



SHELL
EDUCATION

Great
Works

Instructional Guides
for Literature

THE OUTSIDERS

S.E. Hinton



Table of Contents

How to Use This Literature Guide	4
Theme Thoughts	4
Vocabulary	5
Analyzing the Literature	6
Reader Response	6
Close Reading the Literature	6
Making Connections	7
Creating with the Story Elements	7
Culminating Activity	8
Comprehension Assessment	8
Response to Literature	8
Correlation to the Standards	8
Purpose and Intent of Standards	8
How to Find Standards Correlations	8
Standards Correlation Chart	9
TESOL and WIDA Standards	10
About the Author—S.E. Hinton	11
Possible Texts for Text Comparisons	11
Book Summary of <i>The Outsiders</i>	12
Cross-Curricular Connection	12
Possible Texts for Text Sets	12
Teacher Plans and Student Pages	13
Pre-Reading Theme Thoughts	13
Section 1: Chapters 1–2	14
Section 2: Chapters 3–5	24
Section 3: Chapters 6–7	34
Section 4: Chapters 8–9	44
Section 5: Chapters 10–12	54
Post-Reading Activities	64
Post-Reading Theme Thoughts	64
Culminating Activity: Two Viewpoints	65
Comprehension Assessment	67
Response to Literature: Who Is the Outsider?	69
Answer Key	71

How to Use This Literature Guide

Today's standards demand rigor and relevance in the reading of complex texts. The units in this series guide teachers in a rich and deep exploration of worthwhile works of literature for classroom study. The most rigorous instruction can also be interesting and engaging!

Many current strategies for effective literacy instruction have been incorporated into these instructional guides for literature. Throughout the units, text-dependent questions are used to determine comprehension of the book as well as student interpretation of the vocabulary words. The books chosen for the series are complex exemplars of carefully crafted works of literature. Close reading is used throughout the units to guide students toward revisiting the text and using textual evidence to respond to prompts orally and in writing. Students must analyze the story elements in multiple assignments for each section of the book. All of these strategies work together to rigorously guide students through their study of literature.

The next few pages will make clear how to use this guide for a purposeful and meaningful literature study. Each section of this guide is set up in the same way to make it easier for you to implement the instruction in your classroom.

Theme Thoughts

The great works of literature used throughout this series have important themes that have been relevant to people for many years. Many of the themes will be discussed during the various sections of this instructional guide. However, it would also benefit students to have independent time to think about the key themes of the novel.

Before students begin reading, have them complete *Pre-Reading Theme Thoughts* (page 13). This graphic organizer will allow students to think about the themes outside the context of the story. They'll have the opportunity to evaluate statements based on important themes and defend their opinions. Be sure to have students keep their papers for comparison to the *Post-Reading Theme Thoughts* (page 64). This graphic organizer is similar to the pre-reading activity. However, this time, students will be answering the questions from the point of view of one of the characters of the novel. They have to think about how the character would feel about each statement and defend their thoughts. To conclude the activity, have students compare what they thought about the themes before they read the novel to what the characters discovered during the story.

How to Use This Literature Guide *(cont.)*

Vocabulary

Each teacher overview page has definitions and sentences about how key vocabulary words are used in the section. These words should be introduced and discussed with students. There are two student vocabulary activity pages in each section. On the first page, students are asked to define the ten words chosen by the author of this unit. On the second page in most sections, each student will select at least eight words that he or she finds interesting or difficult. For each section, choose one of these pages for your students to complete. With either assignment, you may want to have students get into pairs to discuss the meanings of the words. Allow students to use reference guides to define the words. Monitor students to make sure the definitions they have found are accurate and relate to how the words are used in the text.

On some of the vocabulary student pages, students are asked to answer text-related questions about the vocabulary words. The following question stems will help you create your own vocabulary questions if you'd like to extend the discussion.

- How does this word describe _____'s character?
- In what ways does this word relate to the problem in this story?
- How does this word help you understand the setting?
- In what ways is this word related to the story's solution?
- Describe how this word supports the novel's theme of
- What visual images does this word bring to your mind?
- For what reasons might the author have chosen to use this particular word?

At times, more work with the words will help students understand their meanings. The following quick vocabulary activities are a good way to further study the words.

- Have students practice their vocabulary and writing skills by creating sentences and/or paragraphs in which multiple vocabulary words are used correctly and with evidence of understanding.
- Students can play vocabulary concentration. Students make a set of cards with the words and a separate set of cards with the definitions. Then, students lay the cards out on the table and play concentration. The goal of the game is to match vocabulary words with their definitions.
- Students can create word journal entries about the words. Students choose words they think are important and then describe why they think each word is important within the novel.

How to Use This Literature Guide *(cont.)*

Analyzing the Literature

After students have read each section, hold small-group or whole-class discussions. Questions are written at two levels of complexity to allow you to decide which questions best meet the needs of your students. The Level 1 questions are typically less abstract than the Level 2 questions. Level 1 is indicated by a square, while Level 2 is indicated by a triangle.

These questions focus on the various story elements, such as character, setting, and plot. Student pages are provided if you want to assign these questions for individual student work before your group discussion. Be sure to add further questions as your students discuss what they've read. For each question, a few key points are provided for your reference as you discuss the novel with students.

Reader Response

In today's classrooms, there are often great readers who are below average writers. So much time and energy is spent in classrooms getting students to read on grade level, that little time is left to focus on writing skills. To help teachers include more writing in their daily literacy instruction, each section of this guide has a literature-based reader response prompt. Each of the three genres of writing is used in the reader responses within this guide: narrative, informative/explanatory, and argument. Students have a choice between two prompts for each reader response. One response requires students to make connections between the reading and their own lives. The other prompt requires students to determine text-to-text connections or connections within the text.

Close Reading the Literature

Within each section, students are asked to closely reread a short section of text. Since some versions of the novels have different page numbers, the selections are described by chapter and location, along with quotations to guide the readers. After each close reading, there are text-dependent questions to be answered by students.

Encourage students to read each question one at a time and then go back to the text and discover the answer. Work with students to ensure that they use the text to determine their answers rather than making unsupported inferences. Once students have answered the questions, discuss what they discovered. Suggested answers are provided in the answer key.

How to Use This Literature Guide *(cont.)*

Close Reading the Literature *(cont.)*

The generic, open-ended stems below can be used to write your own text-dependent questions if you would like to give students more practice.

- Give evidence from the text to support
- Justify your thinking using text evidence about
- Find evidence to support your conclusions about
- What text evidence helps the reader understand . . . ?
- Use the book to tell why _____ happens.
- Based on events in the story,
- Use text evidence to describe why

Making Connections

The activities in this section help students make cross-curricular connections to writing, mathematics, science, social studies, or the fine arts. Each of these types of activities requires higher-order thinking skills from students.

Creating with the Story Elements

It is important to spend time discussing the common story elements in literature. Understanding the characters, setting, and plot can increase students' comprehension and appreciation of the story. If teachers discuss these elements daily, students will more likely internalize the concepts and look for the elements in their independent reading. Another important reason for focusing on the story elements is that students will be better writers if they think about how the stories they read are constructed.

Students are given three options for working with the story elements. They are asked to create something related to the characters, setting, or plot of the novel. Students are given a choice on this activity so that they can decide to complete the activity that most appeals to them. Different multiple intelligences are used so that the activities are diverse and interesting to all students.

Analyzing the Literature

Provided below are discussion questions you can use in small groups, with the whole class, or for written assignments. Each question is given at two levels so you can choose the right question for each group of students. Activity sheets with these questions are provided (pages 18–19) if you want students to write their responses. For each question, a few key discussion points are provided for your reference.

Story Element	■ Level 1	▲ Level 2	Key Discussion Points
Character	Why do Darry and Ponyboy have trouble getting along? Find clues in the text to support your thinking.	Why is the relationship between Darry and Ponyboy a complicated one? Does it have to be that way? Support your answers with references to the text.	Discuss the tremendous weight Darry must feel as the oldest brother, having had to take on more responsibility with the death of their parents. Talk about Ponyboy's immaturity at his age. Be sure to discuss the end of chapter 1 where Ponyboy lies to himself about how he feels about Darry.
Setting	What specific words, phrases, and scenes in the text tell you that this novel was written long ago?	This novel was written several decades ago. What clues indicate that it is not set in the present day?	Have students point to various phrases in the text like "just didn't dig each other" and "Get lost, hood!" There are also outmoded settings like the drive-in movie theater and the DX station.
Plot	Ponyboy is hurt by the Socs in chapter 1. Why does the author have this happen so early in the book?	The Socs beat up Ponyboy at the very beginning of the novel. Why does the author choose to open the novel with this incident?	Talk about how the author wants the readers to "experience" this violence early on, instead of just reading about when Johnny was jumped. The author is setting the stage for the upcoming clash between the Socs and the greasers.
Character	In what ways are Cherry and Marcia different from each other?	Marcia does not see any reason to throw away a perfectly good, free soda while Cherry throws hers away based on "the principle of the matter." What do these actions tell us about these two characters?	Clues show that Cherry is sensitive to others' feelings. She stops Marcia from saying Johnny and Ponyboy look 14. She notices that Johnny must have been hurt at some time in his past. Marcia is content to have fun with Two-Bit during the movie. She appears to be practical because she doesn't want to waste a soda, while Cherry has principles that matter to her.

Analyzing the Literature

Directions: Think about the section you just read. Read each question and provide a response that includes textual evidence.

1. Why do Darry and Ponyboy have trouble getting along? Find clues in the text to support your thinking.

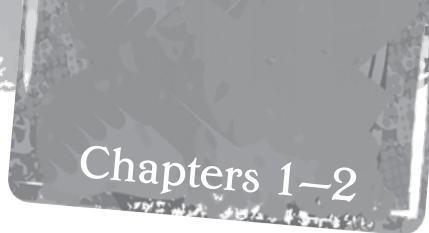
2. What specific words, phrases, and scenes in the text tell you that this novel was written long ago?

3. Ponyboy is hurt by the Socs in chapter 1. Why does the author have this happen so early in the book?

4. In what ways are Cherry and Marcia different from each other?

Name _____

Date _____



▲ Analyzing the Literature

Directions: Think about the section you just read. Read each question and provide a response that includes textual evidence.

1. Why is the relationship between Darry and Ponyboy a complicated one? Does it have to be that way? Support your answers with references to the text.

2. This novel was written several decades ago. What clues indicate that it is not set in the present day?

3. The Socs beat up Ponyboy at the very beginning of the novel. Why does the author choose to open the novel with this incident?

4. Marcia does not see any reason to throw away a perfectly good, free soda while Cherry throws hers away based on “the principle of the matter.” What do these actions tell us about these two characters?

Name _____

Date _____

Close Reading the Literature

Directions: Closely reread the section at the end of chapter 1 beginning with “Darry didn’t deserve to work like an old man” Continue reading until the end of the chapter. Read each question below and then revisit the text to find evidence that supports your answer.

1. Use clues from the text to describe how Darry’s life could have been different if his parents had not died in a car accident.

2. In what ways does the text support the idea that Ponyboy is a worrier?

3. In the last paragraph, Ponyboy describes both of his brothers as nonhuman, but in very different ways. Explain this comparison using the text.

4. Ponyboy thinks Soda is wrong about Darry loving him. Based on the text, why does Ponyboy feel the need to lie to himself?

Name _____

Date _____

Creating with the Story Elements

Directions: Thinking about the story elements of character, setting, and plot in a novel is very important to understanding what is happening and why. Complete **one** of the following activities based on what you’ve read so far. Be creative and have fun!

Characters

Select a character from the first two chapters and create any type of social media page for that character using real media or paper. What kinds of things would this character post, and what comments would be made about those posts from other characters? Use the text as a guide to create at least four posts with multiple comments.

Setting

If this story were told today, how would the following elements change? Make a before-and-after chart showing the differences.

- Socs vs. greasers
- Corvairs and Mustangs
- social hangout places
- names of characters
- how they “fight” one another

Plot

Towards the end of chapter 2, Ponyboy thinks that the Socs have it made. But the chapter ends with him saying, “I know better now.” Imagine that for one day, Ponyboy wakes up as a Soc instead of a greaser. How would his life be different for this one day? Create two journal entries in Ponyboy’s voice, one written from his normal perspective as a greaser and the other written on the day he is a Soc.