



1960s Automobiles and Culture in the Outsiders

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The Outsiders Unit
Designed for 7th Grade English Language Arts

Essential Questions:

1. How were cars important to 1960s society and culture?
2. How are cars an important symbol and used to characterize characters in *The Outsiders*?
3. Are cars still important to our current society and culture? If so, what do they symbolize today?

Prior Knowledge:

- The genre of realistic fiction
- Elements of fiction (characters, plot, theme, setting)
- To be reading or have read *The Outsiders*
- The writing process
- Research process
- Ability to record and edit short video projects

Standards:

Standard - CC.1.2.7.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Standard - CC.1.3.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.3.7.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - CC.1.3.7.C

Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Standard - CC.1.2.7.C

Analyze the interactions between individuals, events, and ideas in a text.

Standard - CC.1.3.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Standard - CC.1.3.7.H

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Standard - CC.1.5.7.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Knows:

Symbolism

Symbolism of cars in the 1960s and today

Main Characters (students will be able to choose which main character they focus on for their final project)

Differences between Socials (upper class kids with nice cars) vs Greasers (lower class kids who work on cars)

Symbolism of cars in *The Outsiders*

Characterization

Dos:

-Read *The Outsiders*

-Write

-Conduct research

-Compare and Contrast

-List

-Identify a main character and analyze his/her personality

-Collaborate in small and large groups

-Define symbolism and characterization

-Discuss the importance of the car in the 1960s and today

Benchmarks:

-Students will define symbolism in their own words and write an informal response about what cars mean to them. Are they simply a way to get from place to place or do they symbolize something greater?

-Complete a graphic organizer that compares and contrasts what cars mean to Greasers versus what cars mean to Socials.

Performance Task:

-Create a video advertisement selling a car in the 1960s. Incorporate one of the characters into the advertisement (either a greaser talking about how he has worked on this car, or a social talking about what the car can do for him). Then, write an analysis of the advertisement and include textual evidence to support your choices for the advertisement.

Tentative Order of Lessons:

1. Historical context/the importance of cars in the 1960s
2. Symbolism
3. Characterization
4. Symbolism and Characterization/ Intro to PT
5. Presentations/Gallery Walk
6. Connection to Today

Lessons designed for 7th Grade English Language Arts

Lesson #1

Essential Question:

Why is it important to understand historical context before starting a novel?
How were cars important to 1960s culture?

Objectives: SWBAT read and comprehend informational text, draw conclusions from the text, work in groups to complete discussion questions, present answers to the rest of the class

Standards:

Standard - CC.1.2.7.L

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Standard - CC.1.3.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.3.7.H

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Activating Strategy:

-Have the students write down what they know about cars in the 1960s. Use these questions to start them off: What cars were popular? Were they status symbols or simply a way to get place to place?

-Ask several students to share their answers. Create a list of answers on the board, poster, or projector. Explain that the novel *The Outsiders* is set in the 1960s and primarily deals with income inequality and a group of boys from two very different walks of life. Explain that cars are very important to this novel.

Game Plan:

1. Activating Strategy
2. Distribute article to class about why cars are important to teenagers in the 1960s and show pictures attached to article:
<http://www.cnn.com/2014/07/15/living/teenagers-1960s-cars-irpt/>
3. Have students work in groups to answer questions:
 - a. What were some things cars allowed these teenagers to do?
 - b. How were cars a status symbol for these teenagers?
 - c. The beginning of the articles states, "There were two distinct groups of guys in high school back in the '60s: Those who had cars, and those who didn't. For the sake of your reputation, you didn't want to be the kid without a car" Why don't you want to be the kid without the car?

4. One person from each group will present answers to the entire class.
5. Summarizing Strategy

Summarizing Strategy:

Explain that in *The Outsiders* cars are going to function very differently for the two groups of boys. Turn and talk to your neighbor about what predications you have for the book.

Differentiation:

Some students will read the car article independently. Students who struggle with reading can pair up with a partner and read the article and discuss anything they do not understand together.

Students will work together to answer discussion questions, but only one student from each team will share answers.

Assignment:

Students will need to complete *The Outsiders* by lesson #4 of this unit.

Assessment:

Students will be informally assessed through the reading questions. Based on their answers, the teacher should have an understanding of how well the students have comprehended the reading and if they understand the historical context of the novel they are about to read.

Materials Needed:

CNN 1960s Car Article
Reading Questions

Lesson #2

Essential Questions:

What is a symbol?

How could a car be a symbol in a short story or novel?

Objectives: SWBAT define symbolism, explain the meanings behind common symbols, discuss how cars can function as symbols, and write an informal response about what cars symbolize to them

Standards:

Standard - CC.1.3.7.C

Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Standard - CC.1.3.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Standard - CC.1.5.7.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activating Strategy:

1. Have the following sentence and picture projected on the board when the students walk into the room



The limousine was another symbol of his wealth and authority.

1. Instruct the students to turn and talk to their neighbor about what they think a symbol is and the meaning behind this sentence. Why is a limousine a symbol of wealth and authority?
2. Discuss answers with entire class.

Game Plan:

1. Activating Strategy
2. Symbolism Guided Notes
 - a. Review definition of symbolism
 - b. Complete common symbol section together as a class
 - c. Split the class into small groups. Have the students complete the second page of guided notes in their groups. Review as a class.
 - d. Instruct the students to complete the final question on page three independently.
3. Summarizing Strategy
 - a. Tell the students to write down the definition of symbolism in their own words at the bottom of page three of their guided notes.
 - b. Turn in page three.

Differentiation:

Students have an opportunity to work as an entire class, with their peers, and independently throughout this lesson.

Assignment:

If the students are reading *The Outsiders* independently for homework, instruct the students to look for what cars might symbolize throughout the novel. Instruct them to write this in their notebook, and that we will discuss this in the next lesson.

Assessment:

The short, informal written response and the summarizing strategy function as formative assessments. These should allow the teacher to assess how well the students understand symbolism.

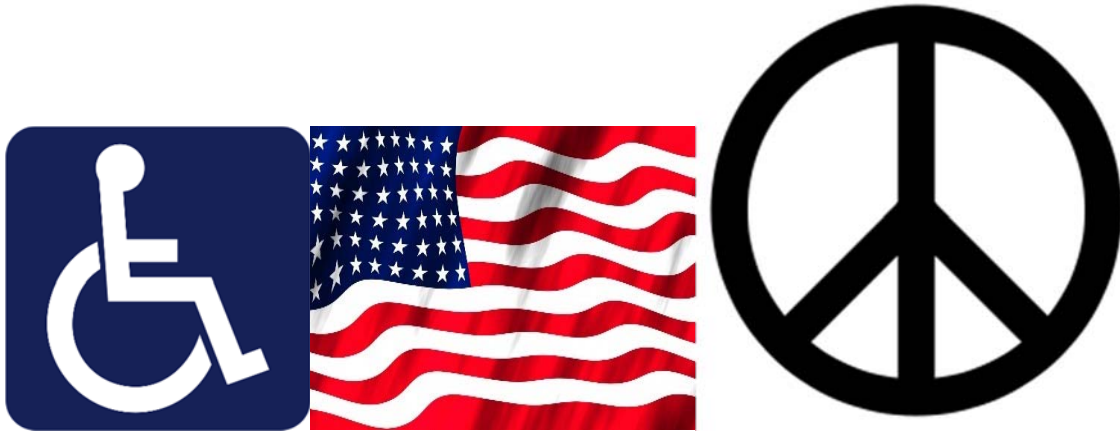
Materials:

Projector
Symbolism Guided Note Packet

Symbol:

A symbol is an object, picture, icon, etc. that stands for itself but also holds a greater meaning.

What do these common symbols stand for? Explain them in the space below.



Can you think of any other common symbols?

Draw and/or describe them here:

You recently discussed how a limousine can be a symbol for wealth and authority. Cars can symbolize many things. Add to this list:

- wealth
- status
- authority
- freedom

How might different cars symbolize different things?

Explain what you think of when you see the following images:





What do cars mean to you? Are they simply a way to get from place to place or do they seem something greater?

Lesson #3

Essential Questions:

1. How are cars used to characterize the characters in *The Outsiders*?
2. How can cars have various meanings for different characters?

Objectives: SWBAT define characterization, compare and contrast what cars mean to Socials versus what they mean to Greasers

Standards:

Standard - CC.1.3.7.K

Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard - CC.1.3.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.3.7.C

Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

Standard - CC.1.4.7.D

Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension

Activating Strategy:

Matching Game: Present matching game PowerPoint to students. In their notebooks, students will match specific characteristics to either Greasers or Socials. Give a few minutes for this, and present answers.

Game Plan:

1. Activating Strategy
2. Present answers to Matching Game
3. Explain to students that they just worked on characterizing two groups of characters in *The Outsiders*.
4. Show YouTube Video on Characterization
 - a. <https://www.youtube.com/watch?v=-ZnD0AGqQ7I>
 - b. Pause at definitions and have students take notes
5. Review Indirect Characterization (looks, speech, relationships, actions, thoughts)
6. Explain that in *The Outsiders* cars are used as a symbol and as a way to characterize characters. Explain that students only need to focus on the two broad groups of characters for now: Greasers and Socials.

7. Distribute Symbolism and Characterization Review Sheet/ Compare and Contrast Chart
8. Students can work individually or with a partner to complete compare and contrast chart. Remind students that they should only be focusing on what cars mean to these groups of people or how cars reveal aspects of their personality.
9. Share a few with the entire class.
10. Summarizing Strategy

Summarizing Strategy:

Ticket out the Door: Based on the characterization and compare and contrast activity of Greasers and Socials, which group do you connect to or are most interested by? Explain.

Differentiation:

- Provide struggling students with a link to the YouTube video and guided notes in case they need to refer to the clip at a later point or their notes are unclear.
- Students can work individually or with a partner to complete compare and contrast
- The video clip will appeal to visual learners while the note sheet and written notes will appeal to linguistic learners

Assessment:

- The Matching Game will allow the teacher to assess how well the students are comprehending their reading
- Compare and Contrast sheet and S/S will allow the teacher to assess if students understand characterization

Assignment:

- The compare and contrast sheet will be helpful for students when they go to create their performance task. Instruct the students to keep this safe.

Materials:

- Matching Game PowerPoint
- Notebooks
- YouTube Clip
- Symbolism/Characterization Notes and Compare and Contrast Sheet
- The Outsiders*

Symbolism

A **literary symbol** is usually an object that represents an idea that is significantly deeper, although it is sometimes a word, event or deed. One example is a rose, usually taken as a **symbol** of passion or romantic love. (Definition from Reference.com)

Characterization

The process by which a writer reveals the personality of a character. (from YouTube clip)

What do cars symbolize in *The Outsiders* and how do they reveal the personality of characters?



Reread the following passages:

Marcia suddenly gasped. “Cherry, look what’s coming.”

We all looked and saw a **blue Mustang** coming down the street. Johnny made a small noise in his throat and when I looked at him he was white. (page 43)

Greasers can’t **walk** alone too much or they’ll get jumped. (page 2)

Greasers are almost like hoods; we steal things and **drive old souped-up cars** and hold up gas stations and have a gang fight once in a while. (page 3)

Mom and Dad were killed in an **auto wreck**. (page 3)

Steve Randle was seventeen, tall and lean, with thick greasy hair he kept combed in complicated swirls. He was tacky, smart, and Soda's best buddy since grade school. Steve's specialty was cars. He could lift a hubcap quicker and more quietly than anyone in the neighborhood, but he also knew cars upside-down and backward, and he could drive anything on wheels. He and Soda worked at the same gas station--- Steve part time and Soda full time--- and their station got more customers than any other in town. (page 9)

Even if they did have their own troubles. 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. (page 36).

Based on your reading of the following passages and your reading of the entire novel, fill out the following chart

Compare and Contrast what cars symbolize for Greasers vs. Socials:

Greasers	Socials
-Lack of transportation, most greasers have to walk places	-Wealth, status

Lesson #4

Essential Questions

1. How can understanding symbolism and characterization help me to better comprehend *The Outsiders* and understand the characters' actions and choices?
2. How can I take my knowledge of characterization and symbolism and apply it to a car advertisement?

Objectives: SWBAT analyze a main character in *The Outsiders* and cite textual evidence

Standards:

Standard - CC.1.2.7.C

Analyze the interactions between individuals, events, and ideas in a text.

Standard - CC.1.3.7.A

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Standard - CC.1.3.7.B

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Standard - CC.1.3.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Activating Strategy:

Brain Dump:

Pick one character from *The Outsiders* and write down everything you know about that character.

Explain to the students that this brain dump will be very helpful for their upcoming performance task.

Game Plan:

1. Activating Strategy
2. Introduce Performance Task, distribute and read aloud entire prompt and allow for questions. Review rubric. Students can choose to work individually or with up to two partners for this assignment
3. Students should choose a character (this doesn't have to be the character they chose for the activating strategy, but that might be helpful)
4. Provide students with examples of textual evidence, refer back to characterization notes for some examples
5. Instruct students to begin working on their performance task
6. Circulate the room and answer any questions
7. Summarizing Strategy

Summarizing Strategy:

Tennis Ball Toss:

Toss a tennis ball to random students and ask the following questions:

- How many examples of textual evidence do you need to have in your written analysis?
- Do you need to include a description of your car?
- What character did you choose and why?

Differentiation:

Students can choose any character they would like to.

They can work individually or collaboratively.

This project includes a written element and a creative, kinesthetic element.

Assignment:

This project could be completed throughout several class periods or it could be completed at home.

Assessment:

The Performance task is a summative assessment of everything the students have learned throughout this unit and will assess their knowledge of symbolism and characterization as well as their comprehension of the novel.

Materials:

Notebooks

PT prompt and rubric

The Outsiders

Laptops for car research

Word processing software for written essays

Cameras or camera phones

Video Editing Software

Costume materials

Performance Task



Now that you understand symbolism and characterization and how this applies to cars in *The Outsiders*, it is time to put your knowledge to work! You will create a video advertisement selling a car in the 1960s, the time of *The Outsiders*.

Guidelines:

1. Choose one character from *The Outsiders* and indicate whether the character is a greaser or a social.
2. Write a description of this character and what kind of car they would have. If this character does not have a specific car in the novel, use your understanding of characterization to come up with a car they would likely have.
3. Research this car online and find a description and picture
4. Find at least three pieces of textual evidence from the novel that supports your description and choice of car. Remember, the car needs to be historically accurate. Type these out and include page numbers.
5. Create a 2-3-minute video dressed up as the character you chose and advertise your car. Everything in the advertisement should be accurate to the text. For example, if you choose PonyBoy, be sure to dress like he is described in the novel, explain why you are advertising the car (maybe PonyBoy helped his brother work on this car).
6. Write an analysis of the advertisement. Your written analysis should be 1-2 pages, double spaced, twelve-point font. It should include:
 - What character you chose and why
 - A summary of your advertisement
 - Description and picture of car
 - A description of why you chose that specific car
 - An explanation of your textual evidence and how that influenced your creative decision. For example, if you choose PonyBoy and dress up with greased back hair, include a sentence from the text that describes his hair. If you choose a Social and advertise a blue mustang, make sure to find a section in the text that talks about the Blue Mustang. Remember, you need three pieces of textual evidence.
 - Your written analysis should be written in logical order with an introduction, body, and conclusion.

	Superior	Proficient	Basic	Unsatisfactory
<p>Content of Video (25 points)</p>	<ul style="list-style-type: none"> -A specific character is named and represented perfectly (highly matches description/characteristics in novel) -Character is explicitly identified as either a Greaser or a Social -Character accurately sells car as if he is a greaser or social (completely true to novel) -Choice of car is completely historically accurate (either 1965 or before) 	<ul style="list-style-type: none"> -A specific character is named, and is represented accurately -Character is identified as either a Greaser or Social -Character mostly sells car according to social status -Choice of car is almost historically accurate (only a few years later) 	<ul style="list-style-type: none"> -A specific character is named, but only partially matches description/characteristics in the novel -Character is not explicitly identified as a Greaser or a Social -Character does not sell car according to his social status -Choice of car is not fully historically accurate (still from the 60-70s) 	<ul style="list-style-type: none"> -Character is not named -It is unclear if the character is a Greaser or a Social -Character does not sell car according to social status, it is unclear what social status the character even holds -Choice of car is not historically accurate
<p>Organization of Video (10 points)</p>	<ul style="list-style-type: none"> -Video is exactly 2-3 minutes' long -Audio is easily heard, and dialogue is easily understood -No filler words 	<ul style="list-style-type: none"> -Video is almost 2-3 minutes long. (Only a few seconds under or over) -Audio is easily heard and dialogue is understood -Very few filler words 	<ul style="list-style-type: none"> -Video is noticeably over or under the time limit. -Audio is mostly easily heard, but at times is too loud or too quiet -Dialogue is mostly understood -Several filler words 	<ul style="list-style-type: none"> -Video is significantly over or under the time limit -Audio and dialogue are difficult to hear and understand -Numerous filler words throughout the video
<p>Content of Written Analysis (25 points)</p>	<ul style="list-style-type: none"> -Written analysis was written in a logical and easy to follow order -Used superior word choice and transitions 	<ul style="list-style-type: none"> -Written analysis was written in a logical order 	<ul style="list-style-type: none"> -Written analysis was written in a somewhat logical order. 	<ul style="list-style-type: none"> -Written analysis was not written in a logical order -Did not stay on topic

	<ul style="list-style-type: none"> -Stayed on topic throughout the writing -Included more than three examples of textual evidence and explained the evidence very clearly 	<ul style="list-style-type: none"> -Stayed on topic throughout the writing -Used adequate word choice and transitions -Included three examples of textual evidence and explained the evidence 	<ul style="list-style-type: none"> -Stayed mostly on topic -Word choice was basic, lacked transitions -Only included two examples of textual evidence, did not fully explain the evidence 	<ul style="list-style-type: none"> -Word choice was poor and lacked transitions -Included one or did not include any examples of textual evidence -Did not explain the evidence
MUGS for written analysis (10 points)	<ul style="list-style-type: none"> -There were no grammar or mechanical errors throughout the analysis 	<ul style="list-style-type: none"> -There were few grammar or mechanical errors throughout the analysis 	<ul style="list-style-type: none"> -There were several grammar or mechanical errors throughout the analysis 	<ul style="list-style-type: none"> -The amount of grammar and mechanical errors made this analysis very difficult to read and understand

Lesson #5

Essential Questions:

1. How can I take my knowledge of characterization and symbolism and apply it to a car advertisement and written analysis?
2. What can I learn from watching my classmates' advertisements?

Objectives: SWBAT present their completed performance task, provide constructive feedback to their peers, explain their understanding of characterization and symbolism by describing a car that would match their personality or hold special meaning to them

Standards:

Standard - CC.1.5.7.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Standard - CC.1.3.7.F

Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

Activating Strategy:

Dear Teacher, _____

Distribute lined notebook paper. Instruct the students to write a short letter to you about what they learned from doing this project and what questions they still have about characterization, symbolism, cars in the 1960s, etc.

Answer these questions and return answers to students the following class

Game Plan:

1. Activating Strategy
2. Explain that students will be presenting their videos to the entire class.
3. Gallery Walk
4. Have students set up their videos and written analysis on their desks, provide headphones for students.
5. Distribute Feedback Sheet
6. Students will walk around the room and watch their classmates' videos and leave feedback for each project they view. Remind students to be respectful and give positive feedback and *constructive* criticism.
7. Return to seats
8. If time allows and class is respectful, share a few comments/thoughts on projects

Summarizing Strategy:

You have now viewed your classmates' projects and we have discussed the projects as a whole. If you could make one change to your advertisement and/or written analysis, what would it be? Have the students write this on an index card and collect at the end of class. If the instructor would like, this would be an excellent opportunity for bonus points on the project if the student points out a mistake they made and explains what they would do differently in the future.

Differentiation:

This lesson is not differentiated

Assessment:

The Activating Strategy will allow the teacher to see what the students have taken away from this unit, and it will allow he/she to address any outstanding issues. The summarizing strategy allows the students to take what they learned from viewing their classmates' projects, and apply it to their own mistakes.

Materials:

Paper for Dear Teacher Activity

Computers

Earphones

Feedback Sheet

Index Cards

Your Name:

Feedback Form

Student whose project you are viewing: Positive Comment: Constructive Criticism:	Student whose project you are viewing: Positive Comment: Constructive Criticism:
Student whose project you are viewing: Positive Comment: Constructive Criticism:	Student whose project you are viewing: Positive Comment: Constructive Criticism:
Student whose project you are viewing: Positive Comment: Constructive Criticism:	Student whose project you are viewing: Positive Comment: Constructive Criticism:
Student whose project you are viewing: Positive Comment: Constructive Criticism:	Student whose project you are viewing: Positive Comment: Constructive Criticism:

Lesson #6

Essential Question:

1. Do cars hold the same meaning for teenagers today as they did in the 1960s?

Objectives: SWBAT review what cars symbolized in the 1960s and in *The Outsiders*, discuss answers to discussion questions by participating in a Socratic Seminar, compare and contrast what cars meant to teenagers in the 1960s and today, make connections to their own lives.

Standards:

Standard - CC.1.3.7.H

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Standard - CC.1.5.7.A

Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activating Activity:

1. Instruct the students to take a moment to go back and review the article that they read at the beginning of this unit about what cars meant to teenagers in the 1960s. Tell them to think about everything cars meant to the characters in *The Outsiders* and to also think back to their short written assignment about what cars symbolize to them personally.
2. Tell them to take just a minute or so to jot down the answer to the following question in their notebooks:
 - a. Do cars hold the same meaning for teenagers today as they did in the 1960s? Why or why not?

Game Plan:

1. Activating Activity
2. Provide students with a list of discussion questions and explain to the students that they will be participating in a Socratic Seminar.

Discussion Questions:

- a. What did cars mean to teenagers in the 1960s?
- b. Think back the Greasers vs the Socials. The greasers often worked on cars, but many teenagers like PonyBoy did not have a car and needed to walk place to place. How did this impact his life?
- c. Cars were definitely a status of wealth and power in the 1960s and in the novel *The Outsiders*. The Socials had their blue mustang, they could ambush the greasers, Cherry had her corvette. Are cars still a symbol of wealth and power?

- d. What do cars mean to teenagers today? What do they mean to you personally?
 - e. The major tension in *The Outsiders* was stemmed from some of the teenagers being very wealthy and powerful and other characters like the Greasers being poor and having to fend for themselves. Do you think there is just as much tension between wealthy teenagers and poor teenagers? Do you encounter teenagers that have a lot more money or a lot less money than you do? How do you know?
3. Allow the students to jot down their thoughts about these questions for a few minutes.
 4. Arrange the desks in a circle. Introduce the first question and allow the students to discuss answers to this question for about five minutes before moving on to the next question. Explain that every student should make an effort to speak at least once throughout the discussion. Explain that this is a student centered discussion and that there are no right or wrong answers, but that the students will be assessed on if their participation.
 5. Allow time at the end of class to debrief. Review some of the major points that were brought up.
6. **Summarizing Strategy:** Ticket out the Door
 - a. You answered this question at the beginning of class: Do cars hold the same meaning for teenagers today as they did in the 1960s? After participating in the Socratic Seminar has your answer to this question stayed the same or has it changed? Explain.

Differentiation: Students have an opportunity to write down specific answers that they want to bring up in the Socratic seminar, students also have an opportunity to react on the spot by responding to a point that a classmate brought up. The written answers and ticket out the door will support students who learn better through writing, while the discussion will support students who might struggle writing, but still want to share their ideas and thoughts

Assessment: Students will be assessed on whether or not they participate in the Socratic Seminar, they will also be assessed on their comprehension of the article, novel, and discussion. The teacher will be able to assess if students understood the discussion based on their participation and their ticket out the door.

Materials:

Article from Lesson #1
Guided notes and symbolism response
Notebooks
The Outsiders
Discussion Questions
Index Cards for ticket out the door