



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Outsiders

based on the book by

S. E. Hinton

Written by

Mary B. Collins

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ABOUT THE AUTHOR  
S. E. HINTON

HINTON, S. E. Susan Eloise Hinton was born on July 22, 1948 in Tulsa, Oklahoma. In her junior year at Will Rogers High School in Tulsa (at the age of 17) she wrote *The Outsiders*, the book that sent the young adult book world on an entirely new path.

*The Outsiders* contained some characters and places based on people and places Ms. Hinton knew or knew of, but as with most great writers of fiction, S.E. Hinton used her knowledge of people and places and wove them into a tale of fiction that transcended a specific time and place and mirrored the truths of a part of our society.

*The Outsiders* was just the beginning. In 1971 *That Was Then, This Is Now* was published, followed by *Rumblefish* in 1975, *Tex* in 1979, and *Taming the Star Runner* in 1988.

In 1970 S.E. Hinton married David Inhofe, and in 1983 their son Nicholas David was born.

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Outsiders* by S. E. Hinton. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through a game-type activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

A lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion of the novel, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There is a **group activity** that will have students working in small groups to plan and carry out ways in which to improve their neighborhoods.

There are **three writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students write the same composition that Pony was assigned to write. The second assignment is to persuade: after watching the movie of *The Outsiders*, students are to complete a worksheet comparing and contrasting the movie and the book. Based on those observations and employing their own personal opinions, students are to persuade their audiences to either read the book or watch the movie (whichever they think would be better). The third assignment is to inform: students will write a report in which they inform the teacher of the purpose, progress and conclusions of their neighborhood improvement group activity.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Outsiders* (articles about problems in the city, street gangs, kids who essentially live on their own without any parental supervision, heroes, daring rescues, reports of local fires--past or current--, accounts of senseless or accidental murders, etc.). After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included.

There are **additional support materials** included with this unit. The extra activities section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of bulletin board ideas which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys follow the reproducible student materials, which may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of the unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *The Outsiders*

1. Through reading Hinton's *The Outsiders*, students will consider the importance of judging people as individuals rather than as members of groups.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will take time to focus on their own neighborhoods and ways in which they could be improved.
4. Students will study passages from the story to extract the themes and to further study the author's use of language.
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Outsiders* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *The Outsiders*

Date Assigned	Reading Assignment (Chapters)	Completion Date
	1-2	
	3-4	
	5-6	
	7-9	
	10-12	

UNIT OUTLINE - *The Outsiders*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction  PV 1-2	Read 1-2	Study ?s 1-2  PVR 3-4	Study ?s 3-4  PVR 5-6	Group Project
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s 5-6  PVR 7-9	Quiz/?s 7-9  PVR 10-12	Study ?s 10-12  Writing Assignment 1	Extra Discussion Questions	Discussion
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Vocabulary	Quotations  Nonfiction Reading	Movie  Writing Conf.	Movie  Writing Conf.	Writing Assignment 2
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Writing Assignment 3	Nonfiction Reports	Group Writing Assignment	Review	Test

Key: P = Preview Study Questions V = Vocabulary Work R = Read



## LESSON ONE

### Objectives

1. To introduce the unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

NOTE: You need to have students bring in pictures of their heroes--people they admire (or something which represents their heroes).

Also as prior preparation, you should put up the background paper and title for a bulletin board entitled DID I EVER TELL YOU YOU'RE MY HERO? or some other suitable phrase. Leave space for students to post their pictures.

### Activity #1

Ask students to clear their desks except for the pictures they brought to class. Have each student explain what his (her) picture represents and then let the student post it on the bulletin board.

Explain that most people need someone to look up to, someone they respect to give them praise and guidance. *The Outsiders* is a book about gang rivalry, the needs and wants of the individual members of the gangs, and the question of "who is a hero?"

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

## WRITING ASSIGNMENT #1 - *The Outsiders*

### PROMPT

As Pony says, "Things are rough all over. . . ." Everyone, no matter whether a Greaser or a Soc or any other gang or group, has some sort of conflict in life. That's just the nature of things, people being human.

Your assignment is the same as Pony's was: Write a theme about "anything you think is important enough to write about. And it isn't a reference theme; I want your own ideas and experiences."

### PREWRITING

One way to begin is to think about the conflict(s) in your own life. Writing about something that is already on your mind is sometimes easier than thinking about an "issue." Is there something that really bugs you? Something you have to deal with (and would rather not)? What is it? How can the conflict be resolved? What do you think is the best solution?

If you choose, you may write about an issue in your community or an issue which relates to all people; anything you think is worth writing about is fair game.

Your theme should be at least 500 words long; no longer than about 1000 words. If you feel it needs to be longer than that, get special permission.

### DRAFTING

Begin with an introductory paragraph in which you introduce the topic about which you are writing.

Follow that with a logical progression of ideas in which you describe the problem or issue and give your opinions about the issue or problem.

Finish with a paragraph giving your conclusions related to the problem or issue.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.