



The Outsiders

By S.E. Hinton

_____ 's packet

Book number: _____

Pre-Reading Activity: Cliques

1. In your opinion, what is a clique?

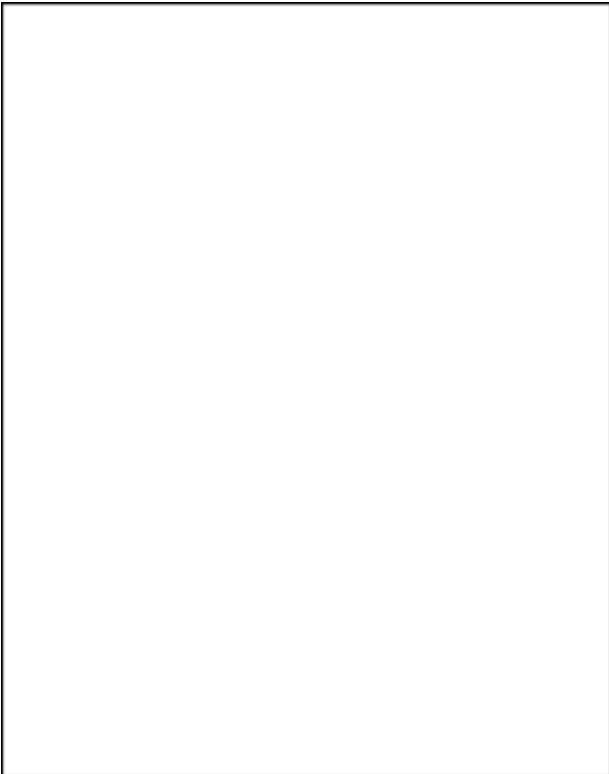
2. What types of cliques are there in schools, 'usually'?

Group Task Sheet - Directions:

1. As a group you will create a clique that incorporates each member of your group. You are all different so you will have to listen, and communicate effectively to complete this activity.
2. Create a poster that includes (15-20 min) - What your clique choose to wear - Where your clique likes to spend their time - A modern day song that represents your group - Create a group name that is original/creative - Any additional items that represent your group. 1. For each of these items you need a visual (picture) and an explanation to explain the visual. 2. For each explanation you need to explain what you chose and WHY you chose it.
3. Your groups will present these to the class. Each person talk and will share a different part of the poster.

Clique Name: _____

Sketch your poster:



Clique attributes:

-

-

-

-

-

-

-

SLANG ACTIVITY

DIRECTIONS: LET'S SEE JUST HOW GOOD YOU ARE AT OUTSIDERS SLANG. WRITE WHAT YOU THINK EACH WORD MEANS.

the fuzz

greasers

a weed

heater

hood

hacked off

Chessy Cat

Socs

slugged

wise cracker

lone it

broad

jumped

tuff

lift

savy

scrap

Corvair

dig

turff

cooler

cancer stick

bull session

lighting up

Kools

cuss

rank

boozed up

let's split

blade

souped up

beefed him

rolled

rumble

Anticipation Guide

Directions: Below are a series of statements. Circle the response that reflects how you feel about the statement, then explain your answer using complete sentences. Your job is to reflect on your beliefs about a series of statements AND justifying your opinions.

1. You can tell a lot about a person by how he or she looks.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

2. Being street smart is more important than being book smart.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

3. In spite of outward differences, people want the same things: love, acceptance, and respect.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

4. There is never a good reason to commit murder.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

5. You can tell a lot about someone by the clothes he or she wears.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

6. People can always change their lives if they really want to.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

7. It's easy to form opinions about people without getting to know them.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

8. Most people pick friends who have similar interests and backgrounds.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

9. People from different groups/backgrounds are treated differently in society (in school, while in public, by the police, etc.).

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

10. Loyalty is extremely important between or among friends.

Strongly Disagree

Disagree

Agree

Strongly Agree

Explain:

What Life Was Like in the 1960's

Preppy (Socs [SO-shez])

VS.

Greaser

FASHION

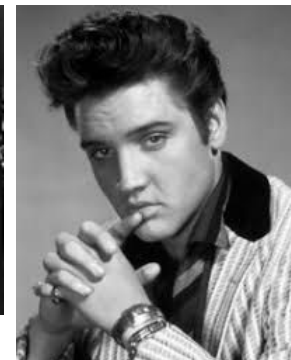


- Rich kids from the "right" side of town
- Thought they were _____
- Could get anything they wanted if it was " _____"
- Picked fights with _____

- Rebellious working class youth
- Often associated as a street _____
- Typical style: greased back hair, jeans, leather jacket,
- Known as _____
- From the "wrong" side of town



Music they listened to:



Stereotype Gallery Walk:

Vocabulary stereotype

In your own words, what is a stereotype?

Is a stereotype (typically) intended to be positive or negative? WHY?

Below you are going to see pictures of individuals that make up different cultures, races, religions, and many other attributes. What stereotypical thoughts/comments do you think they receive from others? (Whether they are your opinion or not).

	Stereotypes they might hear,.... description of what you see	Who they really are
1		
2		
3		
4		
5		
6		

React.

To stereotype is to make a generalization, usually exaggerated or oversimplified, that is used to describe or distinguish a group.

1. List some stereotypes people might have about the Greasers:

Positive	Negative
•	•
•	•

-Why might these be true, or untrue?

2. List some stereotypes people might have about the Socs (popular kids).

Positive	Negative
•	•
•	•

-Why might these be true, or untrue?

3. List some stereotypes people might have about the Socs (popular kids).

Positive	Negative
•	•
•	•

-Why might these be true, or untrue?

4. List some stereotypes people might have about the Socs (popular kids).

Positive	Negative
•	•
•	•

-Why might these be true, or untrue?

BEING THE CHANGE



If you could end one stereotype in the world, what would it be?

WHY? Why is it important to you?

How would you do it?

Can we end stereotypes? What can you do? What can we do?



Just before we read... a little background information about the book and the author:

The Outsiders was written by a teenager about teenagers. The author, Susan Eloise Hinton, began writing the story when she was 15-years-old and it was finally published when she was 17-years-old, in 1967. She was advised to use a pen name, S.E. Hinton, because the publisher did not think that people would believe that a girl wrote this novel! Hinton began writing the story in response to an act of teenage violence that occurred in her hometown. The setting of the novel, Oklahoma in the 1960s, is the same setting in which Hinton wrote the book. Considered a coming-of-age novel, The Outsiders examines many social and teenage issues that were prevalent in the 1960s and are still issues today.

Discussion Questions:

- What do you think "The Outsiders" means? What is an "outsider"?

- What do you think a "coming-of-age" novel means?

- What do you think were some of the issues teenagers faced in the 1960s?

- Do you think these are issues that teenagers still face today?

Let's read a letter from S.E. Hinton herself

Dear Reader,

It is very difficult for me to write about myself, and especially The Outsiders, which was written at a horrendous time in my life, was published by a series of mind-boggling synchronicities, and has gone further than any author dared dream. But I'll give it a shot.

I wrote The Outsiders when I was sixteen years old. Actually I began it when I was fifteen, as a short story about a boy who was beaten up on his way home from the movies.

But I didn't just write The Outsiders, I lived it. Looking back, I realize how important it was to me to have another life at that time. To be someone else. To deal with the problems I had to face, and write my way to some sort of understanding and coping. This is all in hindsight. At the time, I was mad about the social situation in my high school. I desperately wanted something to read that dealt realistically with teen-age life.

I knew I was going to be a writer. I love to write. I began in grade school, because I loved to read, and liked the idea of making stories happen the way I wanted them to. By the time I was in high school I had been practicing for years. So I was both elated and not surprised when I received my publishing contract on the day I graduated from high school.

....

Fans. I receive letters from every state, from dozens of foreign countries. From twelve-year-olds and forty-year-olds. From convicts and policemen, teachers, social workers, and of course, kids. Kids who are living like those in The Outsiders. Kids who can't imagine living lives like those in The Outsiders. Kids who read all the time. Ones who never before finished a book.

The letters saying "I loved the book" are good, the ones that say "I never liked to read before, and now I read all them" are better, but the ones that say "The Outsiders changed my life" and "I read it fifteen years ago and I realize how much it has influenced my life choices" frankly scare me. Who am I to change anyone's life? I guess the best reply is "It's the book, not the author" and "It's the message, not the messenger." A lot of the time I feel that The Outsiders was meant to be written, and I was chosen to write it. It's certainly done more good than anything I could accomplish on a personal level.

If this sounds like I am overwhelmed by the decades of incredible response to what began as a short story I started when I was fifteen years old, well, I guess that's the truth.

Stay Gold.

S.E. Hinton

Taken from the Author's Foreword in The Outsiders Speak Platinum Edition, published by Penguin Group (1995)

Discussion Questions:

What kinds of characters do you think you will encounter while reading The Outsiders?

What kinds of themes do you think you will encounter while reading The Outsiders?

What do you think the author wants you to take away from this novel?

Why are you eager to read this novel?

How do you anticipate YOU will relate to this novel?

Vocabulary

You will be keeping track of new vocabulary words that come across in each chapter. You must write the word, its definition, and the quote from the book which uses the word (with citation). The purpose of this page is to have ONE place where all of the 'slang' words are accompanied by their definition, and a sentence from the book with context.

Word/Phrase	Definition	Context sentence	Page #

Characters

You will be keeping track of new characters that develop throughout the novel.

Name	Gang (social status)	Physical Appearance	Mannerisms/Significant Actions
Ponyboy Curtis			
Sodapop Curtis			
Darry Curtis			
Two-Bit Matthews			
Steve Randle			
Johnny Cade			
Dally Winston			

Sylvia + Evie			
Sandy			
Cherry Valance			
Marcia			
Tim Shepard			
Randy			
David			
Bob			

Directions: Please respond to the questions below regarding the poem. Responses must be at least 5 sentences long.

Nothing Gold Can Stay by Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

What do you think is the meaning of this poem?

How do you think it relates to The Outsiders?

Chapter Summary Chart

To gain a better understanding of your reading, you will be using the chart below to help you keep track of what you read. Summarize the setting(s) and each major event in the chapter. Try to keep your summaries short- a few short words/phrases. You do not need to write in complete sentences.

CH #	Setting(s)	Action Summary(Plot) and Characters Involved	Important things to remember
1			
2			
3			
4			
5			
6			

CH #	Setting(s)	Action Summary(Plot) and Characters Involved	Important things to remember
7			
8			
9			
10			
11			
12			

Chapter 1 + Characters

Objectives:

- Students will compare and analyze author's perspectives of a character, personality, topic, setting, or event.
- Students will begin to locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
- Student will write responses to literature and develop insights into interpretations by referring to textual information for the quiz.

Discussion Questions:

Who is the narrator? Where is the setting of the novel?

Why do you think the Greasers and the Socs do not get along?

How does this rivalry affect Ponyboy?

Why do you think Ponyboy likes books and movies?

Characterization Activity

There are two ways in which we, the readers, learn about the characters in a novel. Direct and Indirect Characterization.

Direct Characterization	where the writer makes direct statements about a character's personality and tells what the character is like. AKA- The author...
Indirect Characterization	where the writer reveals information about a character and his personality through that character's thoughts, words, and actions AND where the writer reveals information about a character by how other characters respond to that character, including what they think and say about him. AKA- The author....

Fill in the...

- character chart
- slang chart
- chapter summary chart

Ch 1 Comprehension Questions:

Complete these for homework based on your reading.

1) Why does the narrator like to go to the movies alone? What character trait does this reveal in him?

2) What happens to him on the way home from the movies?

3) Infer how the narrator feels as he's being followed. What signs does he exhibit that tell you this is how he feels?

4) Quote the text from the book that best supports the inference that the attack on Johnny was a turning point for him. Include a page number.

5) What do we learn is the name of the narrator?

6) Why is Ponyboy so reluctant to tell Darry how he really feels after the incident with the Socs?

7) Why would Ponyboy want to be in a Greaser gang? What is he attempting to find in the gang that is missing from his life?

8) Why do the Greasers dress the way they do? What image are they trying to convey? Why do they want to project that image?

10) Although it is not stated directly, why did Darry so strict with Ponyboy? What might happen if Ponyboy were to get into trouble?

11) What do you think the Greasers might do as a result of the attack?

12) Why do you think the author dedicated several paragraphs from the chapter to tell about each of the boys in Ponyboy's life?

13) How did Two-Bit get his nickname? What is his real name?

14) According to Ponyboy, what is different about Dally from the rest of the guys?

15) Why does Darry work so hard?

16) What does Sodapop tell Ponyboy about his plans for Sandy and himself?

17) Describe Ponyboy, Soda, and Darry's relationship with each other.

18) Do any of the brothers remind you of characters within your family or friends? How so...?

Chapter 2/Greasers + Socs

Objectives:

- Students will demonstrate active listening behavior during class discussion and during group activity.
- Students will demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy to the discussion.
- Students will present ideas and opinions spontaneously, orally, and appropriately in response to a topic, other speakers, and the literature.
- Students will identify and use organizational structures to comprehend information by using a Venn Diagram to compare and contrast the Greasers and Socs.
- Students will gather, select, and organize the most effective information appropriate to a topic and task as they complete the Venn Diagrams.

Chapter 2 Class Discussion

Discussion Questions:

What do you think about Dally?

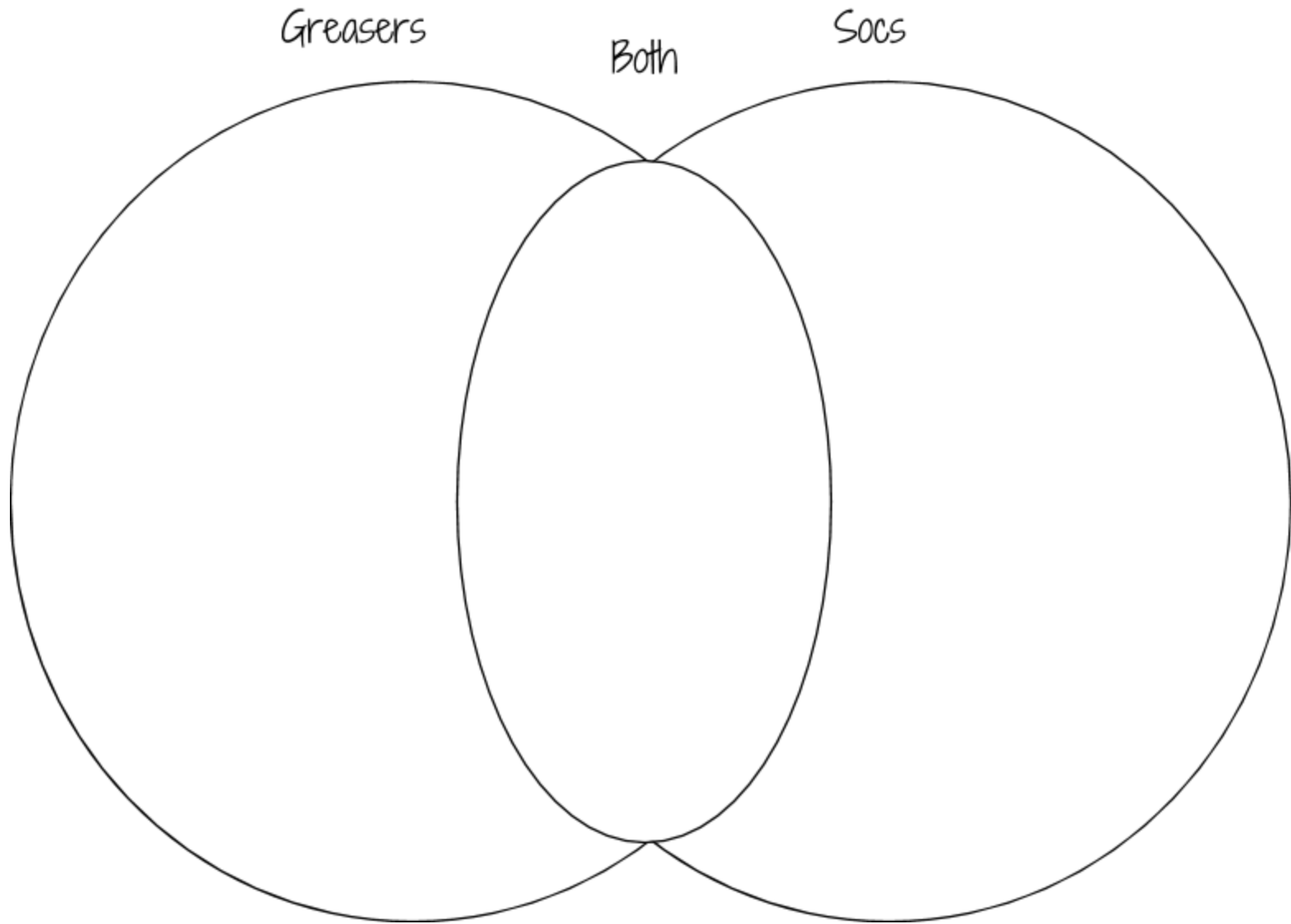
What do you think about how the girls (Cherry and Marcia) reacted to Dally? Ponyboy? Johnny? Two-Bit?

What are some of the rules of the gang (29)?

There are two important moments of foreshadowing in this chapter, what are they and what do they suggest may happen?

Greasers + Socs Venn Diagram Group Activity

With your table group, discuss the similarities AND differences the Greasers and the Socs have using a Venn Diagram:



CH 2 Comprehension Questions:

1) How do the boys get into the Nightly Double? Why do they choose to do that?

2) Why does Dally use vulgar and abrasive language with the girls at the movies?

3) How do the girls respond to the insults? From their reactions, what can you infer about their personalities?

4) What does Cherry mean when she calls Sodapop a "doll"?

5) Why is Ponyboy embarrassed about Sodapop dropping out of school and working at a gas station?

5a) In your opinion, should he be embarrassed?

6) Why is Ponyboy uncomfortable about Dally's behavior?

7) Explain why the girls are okay with Johnny and Pony, but not Dally.

8) Why are the girls alone and without a car?

9) What does Two-Bit do that scares Johnny and Pony? Infer why it is especially frightening to Johnny.

10) What rule do the Greasers follow, besides "stick together"?

10a) How do you think these rules came to be?

11) Describe the attack on Johnny. Why do you think the attack was so traumatic to him?

12) What theme does the conflict between the Socs and Greasers reveal?

Fill in the...

- character chart
- slang chart
- chapter summary chart

Venn Diagram follow up questions:

How do you think these two groups are similar? Based upon the novel, what is a gang?

Do you think a gang can be like a family? How so?

Are the boys in Ponyboy's gang like a family?

What happened to Ponyboy's real family?

What do you think of Johnny's real family? Who treats Johnny better: his family or his gang? Why?

Are the boys in the Soc gangs like a family?

What does Cherry think about the two groups? Do you think she's right?

Directions: Respond to the quote below (5 sentence minimum). Based upon this quote, and what you know so far from the novel, what do you think this quote suggests about the novel? What do you think may happen in the novel using this quote in as a clue?

In the last few lines of Chapter Two, Ponyboy says:

*I really couldn't see what Socs would have to sweat about—good grades, good cars, good girls, madras and Mustangs and Corvairs—Man, I thought, if I had worries like that I'd consider myself lucky.
I know better now (36).*

Extra Credit: What literary element is this an example of? _____

Chapter 3

Objectives:

- Students will begin to examine and analyze ideas and recurring themes found in texts, such as the idea of fairness, social injustice, and classism.
 - Students will expand reading vocabulary by identifying and correctly using idioms ("Rat Race") with literal and figurative meanings in their speaking and writing experiences.
 - Students will write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
 - Students will interpret text ideas through journal writing, discussion, and enactment.
-

"Journal" Question: Imagine that you were a character in the book. Would you be associated with the Greasers or with the Socs? Why?

CH 3 Comprehension Questions:

1. What does Cherry tell Ponyboy about the Socs?

2. Explain the reference to watching the sunset. Why is it important to the buildup of the relationship between Cherry Valance and Ponyboy?

3. After all the vulgar language and abuse at the movies, evaluate why Cherry would "fall in love" with Dally. How realistic does this seem?

4. When the blue Mustang rolls up, what are the people in the car hoping to do? What do the Greasers think they want?

5. Compare and contrast the way the Greasers and the Socs treat the girls. Which group treats them better? Provide evidence.

6. What do Ponyboy and Johnny do instead of going home after the movies? What is the result of their decision?

7. When Ponyboy doesn't arrive home until 2:00am, why doesn't Darry call the police?

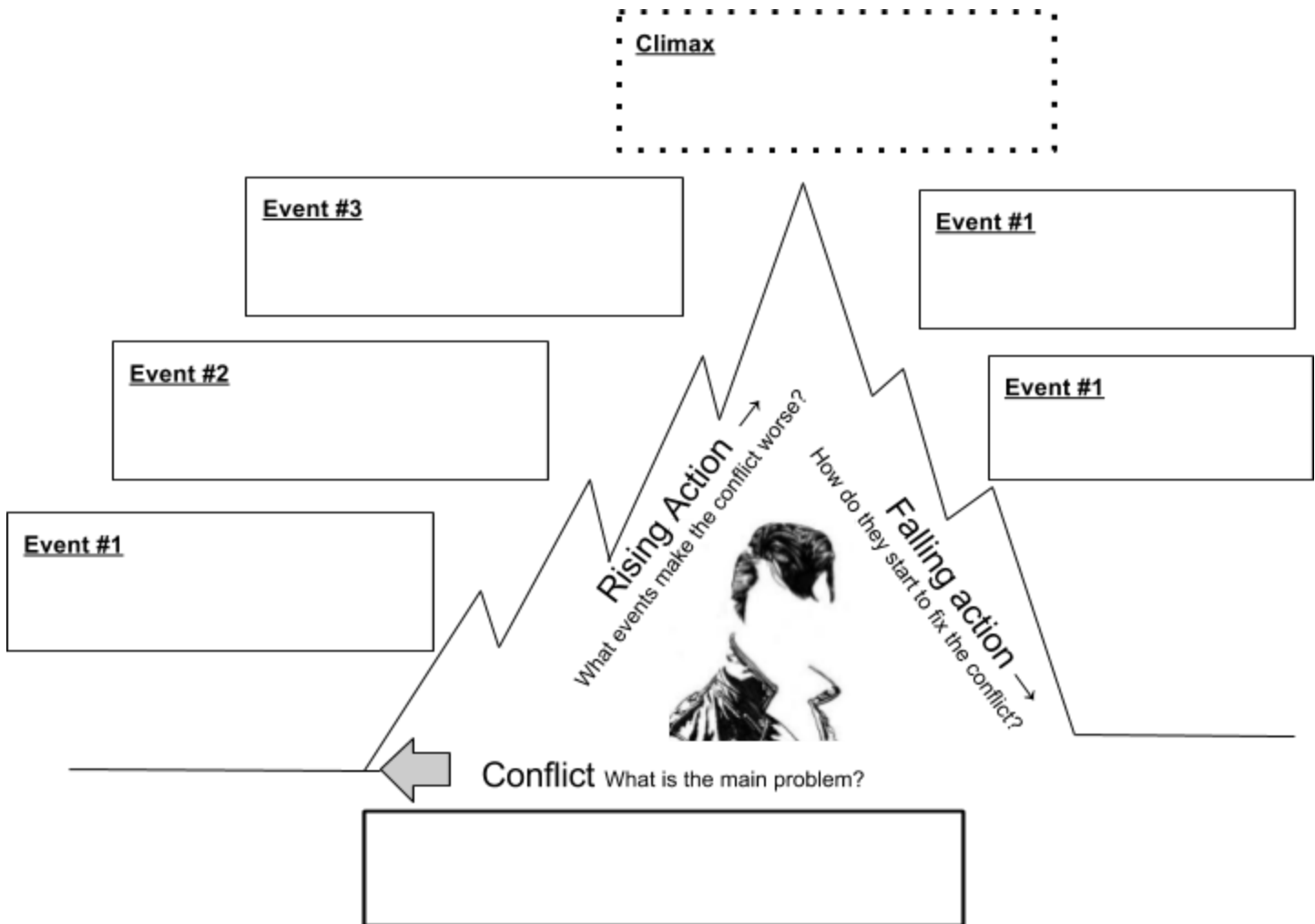
8. Why do Ponyboy and Johnny run away?

9. Infer why Johnny says he likes it better when his father is hitting him.

10. Ponyboy and Johnny walk through the park trying to decide whether or not they are going to run away for real. What deeper symbolism has S.E. Hinton incorporated here by deciding to have the boys walk through a park instead of somewhere else?

Chapter 4

Key Note: Johnny killing the Soc and the two boys running away is considered part of the rising action. What other rising actions are there?



Chapter 4 continued:

Objectives:

- Students will use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).
- Students will locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.

Students will read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.

Comprehension questions:

1. What does Pony mean when he says the socs were "reeling pickled" on page 54?

2. What major event happens in this chapter?

3. How did the author foreshadow that Johnny would use his knife in chapter 2?

4. What would your advice be to Johnny and Ponyboy if they'd come to you for help instead of Dally? Explain.

5. How did the setting foreshadow the events in this chapter?

6. Do you think Bob's death was justice? Explain

7. What does Dally give Ponyboy and Johnny?

8. Where does Dally tell them to go? How do they get there?

9. How did they find the church? What did they have to do to get in?

Chapter 5/Symbols/Poem

Objectives:

- Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
- Students will write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.

When we get to the hair cutting scene...

"Hair" in The Outsiders is a Symbol.

Symbol - a thing that represents or stands for something else.

What do you think Ponyboy's hair represents or stands for?

What other symbols are in Chapter 5? (EX: Sunset, which appears a few chapters back too)

Chapter 5 comprehension questions

1. Why does Pony have a problem with Johnny's idea to disguise themselves?

2. What does Pony mean when he says, "I was supposed to be the deep one" [p.75]?

3. Why does Johnny think is a hero [p.76]? Do you think Dally is a hero based on what he did?

4. On page 78, Johnny compares Pony and his brothers to their parents. Which one of your parents are you most like? What similarities do you share?

5. What's a heater"? Why does Dally have one?

6. Why are the Socs and the Greasers going to fight in the vacant lot?

7. Who's the spy for the greasers? Does this surprise you? Why or why not?

8. What's the poem about on pg. 77 by Robert Frost?

9. What's a characteristic Pony repeats about himself in this chapter?

10. What is it that foreshadows Johnny's predicament on pg. 69?

Chapter 6

Objectives:

- Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
- Students will extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.
- Students will write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
- Students will interpret text ideas through journal writing, discussion, and enactment.

Discussion Questions:

Now that you've read about half the book, and have come to the part where Ponyboy refers to the poem we looked at before we started reading, what do you think the poem means to the story?

How has what Johnny did affected the rivalry between the two groups?

Where does this fit into the plot?

Do you think this all Cherry's fault? Do you think it's anyone's fault?

What do you think about Johnny and Ponyboy going back into the burning church?

Do you think that Johnny, Ponyboy, and Dally are heroes? What makes a hero?

(Critical Thinking: the goal is to get the students to develop a criteria for "hero" and apply to characters)

Why is it such a shock to Ponyboy when Jerry tells him he shouldn't smoke?

What is Darry afraid of?

Comprehension questions:

1. Do you think Dally's parents have influenced the way he is, his personality? Explain.

2. Why doesn't Dally want Johnny to turn himself in?

3. What "other side" of Dallas is revealed in this chapter?

4. What's your own definition of a hero? Do the three boys prove themselves to be heroes, according to your definition? Explain.

5. Why do you think Johnny wasn't scared, despite the obvious danger, on page 92?

6. What does Pony realize about Darry at the end of this chapter?

Chapter 7/Article

Comprehension questions:

1. What condition is Johnny in after the fire?

2. Why would being crippled be worse for Johnny than someone else?

3. "Maybe people are younger when they are asleep" [p.104]. What do you think this comment means?

4. What is a juvenile delinquent [p.107]? Find a definition on the internet, in a dictionary, or create your own based on your own knowledge.

5. Why would Two-Bit think Johnny, Dally, and Pony were heroes all along, before they saved the kids?

6. What was Bob's "real" problem, according to Randy [p.116]

7. Why did Pony think it was better to see socs as "just guys" on p.118? What do you think he means by this?

8. What happened with Sandy?

9. Why does Randy talk with Pony?

Chapter 8

Comprehension questions

1. How does what the doctor first says, on page 119, foreshadow Johnny's condition?

2. "We needed Johnny as much as he needed the gang. And for the same reason" (p.121). What do you think Pony means, and what is the reason?

3. What does Pony mean on p.123 when he says, "we could get along without anyone but Johnny"?

4. If Darry didn't have Soda and Pony, why would he be a soc?

5. What does Cherry mean when she says Bob "wasn't just anyone" on p.129?

:

Chapter 9

Comprehension questions

1. On the bottom of p.132, when Pony asks what kind of a world it is, what comment is he making about how he judges people?

2. Why do the boys fight? Is Pony different?

3. What is the difference between Tim Sheppard's gang and Ponyboy's? Explain how Pony feels this difference give his group the upper hand?

4. What do you think Johnny's last words to Pony mean?

5. What happened with Dally in the end?

Chapter 10

Comprehension questions

1. How does pony's dreaming, or lying to himself, finally work in this chapter?

2. Why was Johnny's dying so difficult for Dally to handle?

3. Who do you think Dally would have wanted to die?

4. How does Pony describe Dally as being a person who made a difference on pg. 154?

Chapter 11
Comprehension questions

1. Explain why Pony might rather anyone's hate than their pity (p.162)?

2. What do you think is going on with Ponyboy when he says, "Johnny didn't have anything to do with Bob's getting killed" (p.166)?

3. Why does Randy come to visit Pony, beyond the obvious?

4. What did Randy discover in his conversation with Pony?

Chapter 12... final chapter!
Comprehension questions

1. What circumstances "did Ponyboy's teacher refer to? What circumstances does Ponyboy think his teacher is referring to?

2. Why doesn't Ponyboy feel scared when the Socs approach him and he threatens them with a broken bottle (p.170-171)? How is this a dramatic change from the Ponyboy we have seen up until this point? Was there anything odd about Pony's behavior?

3. What does Darry mean he says, "you don't just stop living because you lose someone" (p.173)?

4. How do we know Sandy didn't love Soda as much as he loved her? (p.174)

5. Explain how Darry and Ponyboy play tug of war with Soda.

6. What kind of guy is rare? (p. 178)

7. What do we learn was so special about Johnny (p.178)?

8. What does Ponyboy end up doing for his English assignment?

9. Where is the climax?

10. Why the title of the book? Who is the biggest outsider of them all and why?