Lesson: The Outsiders (introducing vocabulary)

Academic Standards

10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.
10.3.4 Analyze characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Performance Objectives

1) Given a character or group (Socs, Greasers) in The Outsiders, groups of (3-4) students will write 2-3 detailed sentences about their character (with textual support) with 100% completion.

2) Given a figurative speech homework assignment, students will list each term with definition, personal example, and found example with 90% accuracy. (10.5.8)

Procedure

Introduction/Motivation

- Have “Wanderer of Sea and Fog” by Casper David Friedrich on the overhead as students arrive.
- Ask students if they know various types of figures of speech: metaphors, similes, idioms, metonymy etc. Gauge behavior and reaction and have students write these down from the overhead with examples. Clincher: Tell students we are going to play (metaphorical) baseball later in the class.

Step-by-Step Plan

1) Induction (5-10 minutes) – Students will be asked if they know and can recognize various types of figures of speech (metaphor, simile, idiom, metonymy, hyperbole). Using an overhead, I will have students write the definitions of these terms with an example for reinforcement. (G - Wanderer of Sea and Fog will be discussed next class (a teaser!) but has visual/spatial intelligence as the students look at it B – depending on prior knowledge, students will be using knowledge, evaluation, and then evaluation by examining the different figures of speech)
2) **Vocabulary Pre-Test** (5 minutes) – Students will be given a pre-quiz (attached) that tests vocabulary and spelling for evaluative purposes. Words are found in *The Outsiders*. Students who score perfectly will be given a choice to do a creative outlet (2-3 pgs) using vocabulary from overhead vocabulary sheet or can choose to select a couple vocabulary words, research their etymology (using Oxford English Dictionary) and write their findings (2-3 pgs).

3) **Character Description/Analysis** (15-20 min.) Students will be randomly assigned to groups (3-4 people). Students will be given one of these characters or groups: Ponyboy, Darry, Sodapop, Steve Randle, Two-Bit, Dally, Johnny Cade, Socs, Greasers. Students will be asked to give any information that is important to their character using textual support. Students will be allowed time to write these down and the groups will report to the class. (B – focuses on knowledge and comprehension, but also uses analysis because students are deciding what factors they believe to be pertinent to the character G - this activity focuses on the verbal/linguistic and logical intelligence because the students are discussing, writing, reading, and analyzing the novel and also interpersonal because they are working with peers.)

4) **Metaphorical Baseball (Home Run Derby)** (10 minutes) – A seat will be placed in the front of the classroom which is the Batter’s box. I will draw the plate on the board. I will throw the students a pitch (question about *The Outsiders*) and they either hit a home run (answer correctly) or strike out (answer incorrectly). Students will bat by volunteering first, and then by teacher’s selection if no there are no volunteers. If the students hit 10 home runs before 10 strike outs, the class will receive 5 points on the quiz; otherwise the students will receive only 3 points for their efforts. (B – this activity asks students for knowledge and comprehension over Chapter 1 of the novel G – bodily/kinesthetic by getting out their seats to try to “swing” a home run)

5) **Vocabulary** (5-10 minutes) – Students will receive a vocabulary list of words from *The Outsiders*. The students will be expected to know these words by the end of the novel (a test will be given). The teacher will suggest and recommend the students to look up any words they are unfamiliar with, to make flash cards etc. Also, the teacher will have blanks for students to write words they do not know which will be implemented into the test. During the following classes, teacher will tell students when the vocabulary word appeared in the novel

6) **Read Chapter Two** (20-25 minutes) – Students will either silently read Ch.2 or alternate aloud. Students will ask students to continue with their *The Outsiders* quote journal [Students are required to find a quote of their choice from each chapter and explain briefly (2-3 sent.) its impact on them personally (emotionally, aesthetically, or existentially) or impact on the novel (the conflict, a character).] What is not finished is homework. (G- interpersonal intelligence if read alone, verbal/linguistic for reading).

7) **Wrap-Up** (5 minutes) – Teacher will explain homework (Performance Objective 2). Students will use their own paper and write the figures of speech mentioned with definitions, a student example, and a found example (from a poem, song, and novel). Assignment is due next day. Assignment should take no longer than 30 minutes. Make sure students are keeping up-to-date on their quote journals. Tell students to think of how the concepts isolation and innocence relate to the Greasers, i.e. Ponyboy. (B – homework focuses on knowledge, comprehension, application, and evaluation by writing the definitions, then applying the knowledge to make their own example, and then evaluating other sources for a found example. G- because of the different places students can find this information, it potentially could encompass verbal/linguistic, musical/rhythmic, intrapersonal, logical/mathematical)

**Closure**
- Tell students to think of how the concepts isolation and innocence relate to the Greasers. Tell them that we will invite and contemplate on these ideas next class; bring discussion.
Adaptations
- Be aware of any students needing more reading time, give additional time.
- ADD/ADHD students will be called on to participate in the baseball activity, and the class can read aloud the chapter, or if, silently, Stowe suggests playing soft music which can be done. Also, the social activity will provide them time to use their energy productively. Lastly, since there is a homework assignment, I will tell the class (and reinforce this to ADD/ADHD students later) how much time I am looking for them to spend on the assignment.

Self-Reflection
- Accept willingly and improve on cooperating teacher’s constructive criticism.
- Evaluate and access effectiveness of lesson. Note any holes in lesson that need strengthened.
- Be critical of time factor. Was there adequate time for each step in the lesson?
- Examine results of pre-test. Note any weaknesses. Verify test was appropriate (as appropriate as a pre-test can be)