

**Providence Creek Academy**  
**Seventh Grade ELA Unit: *The Outsiders* –**  
**Theme/Figurative Language/Poetry**

**Key Learning(s) / Common Core State Standards Alignment:**

Prior to beginning *The Outsiders* Unit students should have already completed the *Figurative Language* Unit. *The Outsiders* unit will help students refine their abilities to identify figurative language within various forms of texts and apply their understanding of identifying and interpreting figurative language to enhance their own writing. Throughout this unit students will learn how to identify a central theme and use text evidence to support the central theme. Students will review the novel and their journal notes to find evidence for the themes of stereotyping, alienation, and family.

**Alignment to Common Core State Standards:**

**READING –**

**Primary:** RL 7.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**Secondary:** RL 7.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or selection of a story or drama.

RL 7.5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL 7.6 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**FOUNDATIONAL/LANGUAGE –**

**Primary:** L.7.4b – Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

**Secondary:** L.7.2b – Spell correctly.

**WRITING –**

**Primary:** W.7.3a – Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**Secondary:** W.7.3d – Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**SPEAKING AND LISTENING –**

SL.7.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Unit Essential Question(s):**

1. How does analyzing and interpreting figurative language within various contexts impact the reader’s understanding of what the author is trying to convey?
2. What are the central themes in *The Outsiders* and how can I find evidence for these central themes?
3. How do I create a theme statement using this evidence?



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**Objectives:**

**Reading:**

Students will...

- Identify the types of figurative language within context (including poems, modern day songs, and the novel *The Outsiders*)
- Determine central themes in a text
- Analyze evidence in a text to support a central theme
- Develop specific theme statements as objective summaries
- Compare/Contrast themes and the use of figurative language in the text version compared to the film version of the movie

**Foundational/Language:**

Students will...

- Identify root meanings and correctly spell and define words using these roots

**Writing:**

Students will...

- Write a book of poetry, in which they connect events from *The Outsiders* to their own experiences, in order to demonstrate knowledge of different types of figurative language
- Describe the structure and elements of poetry
- Write a children's book based on a specified theme

**Speaking and Listening:**

Students will...

- Listen to various poems and song lyrics in order to identify the types and analyze the meanings of the figurative language used
- Have the opportunity to memorize and recite a chosen poem with intonation and inflection that conveys what the poet intended
- Present their DVD cover and Children's book or film to other students

**Lesson Essential Questions:**

**Reading:**

- What is figurative language?
- What are the different types of figurative language?
- What is poetry?
- How can I identify figurative language within works of poetry?
- What is theme?
- How does human nature help create a central theme?
- How do I identify the textual evidence to support a central theme?
- How do I develop a specific theme statement using the evidence from the text?
- How do I create an objective summary of the text using the thematic evidence?
- What are the similarities and/or differences between the book and filmed version?
- How do these differences effect the theme?

**Foundational/Language:**

- What do the roots brev, cap, ord, san, phil mean?
- How do I spell words with these hidden roots correctly?
- How does the root effect the meaning of the word?



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## Seventh Grade ELA Unit: *The Outsiders* - Theme/*Figurative Language/Poetry*

### Writing:

- What is poetry?
- How is poetry organized? (ie: verse, stanza, couplet, quatrain, octave, refrain)
- How do I write a free verse poem?
- What is the difference between different types of poetry? (ie: free verse, haiku, lyric, ballad, sonnet)

### Speaking and Listening:

- What are some listening techniques to help identify the types and meaning of figurative language?
- How does one's speech need to be adapted in order to convey the meaning set forth by the author?

### Vocabulary:

Reading	Foundational/Language	Writing	Speaking and Listening
<u>Chapter vocabulary:</u> <u>1-3:</u> Asset, unfathomable, rivalry, gingerly, sagely, roguishly, abiding, digested, sophisticated, elite, resignedly, ember, aloofness, incredulous, nonchalantly <u>4-6:</u> Conviction, apprehensive, defiance, doggedly, premonition, subside, hue, imploringly, sullenly, eluded, detached, racking, sheepish, contemptuous <u>7-9:</u> Delinquents, aghast, exploit, underprivileged, faltered, brawn, leery, conformity, contract, divert <u>Figurative language vocabulary:</u> Simile, metaphor, personification, hyperbole, alliteration, idiom, imagery, allusion <u>Theme Vocabulary:</u> theme, human nature, human condition, textual evidence, explicit, implicit, infer, subjective	<b>Roots:</b> <b>brev</b> - short <b>cap</b> - head <b>ord</b> - row/rank <b>phil</b> - love <b>san</b> - health abbreviate breve brevity capital captain capstone decapitate order ordinal ordinary extraordinary philanthropist philosopher philharmonic insane sane sanitarium sanitary sanitation sanitizer	verse stanza couplet quatrain octave refrain free verse haiku lyric ballad sonnet	intonation inflection



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**Foundational/Language Skills:**

Topic: Root Spelling/Vocabulary

Roots that are focused on with this spelling/vocabulary list are:

Brev – short

Words: abbreviate, breve, brevity

Cap – head

Words: capital, captain, capstone, decapitate

Ord – row/rank

Words: order, ordinal, ordinary, extraordinary

Phil – love

Words: philanthropist, philosopher, philharmonic

San – health

Words: insane, sane, sanitarium, sanitary, sanitation, sanitizer

Students will review the correct way to spell each word and discuss the root meaning and use the word in a sentence.

Students will complete homework activities including but not limited to: 5x each, poem spelling, silly sentences, and using the words in a descriptive paragraph.

In-class games will consist of Sparkle (spelling), Around the Room (vocabulary), students move to the correct word when given the definition or synonym/antonym.

**Pre-Reading Activity:**

1. The teacher will begin by showing a PowerPoint presentation giving students background information on the setting & time period (1960's) from *The Outsiders*. This PowerPoint contains videos on past commercials, foods, music, clothing style, etc. from this time period to give the students necessary background information on what it would be like to live during this time. The presentation also includes slang/lingo used throughout the book.

**Analyzing Poetry:**

The following lesson will help students analyze the structure of a poem and therefore give further insight into the poems found within the text. Students will use lesson 14 from Curriculum Associates Ready Common Core Reading Workbook to analyze poetry.

1. Teacher will begin by modeling for students how to answer the question "How does the structure of the poem contribute to its meaning?" Students will then take turns interpreting the poem's meaning citing evidence from the text.
2. Students will complete a close reading of a sonnet underlining the phrase that is repeated throughout the poem. Students will then explain how the poet has used repetition to express the speaker's feelings.
3. Students will then practice on their own by reading a poem and answering questions about the structure of the poem. Students will also cite evidence from the poem to support the central idea from the poem (This last part will be used as a pre-assessment to determine student knowledge of theme. Theme will be covered more in depth during this unit, this pre-assessment will provide valuable information on any adjustments that may need to be made during the theme lessons).

(Appendix A: Analyze the Structure of a Poem)



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**Reading Activities:**

1. The students will read *The Outsiders* together and independently. Depending on the level of the students the story will be read using the “popcorn” method or listening to the audio version of the novel. Students will also partner read, or read independently. Several strategies are used to engage different types of learners. Reading of the story will be paced according to the needs of the students and activities from the unit may be integrated at appropriate points throughout the story. This will help to break up the reading of the story. Reading and tests will be grouped by chapters beginning with 1-3, then 4-6, then 7-9. (Appendix B: *The Outsiders* Chapter Quizzes) The final assessment will include chapters 1-9 as well as the final set of chapters 10-12. While reading the story students will identify figurative language that is used throughout the text. Students will explain the meaning of the phrase citing evidence from the text to support their understanding. This will help students apply their knowledge of figurative language from the previous unit.
2. Students will create vocabulary flashcards and vocabulary maps throughout the unit. Students will be given a list of vocabulary words by chapter and will complete the vocabulary webs for each word. Webs include synonyms, antonyms, word facts, definition, using the word in a sentence and a symbol or picture to describe the word. (Appendix C: Vocabulary Web)
3. After reading Chapter 5 the class will analyze Robert Frost’s Poem, “Nothing Gold Can Stay”. Students will move on to discover the symbols in the novel, particularly those associated with the concept of power. (Appendix D: Literary Analysis: Symbols and Symbolic Poetry).
4. After completing the above activity students will get with a partner and complete an eight-line closed couplet. Using Robert Frost’s poem as a reference, students will choose one of the symbols found in *The Outsiders* to use as the subject of the poem. The poem should make a connection to the previous unit on figurative language by including at least one metaphor or simile. Students will share their poem with the class ensuring they use inflection and intonation when presenting. (Appendix E: Symbols and Couplet Poem)



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**Theme Lesson 1:** \*Note the following lessons are completed after reading *The Outsiders*\*

**Activating Activity:**

Poster Walk Activity – magazine pictures will be posted around the room. In groups students will spend 2 minutes at each picture. On a piece of paper, students will write what they think each person in the magazine picture – 1) Does as a job/for a living, 2) lives, 3) enjoys as a hobby. After students have all rotated through, groups will present their reflections and justify their answers. Students will answer an anticipation guide about stereotyping. (Appendix F: Anticipation Guide)

**Teaching Activity:**

**Vocabulary Review:** Review definition of central theme (this concept was introduced during the short story unit *The Scholarship Jacket*). In partners student 1 turns to student 2 and explains the difference between plot and theme. Student 2 turns to student 1 and explains the theme found in *The Scholarship Jacket* and how it is different than the plot.

**Class Discussion:** Re-introduce the idea of human nature/condition. The human condition includes all experiences that humans have regardless of gender, race, ethnicity, religion, time period, etc. Students are asked to consider what experiences, situation or feelings that every human on the planet will have at some point.

**Activity 1:** Students work in a small group to develop a list of experiences. They share with the class by taking turns writing answers on the Smart Board. Students will provide peer feedback by disagreeing or agreeing with other groups responses and changing/editing if necessary.

**Activity 2:** Postcard (Formative Assessment): To illustrate the definition of theme, each student will be given a large blank note card. At the top of the front side, each student writes the definition of theme (the message from the author to the reader about the human condition). On the same side, the student writes his/her name as the author, then a partner's name as the reader. On the back side, the student writes all of the human experiences (conditions) found in *The Outsiders*. The student fills the card as best as possible.

The teacher then asks the students to “act” or “illustrate” the definition of the theme: that is, the “author” sends the card to the “reader” which is about human nature. Teacher models the task first, then asks for a volunteer to model as well before all students complete the task. Students discuss/explain how the activity illustrates the definition of theme. (Appendix G: Postcard Rubric)

**Summarizing Activity:**

Ticket out the Door (Formative Assessment): On a note card, students finish each statement:

Theme is...

2 examples of the human condition are...

3 examples of the human condition found in *The Outsiders* are...

Teacher will collect and record rubric data. (Appendix H: Ticket out the door and rubric)

**Reteach:**

Based on the formative assessment the teacher will pull students who need further



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guidance on identifying the central theme into a small group. Students will be given the theme of *The Outsiders* and will be asked to think of other books or movies that they are familiar with that have a similar theme to *The Outsiders*. Teacher will guide students to looking at the characteristics of the book or movie that the students identify to determine why these stories have similar themes.

**Enrichment:**

Students will be asked to draw a Venn Diagram comparing and contrasting the themes found in *The Outsiders* to the themes found in another story that they have read or another movie they have watched recently.

**Lesson 2:**

**Activating Activity:**

**Think-Pair-Share:** In a Think-Pair-Share students will take turns discussing their answers to the anticipation guide and reflect on the poster walk. Student will discuss why they believe these activities were used to begin a review of theme in *The Outsiders*. Students will share their answers with the class.

**Vocabulary Review:** Key vocabulary words are written on post-it notes for “hot seat” activity. Students with post-it under their seat must define the term or “phone a friend” for help.

**Teaching Activity:**

**Whole Class Discussion:** Using Activity 2 from previous lesson (postcard) students are asked to identify central themes in *The Outsiders*. A list of the human conditions are written on the board. (Example: stereotyping, belonging, alienation, family, death, fear, mistakes, bravery). Students are asked – “How do we know these are central themes? Did S.E. Hinton write explicitly that this is what she wanted her story to be about? How are human conditions revealed through a story?”

**Teacher Think Aloud:** Teacher models finding evidence for a central theme in a story. Teacher refers back to *The Scholarship Jacket* and the central theme of that short story. Teacher identifies the specific evidence used to support the central theme, as was completed during the classroom activity. Evidence is found in the events and dialogue that the characters (typically the main character) experiences.

**Personal Evidence Activity:** Teacher assigns human conditions – Student 1 is sadness, Student 2 is happiness. Teacher reminds that these are human conditions – all people regardless of background experience these feelings at some time. Student 1 turns to student 2 and explains personal “evidence” from his/her own life of sadness. Student 2 must take notes on a piece of paper while student 1 explains his/her evidence. Student 2 turns to student 1 and discusses evidence from his/her own life for happiness. Student 1 must take notes of student 2’s evidence. Teacher asks class – Looking at your notes, what did you “look for” or identify in your own life as evidence of your experiences? How or what can we “look for” in *The Outsiders* as similar evidence. Students share their notes and evidence.



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**Jigsaw Activity (Formative Assessment):** Students are organized into small groups. In the group, the students are assigned two central themes found in *The Outsiders* (loyalty, rivalry, power, perceptions, identity, peer pressure, stereotyping, alienation, family, bravery, and belonging). Students discuss in their groups the events or dialogue from the story that connects to their assigned central theme. Students write notes of significant evidence in a web graphic organizer. Students then “jigsaw” to form new groups. Students are given blank copies of the graphic organizer and must take notes as each person in the group presents the evidence for his/her central themes to the other students in the group.

Students return to their original group and review/compare graphic organizer notes. As a group, students are asked to determine, overall, which central theme seemed to have the most compelling evidence. Groups share their decision and explain their answer to the whole class. Teacher will collect graphic organizers and provide written descriptive feedback. (Appendix I: Jigsaw Activity)

**Summarizing Activity:**

**Pyramid (Formative Assessment):** At the top of the pyramid, the student selects a central theme from *The Outsiders*. In the center of the pyramid the student identifies one event/dialogue from the story to support that central theme. In the bottom the student identifies evidence from his/her own life that connects to that central theme. Students will turn in pyramids prior to leaving the classroom and the teacher will record data and provide written descriptive feedback based on student work. (Appendix J: Pyramid Rubric)

**Reteach:**

Based on the formative assessment and student individual needs the teacher will work with students either individually or in a small group to improve skill of using evidence to support the theme of a story. The teacher will have the student read a short story with similar themes to *The Outsiders*. The teacher will work with the student to find evidence in the story to support the theme.

**Enrichment:**

Teacher will explain to the students that *The Outsiders* was set in the 1960's. The central themes of the story were stereotyping, family, alienation, belonging and bravery. Students are asked if they believe these themes are still current in today's society. Students must find a current web or newspaper article that features one of the central themes from *The Outsiders*. The student must summarize the article and then answer the following questions:

- How does the information in the article connect to the theme as it is presented in *The Outsiders*?
- What are the similarities and differences?
- Explain any personal experiences that could also be compared to the theme.



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### **Lesson 3:**

#### **Activating Activity:**

**Whisper down the Lane** - The teacher whispers one word for the first round – “stereotyping.” The word should circulate without much problem. For the second round, the teacher whispers a more complicated sentence about stereotyping – “Stereotyping is not generally an acceptable practice in the American culture as it often leads to hurt feelings or misunderstandings.” This message will be more difficult to be “whispered down the lane” and will likely be something different by the time it gets to the last person in the circle.

**Discussion:** Teacher will ask the students why it was harder to send the second message correctly than the first message. Student response should be – second message was more complicated, longer, and more difficult. Teacher then asks which message gave more information about stereotyping. Student 1 turns to student 2 and predicts how this activity connects to theme. Student 2 turns to student 1 and explains why he/she may be right or wrong.

**Vocabulary Review:** Students play “word swat” to review past key vocabulary words and to introduce two new words: infer and subjective.

#### **Teaching Activity:**

**Lecturette:** In the same way as “whisper down the lane” activity, the author does not simply use one word as the theme. Instead, she sends a longer, more complicated “message” – a specific statement or belief about that human condition. These messages can be difficult to understand or interpret. It must be inferred (read between the lines – found through evidence, not clearly written) and is therefore subjective (open to opinion – one person may interpret a message differently based on the same evidence). The message that the reader interprets specifically about the central theme is called the theme statement

**Notes/Activity 1:** Each student is given a large notecard. On one side, students draw or write a stop sign, no-no, or some other image that indicates not to do something. On the other side, students copy from the Smartboard the basic “rules” of writing theme statements (see resources). In order, each student then repeats aloud the “rules” written on the card. Teacher then asks students to repeat in unison: rule 1, rule 2, etc.

**Teacher Think Aloud:** Teacher models using the rules to make a theme statement. Using *The Scholarship Jacket* as an example, teacher returns to the list of central themes created on a previous day. Teacher selects one theme – Values. On the Smartboard, the teacher displays the theme statement worksheet. Using the “think aloud” teacher completes the worksheet for the theme values in *The Scholarship Jacket*.

#### **Theme Statement Worksheet and Quilt:** (Formative Assessment)

**Worksheet:** Students complete a theme statement worksheet for *The Outsiders*. Students select a central theme and answer the questions on the worksheet to guide them to a theme statement. Teacher monitors worksheet completion and redirects students as needed. Students then trade their worksheet with a partner. Student 1 identifies the evidence in the text for student 2’s theme statement. Student 2 identifies the evidence in the text for student 1’s theme statement. (Appendix K: Theme Statement Worksheet)

**Quilt:** Each student is given a 4” x 5.5” square of fabric. Each student writes his/her



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theme statement on the bottom of the square and then illustrates it in the space above. The fabric squares are taped together using colored masking tape to create a theme “quilt.” In small groups, students visit the quilt and select a quilt square not made by someone in the group. The group records the theme statement of this square and, as a group, determines the evidence from the text for this theme statement. Based on the evidence, the group determines if the theme statement is accurate or not, and then writes a justification for their answer. The group must then present their findings to the class. (Appendix L: Theme Quilt Rubric)

### **Summarizing Activity:**

ABC Summary (Formative Assessment)

In their small groups, students are given five minutes to complete an ABC summary of theme or theme statements as it connects to “The Outsiders.” Going backward through the alphabet, each group must present their summary item/example for the next letter in the alphabet. Teacher collects ABC summary for each group and assesses content and understanding.

### **Reteach:**

Using some of the theme quilt squares the teacher will review with struggling students how the theme statement was created.

### **Enrichment:**

Students will be asked to choose one of the theme statements written on the quilt. Which one could you apply most easily to your own life? Select a theme statement and then write about a personal experience in which that statement had proven to be true.

## **Lesson 4:**

### **Activating Activity:**

Students pair up. Student 1 tells student 2 about a time when he read a book and then saw a movie based upon the book. Specifically, student 1 must explain 2 ways that the book was the same as the movie, 2 ways they were different and which of the 2 was better and why. Student 2 takes notes on student 1’s experience. After 4 minutes, they switch. Then, students who were student 1 must find another student 1 from a different pair and read the notes he/she took. Student 2 must find another student 2 and do the same. Finally the teacher polls the class with several questions about the student’s notes.

Vocabulary Review: Brainstorm Carousel: Key vocabulary words are posted around the room at stations. Students are placed in small groups and have 1 minute at each station. With their group members, the students must write their own definition of the word and draw a “stick-figure” illustration for the word. After all groups have visited all stations, groups present their definitions and illustrations to the class. Groups provide feedback on definitions/illustrations.

### **Teaching Activity:**

Students are informed that they are going to watch the movie *The Outsiders*. During the movie they will consider how well the movie honors the ideas presented in the book and consider why certain changes were made.



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**Teacher Think Aloud:** Teacher models the practice of comparing and contrasting a movie to a book by recalling her own experience. She considers some of the differences in the movie and asks students why the director might have made those changes. What was the effect on the story? How did the change make the story better? Why do directors, in general, make changes? Why can't a director simply rewrite a book in script form? Students are asked to consider these questions as they watch the movie version of *The Outsiders* and compare it to the novel.

**Focused Reading and Viewing Guide:** (Formative Assessment) Have students fill in the book column on the Focused Reading and Viewing Guide, individually, but discussing their answers with a small group. Teacher reviews the items in the book column of the Focused Reading and Viewing Guide as a class, and asks students to watch for these elements during the movie. (Appendix M: Focused Reading and Viewing Guide)

**Begin movie:** Explain when students will complete the film section of the Focused Reading and Viewing Guide – while watching the movie or after. Students' ability to attend to multiple tasks should be a factor in making your decision as to whether it is done during or after. Begin viewing the film.

As necessary the teacher views the previous session's viewing. Students may ask questions or express concerns regarding the film section of the Focused Reading and Viewing Guide. Students continue to discuss guide with their small group.

**After viewing the film:** Students discuss in their small groups their responses. Groups then present their responses to the whole class. Teacher collects viewing guide and provides descriptive feedback, as necessary.

**Book and Movie Comparison/Contrast Guide:** (Formative Assessment): Teacher passes out copies of the Book and Movie Comparison/Contrast Guide, which asks them to determine how different elements of the story are alike and different. Students complete the guide in pairs. Students then pair up with another pair and share their observations. As a group, students determine why the elements are different and what effect if any, the changes had on the story. A large Venn diagram is displayed on the Smartboard. Groups take turns adding other groups' findings to their compare/contrast guide. Teacher collects all guides and provides descriptive feedback, as necessary. (Appendix N: Book and Movie Comparison/Contrast Guide)

**DVD Cover and Notes:** (Formative Assessment) Teacher will explain that students will create a new DVD cover for the movie adaptation the class the viewed. To prepare for the task, the teacher reviews the Book and Movie Comparison/Contrast Guide.

Using the handout as a guide, the teacher asks students to discuss with a partner the changes they liked most and least as well as the aspects of the film that remained true to the text that were most satisfying. If necessary, reference A Basic Glossary of Film Terms for appropriate cinematic terminology. Students take notes by creating 2 web graphic organizers: one for "Most Liked Changes" and one for "Least Liked Changes." Students then place a star by the change they most liked and write a 1-2 sentence explanation as to why that change was most satisfying.



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**Thinking Critically about a Movie: Preferences and Effects:** (Formative Assessment)  
Teacher passes out copies of the Thinking Critically about a movie Adaptation: Preferences and Effects handout. Teacher asks students to rank their responses in terms of their overall enjoyment of the film on the Thinking Critically about a movie Adaptation: Preferences and Effects handout following these guidelines:

- Students determine one change or similarity that was crucial to their overall opinion of the film, and discuss it in the first row.
- Students choose two elements of moderate importance to discuss in the middle rows.
- Students indicate and discuss a fairly inconsequential change in the last row.

As students complete the charts, the teacher collects them for informal feedback, focusing on comments that will help students strengthen their analytical skills. (If students need additional time, this work can be completed on their own before the next session.)

Once the Thinking Critically about a Movie Adaptation: Preferences and Effects handouts have been returned, the teacher shares general comments on students' work and cites examples of anonymous responses. The teacher will encourage engagement from other students, as there should be varying views at many levels at this point: Some students will think a change was significant, but was an improvement. Other students will see the same change as trivial but feel it was a poor choice. (Appendix O: Thinking Critically about the Movie Adaptation)

**Summarizing Activity:**

**Theme Unit Project DVD Cover:** (Summative Assessment) The teacher distributes the Movie Adaptation DVD Cover and Notes Project and DVD Cover Project Rubric to students and discusses the options for the project and related expectations. With the entire class, the teacher previews the DVD Cover Creator interactive on the Smartboard so students understand their choices for templates in both Cover and Booklet modes. (If this is not possible, the teacher should distribute copies of the DVD Cover Creator Templates and Layout).

Students are then given time to plan the front cover, spine and back cover. They should plan for a mix of images and text that will suit the needs of the project they choose. Students should also plan the text for their booklet. Responses should be brief, as the DVD Cover Creator interactive can hold approximately 50 lines of text (if no images are used). The teacher guides students to connect their overall impressions of the film adaptation with the choices they made on their covers.

If students need additional guidance in writing the review of the movie, see ReadWriteThink lesson So What Do You Think? Writing a Review. Students may also use the Internet Movie Database as needed to find information about the movie.

In a computer lab, students are lead through a brief description of the DVD Cover Creator interactive. Students then use their planning documents to transfer their ideas to the DVD Cover Creator interactive. Students cannot save their work, so they should complete all work on one component (the cover or booklet) and print their work within the confines of the session.



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Once project is completed, students share their responses through presentations or by setting up a display of the various projects around the room. Students reflect on their work and the work of their classmates by quick writing on the different perspectives offered in the DVD covers presented in class.

Quick writing is submitted to teacher as students leave. Teacher reviews and offers descriptive feedback as necessary. Quick writing is posted for students to review.  
(Appendix P: Movie Adaptation DVD Cover Project)

**Children's Book or Video Project – “Theme”:** (Summative Assessment) Students are given the requirements for the end of unit project focused on theme. Students will pretend that they are an author of children's books. They will choose a theme and create a story to demonstrate that theme to a younger audience. Students may choose on the following layouts:

1. Create a children's picture book of between 20-30 pages
2. Create/shoot a children's DVD.

Students will choose one grade level or age range as their audience between grades 2-5 (ages 8-11) and will review some other books or videos that have been written for that specific audience. Students must include the following:

1. Complete the “Theme Project – Planning” worksheet, #1. Students will choose a basic central theme from the list at the bottom of the page and create a theme statement (the actual message).
2. Complete the summary and evidence portion of the worksheet, #2 and #3. The summary should present the story in general terms. The evidence portion is the explanation of how it will relate to the central theme.
3. Create the story.
4. Once the project has been submitted students will complete #4 and #5 of the worksheet.

(Appendix Q: Children's Book or Video Project – Theme)

**Reteach:**

Facilitate a “Point/Counterpoint” debate between the students who preferred the book to the movie and vice versa.

For students who may need additional support: Guide students to explore elements such as placement of text and what words are featured or downplayed on other DVD Covers. Also guide students in looking at color choice, choice of images, placement of images, etc.

**Enrichment:**

Have students create an alternate soundtrack to the film, justifying their choices in liner notes and creating a CD Cover with the CD Cover Creator.

**Unit Summative Assessment(s):**

1. Theme Final Test (Appendix R)
2. *The Outsiders* Final Test (Appendix S)



# **Providence Creek Academy**

## **Seventh Grade ELA Unit: *The Outsiders* - Theme/Figurative Language/Poetry**

### **Culminating Activity:**

Students will connect the *Figurative Language* Unit and *The Outsiders* Unit together in one culminating activity to demonstrate their knowledge of both units. Class will begin by reviewing their interactive notebook from the Figurative Language Unit (Appendix T: Interactive Reading Literature Notebooks: Lesson 20: Figurative Language Review). Each student will create a poetry book as a way to apply their understanding of poetic structures and how they can affect their own pieces of writing. Students will create their own book of free verse poems, based on the events that took place in *The Outsiders*. There will be a total of 8 poems in the poetry book that will be created in class. The poems will be based on the following:

1. In Chapter 1, Ponyboy describes each member of his gang as they come to his rescue. The gang includes Ponyboy's brothers and their friends. Who would come to your rescue if something bad happened to you? Who are the family and friends that make up your "gang"? Describe each person: what they look like, their personality, what makes them special to you.
2. The greaser gang enjoys going to the Nightly Double drive in theatre. Describe a certain place that you love to go to; a place you call "heaven". Describe your feelings and what is going on around you when you are at your "heaven." Describe yourself, your emotions, and your thoughts.
3. In Chapter 3, we learn a lot about the differences between the two gangs, the Socs & the Greasers. We learn about what is important to each gang, specifically Ponyboy & what is special to him (sunsets), and Soda (Mickey Mouse). We also learn about material items that seem to be important to the Socs (Mustang, jewelry, fancy clothes, etc...) Describe what is important to you. These could be tangible items or intangible things. What can you not live without? Why is it so important to you? Describe how it makes you feel.
4. In Chapter 4, Ponyboy and Johnny experience a terrible accident. In Chapter 5, Ponyboy wakes up hoping that it was just a horrible nightmare. Describe the most nightmarish day in your life. How did the day begin? What happened? What were your thoughts and feelings as you experienced the 'nightmare'? Alternative: Describe the worst nightmare you've ever had. Why was it so scary and memorable? Provide as much detail as possible, including any thoughts/feelings you had in the dream. How did you feel when you awoke? What do you think it might mean?
5. In Chapter 6, Jerry Wood states that Ponyboy, Johnny & Dally are "sent from heaven". After being called "professional heroes", Ponyboy recalls the heroic acts him and Johnny took to save the children in the church. Who is your hero? Describe the qualities he/she possesses and why they are a hero to you.
6. Sodapop feels put in the middle with Darry and Ponyboy. Have you ever felt torn between two people you care about? Write a poem about the experience. How were you feeling? How was it resolved? Alternative: Has there ever been an experience in your life where you were torn between two decisions? Explain in detail. What led you to make your decision? How did it turn out?
7. Identify any scene from the book, then write a poem inspired by that scene. Be as detailed as possible!
8. Students will choose from one of the following options for their final poem:  
Option1: Johnny writes a note to Ponyboy, which are basically his last thoughts.



**Providence Creek Academy**  
**Seventh Grade ELA Unit: *The Outsiders* –**  
***Theme/Figurative Language/Poetry***

What would you want to write for your last thoughts to the world? What would you want everyone to read it to think, to make the world a better place?

Option 2: Ponyboy collapses from exhaustion and can't remember what has happened to him. Describe an experience that was similar to you.

Option 3: At the end of the book, the reader discovers that the entire book was actually a theme paper for English class. Write about a time in your life – an experience – that affected you so deeply that you would write a book about it. Write a poem about it instead.

(Appendix U: *The Outsiders* Free Verse Poetry Book)

**Resources/Materials:**

*The Outsiders* novel by S.E. Hinton

*The Outsiders* movie

Background Information PowerPoint

<http://www.readwritethink.org/classroom-resources/lesson-plans/cover-cover-comparing-books-1098.html?tab=4#tabs>

<https://www.teacherspayteachers.com/Product/Interactive-Poetry-Notebooks-Poetry-Elements-for-Common-Core-Grades-4-8-1132251>

<https://www.teacherspayteachers.com/Product/Interactive-Reading-Literature-Notebooks-Literary-Elements-for-Common-Core-4-8-745824>

Curriculum Associates Ready Common Core Reading Workbook (Lesson 14)

<http://www.menifee.k12.ky.us/userfiles/28/Classes/155/Outsiders.pdf>



## Lesson 14 Part 1: Introduction

## Analyzing the Structure of a Poem

## CCSS

RL.7.5: ... Analyze how a ... poem's form or structure (e.g., ... sonnet) contributes to its meaning.

Theme: A Family Scrapbook

## CLASS COPY

Poetry is writing that uses words, sound, and structure in special ways to express meaning. Sometimes, poets arrange their thoughts in **stanzas**, or groups of lines. Stanzas may have a particular pattern of rhyming words. Sometimes poets write in **free verse**. In free verse, the arrangement of lines is irregular, and there may be no **rhyme scheme**, or pattern of rhyme, at all. Poets may also repeat certain sounds, words, or patterns to call attention to them, or create a rhythm.

Read the poem excerpt below, which describes the tasks a mother must do each day. Notice the rhyme scheme, which is based on the last sound of each line. When two lines have the same rhyming sound, they are assigned the same letter. Also, look for the groups of verbs at the end of each line, and circle them.

## from "Song of the Old Mother"

by William Butler Yeats

## Rhyme Scheme

I rise in the dawn, and I kneel and blow  
Till the seed of the fire flicker and glow;  
And then I must scrub and bake and sweep  
Till stars are beginning to blink and peep ....

A  
A  
B  
B

Read the chart to learn how the structural elements in this poem contribute to its meaning.

Structural Element	What It Adds to the Poem
Rhyme scheme	The AABB rhyme scheme helps tie together the parts of each idea— starting the fire, and cleaning all day.
Repeated pattern	Ending each line with a group of verbs suggests the day-in and day-out nature of the woman's work.
<b>Poem's Meaning:</b> The work of a mother is ongoing and difficult.	

Listen closely the next time you read or hear a poem read aloud. Ask yourself these questions to better understand the poem's meaning: how is the poem organized? Does it rhyme, or is it free verse? Does the poet use repetition? If so, what effect does it create? Understanding poetry can be difficult, but asking questions like these can make it easier.





Read the poem below, which is about a child woken in the night by a hooting owl.

Genre: Lyric Poem

## A Barred Owl *by Richard Wilbur*

The warping night air having brought the boom  
 Of an owl's voice into her darkened room,  
 We tell the wakened child that all she heard  
 Was an odd question from a forest bird,  
 5 Asking of us, if rightly listened to,  
 "Who cooks for you?" and then "Who cooks for you?"  
 Words, which can make our terrors bravely clear  
 Can also thus domesticate a fear,  
 And send a small child back to sleep at night  
 10 Not listening for the sound of stealthy flight  
 Or dreaming of some small thing in a claw  
 Borne up to some dark branch and eaten raw.

**Explore how to answer this question:** "How does the structure of the poem contribute to its meaning?"

"A Barred Owl" is a lyric poem, or a poem that expresses the speaker's feelings. In this poem, parents want to comfort their frightened child, even though they realize the owl may not be as innocent as they tell her it is.

In the poem above, number the stanzas and think about the meaning in each one. Mark the rhyme scheme and underline any instances of repetition. Then, complete the following chart.

Structural Element	What It Adds to the Poem
Stanzas	
Rhyme scheme	The AABB rhyme scheme is similar to a lullaby used to help a child fall asleep.
Repetition	
Poem's Meaning:	

With a partner, take turns discussing how you interpreted the poem's meaning. Citing evidence from the text, explain how the different structural elements helped you come to that conclusion.





Read the poem, then use the Close Reading and Hint to help you answer the question.

## Close Reading

This is a sonnet, a lyric poem with 14 lines. Think about how the phrase “count the ways” in the first line relates to phrases in other lines. **Underline** the phrase that is repeated throughout the poem.

Genre: Sonnet

## How Do I Love Thee? *by Elizabeth Barrett Browning*

- How do I love thee? Let me count the ways.  
 I love thee to the depth and breadth and height  
 My soul can reach, when feeling out of sight  
 For the ends of Being and ideal Grace.  
 5 I love thee to the level of everyday's  
 Most quiet need, by sun and candle-light.  
 I love thee freely, as men strive for Right;  
 I love thee purely, as they turn from Praise.  
 I love thee with a passion put to use  
 10 In my old griefs, and with my childhood's faith.  
 I love thee with a love I seemed to lose  
 With my lost saints,—I love thee with the breath,  
 Smiles, tears, of all my life!—and, if God choose,  
 I shall but love thee better after death.

## Hint

Look closely at the repeated phrases that you underlined. How do they connect to the poem's title?

Reread the poem. Then explain how the poet has used repetition to express the speaker's feelings.

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## Show Your Thinking

Citing evidence from the poem, explain how the poem's structure helps you understand the speaker's feelings.

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With a partner, list and discuss the ways in which the speaker answers the question “How Do I Love Thee?”





Read the poem. Use the Study Buddy and Close Reading to guide your reading.



An ode is a type of lyric poem that celebrates something. I will keep this in mind as I read to see what the poem celebrates.

### Close Reading

The speaker mentions mistakes in some photos.

**Underline** instances of all the things that are wrong with the photos.

The speaker starts by flipping through a book of photos. Does he keep doing so to the end? What changes, and how do the lines and stanzas help show that change?

Genre: Ode

## Ode to Family Photographs

by Gary Soto

This is the pond and these are my feet,  
This is the rooster, and this is more of my feet.

*Mama was never good at pictures.*

This is the statue of a famous general who lost an arm,  
5 And this is me with my head cut off.

This is a trash can chained to a gate,  
This is my father with his eyes half-closed.

This is a photograph of my sister  
And a giraffe looking over her shoulder.

10 This is our car's front bumper.  
This is a bird with a pretzel in its beak.  
This is my brother Pedro standing on one leg on a rock,  
With a smear of chocolate on his face.

Mama sneezed when she looked

15 Behind the camera: the snapshots are blurry,  
The angles dizzy as a spin on a merry-go-round.

But we had fun when Mama picked up the camera.  
How can I tell?

Each of us laughed hard.

20 Can you see? I have candy in my mouth.





## Hints

Eliminate answer choices that misinterpret the poet's use of structure.

How is this ode a celebration?

Think about how the speaker's actions and feelings are communicated not just through his words but also through the repetition of phrases and the lengths of stanzas.

Use the Hints on this page to help you answer the questions.

- 1 How does the structure the poet uses help add meaning to the text?
  - A The use of the rooster imagery suggests the speaker lives on a farm.
  - B The free-form lines mirror the speaker's fun and lighthearted tone.
  - C The italicized sentence shows the speaker's anger at the mother.
  - D The rhyme scheme mirrors the turning of pages in a photo album.
- 2 How do the speaker's feelings become clearer in the last stanza of this poem?
  - A The speaker wishes his mother had been a better photographer.
  - B The speaker regrets how he described the photographs.
  - C The speaker reveals that he likes his mother's photography.
  - D The speaker is upset that the photographs had mistakes.
- 3 This poem explores a relationship between photographs and memories. Write a paragraph that describes how the structure of the poem helps to explore this relationship. Use at least three details from the text to support your response.

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Read the poem. Then answer the questions that follow.

## A Boy and His Dad

*by Edgar Guest*

- A boy and his dad on a fishing-trip—  
There is a glorious fellowship!  
Father and son and the open sky  
And the white clouds lazily drifting by,  
5 And the laughing stream as it runs along  
With the clicking reel like a martial song,  
And the father teaching the youngster gay  
How to land a fish in the sportsman's way.
- I fancy I hear them talking there  
10 In an open boat, and the speech is fair.  
And the boy is learning the ways of men  
From the finest man in his youthful ken.  
Kings, to the youngster, cannot compare  
With the gentle father who's with him there.  
15 And the greatest mind of the human race  
Not for one minute could take his place.
- Which is happier, man or boy?  
The soul of the father is steeped in joy,  
For he's finding out, to his heart's delight,  
20 That his son is fit for the future fight.  
He is learning the glorious depths of him,  
And the thoughts he thinks and his every whim;  
And he shall discover, when night comes on,  
How close he has grown to his little son.
- 25 A boy and his dad on a fishing-trip—  
Builders of life's companionship!  
Oh, I envy them, as I see them there  
Under the sky in the open air,  
For out of the old, old long-ago  
30 Come the summer days that I used to know,  
When I learned life's truths from my father's lips  
As I shared the joy of his fishing-trips.





Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

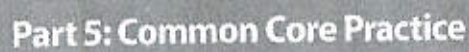
3 (A) (B) (C) (D)

Number  
Correct

/ 3

- 1** Which statement **best** describes the structure of the poem?
- A** The poem has three stanzas, and each stanza uses repetition.
  - B** The poem has four stanzas, and each stanza uses a rhyme scheme.
  - C** The poem has four stanzas that use repetition in alternating stanzas.
  - D** The poem has five stanzas that use rhyme and repetition.
- 2** How does the question at the beginning of the third stanza help to develop the central idea of the poem?
- A** The speaker realizes that the father and son's time together is more important than fishing.
  - B** The speaker understands that the son will soon be ready to face the challenges of life.
  - C** The speaker envies the relationship the father and son reveal during the fishing trips.
  - D** The speaker imagines what the father and son are learning about fishing.
- 3** How do the speaker's feelings become clear in the last stanza of this poem?
- A** The speaker wants all fathers and sons to go on fishing trips.
  - B** The speaker hopes that sons will learn lessons about life from their fathers.
  - C** The speaker wants to go on fishing trips with his grandfather.
  - D** The speaker fondly remembers his own experiences as a young boy.





The central idea of this poem is that a man and his son happily bond while on a fishing trip. Write a paragraph that describes how the structure of the poem helps to express this central idea. Use at least **three** details from the text to support your response.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

**Self Check** *Go back and see what you can check off on the Self Check on page 119.*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

C: \_\_\_\_/50 V: \_\_\_\_/15

**The Outsiders Quiz Ch. 1-3****Part A: You may NOT use your book for Part A.**

Who is the author? \_\_\_\_\_

Why did the publisher use her initials instead of her real name? \_\_\_\_\_

**True or False (1 point each)**

- \_\_\_\_\_ 1. The story begins as Ponyboy leaves the theater.  
 \_\_\_\_\_ 2. Ponyboy lives in a safe middle class neighborhood.  
 \_\_\_\_\_ 3. There are three Curtis boys.  
 \_\_\_\_\_ 4. Soda is moody, pessimistic, and a loner.  
 \_\_\_\_\_ 5. The parents of the Curtis brothers died tragically.  
 \_\_\_\_\_ 6. The two rival groups are the Socs and Greasers.  
 \_\_\_\_\_ 7. Ponyboy and the other Curtis boys are Socs.  
 \_\_\_\_\_ 8. Darry is a high school dropout.  
 \_\_\_\_\_ 9. Dally is the gang's pet, a scared little guy.  
 \_\_\_\_\_ 10. Ponyboy is the only greaser in the story who doesn't smoke.  
 \_\_\_\_\_ 11. Darry got mad at Ponyboy for staying out too late and hit him.

**Fill in the blank**

12. List three Greasers: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (3pts)  
 13. Who is Sodapop's best friend? \_\_\_\_\_ (2pts)  
 14. What did Ponyboy and Cherry both enjoy watching? \_\_\_\_\_ (2pts)  
 15. How old is Ponyboy in the story? \_\_\_\_\_ (1pt)

**Vocabulary: Write the correct word on the line to match its definition**

1. Wisely or knowingly \_\_\_\_\_  
 2. Obeying \_\_\_\_\_  
 3. Patiently accepting \_\_\_\_\_  
 4. Thought over; absorbed \_\_\_\_\_  
 5. An advantage or source of strength \_\_\_\_\_  
 6. Experienced in a worldly way \_\_\_\_\_  
 7. A continued striving for advantage over another; a struggle \_\_\_\_\_  
 8. Not ready to believe; doubting \_\_\_\_\_  
 9. In a mischievous way \_\_\_\_\_  
 10. Superior; top \_\_\_\_\_  
 11. In a casual and unenthusiastic manner \_\_\_\_\_  
 12. The state of being uninterested \_\_\_\_\_  
 13. A glowing piece of wood or coal, etc. \_\_\_\_\_  
 14. Not capable of being understood or grasped \_\_\_\_\_  
 15. Carefully or cautiously \_\_\_\_\_

asset	unfathomable	rivalry	gingerly	sagely	roguishly	abiding
digested	sophisticated	clite	resignedly	ember	aloofness	incredulous
nonchalantly						



**Part 2: You may use your book for this part.**

Name \_\_\_\_\_

**Plot/Conflict: Restate the question and answer in complete sentences. Use separate sheet of paper if necessary.**

Summarize what happens to Ponyboy and Johnny in the park? \_\_\_\_\_

Why does S.E. Hinton include the flashback to when all of the guys went to church together? How does this flashback give insight into the boys' personalities?

What is foreshadowing? What is foreshadowed on the last page of Chapter 4?

Why does Johnny compare Dally to the southern gentlemen in "Gone With the Wind"? \_\_\_\_\_

Summarize what happens when Dally, Johnny, and Ponyboy return to the church at the end of Chapter 6. \_\_\_\_\_



Name: \_\_\_\_\_

**Chapters 1-3 Vocabulary Test**

**Vocabulary:** Write the correct word on the line to match its definition

1. Wisely or knowingly \_\_\_\_\_
2. Obeying \_\_\_\_\_
3. Patiently accepting \_\_\_\_\_
4. Thought over; absorbed \_\_\_\_\_
5. An advantage or source of strength \_\_\_\_\_
6. Experienced in a worldly way \_\_\_\_\_
7. A continued striving for advantage over another; a struggle \_\_\_\_\_
8. Not ready to believe; doubting \_\_\_\_\_
9. In a mischievous way \_\_\_\_\_
10. Superior; top \_\_\_\_\_
11. In a casual and unenthusiastic manner \_\_\_\_\_
12. The state of being uninterested \_\_\_\_\_
13. A glowing piece of wood or coal, etc. \_\_\_\_\_
14. Not capable of being understood or grasped \_\_\_\_\_
15. Carefully or cautiously \_\_\_\_\_

asset  
digested  
nonchalantly

unfathomable  
sophisticated

rivalry  
clite

gingerly  
resignedly

sagely  
ember

roguishly  
aloofness

abiding  
incredulous



Name: \_\_\_\_\_ Date: \_\_\_\_\_

C: \_\_\_\_/28 V: \_\_\_\_/14

**The Outsiders Quiz #2: Ch. 4-6**

**Concepts:**

Who wrote "Nothing Gold Can Stay"? \_\_\_\_\_

Why is this poem important to Ponyboy? \_\_\_\_\_

**1. Why did Johnny decide to turn himself in?**

- A) because Pony and Cherry would support his story
- B) because he did not want to be on the run his whole life
- C) he knew he would eventually run out of money
- D) he didn't want Ponyboy to possibly be hurt with him

**2. Why did Dally try to convince Johnny NOT to turn himself in?**

- A) because he didn't think Johnny would receive a fair trial
- B) Dally thought the judge would believe the Socs story
- C) he didn't want Johnny to become hardened in jail like him
- D) Dally didn't trust the police

**3. Why did Johnny and Ponyboy rush back into the church after they had eaten at the Dairy Queen?**

- A) to save some children who were trapped by a fire
- B) to retrieve the money Dally had just given them
- C) to get the supplies they had bought
- D) to say goodbye to the place they had called home

**4. Why did the teacher say Pony, Johnny, and Dally were "sent from heaven"?**

- A) they had appeared from inside the church
- B) he saw them praying outside the church
- C) because of their heroic actions
- D) because he was praying for the Greasers

**5. When he was reunited with Darry, Ponyboy realized –**

- A) Darry worked hard to support himself and his brothers
- B) Darry was upset because he didn't want to lose another family member
- C) the reason Darry didn't go to college
- D) Darry was planning revenge on the Socs

**6. What did Bob say a Greaser was?**

- A) white trash with long hair
- B) white trash with no dignity
- C) dirt poor white trash
- D) white trash

**7. How did Johnny kill Bob?**

- A) stabbed him
- B) shot him
- C) he didn't kill him
- D) suffocated him



Name: \_\_\_\_\_

*The Outsiders Chapters 4-6 Test*

**Vocabulary:** Write the correct word on the line to match its definition

1. A feeling that something is about to occur \_\_\_\_\_
2. Acting embarrassed or ashamed \_\_\_\_\_
3. Agonizing; tormenting \_\_\_\_\_
4. Uninvolved; indifferent; disinterested \_\_\_\_\_
5. To sink back down; to become lower \_\_\_\_\_
6. Anxious or fearful; uneasy \_\_\_\_\_
7. A strong belief or assuredness \_\_\_\_\_
8. Scornful; despising \_\_\_\_\_
9. In a gloomy, silent, surly way \_\_\_\_\_
10. Bold resistance to authority \_\_\_\_\_
11. In a pleading, begging way \_\_\_\_\_
12. To escape understanding; baffled \_\_\_\_\_
13. Color, especially tint or shade \_\_\_\_\_
14. In a stubborn or resistant way \_\_\_\_\_

Conviction	Apprehensive	Defiance	Doggedly	Premonition	Subside	Hue
Imploringly	Sullenly	Eluded	Detached	Racking	Sheepish	Contemptuous

Name: \_\_\_\_\_

*The Outsiders Chapters 4-6 Test*

**Vocabulary:** Write the correct word on the line to match its definition

1. A feeling that something is about to occur \_\_\_\_\_
2. Acting embarrassed or ashamed \_\_\_\_\_
3. Agonizing; tormenting \_\_\_\_\_
4. Uninvolved; indifferent; disinterested \_\_\_\_\_
5. To sink back down; to become lower \_\_\_\_\_
6. Anxious or fearful; uneasy \_\_\_\_\_
7. A strong belief or assuredness \_\_\_\_\_
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13. Color, especially tint or shade \_\_\_\_\_
14. In a stubborn or resistant way \_\_\_\_\_

Conviction	Apprehensive	Defiance	Doggedly	Premonition	Subside	Hue
Imploringly	Sullenly	Eluded	Detached	Racking	Sheepish	Contemptuous



***The Outsiders Quiz***  
**Chapters 7-9**

**Part A: You MAY NOT use your book. Multiple Choice (1pt each)**

1. Darry was unsure that Ponyboy should be in the rumble because he
  - a. Had not fully recovered and was still not healthy
  - b. Was afraid his parents might find out
  - c. Did not trust Ponyboy since he had been seen with Cherry
  - d. Knew guns, knives and other weapons would be used
2. Why can't Ponyboy speak when he hears about Johnny's condition?
  - a. Darry covers his mouth.
  - b. The doctor tells him to be silent.
  - c. He is afraid he will cry.
  - d. He is in shock.
3. Why doesn't Cherry want to see Johnny in the hospital?
  - a. She has bad memories from being in the hospital as a child.
  - b. She still sees him as the guy who killed her boyfriend.
  - c. The doctor said she was not allowed to see him.
  - d. The Socs told her not to see him.
4. Why do Ponyboy and his brothers go home?
  - a. To hide from the police.
  - b. To get some money.
  - c. To get some rest.
  - d. They get kicked out of the hospital.
5. What happens when Johnny's mother comes to see him at the hospital?
  - a. She decides to turn around and go home without seeing him.
  - b. They are reunited and make up for all the years of abuse.
  - c. He refuses to see her.
  - d. The doctor does not let her see him.
6. In which sport does Ponyboy participate?
  - a. Baseball
  - b. Football
  - c. Golf
  - d. Track
7. How does Darry know Paul Holden, his first opponent in the rumble?
  - a. They played football together in high school.
  - b. Paul brought his car to the garage where Darry works.
  - c. Paul dated Darry's old girlfriend.
  - d. Paul jumped Darry once.



8. Who is Randy's girlfriend?
  - a. Cherry
  - b. Marcia
  - c. Sandy
  - d. Jane
9. Who is Sodapop's girlfriend?
  - a. Cherry
  - b. Marcia
  - c. Sandy
  - d. Jane
10. Who dies at the end of Chapter 9?
  - a. Bob
  - b. Randy
  - c. Darry
  - d. Johnny
11. What is Two-Bit's most prized possession?
  - a. His 1920 silver dollar
  - b. His hair oil
  - c. His black-handled switchblade
  - d. His heater
12. Who "won" the rumble?
  - a. Socs
  - b. Greasers
  - c. Neither
  - d. Both
13. Where did Dally & Johnny go after the rumble was over?
  - a. Home
  - b. Buck Merrill's
  - c. The movies
  - d. The hospital
14. Dally got a police escort because
  - a. He told the police officer Ponyboy fell off his motorcycle
  - b. The police did not trust Dally when he said he would turn himself in
  - c. His mother had been in a terrible accident
  - d. Johnny convinced the police to help out the greasers







Name: \_\_\_\_\_

Date: \_\_\_\_\_

**The Outsiders Vocabulary Ch. 7-9– 12 pts.**

- 1) To draw together; shrink \_\_\_\_\_
- 2) Needy or disadvantaged \_\_\_\_\_
- 3) Kids who commit crimes \_\_\_\_\_
- 4) Stammered or stuttered; spoke unsteadily \_\_\_\_\_
- 5) Daring act or heroic deed \_\_\_\_\_
- 6) Shocked; horrified; terrified \_\_\_\_\_
- 7) Wary; suspicious \_\_\_\_\_
- 8) Acting according to social standards; Acting as others, normal \_\_\_\_\_
- 9) Strength or physical power \_\_\_\_\_
- 10) Draw to another direction \_\_\_\_\_
- 11) "I won't be able to walk again," Johnny started, then \_\_\_\_\_. "Not even on crutches."
- 12) It (Two-Bit's switchblade) was the reward of two hours of walking aimlessly around the hardware store to \_\_\_\_\_ suspicion.

**VOCABULARY WORD BANK (2 words are used twice):**

Delinquents	Aghast	Exploit	Underprivileged	Faltered
Brawn	Leery	Conformity	Contract	Divert

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**The Outsiders Vocabulary Ch. 7-9– 12 pts.**

- 1) To draw together; shrink \_\_\_\_\_
- 2) Needy or disadvantaged \_\_\_\_\_
- 3) Kids who commit crimes \_\_\_\_\_
- 4) Stammered or stuttered; spoke unsteadily \_\_\_\_\_
- 5) Daring act or heroic deed \_\_\_\_\_
- 6) Shocked; horrified; terrified \_\_\_\_\_
- 7) Wary; suspicious \_\_\_\_\_
- 8) Acting according to social standards; Acting as others, normal \_\_\_\_\_
- 9) Strength or physical power \_\_\_\_\_
- 10) Draw to another direction \_\_\_\_\_
- 11) "I won't be able to walk again," Johnny started, then \_\_\_\_\_. "Not even on crutches."
- 12) It (Two-Bit's switchblade) was the reward of two hours of walking aimlessly around the hardware store to \_\_\_\_\_ suspicion.

**VOCABULARY WORD BANK (2 words are used twice):**

Delinquents	Aghast	Exploit	Underprivileged	Faltered
Brawn	Leery	Conformity	Contract	Divert



Name: \_\_\_\_\_ Outsider's Chapters # \_\_\_\_\_ Date: \_\_\_\_\_

**Synonyms (same meaning)**

**Antonyms (opposite meaning)**

**Definition**

**Word Facts (etymology)**  
 Part of Speech: \_\_\_\_\_  
 Word Origin: \_\_\_\_\_  
 Syllable Breaks & Accent Marks: \_\_\_\_\_

**Vocabulary Word**

**Sentence Using the Word**

**Word Picture or Symbol**

**Synonyms (same meaning)**

**Antonyms (opposite meaning)**

**Definition**

**Word Facts (etymology)**  
 Part of Speech: \_\_\_\_\_  
 Word Origin: \_\_\_\_\_  
 Syllable Breaks & Accent Marks: \_\_\_\_\_

**Vocabulary Word**

**Sentence Using the Word**

**Word Picture or Symbol**



Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

*The Outsiders***Literary Analysis: Symbols and Symbolic Poetry**

Do you recognize any of the following symbols? Do you know what they stand for? Put your guess or answer on the line following each one.



A symbol is an object that stands for or represents another object or idea, like the ones above. In literature, symbols can be anything, even common objects that mean something beyond themselves. Read and think about each question below. Circle the letter of the correct answer and write at least one sentence explaining the reason for your choice.

hat  
did  
Cor  
vai

rs and Mustangs represent to the greasers?

- a. The Socs' contempt for the greasers
- b. The power of the Socs
- c. The wealth of the Socs' families

Reason for choice:

What did the Confederate soldiers in *Gone with the Wind* represent to Johnny?

- a. A kind of gallantry on Dally's part
- b. The evils of war
- c. A fear of authority and death

Reason for choice:

What did their long, well-oiled hair symbolize to the greasers?

- a. Pride in their good looks
- b. Dread of barbers
- c. Their identity as a unique group of people

Reason for choice:

**Extra:** Bob's rings, Soda's horse Mickey Mouse, sunsets, drive-in theatres, other symbols??



Name(s) \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**“Symbols and Couplet Poem”**

Directions: You and a partner will complete an eight-line closed couplet. Using Robert Frost's poem as a reference, you will choose one of the symbols found in *The Outsiders* to use as the subject of the poem. You must include at least one metaphor or simile.

**Nothing Gold Can Stay**

Nature's first green is **gold**, (a)  
 Her hardest hue to **hold**. (a)  
 Her early leaf's a **flower**; (b)  
 But only so an **hour**. (b)  
 Then leaf subsides to **leaf**. (c)  
 So Eden sank to **grief**, (c)  
 So dawn goes down to **day**. (d)  
 Nothing gold can **stay**. (d)  
 - Robert Frost (1923)

A *closed couplet* is two lines of rhymed verse in which the meaning is made complete by the end of the second rhyme. Rhyme Scheme: aabbccdd

Title of poem \_\_\_\_\_ (repeat of last line)

(1) \_\_\_\_\_ is/are a symbol of \_\_\_\_\_  
 (2) \_\_\_\_\_

(last word in line 2 must rhyme with last word in line 1)

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(last word in line 4 must rhyme with last word in line 3)

(5) \_\_\_\_\_

(6) \_\_\_\_\_

(last word in line 6 must rhyme with last word in line 5)

(7) \_\_\_\_\_

(8) \_\_\_\_\_

(last word in line 8 must rhyme with last word in line 7)



# Appendix F

# Anticipation Guide

Below is a series of statements. Circle the response that most closely indicates how you feel about the statement.

1. You can tell a lot about a person by the clothes he/she wears.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
2. Most people pick friends who have similar interests and backgrounds  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
3. It's easy to make friends with lots of different people.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
4. You can tell a lot about a person by the friends he/she has.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
5. You can recognize intelligent people by the way they look.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
6. Loyalty is extremely important between or among friends.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
7. Despite outward differences, people want the same things: love, acceptance and respect.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree
8. It's easy to form opinions about people without getting to know them.  
Strong Agree      Agree      Not Sure      Disagree      Strongly Disagree



## Reading - Analyzing Information : Postcard Activity

Teacher Name: **Elaine Lambert**

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Definition of Theme	Definition of theme is complete and accurate	Definition of theme is somewhat complete and accurate	Definition of theme is wholly incorrect	Missing
Examples of Human Nature	Examples of human nature as found in \"The Outsiders\" are fully detailed and correct.	Examples of human nature as found in \"The Outsiders\" are mostly correct. Lacks detail.	Examples of human nature as found in \"The Outsiders\" is almost entirely incorrect. Does not connect to the text.	Missing
Explanation of activity purpose	Explanation of the purpose of the activity is complete and accurate.	Explanation of the purpose of the activity is mostly correct.	Explanation of the purpose of the activity is mostly incorrect. Does not reflect the purpose or how it illustrates theme.	Missing

Date Created: **Dec 30, 2011 07:05 pm (UTC)**



Ticket Out the Door



Ticket Out the Door





## Reading - Analyzing Information : Ticket-Out-The-Door

Teacher Name: **Elaine Lambert**

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Theme Definition	Definition is completely correct and accurate.	Definition is mostly correct and accurate.	Definition is incomplete and/or incorrect.	Missing
Human Condition Examples	Two examples of human conditions are given	One example of human conditions is given	Incorrect examples given of human conditions	Missing
Human Conditions, \"The Outsiders\"	Three examples of human condition correctly identified from \"The Outsiders\"	Two examples of human condition correctly identified from \"The Outsiders\"	Only one example of human condition correctly identified from \"The Outsiders\"	Missing

Date Created: **Dec 30, 2011 07:20 pm (UTC)**



Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

**Themes**

Directions: Find three quotes to illustrate each of the themes.

```
graph TD; A[ ] --- B[ ]; B --- C[ ]; B --- D[ ]; B --- E[ ]; C --- F[ ]; D --- F[ ]; E --- F[ ]; F --- G[ ]; G --- H[ ]; G --- I[ ]; G --- J[ ]
```



## Reading - Analyzing Information : Jigsaw Activity Graphic Organizer Rubric

Teacher Name: **Elaine Lambert**

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Evidence for Theme 1	Evidence is complete, accurate, and detailed. All three quotes illustrate theme.	Evidence is mostly complete and accurate. May lack detail. Two of the three quotes illustrate the theme.	Evidence is incomplete and lacks significant detail. One of the three quotes illustrates the theme.	Missing
Evidence for Theme 2	Evidence is complete, accurate, and detailed. All three quotes illustrate theme.	Evidence is mostly complete and accurate. May lack detail. Two of the three quotes illustrate the theme.	Evidence is incomplete and lacks significant detail. One of the three quotes illustrates the theme.	Missing

Date Created: **Dec 30, 2011 07:58 pm (UTC)**



## Class Discussion Observation Assessment

Objectives	Low Performance	At or Below Average	At or Above Average	Exemplary Performance	Earned Points
Student responds to other students in the discussion group.	<b>1 point</b> Student seems distracted or engages in unrelated conversations while other students speak.	<b>2 points</b> Student often interrupts other students' comments and opinions by insulting them or by forcefully adding their own opinions.	<b>3 points</b> Student occasionally interrupts other students, but generally adds a related argument or opinion.	<b>4 points</b> Student waits until the speaker is done speaking before contributing and integrates past comments into their own statement.	
Student is prepared for discussion.	<b>1 point</b> Student is unable to discuss due to not completing the assignment or activity leading to the discussion.	<b>2 points</b> Student makes random comments that repeat what others have said without contributing anything new or randomly adds opinions that are off topic.	<b>3 points</b> Student is engaged in the discussion, occasionally using references from the preparatory assignment or activity.	<b>4 points</b> Student is engaged in the discussion, and often cites specific references to the preparatory assignment or activity and clearly connects the references to main opinions.	
Student demonstrates understanding of topic being discussed.	<b>1 point</b> Student does not engage in the discussion.	<b>2 points</b> Student offers opinions that are only occasionally related to the topic.	<b>3 points</b> Student connects the topic to life experiences and previous knowledge.	<b>4 points</b> Student uses examples to help struggling students see the ways the topic connects to life experiences and previous knowledge, and student is able to answer group members' questions with ease.	
	<b>0 points</b>	<b>0 points</b>	<b>0 points</b>	<b>0 points</b>	
				Score:	



## Reading - Analyzing Information : Pyramid Rubric

Teacher Name: **Elaine Lambert**

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Top- Central Theme	Central theme correctly identified from the novel.	A theme is identified, but unclear how it connects to novel.	Not a theme	Missing
Evidence	Evidence is clear, compelling, and detailed. Proves central theme.	Evidence is provided, but is somewhat unclear how it supports theme. Missing some detail.	Evidence does not support theme. Lacks significant detail and is unclear.	Missing
Personal Connection	Personal connection is clear and relevant. Evidence from personal life thorough and detailed.	Personal experience connects somewhat clear. Evidence provided but lacks detail.	Personal experience does not connect to identified theme. Lacks significant detail and is difficult to follow	Missing

Date Created: **Dec 30, 2011 08:07 pm (UTC)**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Theme Project – Planning &amp; Reflection

1. Your theme statement: \_\_\_\_\_  
\_\_\_\_\_

2. Summary of your story idea: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Evidence in your story of your theme statement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Explain how you would adapt your story to a movie (or your movie to a book). Explain 2 ways you would change the story for its new format.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Personal Reflection: How well did you convey your message? Explain 2 ways that you could have improved your story to convey the theme better? What would you have done differently?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Basic (central) theme choices:

- |               |                  |             |
|---------------|------------------|-------------|
| 1) Friendship | 2) Determination | 3) Honesty  |
| 4) Family     | 5) Regret        | 6) Jealousy |



**Reading - Analyzing Information : Theme Quilt Square Rubric**Teacher Name: **Elaine Lambert**

Student Name: \_\_\_\_\_

CATEGORY	3	2	1	0
Theme Statement	Theme statement is thorough, clear and correct. Conveys a theme found in the novel and follows all of the statement rules.	Theme statement is a complete sentence. Conveys a theme from the novel, but is not clear. Follows most of the rules.	Theme statement is an incomplete or nonsense sentence. Does follow any of the theme statement rules. Does not convey a theme from the novel.	Missing
Illustration	Illustration clearly connects to the theme statement. Effective visual communication	Illustration mostly connects to the theme statement.	Illustration does not connect in any way to the theme statement.	Missing

Date Created: Dec 30, 2011 08:33 pm (UTC)



## ANALYZING A STORY'S THEME

Title of Selection: \_\_\_\_\_

Author: \_\_\_\_\_

Questions to Help Clarify Theme	Responses (with Examples from the Story)
<b>1. Does the title signify something about the story? Does it point to a truth the story reveals about life?</b>	
<b>2. Does the main character change during the course of the story? Does the main character realize something he or she did not know before?</b>	
<b>3. Are any important statements about life or people made in the story, either by the narrator or characters in the story?</b>	
<b>4. Is the theme ever directly stated? If so, where is it stated?</b>	
<b>5. In one sentence, state the story's theme. Do you agree with the theme? Is the writer presenting a truth about life or forcing us to accept a false view?</b>	



# Focused Reading and Viewing Guide

Book Title:	Film Title:
Setting:	Setting:
Characters:	Characters:
Plot Events:	Plot Events:
Resolution:	Resolution:



## Book and Movie Comparison/Contrast Guide

<b>Setting:</b> Ways that the book and movie are the same include...	<b>Setting:</b> Ways that the book and movie are different include...
<b>Characters:</b> Ways that the book and movie are the same include...	<b>Characters:</b> Ways that the book and movie are different include...
<b>Plot Events:</b> Ways that the book and movie are the same include...	<b>Plot Events:</b> Ways that the book and movie are different include...
<b>Resolution:</b> Ways that the book and movie are the same include...	<b>Resolution:</b> Ways that the book and movie are different include...



## Thinking Critically about the Movie Adaptation: Effects and Preferences

Element that was changed or kept the same	Effect of this decision on the telling of the story	Preference: Did this decision increase your understanding and enjoyment of the story?
Most important		
Important		
Somewhat important		
Not very important		



## Thinking Critically about a Movie Adaptation

I am glad the movie kept these things the same:	I wish the movie would have changed these things:
I wish the movie hadn't changed these things:	I am glad the movie changed these things:

My overall opinion of the movie adaptation of the book is that...

I feel this way because...



## Movie Adaptation DVD Cover and Notes Project

After carefully considering the changes made to the book when it was adapted to its film version, choose one of these two projects to communicate your response to the movie:

### Option One: By the book

When a book is made into a movie, publishers often re-publish the book and replace its old cover art with that of the film. In other words, they hope the movie's success will help sell the book.

In this project, take the opposite approach, and use the book to sell the movie. Create a DVD cover that uses text and images to stress the connections between the book and movie. Select quotes from the book and images from the movie that stress their common qualities and that will interest viewers in seeing the film.

In your liner notes, you will have the chance to provide a brief review of the film (around 50 lines). Explain your overall impression of the movie as well as the reasons why you included the text and art you chose for the cover.

### Option Two: Reader's cut

After a film or DVD is released, companies sometimes also release a "Director's Cut," a version of the movie that is closer to the director's vision of the film than was actually released in theaters.

In this project, you'll take on the assignment of producing a cover for a "Reader's Cut," in which you will use text and images to show how you would improve the regular release. Select quotes from the book and images from the film that stress how they were different and will interest viewers in seeing this new version of the film.

In your liner notes, you will have the chance to provide a brief review of the film (around 50 lines). Explain your overall impression of the movie as well as the reasons why you included the text and art you chose for the cover.

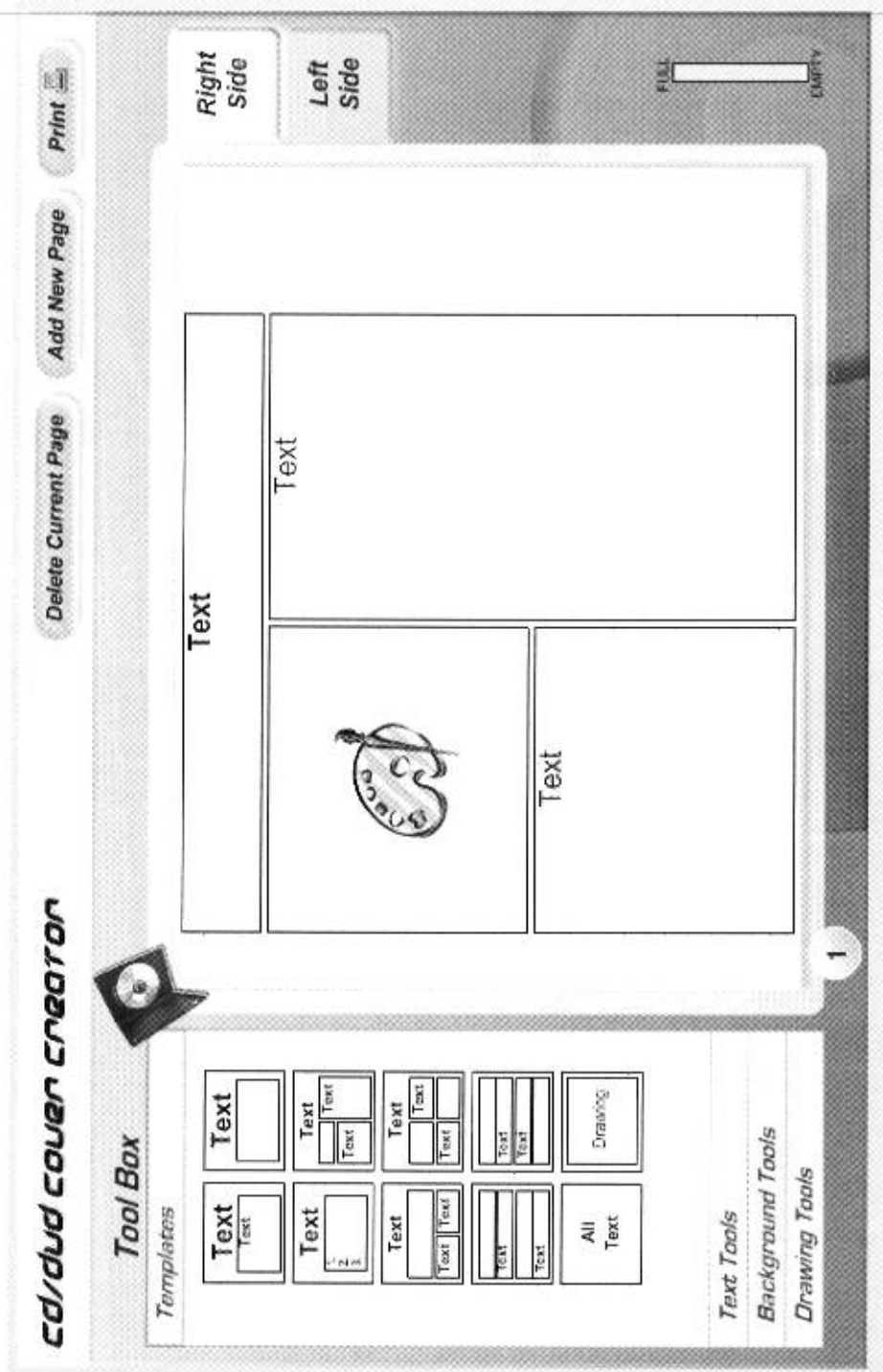


## Movie Adaptation DVD Cover and Booklet Rubric

	Exemplary 4	Good 3	Fair 2	Developing 1
The project as a whole offers a clear view of the student's response to the book and film adaptation.				
The project as a whole indicates the student's clear understanding of the similarities and/or differences between the book and film.				
The text and images on the DVD cover are well chosen and clearly illustrate the similarities and differences between the book and film.				
The text and images offer a visually pleasing combination that enhances the student's response to the book and film.				
The insert/review offers a convincing, well-written rationale for the choices in the cover.				
All text is carefully edited and suitable for informal publication.				



## DVD Cover Templates and Layout







## Children's Book or Video Project – "Theme"

*Pretend you are an author of children's books.* You will choose a theme and create a story to demonstrate that theme to a younger audience. You may choose one of the following layouts:

1. Create a children's picture book of between 20 – 30 pages.
2. Create/shoot a children's DVD.

You will choose one grade level or age range as your audience. Your choices are Grades 2 – 5 (ages 8 to 11). You should review some other books or videos that have been written for your specific audience to get some ideas. Regardless of your choice or audience, your book/video must include the following:



### Steps:

- 1) Complete the "Theme Project – Planning" worksheet, #1. You will choose a basic central theme from the list at the bottom of the page and create a theme statement (the actual message) that you will write for your children's book/video.
- 2) Complete the summary and evidence portion of the worksheet, #2 and #3. The summary should present your story in general terms. The evidence portion is your explanation of how you will relate your central theme. Remember: evidence can often be found in the story's title and through the main character's actions, thoughts, and experiences. It is NOT explicitly stated in the text; your audience must infer your theme.
- 3) Create your story. Review the requirements below and write a rough draft of your story/script out on paper first. Keep it simple.
- 4) Once you have submitted your project, complete #4 and #5 of the worksheet. You will reflect on how you would change the story for a movie/book version, in addition to reflecting on your own storytelling.

### REQUIREMENTS:

#### ON THE FRONT BOOK OR DVD COVER:

1. Your book/video title and your name as the author. Remember – catch your readers' attention. Use words and language that would engage them. Example: **"My Best Friends" by Sally Smith**
2. A direct call to your audience, written directly before or after your title, with your general theme: What grade level or age will your readers be? Example: **A book about friendship for the 4<sup>th</sup> graders.**
3. A visual/picture: Create a visual or graphic that will interest your audience about your subject. Example: **A picture of several girls playing in the park together.**

#### ON THE BACK BOOK OR DVD COVER:

4. **TWO** Book/video Reviews: Why should a teacher or parent use your book or video to educate their children? What will your book/video teach to kids? Create at least 2 reviews or "testimonials" to sell your book and get adults interested in buying it. Example: **"My 4<sup>th</sup> grade students really learned a lot from this book. It was easy to read and the pictures were fun!" – Mrs. Jill Minor, Wilbur Elementary School in Walla Walla, Washington.**
5. Interesting summary: A quick "blurb" about your book or video that is fun and interesting. It is NOT a summary of your story, but should mention what your book/video is about and engage your reader/viewer. Example: **What would you do if you were new to a school and didn't know how to make friends? What does it really mean to be a friend, anyway? 10-year-old Lisa Loo must figure out the answers to these questions – see what happens!"**

#### INSIDE THE BOOK OR VIDEO:

6. Design elements: For the book, you must include a colored illustration on every page. The font should be easy to read and should reflect the content of your book. You should also add other design elements, just as decorative graphics. If you are creating a video, you must include sound effects, music, along with appealing, clear visuals/graphics. Remember your audience!!



7. Language: You must write in a way that is interesting and understandable for your audience. Therefore – don't be boring!! Make your story fun, no matter what your topic is. **SPEAK directly to your audience** – ask them questions, even though they can't actually "answer" them (think of "Dora the Explorer" and she engages kids).
8. Your central theme (theme statement) is presented through your story. Be sure your story has evidence of your theme statement, through the title and through your main character's actions/experiences.
9. Neatness, creativity, effort, and proper conventions for writing/speaking (spelling, grammar, punctuation, capitalization) are also part of grading rubric. If you are writing a book, your book **MUST BE BOUND and in a hard cover**. If you are creating a video, it must be on a DVD and include a DVD cover.

## GRADING RUBRIC

Criteria	3	2	1
Central Theme	Story involved selected theme clearly and thoroughly	Story somewhat involves selected theme. Lacks detail in parts	Story does not connect to selected central theme.
Theme Statement	Theme statement is clearly written. Reader can infer statement through story's events	Theme statement is somewhat clear. Reader can mostly infer the statement through the story's events	Theme statement is unclear. Statement is not supported in the story's events.
Evidence	Evidence stated is clear. Sequence of events easy to follow.	Evidence lacks some detail. Could have been supported better.	Lacks evidence for theme overall. Story has no connection to selected theme statement.
Book-to-Movie Version Comparison	Clear and thorough explanation of changes to adaptation given. Provides explanation of the effects of changes.	Explains changes to the adaptation but unclear or lacks detail in part. Attempts to explain effects of changes.	Changes are unclear or have little reasoning. Random changes provided, with no explanation as to the effects.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Theme Test – 20 pts.

**Concept Definitions – Answer the following questions.**

1. What is theme? \_\_\_\_\_
2. Provide 3 examples of human nature/condition \_\_\_\_\_
3. Where can evidence for a theme be found in a story? Give 2 examples \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Choose either the word subjective or inferred. Use one of these in a sentence to describe theme in a story.  
 \_\_\_\_\_  
 \_\_\_\_\_

**Directions: Read the story below and answer the questions.****Michael's Music**

Michael started making popular music when he was only 10 years old. He made Motown records that made people feel good and want to dance. Everyone looked at him and thought that because he was so young he would only get better and better for decades to come.

For years, Michael did get better. He put out hit after hit, album after album, and he grew more and more popular. His music made people feel good, and they were thankful that his music was in their lives. This made him feel good, too.

Unfortunately, Michael got too famous and too rich. He forgot that he loved making music that made people happy. He locked himself away in his mansion where no one knew what he was doing. He worked at making as much money off of his old music as possible, even though he was already very rich. He made some very greedy choices that made friends angry. He disappeared from the public. People who had listened to him for 20 years didn't know what had happened to him. It was like he had disappeared, and many people grew angry or sad. After a while, people forgot about him.

Then, one day many years later, Michael realized that his life had gotten out of control. He was not doing what he loved and was growing bitter. He decided that he would return to music and make his best album yet, full of music about love and life, music that would make people feel great and want to dance. Even the people that had grown angry or sad with Michael while he had disappeared were glad he was back. On tour, when he came out on stage, he received huge standing ovations. He was happy to be back, and everyone was happy that he had returned.

1. One theme of this story is that money does not buy happiness. Which sentence from the story best reflects this theme?

- ☐ A. "He would only get better and better for decades to come."  
☐ B. "He made Motown records that made people feel good and want to dance."  
☐ C. "It was like he had disappeared, and many people grew angry or sad."  
☐ D. "He was not doing what he loved and was growing bitter."

2. Which of these themes is present in the story?

- ☐ A. Do as much as you can while you are still young.  
☐ B. It is never too late to turn things around.  
☐ C. People will not forgive you if you forget them.  
☐ D. It is important to find a job that pays a lot of money.



**Directions: Read the story below and answer the questions.**

## **The Little Golden Bird**

Once upon a time, several Buddhist monks lived in an enormous temple surrounded by a stunning garden full of bright flowers and unusual plants. The serenity of their surroundings helped them to forget the rest of the world. Throughout each day, the monks would pray and meditate. Then one day, a young monk arrived at the temple. He told them about the world beyond the garden walls. He described other cities which were full of bright lights, entertainment, and pleasure. A flame of curiosity had been lit in the monks. Their lives at the temple seemed lonely in comparison to this other world they were hearing about. They did not want to stay in a world they once thought was paradise.

The young monk led small groups of monks away from the temple and its garden. Only a few stayed behind. The pathways of the garden became overtaken by weeds. The temple felt deserted and empty. Finally, only five monks remained. Although they loved their sacred home, they had a yearning to explore the new world they had heard about. So, they packed their bags and got ready to leave.

As they were about to turn their backs to leave the temple, a golden bird flew over their heads dangling five long white strings. Drawn toward the strings like magnets, each monk grabbed onto a string. The little group was immediately swept away to this new world to join the other monks. While there, they saw this outside world for what it really was. They saw a world that was full of hate, misery, dishonesty, and violence, a world without peace or morals. It was a long journey back to the temple. When the golden bird returned the monks, they decided never to leave it again. The bird circled overhead three times and then disappeared into the sky. It was then the monks knew that Buddha had come to help them find the pathway to true happiness.

*adapted from a Brothers Grimm fairy tale*

3. Identify 2 examples of human nature from "The Little Golden Bird." \_\_\_\_\_

4. Create a theme statement for "The Little Golden Bird." \_\_\_\_\_

5. What information from "The Little Golden Bird" is explicitly stated? \_\_\_\_\_

6. The theme of this story shows up in literature all over the world—for example, in the story of *The Wizard of Oz*. What is one way to state the theme of "The Little Golden Bird"?

- ☐ A. Don't stray very far from home, or you'll get lost.
- ☐ B. The world is a dark, dangerous, and scary place.
- ☐ C. True happiness is found very close to home.
- ☐ D. Always listen to little golden birds carrying string.

7. Think of a book you've read and then watched the movie version (not "The Outsiders"). Write a short essay to compare and contrast the book to its movie version. Provide two examples of how the two were similar, two examples of how the two were different, and provide two reasons why the director made the changes in the movie version.



Name: \_\_\_\_\_

Score: \_\_\_\_\_/70 pts.

**The Outsiders Final Test**  
**Standards Assessed: RL 7.2, 7.3, 7.6**

- A. The author is \_\_\_\_\_ (2 pts.)
- B. The setting is \_\_\_\_\_ (1 pt.)
- 
- C. Main characters (list 2) \_\_\_\_\_ (1 pt.)
- D. Minor characters (list 3) \_\_\_\_\_ (1 pt.)

**MULTIPLE CHOICE:**

1. The author wrote *The Outsiders* from which character's point of view?
- Darry
  - Johnny
  - Ponyboy
  - Sodapop
2. The setting of the story takes place in \_\_\_\_\_.
- New York
  - A small farm town
  - A suburban area with two sides of town
  - Los Angeles
3. Whom does Johnny idolize?
- Dally
  - Ponyboy
  - Sodapop
  - Darry
4. "Tuff" means \_\_\_\_\_.
- Stupid
  - Tough
  - Wild
  - Cool
5. Several times throughout the text, Ponyboy mentions Darry's icy blue eyes. What do Darry's eyes suggest about his personality?
- Darry is intense and emotional
  - Darry is cold, mean and logical
  - Darry is dreamy and unpredictable
  - Darry is tranquil and peaceful
6. In chapter 1 Ponyboy says "I was still lying and I knew it. I lie to myself all the time. But I never believe me" (18). What is he lying to himself about?
- Ponyboy always lies to himself because he cannot handle the truth.
  - He doesn't love Darry.
  - He doesn't need Sodapop.
  - He doesn't care about anyone but himself.



7. Which of the following can be construed as a symbol (or symbols) that represent the greasers?

- a. Long, greasy hair
- b. Leather jackets
- c. Switchblades
- d. All of the above

8. Which of the following can be construed as a symbol (or symbols) that represent the Socs?

- a. Madras shirts
- b. Mustangs
- c. Rings
- d. All of the above

9. Which of the following factored into shaping Johnny's shy, nervous personality?

- a. His verbally abusive mother.
- b. His drunk, belligerent, physically abusive father.
- c. Being jumped by the Socs.
- d. All of the above.

10. With whom does Ponyboy feel comfortable discussing clouds, sunsets and poetry?

- a. Johnny, Cherry and Sodapop
- b. Johnny, Cherry and Darry
- c. Johnny, Cherry and Dally
- d. Johnny, Sodapop and Two-Bit

11. How does Ponyboy get a concussion?

- a. A wooden beam fell on him during the fire
- b. A Soc hit him with a pipe during the rumble
- c. A Soc kicked him in the head during the rumble
- d. When he nearly drowned he hit his head on the edge of the fountain, causing him to black out

12. In chapter 2 Cherry tells Ponyboy "things are rough all over" (35). Finally, in chapter 7, Ponyboy figured out what she meant by that statement. What did she mean?

- a. Everyone watches sunsets
- b. The Socs have a harder life than the greasers
- c. The greasers have a harder life than the Socs
- d. Everyone has problems, and suffering is part of the human condition

13. Why did Ponyboy say Dally wanted to die?

- a. He felt guilty for starting the fire in the church
- b. Johnny was his closest friend, and when he died Dally had no one left
- c. After playing the part of a hero, he could not return to his life of crime and felt trapped, so death was the only way out
- d. Dally didn't really want to die, but the police officers are monsters who were looking for an opportunity to kill Dally for no good reason



14. The major theme for The Outsiders is \_\_\_\_\_.

- a. Always carry a heater
  - b. Get to know someone before you judge them
  - c. Rich people and poor people will never understand each other
  - d. Don't bring a knife to a gun fight
  - e. Watch sunsets
- 

15. How is Ponyboy different from the rest of the gang?

- a. He doesn't like to fight & notices things
- b. He likes girls, drinking, and guns
- c. He is mean and hates his friends
- d. He steals and does poorly in school

16. The man who gave Ponyboy a ride home after the rumble noticed

- a. Ponyboy was bleeding on his car seats
- b. Ponyboy's gun
- c. Ponyboy from his picture in the newspaper
- d. Ponyboy's leather gang jacket

17. After Ponyboy got home from the hospital, Dally called and told them

- a. He just robbed a grocery store and was being chased by the police
- b. He had just been jumped by another gang of Socs
- c. Cherry was running away from home
- d. The blue Mustang was on its way toward Ponyboy's house

18. While Ponyboy was sick for several days he kept saying

- a. He did not like baloney
- b. He wanted to speak with Cherry
- c. Sodapop was responsible for Johnny's death
- d. The Socs were the same as greasers

19. Ponyboy discovered Bob Sheldon's picture

- a. While looking through Sodapop's old yearbook
- b. In the newspaper
- c. On the television
- d. In a magazine

20. Who visited Ponyboy while he was recovering after the rumble?

- a. Randy
- b. Roger
- c. Bob's parents
- d. Cherry's parents

21. During his recovery Ponyboy

- a. Would not accept that Johnny was really dead
- b. Had a reoccurrence of pneumonia
- c. Quit being a greaser
- d. Discovered a poem that Johnny wrote while in the hospital



22. Ponyboy's theme for English class \_\_\_\_\_
- Was this novel
  - Allowed him to graduate and attend college
  - Was his punishment for missing so much school
  - Was about his goal to become a painter
23. What do Cherry and Ponyboy decide is the true separation between the Socs and the Greasers? \_\_\_\_\_
- Their hair
  - Their emotions
  - Money
  - Where they live
24. How are the differences between Ponyboy and Darry resolved in the end? \_\_\_\_\_
- They decide not to talk anymore
  - Darry will go to college
  - Their problems were never resolved
  - They decide to fight less and try to be more understanding
25. What does Ponyboy finally decide to write about in his theme for English class? \_\_\_\_\_
- Mickey Mouse
  - His parents and their death
  - Johnny and the Greasers, which is the book itself
  - Nothing – he decides to fail.

**Matching: Correctly match the character's letter to his/her descriptions or quotations. (1 pt. each)**

- This character is particularly proud of his rings. \_\_\_\_\_
  - Cherry said she could love this greaser. \_\_\_\_\_
  - He is Sodapop's best friend. \_\_\_\_\_
  - He was the captain of the football team and had won an athletic scholarship. \_\_\_\_\_
  - The gang's pet. \_\_\_\_\_
  - Known for his black handled switchblade and shoplifting skills. \_\_\_\_\_
  - The only thing he ever wanted was Mickey Mouse. \_\_\_\_\_
  - She accepted Dallas's soda at the nightly double. \_\_\_\_\_
  - Smart, sensitive, but forgetful and irresponsible. \_\_\_\_\_
  - "...you get tough like me and you don't get hurt. You look out for yourself and nothin' can touch you." \_\_\_\_\_
  - "You know, the only thing that keeps Darry from bein' a Soc is us." \_\_\_\_\_
  - "Stay gold, Ponyboy. Stay gold..." \_\_\_\_\_
  - "We couldn't let our parents see us with you all. You're a nice boy and everything..." \_\_\_\_\_
  - "You can't win, even if you whip us. You'll still be where you were before – at the bottom. And we'll still be the lucky ones with all the breaks." \_\_\_\_\_
  - "We're all we've got left. We ought to be able to stick together against everything." \_\_\_\_\_
  - "I didn't think! I forgot! That's all I hear out of you! Can't you think of anything?" \_\_\_\_\_
- |            |            |           |          |
|------------|------------|-----------|----------|
| a. Ponyboy | d. Johnny  | g. Steve  | j. Bob   |
| b. Sodapop | e. Dally   | h. Cherry | k. Randy |
| c. Darry   | f. Two-Bit | i. Marcia | l. Jerry |



**True or False: Correctly identify each statement by writing "True" or "False." If it is false, fix the statement so that it would be true. (2 pts.)**

17. The Greasers start most of the fights with the Socs. \_\_\_\_\_
18. Bob was the Soc who had jumped Johnny the first time. \_\_\_\_\_
19. Darry hits Ponyboy for staying out all night. \_\_\_\_\_
20. Ponyboy watches Johnny stab Bob. \_\_\_\_\_
21. The boys hide out in an abandoned church in Windrixville. \_\_\_\_\_
22. Dally helps Johnny and Ponyboy to escape. \_\_\_\_\_
23. Ponyboy and Johnny believe their cigarettes started the church fire. \_\_\_\_\_
24. Johnny is happy and relieved to see his mother at the hospital. \_\_\_\_\_
25. Dally cares for no one. \_\_\_\_\_
26. Randy decides to fight in the rumble to avenge Bob's death. \_\_\_\_\_
27. Darry cries at the hospital, proving that he loves Ponyboy. \_\_\_\_\_
28. Dally does not want to die, but is killed by accident. \_\_\_\_\_
29. After the rumble, everything changes, and the Socs and the Greasers get along. \_\_\_\_\_
30. The Greasers win the big rumble. \_\_\_\_\_
31. Ponyboy denies Johnny killed Bob, because he can't cope with Johnny's death. \_\_\_\_\_

**Write the correct letter on the line or answer each question fully and in complete sentences.**

32. Explain "Stay gold, Ponyboy..." Who said these words and what do they mean? \_\_\_\_\_

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33. Provide one major lesson learned from this novel. Provide details to support your answer.

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34. What is the major conflict in the story? What is a minor conflict found in the story? Person vs. what? Internal or External?

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**The Outsiders Final Vocabulary Test****Vocabulary Chapters 1-3: Write the correct word on the line to match its definition**

1. Wisely or knowingly \_\_\_\_\_
2. Obeying \_\_\_\_\_
3. Patiently accepting \_\_\_\_\_
4. Thought over; absorbed \_\_\_\_\_
5. An advantage or source of strength \_\_\_\_\_
6. Experienced in a worldly way \_\_\_\_\_
7. A continued striving for advantage over another; a struggle \_\_\_\_\_
8. Not ready to believe; doubting \_\_\_\_\_
9. In a mischievous way \_\_\_\_\_
10. Superior; top \_\_\_\_\_
11. In a casual and unenthusiastic manner \_\_\_\_\_
12. The state of being uninterested \_\_\_\_\_
13. A glowing piece of wood or coal, etc. \_\_\_\_\_
14. Not capable of being understood or grasped \_\_\_\_\_
15. Carefully or cautiously \_\_\_\_\_

asset	unfathomable	rivalry	gingerly	sagely	roguishly	abiding
digested	sophisticated	elite	resignedly	ember	aloofness	incredulous
nonchalantly						

**Vocabulary Chapters 7-9: Write the correct word on the line to match its definition**

- 1) To draw together; shrink \_\_\_\_\_
- 2) Needy or disadvantaged \_\_\_\_\_
- 3) Kids who commit crimes \_\_\_\_\_
- 4) Stammered or stuttered; spoke unsteadily \_\_\_\_\_
- 5) Daring act or heroic deed \_\_\_\_\_
- 6) Shocked; horrified; terrified \_\_\_\_\_
- 7) Wary; suspicious \_\_\_\_\_
- 8) Acting according to social standards; Acting as others, normal \_\_\_\_\_
- 9) Strength or physical power \_\_\_\_\_
- 10) Draw to another direction \_\_\_\_\_
- 11) "I won't be able to walk again," Johnny started, then \_\_\_\_\_, "Not even on crutches."
- 12) It (Two-Bit's switchblade) was the reward of two hours of walking aimlessly around the hardware store to \_\_\_\_\_ suspicion.

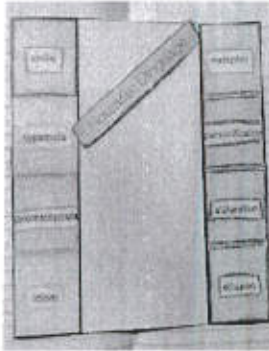


# Interactive Reading Literature Notebooks

## Lesson 20: Figurative Language Review, Activities 1 & 2

### Figurative Language Foldables How-To

#### 8-door shutter fold

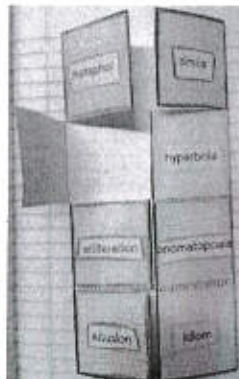


1. Color foldable – I suggest color-coding the terms with my posters if you have them.

2. Cut out around the entire perimeter only.

3. With the foldable facedown, fold in the sides so that it looks like a window shutter.

4. Cut between the dotted lines to make a total of 8 “shutters.”



5. Using “Notes for Writing Inside Foldables,” write the definition for each term on the back of the glued portion and write the example on the inside flap of the shutter.



#### 9-tab fold

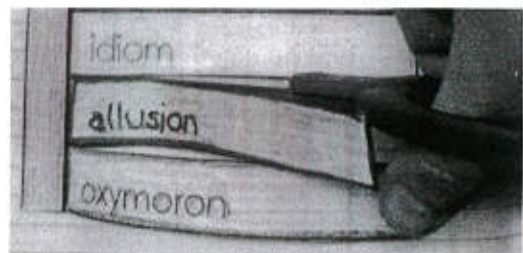
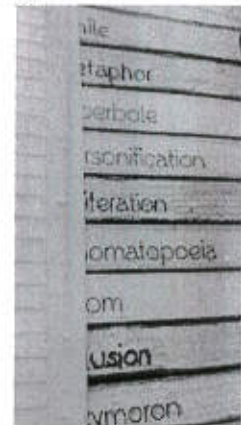


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2. Cut out around the entire perimeter only.

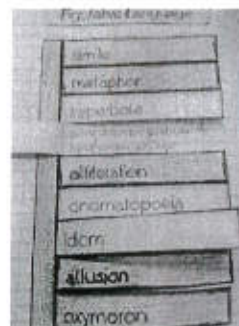
3. Fold side vertical tab in so that a strip of the back shows.

4. Put glue on the back of this side vertical tab ONLY (as shown).



5. After the glue has had a minute to dry, cut between each tab so that they swing open. The left vertical side should not be cut at all.

5. Using “Notes for Writing Inside Foldables,” write the definition for each term under the tab. You can also write the example on the back of the tab if you wish.





Interactive Reading Literature Notebooks  
Lesson 20: Figurative Language Review, Activity I

Figurative Language

simile	(glue this section only)	metaphor
hyperbole	← Cut along dotted lines ONLY →	personification
onomatopoeia	← Fold along solid vertical lines →	alliteration
idiom	(glue this section only)	allusion



Interactive Reading Literature Notebooks  
Lesson 20: Figurative Language Review, Activity I

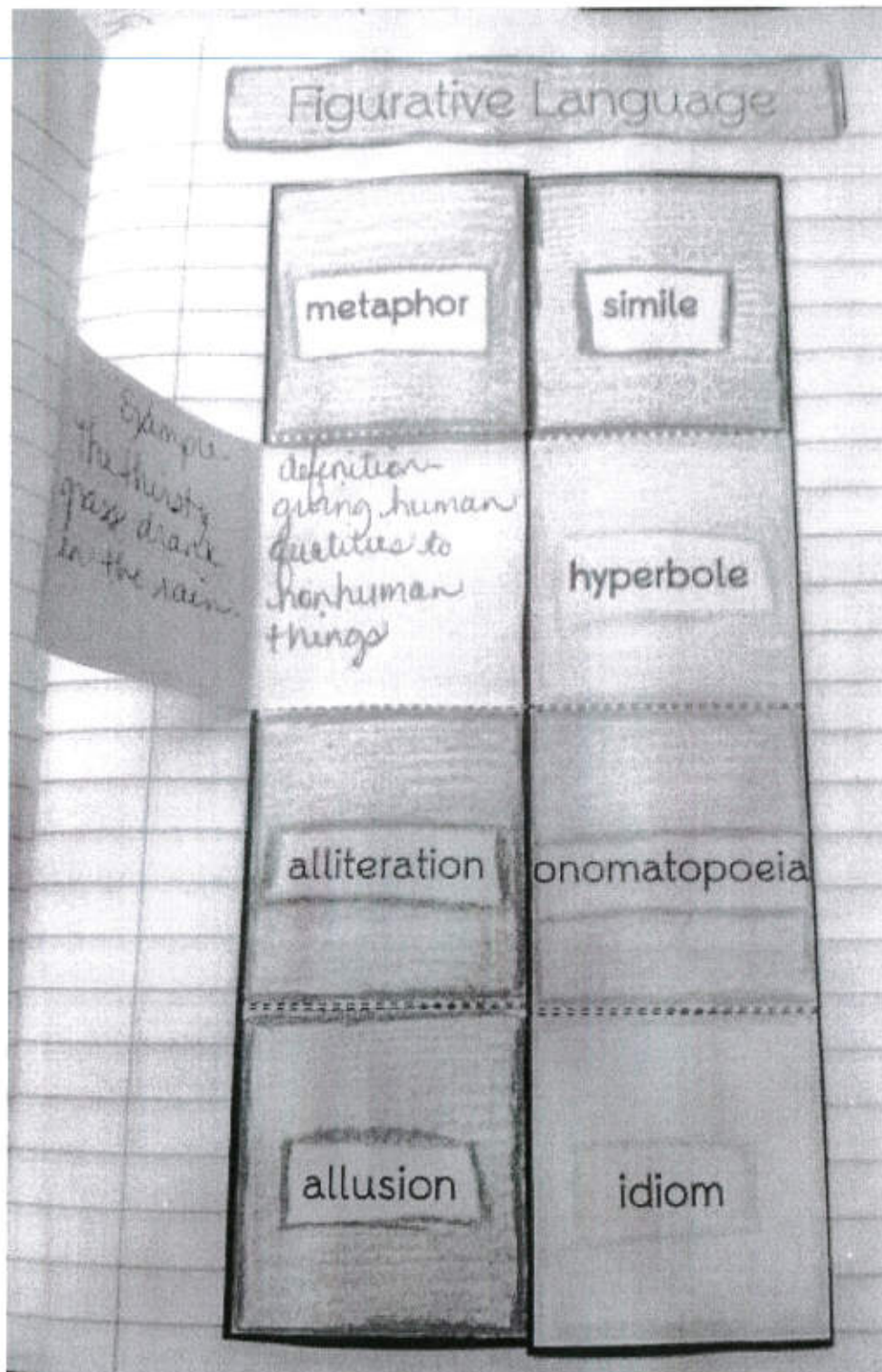
## Figurative Language

	(glue this section only)	
=====	← Cut along dotted lines ONLY →	=====
=====	← Fold along solid vertical lines →	=====
=====		=====
=====		=====
	(glue this section only)	



# Interactive Reading Literature Notebooks

## Lesson 20: Figurative Language Review Activity I





## **The Outsiders Free Verse Poetry Book Project**

**Total Points: 100 pts.**

**Due Date: Monday June 2<sup>nd</sup>**

**Standards Assessed: RL 7.2, 7.4, & 7.5**

You will create your own book of free verse poems, based on the events that take place in The Outsiders.  
There will be a total of **8** poems in your poetry book. This project will be completed **in class**.

### **THE REQUIREMENTS:**

1. **Binding** – Your poems must be placed in a book. This means you must find a way to BIND your poems together. Your book pages should not come out of your binding. – **5 pts.**
2. **Front cover/Back Cover** – You must have both a front and back cover for your book (otherwise, it isn't a book!). Decorate your covers, be creative. You may use whatever type of material you'd like to decorate, including drawings, photographs, and clipart – **2 pts.**
3. **Book Title** – Your poetry book should have a title, located on your front cover. Be creative with your book title. Think of a theme that connects your poems, or an idea that links your ideas. – **3 pts.**
4. **The Poems** – You are to create **your own** free verse poems, which will be about your life, but will be based on several specific plot points from The Outsiders.
  - **Chapter 1 "The Gang"**– In Chapter 1, Ponyboy describes each member of his gang as they come to his rescue. The gang includes Ponyboy's brothers and their friends. Who would come to your rescue if something bad happened to you? Who are the family and friends that make up your "gang"? Describe each person: what they look like, their personality, what makes them special to you.
  - **Chapter 2 "Heaven"**– The greaser gang enjoys going to the Nightly Double drive in theatre. Describe a certain place that you love to go to; a place you call "heaven". Describe your feelings and what is going on around you when you are at your "heaven." Describe yourself, your emotions, your thoughts.
  - **Chapter 3 "Importance"** – In Chapter 3, we learn a lot about the differences between the two gangs, the Socs & the Greasers. We learn about what is important to each gang, specifically Ponyboy & what is special to him (sunsets), and Soda (Mickey Mouse). We also learn about material items that seem to be important to the Socs (Mustang; jewelry; fancy clothes). Describe what is important to you. These could be tangible items or intangible things. What can you not live without? Why is it so important to you? Describe how it makes you feel.

***Each poem will be graded based on the following scale:***

- Title for each poem. In parentheses, indicate which of the chapters you are basing your poem on. – 1 pt.
- At least ten lines of text for each. – 2 pts.
- Proper free-verse format (no rhyming) – 2 pts.
- Topic has been addressed fully, seriously, & in accordance to directions – 5 pts.

**8 poems, @ 10 pts. each = 80 pts.**



5. **Shaping** - One poem must be "shaped." The shape should make sense and be based on the content of the poem itself. You may choose the poem that you wish to shape. – **4 pts.**
6. **Literary Device** - You must use **two different** literary devices, anywhere in your 8 poems.- **3 pts.** each, total 6 pts. You must underline the sentences in which you use the devices and write the device used at the bottom of the page.
  - ✗ **Simile** - a comparison using "like" or "as". For example, "As snug as a bug in a rug" or "he drinks like a fish"
  - ✗ **Metaphor** - a comparison made by calling one item another item  
For example, "the evening of life" or "sunshine of our love" or "anger is a bear"
  - ✗ **Personification** - A figure of speech, which endows animals, ideas, or inanimate objects with human traits or abilities. For example, "The rocks will cry out his name" or "the planets danced in their orbits"
  - ✗ **Onomatopoeia** – A literary device wherein the sound of a word echoes the sound it represents. The words "splash," "knock," and "roar"
  - ✗ **Alliteration** – the repeating of a vowel or consonant at the beginning of consecutive words. For example, wailing in the winter wind

*PLEASE MAKE AN EFFORT TO MAKE THIS A MEANINGFUL, INTROSPECTIVE COLLECTION OF PERSONAL POEMS.*

**As we continue reading the novel, you will be given the requirements for the rest of the required poems. This is only for Chapters 1-3. There will be a total of 8 poems in your poetry book.**

## **Poetry Book Rubric**

**100 pts.**

### **Structure**

Binding \_\_\_\_\_/5 pts.  
 Front/Back Cover \_\_\_\_\_/2 pts.  
 Book Title \_\_\_\_\_/3 pts.

### **Poems**

Title for each \_\_\_\_\_/8 pts.  
 Minimum 10 lines Each \_\_\_\_\_/16 pts.  
 Proper Free Verse Format \_\_\_\_\_/16 pts.  
 Each Poem is On Topic \_\_\_\_\_/40 pts.

### **Shaping**

One Poem is a Shape \_\_\_\_\_/4 pts.

### **Literary Devices**

2 Lit. Devices Used Throughout \_\_\_\_\_/6 pts.

**TOTAL** \_\_\_\_\_/100 pts.



## Poetry Book Requirements Continued

## **Chapters 4-6**

- **Chapters 4 & 5 "Nightmare"** – In Chapter 4, Ponyboy & Johnny experience a terrible accident. In Chapter 5, Ponyboy wakes up hoping that it was just a horrible nightmare. Describe the most nightmarish day in your life. How did the day begin? What happened? What were your thoughts and feelings as you experienced the 'nightmare'? Alternative: Describe the worst nightmare you've ever had. Why was it so scary and memorable? Provide as much detail as possible, including any thoughts/feelings you had in the dream. How did you feel when you awoke? What do you think it might mean?
- **Chapter 6 "Hero"** – In this chapter, Jerry Wood states that Ponyboy, Johnny, & Dally are "sent from heaven". After being called "professional heroes", Ponyboy recalls the heroic acts him and Johnny took to save the children in the church. Who is your hero? Describe the qualities he/she possesses and why they are a hero to you.

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## Poetry Book Requirements Continued

## **Chapters 7-9**

**Poem # 6 “Stuck in the Middle with You” -** Sodapop feels put in the middle with Darry and Ponyboy. Have you ever felt torn between two people you care about? Write a poem about the experience. How were you feeling? How was it resolved? Alternate: Has there ever been an experience in your life where you were torn between two decisions? Explain in detail. What led you to make your decision? How did it turn out?

**Poem #7 (Your choice):** Identify/choose any scene from the book, then write a poem inspired by that scene. Be as detailed as possible!

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## Poetry Book Requirements Continued

## **Chapters 10-12**

**For your 8<sup>th</sup> and final poem, you must choose from one of the options below. If you would like to complete more you may do so, but you do not have to.**

**Option 1:** Johnny writes a note to Ponyboy, which are basically his last thoughts. What would you want to write for your last thoughts to the world? What would you want everyone to read it to think, to make the world a better place?

**Option 2:** Ponyboy collapses from exhaustion and can't remember what has happened to him. Describe an experience that was similar to you.

**Option 3:** At the end of the book, the reader discovers that the entire book was actually a theme paper for English class. Write about a time in your life - an experience - that affected you so deeply that you would write a book about it. Write a poem about it instead.

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