

# The Outsiders

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Read and analyze the novel *The Outsiders*. Recognize elements of a memoir. Identify elements of theme, character, plot, setting.

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## Transfer

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- Understand the historical context of the novel and relate to other texts
- Understand that people come from various backgrounds and life circumstances

## Meaning

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## Understandings

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Students will understand...

- The growth of adolescents throughout the novel

- The author's purpose of making people aware of social injustice

### **Essential Questions**

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- What role does each character play in the novel?
- How are the themes relevant to today's society?

### **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Plot details
- Character development
- Themes
- Elements of a memoir

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and ability to cite evidence to demonstrate comprehension
- Identifying and examining literary elements
- Reflecting on themes and establishing personal connections to memoir

### **Academic Vocabulary**

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- Genre
- Characterization
- Symbolism

- Theme
- Memoir

### **Learning Goal 1**

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Students will be able to analyze how complex characters develop over the course of the memoir, interact with other characters, and advance the plot or develop the theme.

### **Objective 1 - Level One & Two**

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SWBAT

Identify how S.E. Hinton's life influenced the novel *The Outsiders*

Discuss historical context of novel to relate to text

### **Objective 2 - Level Two**

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SWBAT

- Identify and describe major characters
- Determine how major characters develop throughout the course of the text
- identify and examine the role of minor characters within the text
- Identify setting of novel

### **Objective 3 - Level Two**

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SWBAT

Define unknown vocabulary words to apply to text

## **Objective 4 - Level Two & Three**

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SWBAT

Discuss and draw conclusions about plot development

Identify literary elements in plot and hypothesize why the author included these elements

## **Summative Assessment**

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-Reading comprehension quizzes

-End of novel test

-Project

-Essay

## **21st Century Life and Careers**

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CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to

apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## **Formative Assessment and Performance Opportunities**

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- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

## **Accommodations and Modifications**

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- Audio version of *The Outsiders*
- pre-teach vocabulary
- review comprehension
- show documentaries for visual learners
- supply alternative resources for reference
- use of audiobook

## **Interdisciplinary Connections**

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SOC.6.1.8

U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

SOC.6.3.8.CS1

Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS7

Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

## **Unit Resources**

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- Biography of SE Hinton
- The Outsiders
- The Outsiders Movie
- Vocabulary