to let the police kill him after Johnny's death?

- Where did Ponyboy and Johnny hide out for a week?

SUBTOTAL: /17

The Use of Language in *The Outsiders*

In the novel, *The Outsiders*, the author uses the language of the Greasers through Ponyboy's voice. In Chapter 12 he says, "I know I don't talk good English (have you ever seen a hood that did?)". This includes improper grammar and many slang words. Find examples in the text where the following slang words are used, then find the meaning of each word using context clues. Write another word, example and its meaning in the last row.

Word	Meaning
Rumble Example: _____	_____
Tuff Example: _____	_____
Weed Example: _____	_____
Heater Example: _____	_____
Example: _____	_____

NAME: _____

After You Read 



Chapters Nine to Ten

Answer each question with a complete sentence.

- Why do Greasers wear T-shirts in a rumble?

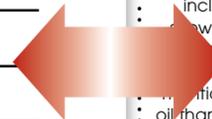
- Compare both Ponyboy and Dally's reactions to Johnny's death.

- Why do Darry, Sodapop, Steve, and Two-Bit fight?

- Ponyboy and his brothers get "spruced up" before the fight. Why are appearances important to them? How does this contradict other statements regarding how they look as described in these Chapters?

- What were Johnny's last words, and what did he mean by them?

- How are Tim Shepard's gang and Ponyboy's group different? Why would he believe his group would beat Tim's?



EASY MARKING

 **Journaling Prompt**

In Chapter Nine, Ponyboy asks himself, "What kind of world is it where all I have to be proud of is a reputation for being a hood, and greasy hair? I don't want to be a hood, but even if I don't steal things and mug people and get boozed up, I'm marked lousy. Why should I be proud of it? Why should I even pretend to be proud of it?" Put yourself in Ponyboy's mind and attempt to answer the questions he poses to himself.

1.
Wearing jackets interferes with their swinging ability. Also, no one ever gets cold in a rumble.

2.
Answers will vary, but may include: Dally gets angry, violent and desperate. Ponyboy remains in denial.

3.
Darry fights for pride, Sodapop for fun, Steve for hatred, and Two-Bit for conformity.

4.
Answers will vary, but may include: They wanted to show the Socs they weren't afraid that they are just as tough as them. Ponyboy also wanted to put in more hair oil than was necessary in order to show that he was a Greaser.

5.
Johnny's last words were, "Stay gold, Ponyboy. Stay gold." Answers will vary.

6.
Tim Shepard's gang had a leader and were organized. Ponyboy's group were just friends who stuck together; each man was his own leader. Answers will vary.



1.
Answers will vary.

2.
Answers will vary.

Vocabulary

- welled
- solidly
- veered
- lousing
- reckless
- flinching
- idolized
- acquitted

1.
a) **F**

b) **T**

c) **T**

d) **T**

e) **F**

f) **F**

2.

a) 5

b) 1

c) 3

d) 2

e) 6

f) 4

1.
He knew he was dying and didn't mind, saying it was worth it to save those kids. You're gold when you're a kid and everything is new. Pony is "gold" because he likes sunsets. Ponyboy has time to become anything he wants. Tell Dally everything.

2.
Answers will vary, but may include: He has disappointed his father; his best friend was killed; he was involved in the event.

3.
The judge asked Ponyboy if he liked living with Darry, if he liked school, and what kind of grades he made. Answers will vary.

4.
He was becoming forgetful; his grades were slipping; he was running into things; he was no longer hungry. Answers will vary.

5.
Answers will vary, but may include: He didn't want to believe the truth.

6.
Answers will vary, but may include: He thought it odd that a Soc would worry about a Greaser for any reason.



The Outsiders

- **RSL.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.
- **RSL.9-10.2** 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.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **WS.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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