



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

That Was Then, This is Now

based on the book by

S. E. Hinton

Written by

Barbara M. Linde, MA Ed.

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A FEW NOTES ABOUT THE AUTHOR  
S. E. HINTON

Hinton, S. E. (Susan Eloise Hinton) (born 1950), U. S. author, born in Tulsa, Oklahoma, in 1950. As a young writer, Hinton decided to write under her initials in order to deflect attention from her gender. She set out to write about the difficult social system that teenagers create among themselves. Her books struck a chord with readers who saw in her characters many elements of this system that existed in their own schools and towns.

In 1967, while she was still in high school, Hinton published her first book, *The Outsiders*. The story of confrontation between rival groups of teenagers was immediately successful with critics and young readers, and it won several awards. There was some controversy about the level of violence in the novel and in her other works, but Hinton was praised for her realistic and explosive dialogue. The success of *The Outsiders* enabled Hinton to continue her education in college.

She graduated from the University of Tulsa in 1970. Her other novels for young adults include *That Was Then, This Is Now* (1971), *Rumblefish* (1975), *Tex* (1979), and *Taming the Star Runner* (1988). Each of Hinton's books featured a cast of characters that suffered from society's ills. Young people alienated from their families and from their peers were seen to veer into criminal paths. Several of her books, including *Tex*, *The Outsiders*, and *Rumblefish*, were made into movies.

Courtesy of Compton's Learning Company

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *That Was Then, This Is Now* by S. E. Hinton. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel *That Was Then, This Is Now* through a discussion activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

The **reading assignments** are approximately twenty 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 5 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. 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 gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an 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.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are 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. These questions are done

as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

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 **inform**: students will write a news article about one event from the novel. The second assignment is to **persuade**: students will persuade one of the characters to change an action. The third assignment is to express a personal **opinion**: students will give their opinion on Bryon reporting Mark to the police.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *That Was Then, This Is Now*. 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: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit resource 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** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *That Was Then, This Is Now*

1. Through reading *That Was Then, This Is Now* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *That Was Then, This Is Now*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
  - a. To check the students' reading comprehension
  - b. To make students think about the ideas presented by the novel
  - c. To make students put those ideas into perspective
  - d. To encourage critical and logical thinking
  - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE *That Was Then, This Is Now*

1 Unit Intro Distribute Unit Materials Non-Fiction Assignment	2 Minilesson: Plot Development PVR Chapter 1	3 ?? Chapter 1 PVR Chapter 2 Minilesson: Conflict	4 ?? Chapter 2 PVR Chapter 3 Oral Reading Evaluation	5 ?? Chapter 3 Writing Assignment #1 Inform
6 Minilesson: Plot PVR Chapter 4	7 ?? Chapters 4-5 PVR Chapter 6 ?? Chapter 6	8 Quiz Chapters 1-6 Writing Conferences PVR Chapter 7	9 ?? Chapter 7 Writing Assignment #2 Persuade	10 Minilesson: Figurative Language PVR Chapters 8-9
11 ?? Chapters 8-9 PVR Chapters 10-11	12 ?? Chapters 10-11 Minilesson: Character Traits	13 Minilesson: Plot Plot Profile	14 Extra Discussion Questions	15 Writing Assignment #3 Personal Opinion
16 Vocabulary Review	17 Unit Review	18 Test	19 Non-Fiction Assignment Presentations	20 Movie

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

READING ASSIGNMENT SHEET  
*That Was Then, This Is Now*

<b>Date to be Assigned</b>	<b>Chapters</b>	<b>Completion Date</b>
	Chapters 1	
	Chapter 2	
	Chapter 3	
	Chapters 4-5	
	Chapter 6	
	Chapter 7	
	Chapters 8-9	
	Chapters 10-11	



## LESSON ONE

### Student Objectives

1. To preview the *That Was Then, This Is Now* Unit
2. To receive books and other related materials (study guides, reading assignment)
3. To relate prior knowledge to the new material
4. To discuss the non-fiction assignment

### Activity #1

Show students the cover of the book. Ask them to describe the cover, and discuss what the title might mean.

### 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 preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. 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.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Unit Resources portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an Extra Activities center in your room where you will keep these materials for students to use. Bring the books and articles in from the library and keep several copies of the puzzles on hand. Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

WRITING ASSIGNMENT #1 *That Was Then*  
Writing to Inform

PROMPT

You are a reporter for the high school newspaper. You overhear Bryon and Mark talking in the hall one day about some of their recent adventures, and decide to write a news article about one of them. For this assignment, choose any of the events that have occurred so far in your reading. Suggestions are: Bryon and Mark saving M&M from a beating, Chapter 1; the attack on Mike Chambers, Chapter 2; Mark's fight, Chapter 3.

PREWRITING

A news article must answer six basic questions: **Who** is the story about?; **What** happened?; **When** did it happen?; **Where** did it happen?; **Why** did it happen?; **How** did it happen? Before you interview one of the characters, make a list of the questions you want to ask him/her. Then reread the novel to find the answers to your questions. Once you have answered the 5W and H questions, decide on their order of importance for your article. Number them on your list. Make a list of these questions on a sheet of paper.

DRAFTING

Write a rough draft of your news article. Check your list to make sure you have included all of the information. Make sure you put the most important information from your list first in the story. Then create the headline. The headline tells the main idea of the story. It usually includes who is in the story and what happened. A headline does not have to be a complete sentence, but it should have a powerful verb. Read some headlines in your local newspaper to get the idea before you write yours. Next, put your byline and dateline on the news article. The byline is the name of the writer. It goes under the headline, on the right side of the page. The dateline is the date and place where the story took place. It goes on the first line of the story, before the story begins. Remember, a news article reports only the facts--don't put your personal opinion in the article.

PROMPT

When you finish the rough draft, ask another student to look at it. You may want to give the student your notes so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your news article, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your news article considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

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