

What defines a family?

A thematic unit focusing on S.E. Hinton's *The Outsiders*



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ECI 430/435/445
Moran/Simmons/Young
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Part I:

Preface

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Context For Learning:

About the School Where You Are Teaching

1. In what type of school do you teach?

Elementary school (K-6): []

Middle school (6-8): [x]

K-8: []

7-9: []

Other (please describe): []

Urban: []

Suburban: []

Rural: [x]

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[Co-teaching with AIG specialist for 2nd period Language Arts]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, interdisciplinary learning, or standardized tests.

[CT has *The Outsiders* and *A Midsummer Night's Dream* planned for the regular and advanced language arts classes, respectively. The whole 8th grade is doing *The Outsiders* during this time as well. For social studies, she has limited me to the civil war.]

About the Class Featured in This Assessment

1. What is the name of this course?

[8th Grade Language Arts - Regular]

2. What is the length of the course?

One semester: []

One year: [x]

Other (please describe): []

3. What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?

[60 minutes every day]

4. How much time is devoted each day to English-Language Arts instruction in your classroom?

[3 different periods]

5. Is there any ability grouping or tracking in English-Language Arts? If so, please describe how it affects your class.

[We have an AIG class and two regular language arts classes.]

6. Identify any textbook or instructional program you primarily use for English-Language Arts instruction. If a textbook, please provide the title, publisher, and date of publication.

[We don't really use a textbook. Ready NC is something that is used to prep for the end of grade test. Ready North Carolina 8th Grade English Language Arts, Curriculum Associates, LLC, MA, 2013.]

7. List other resources (e.g., electronic whiteboard, online resources) you use for English-Language Arts instruction in this class.

[SmartBoard, computer, projector]

About the Young Adolescents in the Class Featured in This Assessment

1. Grade level(s): [8th]

Age range of students: [13-14]

2. Number of

- students in the class [25]
- males [12] females [13]

3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

Students with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Struggling Readers</i>	6	<i>Read aloud, extended time, copies of notes, separate setting</i>
<i>Medical</i>	1	<i>Notice of seizures, copies of notes, re-test opportunity</i>
<i>Visual Impairment</i>	1	<i>Copies of notes, magnification devices, special seating</i>

Organizational Principle/Theme: The theme of "What defines a family?" will be illustrated through the reading of *The Outsiders* and emphasized with related readings in other genres. Students, especially middle school aged, struggle with family relationships and the norm is for students to be closer to their friends than their families. This theme will allow the students to put some thought into their definition of family and how the customary definition is put to the test throughout the novel. This theme will provide numerous activities relating to English language arts, including various writing prompts and the opportunity to address a variety of audiences through an assortment of mediums. The other 8th grade language arts classes will also be doing a unit on the novel as decided as a grade level.

Primary Subject Matter Focus: S.E. Hinton's novel *The Outsiders* is a classic novel for middle school students to read. It touches on many themes that run through our students' lives every day. I feel like this novel is a great read for my students and, since it will be the lower level students reading, it will be something they will understand easily and will fit in their reading level. I also like the idea that there is a version and I plan on using this version of the novel in the unit. After focusing on media literacy in ECI 405, I have learned that the film version is just as important to the understanding of the novel as reading the novel itself. This novel will be preceding a poetry unit, which I feel is perfect timing. The major focus on Robert Frost's "Nothing Gold Can Stay" provides the opportunity for segue activities that fit into both this unit and the poetry unit. *The Outsiders* and the supporting texts that I plan to use will touch on the following Common Core standards: CCSS.ELA-Literacy.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, CCSS.ELA-Literacy.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, CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style, CCSS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Organizing Questions:

1. What defines a family?
2. What effects do the choices we make for our family/friends have on our lives?
3. Could friends be considered part of your family?
4. How do the people we include in our family affect our choices?

Goals: By the end of this unit, my students will be able to provide their own definition of family based on their beliefs and the discussions had throughout the unit. Students will show proficiency in demonstrating an understanding of a variety of family dynamics and how the different dynamics affect different choices. They will also be able to describe, in detail, the family dynamics presented in the novel and relate them to their own lives and families.

General Unit Objectives:

Cognitive

1. Understand parts of a novel.
2. Compare and contrast various genres of text.
3. Define family using the novel's dynamics.
4. Develop critical thinking skills.

Affective

5. Participate knowledgeably in classroom discussion.
6. Revise the conventional definition of family to fit their own ideas.

Performance

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7. Use technology.
8. Create original writing, poems, etc.
9. Perform an original poem.

8th Grade Common Core Standards:

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.8.2c Spell correctly.

CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.8.3a 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.

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CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 [here](#).)

CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-Literacy.SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Possible Unit Materials & Supplementary Texts:

Novel:

The Outsiders by S.E. Hinton

Poems:

"Nothing Gold Can Stay" by Robert Frost -
<http://www.poets.org/viewmedia.php/prmMID/1997>

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“A Red, Red Rose” by Robert Burns - <http://www.bartleby.com/101/503.html>

“An Honest Yorkshireman” by Henry Carey - http://allpoetry.com/poem/8560703-An-Honest-Yorkshireman-wbr--by-Henry_Carey

Videos:

NC Language and Life project - <http://www.linguisticsociety.org/news/2012/11/01/north-carolina-language-and-life-project-nc-state-fair>

Technology Related Materials:

Laptop

Computer Lab

www.glogster.com

SmartBoard

Projector

Other Materials:

Pencils

Notebook paper

Unlined paper

The Outsiders notebook

Character map poster board

Colored Pencils/Markers/Crayons

Ready NC books

Family tree template

Possible Activities/Instructional Strategies:

- Various writing prompts
- Creation of a family tree
- Creation of character map
- Comparing and contrasting various genres
- Roundtable discussions
- Silent Reading
- Popcorn Reading
- Class reading
- Audio book reading
- Creation of picture using imagery
- Class wide discussions
- “Cliff Note” version of book
- Creation of Inspirational poster
- Generating MSL-like test
- Creation and sharing of Found poems

Unit Map Overview:

Day 1: Lesson Written Out

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. I will then introduce the unit. The students will spend some

time writing in their notebooks about what they believe defines a family. We will do an activity, making a family tree, which emphasizes this writing. They will be instructed to include anyone whom they would include in their families, not restricted to blood relatives. As a class, we will then discuss the cover of *The Outsiders*. We will talk about what the title and the cover tell us about the book and make inferences about the text from the cover.

Day 2: Lesson Written Out

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will begin reading *The Outsiders*. Since we are required to read the novel in class, we will begin by reading chapter 1 out loud. I will do the reading on this day. During the reading, I will stop periodically and ask comprehension questions to make sure they understand the chapter. Following the conclusion of the chapter, we will begin our character map. This map will help us keep track of all of the important characters as well as their relationships with the other characters. We will also begin a discussion on the family situations that are arising.

Day 3: Lesson Written Out

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will move on to the reading of chapter two. The students will be paired up and they will read to each other during this time. They will be required to take notes in their notebooks as a check for understanding. Following the reading, we will do a quick Prezi on language and dialect that focuses on the definition of these words as well as the impact they have on the book. We will watch a 6-minute video on language and dialect across NC from the NC Language and Life project.

Day 4: Lesson Written Out

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will not read in the novel today. Instead, we will be doing an activity with language and dialect. After a quick recap, the students will be put into groups and given copies of texts of various genres that have an emphasis on dialect. They will compare and contrast the dialects shown and reflect upon how the differences in language affect the text.

Day 5: Lesson Written Out

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will continue in the novel by reading chapter 3. We will listen to an audio book version of this chapter to expose students to various ways of reading and various technologies that can be used. I will pause the audio reading and ask comprehension questions periodically. Following the reading, we will have a discussion on why the author includes the discussion of Cherry and Ponyboy's families. We will talk about what it adds to the novel and what it reveals about the characters. They will then do a quick free write in their notebooks about how they would describe their family to a stranger.

Day 6:

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Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. Continuing in the novel, we will read chapter 4. I will do the reading on this day. I will stop periodically to ask comprehension questions. Following the reading, we will discuss the action of Johnny stabbing Bob. The students will discuss whether or not Johnny had another choice in that situation and how his relationship with Ponyboy affected his decision. We will also talk about whether or not they would consider the action to be self-defense or cold-blooded murder.

Day 7:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. Today we will not continue reading. Instead we will sit in a circle and have a roundtable discussion of the book so far. We will discuss the events of the book up to this point, the students' opinions of the actions, the students' ideas of what is coming up next, as well as what they have seen about the characters' families so far. They will complete a writing prompt of, "If you could change 3 things about the book so far, what are they and why?" in their notebooks.

Day 8:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will be continuing on to chapter 5 today. The audio book will be reading to us. As always, we will be stopping periodically for comprehension questions. After reading, we will discuss the importance of the *Gone With the Wind* reference as well as "Nothing Gold Can Stay." We will go over the plot of *Gone With the Wind* so that the students can understand the comparison between the main character and Dally that was made by Johnny. We will also discuss the symbolism of each text.

Day 9:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will not be reading in the novel today. We will be breaking down "Nothing Gold Can Stay" with a focus on imagery. As a class, we will go through the poem and discuss its vivid imagery throughout. The students will then have the opportunity to create an image of either the poem or a comic strip like drawing using each line of the poem in each picture.

Day 10:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will continue the novel by reading chapter 6. The students will pair up again and they will be responsible for taking notes in their notebooks as comprehension checks. Following their reading, they will, in their pairs, discuss whether or not they consider Johnny and Ponyboy to be heroes or delinquents. They will prove their argument using specific references in the book. They will present their findings, quickly, to the class. They will then write in their notebooks a response to the following prompt: "Is there anyone in your family that you feel is very hard on you even though you know it's because they care?"

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Day 11:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will read chapter 7 aloud in class today. We will do popcorn reading to get through the chapter with periodic questions for comprehension. After reading, we will discuss as a class the importance of Randy's talk with Ponyboy. We will talk about why the author included this in the story. The students will then write in their notebook, in the form of a letter to another Soc, what Randy has been up to since the night Bob died. This letter will fill in the blank of Randy's life since he was last brought up in the novel.

Day 12:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. Chapter 8 will be read by audio book today with periodic stops for comprehension questioning. The discussion that follows will be about why the author chose to have Cherry as an informer to the Greasers. We will also discuss the importance of having the fight be without weapons and why the author included that.

Day 13:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will be reflecting today on the first 2/3 of the book. Like the first reflection day, we will be set up in a circle to enhance discussion. The students will be talking about how their predictions for the book from the first discussion were right or wrong. They will also be talking about how the plot has changed throughout and the family dynamics that may or may not have changed in their eyes. We will spend a little longer on writing. The prompt for today will be, "Pick the most important word/line/image/object/event/etc in chapters 5 through 8 and explain why you chose it. Use examples to support your analysis."

Day 14:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. I will read chapter 9 aloud with stops for comprehension questions. Our discussion will be about the death of Johnny. We will talk about why the author wrote that in the novel and why it was put in after the rumble. The students will predict how his death will affect the other characters in the novel. Following the discussions, the students will write a eulogy for Johnny from the point of view of another character in the novel.

Day 15:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. The students will read chapter 10 in their pairs. They will be responsible for notes in their notebooks. Groups that finish early can discuss their views of the chapter until we come back together as a class. We will discuss Dally's violent death as a class. The students will infer the author's reasoning behind Dally's death. We will discuss the vivid imagery of this scene.

Day 16:

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Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will complete the book today by listening to chapters 11 and 12 via audio book. We will discuss the family dynamics shown between Ponyboy, Steve, and Two-Bit toward the end of the novel. We will also discuss whether or not the students think close friends can be considered family. Their writing for the day will be to write their own autobiographical theme. This can be completed for homework if not completed in class.

Day 17:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. Today will be our final reflection day. We will sit in our usual roundtable circle and discuss the overall themes of the book as well as if the book ended like the students expected it to. We will detail the relationships of book by completing our character map. I will disclose to the students that S.E. Hinton is, in fact, female and that she wrote this novel in high school based on her own experiences. The students will have a writing assignment of writing an email to Hinton asking her any questions about the novel and giving her their opinion on the novel.

Day 18:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will complete our character map today if not completed yesterday. We will also begin watching *The Outsiders* film. Prior to beginning the movie, we will have a short discussion on the importance of having a visual version of the novel and getting opinions on whether or not the movie will stick to the plot of the book closely or not. The students will have a hand out for comparing the movie to the book that they will complete during and following the movie.

Day 19:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will begin today by discussing any differences we found in the movie from the book in yesterday's portion. We will then continue watching the movie and the students will continue with their comparison hand out.

Day 20:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will finish the movie. After the movie, we will have a class discussion on the differences the students found in the movie compared to the book and if they think those differences had any effect on the story. They will complete a writing assignment in their notebooks about whether or not they enjoyed the movie or book better and why.

Day 21:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. We will be in the computer lab today. Before beginning our activity, we will discuss the meaning of Johnny telling Ponyboy to "stay gold" (page

148). The students will create an inspirational poster using Glogster portraying the meaning of “staying gold.”

Day 22:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. The students will be put into groups of 5 and given copies of the “Ready NC” workbook. The students will be responsible for creating a final test for *The Outsiders* that details the parts of the book they found to be important. The questions must be worded in the same format and using the same word choices as those found in the “Ready NC” book. Each test must include at least 15 questions and the students must include an answer key and a reference to where they found the questions and answers in the book.

Day 23:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. The students will get back into their 5 groups and they will take another groups test that was created yesterday. Each person must contribute to the test. It is open book, but they can only discuss answers with their own group.

Day 24:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. I will do a short presentation using Prezi on found poetry. The students will be put into pairs and each given a chapter of the book. Using only their chapter, the students must choose at least 25 words (and cite which page they came from) to write their own found poem. Their poem must be about the book chapter, the book in general, or family dynamics.

Day 25:

Today, the students will begin by completing 10 minutes of self-selected reading as mandated by the school. The students will get back into their pairs from yesterday and finish their found poems. They will then read their poems to the class, poetry slam style.

Part II:

Daily Lesson Plans

Day 1 Detailed Lesson
Day 2 Detailed Lesson
Day 3 Detailed Lesson
Day 4 Detailed Lesson
Day 5 Detailed Lesson

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November 21, 2013

Day 1: "What defines a family?"

Context: This lesson will be the first day of a full unit on defining family. Using *The Outsiders* by S.E. Hinton and other supplemental texts, the students will complete activities and discussions that will help them create their own definition of family and understand various family dynamics.

Plan Number: 1 out of 25

Objectives:

TSWBAT

- Define family using their own examples and experiences.
- Describe how the title of the novel *The Outsiders* gives insight to the book

CCSS.ELA-Literacy.L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Materials Required:

- *The Outsiders* notebook (provided by the teacher)
- Tree template for each student
- Handout of instructions
- Family tree example
- Pencils/Pens
- Self Selected reading book
- Copy of *The Outsiders*

Time: 60 minutes

Procedures:

1. Students come in to class and get settled. They read their self selected reading book for 10 minutes. – 12 minutes
2. Students put their books away while you pass out their *The Outsiders* notebooks. – 3 minutes
3. Have students open their notebooks to the writing prompt, "What defines a family?" Have them free write a response. – 5 minutes
4. Discuss their responses as a class – 5 minutes
5. Introduce the activity. The students will create their own family tree. Emphasize that they can include anyone who they would consider part of their family (i.e. best friends, aunts, uncles, pets, etc). ****EACH PERSON MUST INCLUDE A MINIMUM OF 3 MEMBERS AND A MAXIMUM OF 8 MEMBERS**** Show an example of a pre-made example tree to the class. – 5 minutes
6. Hand out the pre-made tree templates and instructions. – 3 minutes

- 7. Allow students to work, quietly, on their assignment. – 12 minutes
- 8. Have some volunteers share their family trees. – 5 minutes
- 9. Introduce the book, *The Outsiders*. Be sure to say that the book has a huge focus on family and how it questions the traditional definition of a family. Show the students the cover of the book. – 2 minutes
- 10. Have a quick discussion about what the title of the book implies for the content. Allow students to voice their opinions and ideas with each other and you freely. – 6 minutes
- 11. Students pack up and prepare to move to their next class. – 2 minutes

Evaluation: The students will be formatively assessed on their definition of family as written in their notebooks and as shown on their family trees. They will also be assessed formatively on their understanding of nuances in word meanings based on the discussion on the book title.

Accommodations: In order to satisfy all the IEP and 504 requirements, I will provide every student with a copy of the activity instructions and I will read them aloud for the class.

Reflection:

Appendix:

Name: _____

Date: _____

Family Tree Activity

What defines a family? What does it take to be part of a family? Think about who makes up your family. This includes your parents, guardians, siblings, grandparents, and even your best friend that you consider to be a sibling.

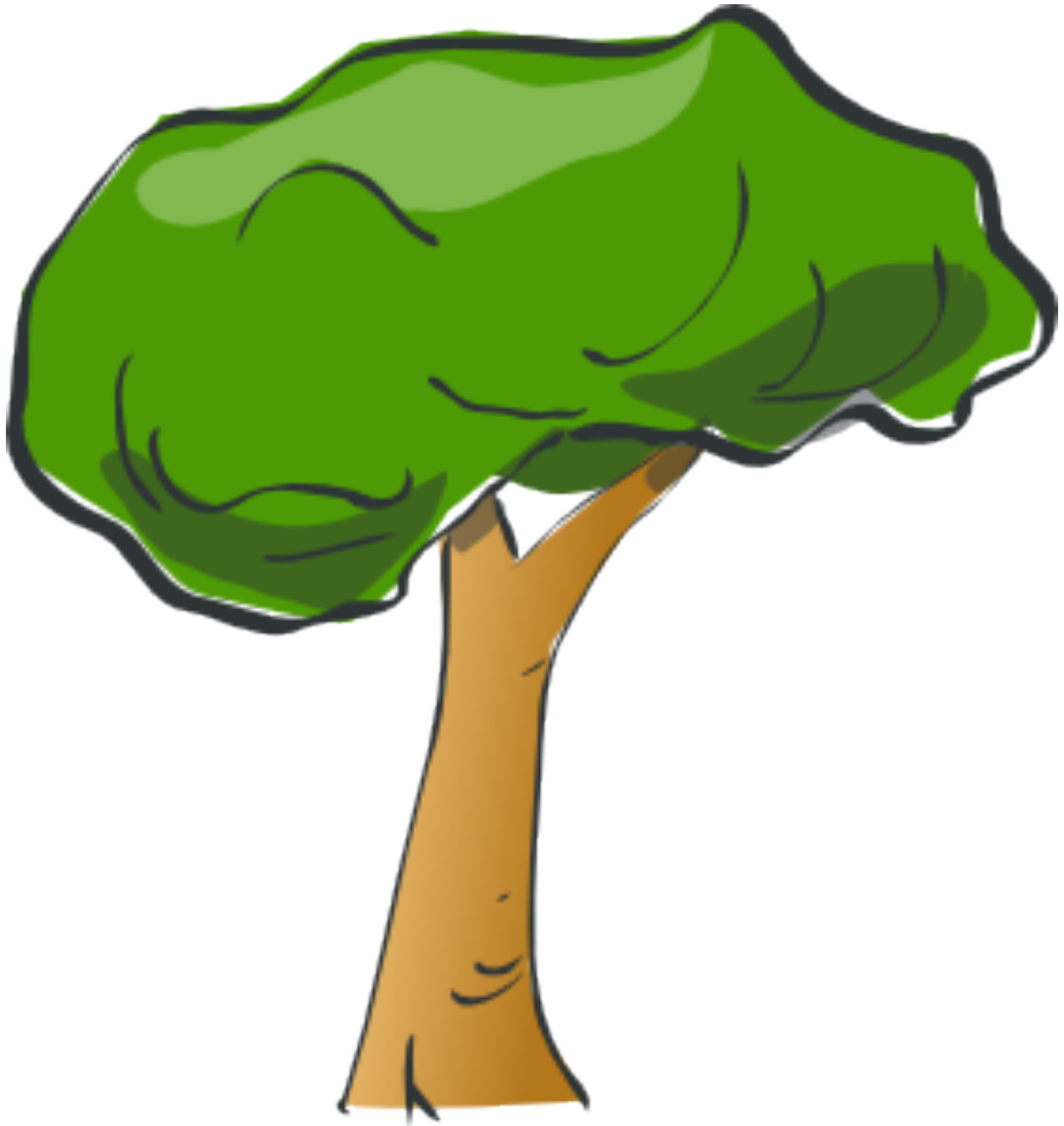
On your tree, draw everyone you would include in your family. You must have a minimum of 3 people and a maximum of 8 people. You can draw pictures, faces, or just names...this is YOUR family tree!

When you've completed your family tree, answer the questions below.

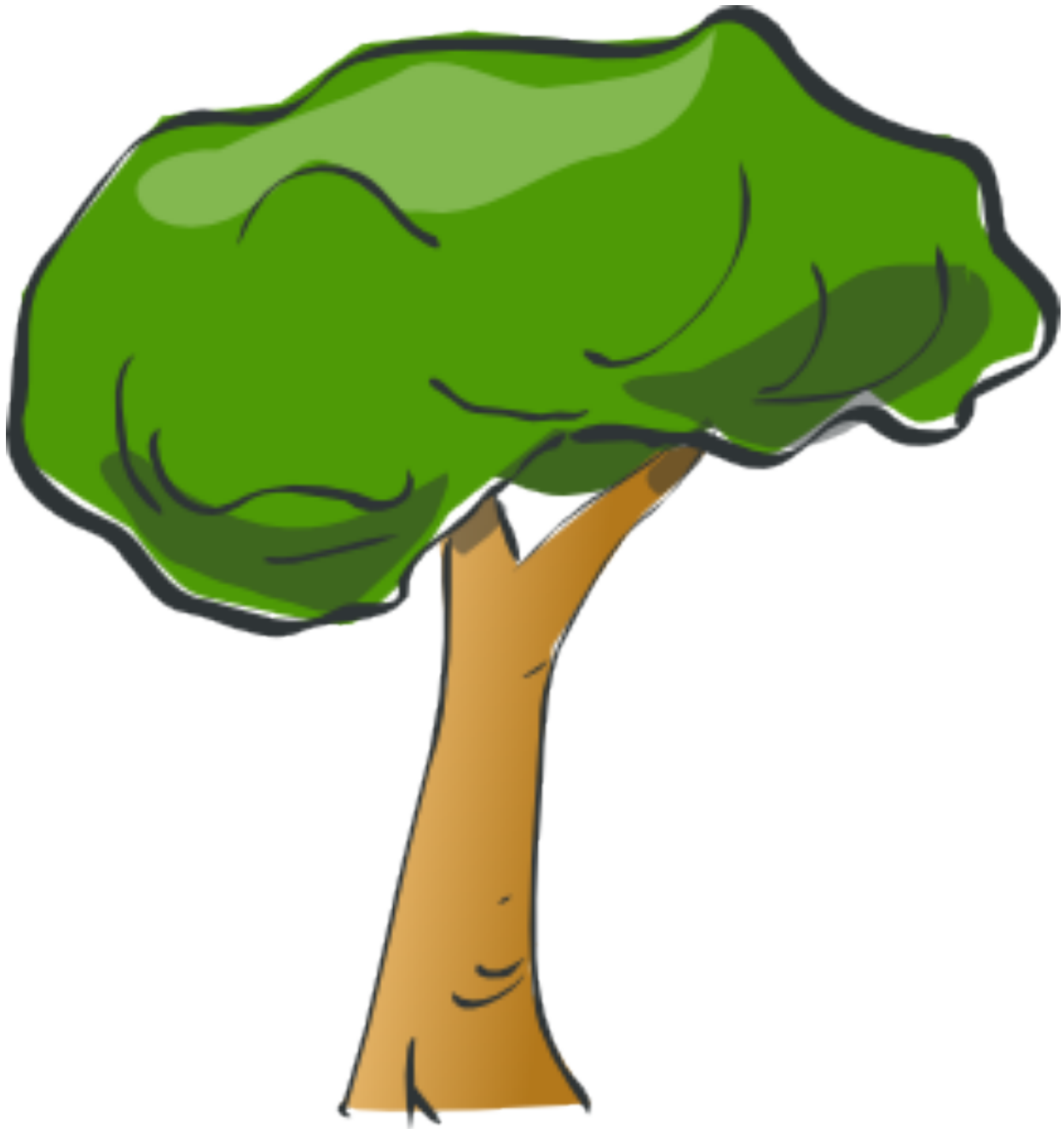
Who did you include in your family?

Why did you include these people?

Family Tree Template



Family Tree Example



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Day 2: "Paul Newman and a ride home."

Context: This lesson will be the second day of a full unit on defining family. Using *The Outsiders* by S.E. Hinton and other supplemental texts, the students will complete activities and discussions that will help them create their own definition of family and understand various family dynamics.

Plan Number: 2 out of 25

Objectives:

TSWBAT

- Understand the events of the first chapter.
- List the characters introduced in the first chapter.
- Identify the family dynamics that are arising in the novel.

CCSS.ELA-Literacy.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.

Materials Required:

- *The Outsiders* notebook (provided by the teacher)
- Pencils/Pens
- Self Selected reading book
- Copy of *The Outsiders* for each student
- Character Map outline

Time: 60 minutes

Procedures:

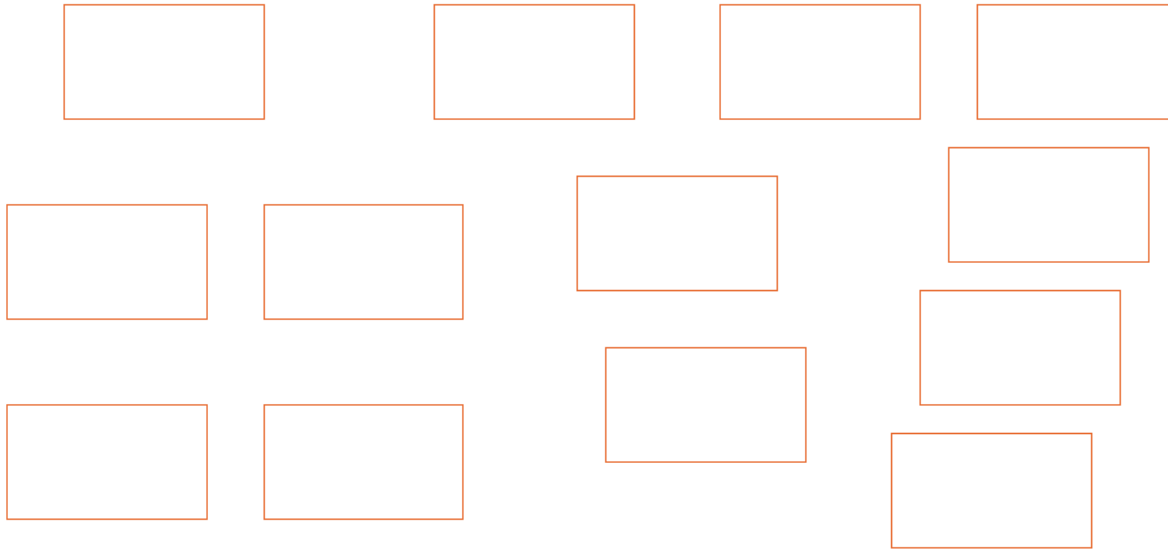
12. Students come in to class and get settled. They read their self selected reading book for 10 minutes. Hand out *The Outsiders* books during this time. – 12 minutes
13. Tell the students to take notes in their notebooks during the reading. They will be checked. Begin reading. Read through chapter 1. Stop periodically to ask comprehension questions about the chapter. – 30 minutes
14. Introduce character map. Begin to put the names of the characters in their spots based on the connections formed into the chapter. – 15 minutes
15. Students pack up and move to the next class. – 3 minutes

Evaluation: The students will be formatively assessed on their input on the character map and through the discussion that arises. They will also be formatively assessed on

The Outsiders Character Map

Socs

Greasers



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November 21, 2013

Day 3: Language and Life

Context: This lesson will be the third day of a full unit on defining family. Using *The Outsiders* by S.E. Hinton and other supplemental texts, the students will complete activities and discussions that will help them create their own definition of family and understand various family dynamics.

Plan Number: 3 out of 25

Objectives:

TSWBAT

- Understand the events of the second chapter.
- List the characters introduced in the second chapter.
- Appreciate various dialects.
- Define language and dialect.

CCSS.ELA-Literacy.L.8.3 – Use knowledge of language and its conventions when writing, speaking, reading, and listening.

Materials Required:

- *The Outsiders* notebook (provided by the teacher)
- Pencils/Pens
- Self Selected reading book
- Copy of *The Outsiders* for each student
- Link to NC Language and Life Project video:
<http://www.linguisticsociety.org/news/2012/11/01/north-carolina-language-and-life-project-nc-state-fair>
- Link to Dialect Quiz: <http://www.ncsu.edu/linguistics/ncllp/dialectquiz.php>
- Language and Dialect Prezi:
http://prezi.com/ywut66piyen4/?utm_campaign=share&utm_medium=copy

Time: 60 minutes

Procedures:

16. Students come in to class and get settled. They read their self selected reading book for 10 minutes. Hand out *The Outsiders* books during this time. – 12 minutes
17. Pair the students up. Tell the students to take notes in their notebooks during the reading. They will be checked. The students begin reading aloud, but quietly, to each other until they finish chapter 2. – 30 minutes
18. Show Language and Dialect Prezi. – 9 minutes
19. Show NC Language and Life project video – 7 minutes

20. Discuss tomorrow’s activity – 2 minutes

Evaluation: They will be formatively assessed on their answers to the questions in the mid-reading discussion and their notes taken in their notebooks.

Accommodations: In order to satisfy all the IEP and 504 requirements, we will listen to the chapter on the audio book version.

Reflection:

Appendix:

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Day 4: Dialect

Context: This lesson will be the fourth day of a full unit on defining family. Using *The Outsiders* by S.E. Hinton and other supplemental texts, the students will complete activities and discussions that will help them create their own definition of family and understand various family dynamics.

Plan Number: 4 out of 25

Objectives:

TSWBAT

- Define dialect.
- Distinguish different dialects when read or heard.
- Appreciate the variety of dialects found in NC.

CCSS.ELA-Literacy.L.8.3 – Use knowledge of language and its conventions when writing, speaking, reading, and listening.

CCSS.ELA-Literacy.L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Materials Required:

- *The Outsiders* notebook (provided by the teacher)
- Pencils/Pens
- Self Selected reading book
- Copy of *The Outsiders* for each student
- Copy of “A Red, Red Rose”
- Copy of “An Honest Yorkshireman”
- Copy of specific dialectal points found in *The Outsiders*
- “Comparing Dialects” Worksheet

Time: 60 minutes

Procedures:

21. Students come in to class and get settled. They read their self selected reading book for 10 minutes. Hand out *The Outsiders* books and all the handouts during this time. – 12 minutes
22. Explain the activity. The students will pair up and read the two poems and the notes from *The Outsiders* aloud. Tell them that if they can find any more examples of dialect in the first two chapters of the novel to write those down as

A Red, Red Rose

By Robert Burns (1759 – 1796), a Scottish poet and lyricist.

O MY Luve 's like a red, red rose
That 's newly sprung in June:
O my Luve 's like the melodie
That's sweetly play'd in tune!

As fair art thou, my bonnie lass,
So deep in luve am I:
And I will luve thee still, my dear,
Till a' the seas gang dry:

Till a' the seas gang dry, my dear,
And the rocks melt wi' the sun;
I will luve thee still, my dear,
While the sands o' life shall run.

And fare thee weel, my only Luve,
And fare thee weel a while!
And I will come again, my Luve,
Tho' it were ten thousand mile.

An Honest Yorkshireman

Written by Henry Carey (c. August 26, 1687 – October 5, 1743), an English poet, dramatist and song-writer

I is i' truth a coountry youth,
Nean used to Lunnon fashions;
Yet vartue guides, an' still presides
Ower all my steps an' passions.
Nea coortly leer, bud all sincere,
Nea bribe shall iver blinnd me ;
If thoo can like a Yorkshire tike,
A rogue thoo'll niver finnd me.

Thof envy's tongue, so slimly hung,
Would lee about oor coonty,
Nea men o' t' earth boast greater worth,
Or mair extend their boonty.
Oor northern breeze wi' us agrees,
An' does for wark weel fit us ;
I' public cares, an' love affairs,
Wi' honour We acquit us.

Sea great a maand(1) is ne'er confaand(2)
'Tiv onny shire or nation,
They gie un meast praise whea weel displays
A larned eddication;
Whaal rancour rolls i' laattle souls,
By shallow views dissarnin',
They're nobbut wise at awlus prize
Good manners, sense, an' larnin'.

Sections in *The Outsiders* Portraying Dialect

Page 2 – “We get jumped by the **socs**. I’m not sure how you spell it but it’s the abbreviation for the Socials, the jet set, the West-side rich kids. It’s like the term ‘**greaser**,’ which is used to class all us boys on the East Side.”

Page 3 – “I **reckon** we’re wilder, too.”

Page 7 – “You’re **bleedin’** like a stuck pig.”

Page 12 – “*Tough* and *tuff* are two different words. *Tough* is the same as rough; *tuff* means cool, sharp – like a tuff-looking Mustang or a tuff record.”

Page 20 – “...who could **whip** who...” – What does *whip* mean in that sentence?

Page 25 – “She was cute, but that Cherry Valance was a real **looker**.”

What does *looker* mean?

Name: _____

Date: _____

Comparing Dialects

Title of the work	"A Red, Red Rose"	"An Honest Yorkshireman"	<i>The Outsiders</i>
Author			
Genre (fiction, nonfiction, poetry, etc)			
Where is the dialect from?			
Examples of the dialect			
How does the dialect affect the text?			

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Day 5: “Nobody but Soda could really get me talking. Till I met Cherry Valance.”

Context: This lesson will be the fifth day of a full unit on defining family. Using *The Outsiders* by S.E. Hinton and other supplemental texts, the students will complete activities and discussions that will help them create their own definition of family and understand various family dynamics.

Plan Number: 5 out of 25

Objectives:

TSWBAT

- Understand the events of the third chapter.
- Identify the importance of including conversation about family in the novel.

CCSS.ELA-Literacy.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.

Materials Required:

- *The Outsiders* notebook (provided by the teacher)
- Pencils/Pens
- Self Selected reading book
- Copy of *The Outsiders* for each student

Time: 60 minutes

Procedures:

25. Students come in to class and get settled. They read their self selected reading book for 10 minutes. Hand out *The Outsiders* books during this time. – 12 minutes
26. Tell the students to take notes in their notebooks during the reading. They will be checked. Begin the audio book recording of chapter 3. Stop periodically to ask comprehension questions about the chapter. – 30 minutes
27. Ask the students, “Why does the author have Cherry and Ponyboy discuss their families?” Have them discuss their thoughts on this and what they think it added to the story. – 10 minutes
28. Have the students respond to the following writing prompt in their *The Outsiders* notebooks: How would you describe your family to a stranger? – 5 minutes
29. Students pack up and move to the next class. – 3 minutes

Part III:

Evaluation

Evaluation Philosophy Statement
Evaluation Strategies

Evaluation Philosophy:

My evaluation philosophy is based on a variety of assessments. I believe that students should not be simply handed a multiple-choice test to assess their learning. In order for my students to demonstrate competency following my lessons and units, they will be responsible for tests, quizzes, projects, assignments, etc that will all be used collectively to determine whether or not they understood the concepts that they were supposed to have learned. I believe this method is best because it not only allows the students who are good testers to perform well, but also those who suffer from test anxiety or other issues that would cause them to not perform to the best of their abilities on a standard test.

I also have a strong belief that students should learn and focus on what they find to be beautiful. I know students do not appreciate being tested. Therefore, my philosophy is to give them options of ways to show their competency that not only reflects what they have learned but also what their passions are. Passionate students are great students and that is what I plan to strive for in my classroom.

List of Evaluation Strategies:

Throughout this unit, I have included numerous evaluation methods and opportunities. The majority of them are formative, including discussions and responses to writing prompts. However, as necessary, I have included summative assessments as well. One in particular is the final test the students will be creating and taking. The students will be assessed on their ability to pick out the most important aspects of the novel through the creation of the test. They will then be assessed on their ability to remember and recognize the important aspects through the actual taking of the test. Their understanding of the text will also be tested through their found poetry assignment.

I am a strong believer in the notebook concept as well. I have included a scaled down version of this in my unit. I will create a notebook for the students to make notes and respond to writing prompts that they will hand in at the end of the unit. The students will be responsible for all the writing prompts throughout the unit, notes on each chapter, and the character map that will be included in their notebook. The notebook will serve as a formative assessment of participation and understanding throughout the unit. All assignments throughout this unit will be included in the notebook.

Part IV:

Works Cited/Reflective Addendum

Works Cited
Reflective Addendum

Works Cited:

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Reflective Addendum Letter

Dear Reader,

My unit idea was given to me from my cooperating teacher based on her pacing guide. The entire 8th grade will be reading *The Outsiders* at the same time. I was very excited about this, actually, because of all the work we have done this semester with the novel. I thought about what I would want my theme to be for a while. I finally decided on "What defines a family?" I chose this because I know how students have varied opinions of who is in their families and who they consider family, whether it is just their blood relatives or if they include their friends and pets. Family is important in middle school students' lives so I thought this theme would be a good one for my students to focus on.

My unit allows students to express themselves while still learning about the book and following the Common Core standards, which I think is important. The students will have the opportunity to write about personal things while relating the questions to the book. I tried to relate a lot of the activities back to my students while still focusing on the book itself and their understanding of it. I believe that through my activities my students will gain a full understanding of my theme, the novel, and themselves.

If I had been given more time, I would have created detailed lessons for all of the days. I am very organized and having only a few lessons is something that bothers me. I will probably go back and write the detailed lessons for the entire unit before I teach it in the spring.

Kayla DeWald- ECI 430/435/445-F13-Thematic Unit Project

The time constraint was something I struggled with. I would just like to do more with the activities. I kept coming up with great activities that related to the book and the theme but that would not fit in the time frame of 25 weeks. I know that I cannot spend the entire year on *The Outsiders*, but I realize now that I could if I had the chance. There are just so many lessons and activities that could be done to enhance the students' understanding and appreciation of the novel. I wish I could do them all! I have a deeper understanding and appreciation for teachers and their job now that I have had to fit my unit into a specific amount of time. I didn't realize that there are so many things that can be done with one simple novel!

When implementing this in the spring, I plan to pay close attention to the students' during their partnered reading time. This is a huge part of my unit and I am skeptical of its success. I did not want my students to listen to me read or listen to the audio book the entire time during the novel, but since there are so many students who need to have the book read aloud for them in their IEP's, it is necessary for their success. I came up with the idea of partnered reading based on readings from my classes and thought that maybe it will work with my students. I am very concerned about them finishing at vastly different times. I will be interested to see how that turns out.

I would rate this unit at around a 3.25. It could include much more technology, but I simply do not have access to much at my placement school. I am eager to work in an environment without the technology after completing my studies at NCSU with the infinite amount of technology that we have here. However, I am seeing the difficulties of working without the new 21st Century tools and this may lead me to advocate for more technology in rural areas later on in life. I also feel like I have changed something or thought of a different, better way to do activities each and every time I have reviewed my unit. I feel, because of this, that my unit may never reach the 4 level because something can always be changed or upgraded.

To the future MSL students: this project is extremely time consuming, stressful, and difficult. However, the payout from it is tremendous and completely worth it. This experience has taught me what really goes into unit planning and what it takes to create a quality unit. While there are some aspects that go into the project that are solely for the appeasement of the faculty members to demonstrate our skills learned, it is a mostly realistic experience for creating a unit. I do wish that we would have had more instruction on this type of assignment rather than "busy work" in class. I feel like a lot of the assignments prior to this project did not help me create this project, even though it is supposed to be a culmination of my learning. I do thoroughly appreciate this opportunity, though, and feel as if it has helped prepare me for my own classroom in ways that I have not been exposed to before.

Overall, I am thankful for the opportunity to complete this project. I feel like I put a lot of thought and effort into it to get a great unit plan out. I hope that my students see their efforts blossom throughout their participating in this unit as I have seen with the completion of it.

Sincerely,
Kayla DeWald