



All I Really Need to Know I Learned in Kindergarten- Robert Fulghum,

For me this happened in first grade. I had a teacher who was as tough as nails, and I thank GOD for her every day. I learned more, fundamentally, that one year than in any other singular year of schooling. She ignited in me a passion for learning that has never fizzled.

I cannot tell you the exact moment when I knew I wanted to be a teacher; I just always knew the concept felt right. I started out wanting to pursue Early Childhood Education and then made the switch to Elementary Ed. After taking a thirteen year hiatus to be a stay at home mom, I returned to the land of formal academia. I say this, for though I was not in a traditional classroom or learning from a textbook, I feel I spent those thirteen years as both teacher and student. I learned just as much from my kids as I taught them. So after reading the TWILIGHT series and subsequently droning on about it for days, my eldest daughter said to me "Mom, you are sucking the fun out of TWILIGHT!! You sound like my English teacher; will you PLEASE SHUT UP?!!!" My light bulb went off, and I re-enrolled in college knowing for the first time what I wanted to do with my life. That's the HOW I came to be studying to teach high school English. Now here is the WHY.

Teenagers are a hard lot. Many people judge them too quickly and then cast them off as a lost cause. Now I do not claim to be a great person or even a patient and tolerant one, but I do claim to be a believer in dreams and imagination. And if I can foster in my future students the belief they possessed when they were five and thought they could fly like Super Man and that they can achieve anything, then I have done my job. I don't care if they can remember facts or figures, or can quote Faulkner or Shakespeare, I want them to have open minds, think for themselves, imagine the possibilities, and never, ever forget to DREAM!!!

"I believe that imagination is stronger than knowledge. That myth is more potent than history. That dreams are more powerful than facts. That hope always triumphs over experience. That laughter is the only cure for grief. And I believe that love is stronger than death."

— Robert Fulghum, *All I Really Need to Know I Learned in Kindergarten*

Rationale: When students can make a personal connection to a story, they are more likely to appreciate the work and place a higher value on the lesson it teaches. S.E. Hinton's work *The Outsiders* is a YA novel written by a teenager, for teenagers, focusing on themes that are central to the lives of teenagers. The novel has themes that focus on identity, the individual versus the group, heroism, innocence, and family. In studying this unit students will be given an excellent example of how fiction can mirror real life, as well as the perfect opportunity to be able to relate themes, events, and personalities of the characters, presented in a novel, to their own lives.

Summary: This unit will allow students to gain a richer appreciation for literature by allowing them to gain a greater awareness of themselves as seen through characters in the novel. Students will keep a journal to reflect their thoughts and insights about the novel's themes and characters and to see how their lives are similar or dissimilar to the characters in the novel. The students will participate in a free writing that will culminate in them discussing how the social cliques they have in their school, and the cliques the author depicts in the novel influence behavior, development, and self-esteem. They will see how music plays a role in the novel and defines people throughout the ages.

As a summative assessment, since this is a unit based on identity, and nothing says identity like ones name, the students will participate in creating a What's in a Name essay, where they will research the origins, meaning and significance of their name; whether they agree with/like their name, and what if any other name they would rather be called.

Essential Question(s): - How do these characters view their social status and cliques? How does this affect their behavior? How does this fit into the concept of ones identity?

How do the characters and society affect the storyline? How do these circumstances similar or different from current social injustice issues?

Common Core:

- CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
- CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)
- CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Literacy Strategies: Journaling, question of the day, exit slips, and portfolio containing all assignments

Length of Unit: Twelve days. Five to seven days to read, discuss, journal, and watch the movie. With the remainder of time we will work on “What’s in a Name?” essay assignment.

Materials and Resources:

- Copies of S.E. Hinton’s *The Outsiders*, computers, classroom, paper, and writing instruments
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Assessment:

Formative: Participation points for actively participating in the class discussion. Completion points for exit slips and other literacy strategy activities. In class assignments worth varying amounts and will be graded on completion and content.:

Summative: Students will research the origins, meanings, and significance of their names. They will then write a reflective essay on their feelings towards their name. Rubric for grading will be provided.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Journal about question (?) of the day: What is tuff in your life? lecture on life in 1965-67 .S E Hinton Discussion, put sixties slang words- brain storm modern equivalent. Exit slip-what does identity mean to you?		Journaling- ? of the day: What cliques exist in this school? Where do you fit in? Hand out novel, discuss identity. read ch 1-2 discuss exit slip		Journaling- Have you ever judged on appearance? ch 3-4 discuss through silent conversation- exit slip: What does Ponyboy's hair mean to him? What does he think it says about himself?
Week Two	Ch 5-6 -Class debate ?: What if the greasers were the sociably desired group? Are they more desirable than the socs		5 minute journaling- ? of the day- what is the most important thing in your life Character Homepage ch 7-8 discuss		Write around prompt: What does Two-Bit mean when he says, "The only thing that keeps Darry from being aSoc is us?"
Week Three	11-12 Discussion about wanting to belong. Movie Tagline relevance		Start movie Journal about characters how and why you feel for/about them.		Finish movie Start wrap it up lesson
Week Four	Wrap it up conclusion Explain/begin sum. assessment		Work on assignment		Work on assignment due next WED

Heading	9th grade Lit Background and Biography Cathi DiBello 1 class period
Rationale	In order for students to understand S.E. Hinton's novel <i>The Outsiders</i> completely, they will need knowledge of the era in which it was written. They also need a closer look at the author of the novel.
Objectives	Students will understand historical significance and implications of the time of the novel. (1965) Students will consider the authors age and gender and the impact and affect it may have had on her writing.
Materials	Books, supplies, computers
Instructional Framework	Initiating
Lesson Plan Format	Teacher Centered:
Grouping	Whole Class
Materials & Resources	School – Books, computers Student – writing journal, pen/pencil, open mind
Literacy Strategies	Focused free write,
Phase One	Have the author's name and the number 1965 written on the board. Ask students what they know about either of these. Write responses underneath. Explain the novel is by S. E. Hinton and is set in 1965. Explain the unit we will be covering and the expectations- ie journaling, a in class assignments/activities and final assignment.
Phase Two	I will share with them background information including web images of the era and about the author. We will discuss what made her write the story. Why she used her initials when publishing the story, and what impact her age and gender had on her writing.
Phase Three	The students will be instructed to think about something that has had an impact on their lives that they would want to write a story about. They will then write in their journals. The journal is for them. Checked for participation.
Formative	In class 1960's slang-modern vocab sheet.

Heading	9th grade Lit Connections Cathi DiBello 1 class period
Rationale	Studies have shown that if a student is able to make some sort of personal connection to what they are reading, they are more likely to get something more out of it. The purpose of this unit is to make students aware of themes in the novel that are also present in their lives today.
Objectives	connect the themes, events, and personalities of the characters to themselves understand their own role in various social groupings
Materials	Books, supplies, computers
Instructional Framework	Constructing
Lesson Plan Format	Teacher centered
Grouping	Whole Class
Materials & Resources	School – copies of novel Student – writing journal pen/pencil
Literacy Strategies	Reading, journaling, question of the day,
Phase One	I will remind them of our previous class discussion. Today we will begin actually reading the novel. Pass out copies of the book. writing prompt on the board, No matter when or where you live, social cliques exist. Think about cliques or s groups at our school. Where do you fit? Do you feel this is a fair and accurate? Why/why not? Where within your own group do you fit? Where do you fit in your own family? Where do you fit in society?
Phase Two	After 10 minutes or so of free write, we will discuss how “where one fits in” socially, culturally, even within family, is the major theme of the novel.
Phase Three	Read the first 2 chapters as a class and discuss themes that are already appearing or very evident.
Formative Assessment	Exit slip: three instances where they see social grouping one good, one bad, one neutral.

Heading	9th Grade Lit Character Homepage Cathi DiBello 1-2 class periods
Rationale	In order for students to gain a better understanding of the novel they need to really understand the characters. What better way than by bringing the characters into the student's world. By creating a FB homepage for a character the student can see just how similar they really are.
Objectives	choose elements which they wish to incorporate into their character's Web page. analyze what information they believe their character would wish to put on a homepage. construct their character's homepage using a Web-authoring program (e.g., FrontPage, Dream Weaver, Communicator) or using a word-processing program (e.g., Word or Claris Works).
Materials	Books, supplies, computers
Instructional Framework	Constructing
Lesson Plan Format	I will be the one presenting the new concepts, however it will be a discussion based class and students will opportunity to brainstorm and exchange ideas.
Grouping	Whole class
Materials & Resources	Student – journal, pen
Literacy Strategies	Reading, Research, and constructing
Phase One	Show students some examples of character homepages. Explain to them how they are going to make a Facebook homepage for a character from the novel.
Phase Two	Have students jot down some things they have or would have on a FB page of their own. Then have them think about the character they have chosen and jot down what they think that character would have on their page
Phase Three	Go to computer lab. Look up info on the character, begin creating page using provided website. Save work on a flash drive. If not completed email to self - finish at home.

Heading	9th grade lit The Movie	Cathi DiBello 1-3 class periods
Rationale	It is often helpful for students to have a visual reference to help them make connections between the written novel and what it looks like in living color so that they can visualize the real world connections	
Objectives	Compare/contrast novel and movie Identify themes from novel in the movie Determine if actors do the characters justice	
Materials	TV, DVD copy of The Outsiders movie, journals	
Instructional Framework	Constructing	
Lesson Plan Format	Teacher Centered- I will introduce the movie give a little background info about the film and actors as well as direct them to pay attention to certain elements to see how the film version compares to the novel.	
Grouping	Whole Class	Pairs Individuals
Materials & Resources	School - TV Teacher – DVD, background info Student – journal, pen	
Literacy Strategies	Journaling, objective viewing,	
Phase One	Introduce film	
Phase Two	Remind them where we left on in the movie, see if there are any questions thus far, answer them, remind students what to watch for pay attention to, play movie	
Phase Three	Reflect on film; write in their journals	
Formative Assessment	Exit slip-Favorite scene in the movie? Least Favorite scene in movie? Something that could have been better?	

Heading	9th grade lit Wrap It Up Cathi DiBello 1 class period
Rationale	The one doing the talking is the one doing the learning. The students will have an opportunity to make any and all clarifications and add addition insight to the unit.
Objectives	students will gain further clarification of the themes especially those of identity and loyalty in the novel
Materials	Books,
Instructional Framework	Utilizing
Lesson Plan Format	Student Centered: Students will engage in discussion concerning all topics and themes covered in the unit. They can seek clarification on any areas in which they feel fuzzy. They can have a free exchange as long as discussion stays centers and everyone gets to participate.
Grouping	Whole Class
Materials & Resources	Students will need their journals
Literacy Strategies	communication
Phase One	I will begin the lesson by asking if any one has any thoughts or questions about anything that has been covered in the unit. We will then engage in an active discussion that is directed by the student questions and comments, while writing pertinent info on the board.
Phase Two	Free write who would you rather identify with? Has your decision changed since reading the book/watching the movie?
Phase Three	Introduce for the Summative Assessment
Summative * Assessment	Students will write a 2-3 page paper on what is in their name

WHAT'S IN A NAME Essay Assignment

What's in a name? That which we call a **rose** by any other name would smell as sweet.-- William Shakespeare

HMMM....Something to think about—Does a person's name really define them? When you hear certain names do you get a certain picture in your head? Is a Bruno always a tough guy? Are all Chloes rich and snobby? Probably not, but names carry a lot of weight. Since we just finished a novel that was all about identity and self-discovery, and nothing is as identifying as your name, I thought the best way to wrap up the lesson is to have it be **ALL ABOUT YOU!!!** So for the final assignment I want to know **"What's in YOUR Name?"**

Whatever do I mean?

I want you to find the **origin, meaning and significance** of **YOUR name**, then write a reflective essay on what **You** feel about Your name.

How are you supposed to do this you ask?

For starters you will look up the **meaning** of your name. **Google** is **AWESOME!!** You will tell me **where** your name comes from. Is it English, Italian, Sudanese, etc. You will tell what your name means, ie does it mean sturdy or beautiful etc. You can add any religious and other variations of the name. Next, I want you to go home and ask someone **WHY** you were given your name. Is it your dad's name? Are you named after mom's favorite actor?, etc. Lastly, you are to write a reflective essay where I want to know **YOUR** thought and feelings on your name. Do you agree with the meaning of your name, does it represent who YOU are? Do you like your name? (I HATE mine) why? Do you have a nickname? Who gave it to you? Is there a different name you would rather have? Why?

I already know your name and who you are; I want to know who **YOU** think you are and how you feel your name plays into that persona. Your paper needs to be at least two full pages and written in standard English and be grammatically correct.

****Extra Credit*(20 points)***

Many of the characters in the novel had creative names or nicknames. Pick a character from the book and write 1-2 paragraphs about their name and how you think it functioned in the story. Did it help or hurt the story? Did you like the name? Would a different name have been better? What name might you have chosen for that character and why?

Student _____		Date _____		Period _____	
CATEGORY	20	15	10	5	SCORE
Introduction	First paragraph is Catchy. Thesis is Evident and point to be argued well stated.	First paragraph has a weak "grabber." Thesis is mixed among many sentences and hard to piece together.	A catchy beginning was attempted but was confusing rather than catchy. Thesis is not entirely apparent although topic is evident.	No attempt was made to catch the reader's attention in the first paragraph. Thesis is not apparent nor is the topic of the essay	_____/20
Organization	The essay is very well organized. Five paragraphs evident. One idea or scene follows another in a logical sequence with clear transitions.	The essay is pretty well organized. Five paragraphs evident. One idea may seem out of place. Clear transitions are used.	The essay is a little hard to follow. Paragraphs are unclear. The transitions are sometimes not clear.	Ideas seem to be randomly arranged. No effort at paragraph organization.	_____/20
Focus on Assigned Topic	The entire essay is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the essay is related to the assigned topic. The essay wanders off at one point, but the reader can still learn	Some of the essay is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the essay to the assigned topic	_____/20
Mechanics	The essay has few, if any, spelling, punctuation, capitalization, grammar, or usage errors.	The essay has three - four mechanics errors.	The essay has more than ten mechanics errors.	The essay has more than ten mechanics errors.	_____/20

TOTAL _____/80