

**7<sup>th</sup> Grade Language Arts**  
**Novel Unit: The Outsiders by S.E. Hinton**  
Authors: Raechel Cowell, Terri Smith, Karen Johnson

**Content Standards:**

**Reading:**

- RE. 03 - Make connections to text, within text, and among texts. (Task 1, 2, 3, 4)
- RE. 07 - Identify specific words or wording that are causing difficulty and use strategies to correct. (Task 1)
- RE. 10 - Determine meanings of words using contextual and structural clues. (Task 1)
- RE. 11 - Demonstrate understanding of idioms and comparisons, such as analogies, metaphors, and similes. (Task 3)
- RE. 12 - Clarify word meanings through the use of definition, inference, example restatement, or contrast. (Task 1, 2, 3, 4)

**Literature:**

- LI. 06 - Analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions. (Task 2, 4)
- LI. 07 & 12 - Identify and analyze development of themes conveyed through characters' actions and images. (Task 2, 4)
- LI. 10 - Explain the effects of common literary devices such as symbolism, imagery, and metaphor, in a variety of literary texts. (Task 3)
- LI. 11 - Evaluate how well literary elements contribute to the overall effectiveness of a selection (point of view, setting, mood). (Task 4)

**Writing:**

- WR.30 - Write summaries for a variety of information. (Task 2, 4)

**Identifying Big Ideas:**

1. Perceptions lead to stereotyping and internal pressure to conform (peer pressure).
2. Expand awareness that all people have common life experiences both positive and negative to promote empathy.
3. Loyalty and rivalry and their impact on self, family, and friends.
4. Power takes different shapes and forms.

**Essential Questions from Big Ideas to Guide Instruction and Assessment:**

1. How do perceptions lead to stereotyping and pressure to conform?
2. Why is it important to recognize that all people have common life experiences that are both positive and negative?
3. What is loyalty and rivalry?
4. What does power mean?

**Engaging Scenario:**

You are a social worker for the Department of Human Resources in Oklahoma. Anonymous calls have come in that there is suspected physical abuse AND emotional abuse/neglect occurring in upper and lower class households. Additionally, preliminary studies have found that there is a high incidence of rivalry between certain teenagers of the upper class (commonly referred to as the Socials or Socs) and lower class (commonly referred to as the Greasers). It is up to you and a team of professionals to investigate by observing the actions and home life of these two groups and determining to what extent stereotyping, power, and/or abuse is the cause. Tension between these two groups is rising and the situation is critical. You must help uncover the real reason(s) for these issues and begin steps to make positive change in this community.

# Teacher Information

## Suggested pre-reading activities:

- Spend a class period visually going over the era of the 60's particularly emphasizing items from the Outsiders novel. This could be done via realia, PowerPoint presentation, or watching pre-selected video clips from YouTube, or a combination of all. There are also many great websites to explore with timelines of the 60's. Possible items to depict include the following:
  - \* Musician groups mentioned in the novel: The Beatles, Elvis Presley, and Hank Williams, Sr.
  - \* Then and now picture of S.E. Hinton
  - \* Map of the U.S to show where Oklahoma and the city of Tulsa are located.
  - \* Paul Newman – then and now, and something from “Newman’s Own”
  - \* Cars of the 60's, particularly trucks, Corvettes, Corvairs, and Mustangs
  - \* Hairstyles of the 60's
  - \* Clothing styles of the 60's, particularly jeans and madras
  - \* Picture of poet Robert Frost
  - \* Copies or pictures of Great Expectations by Charles Dickens and Gone With the Wind by Margaret Mitchell
  - \* Rodeo events such as Barrel Racing
  - \* Old drive-in movie theaters
  - \* Sunsets
  - \* President Kennedy, President Johnson, President Nixon,
- Stereotype Gallery Walk: To have the students explore how they may stereotype people different from themselves, find twelve to fifteen pictures from magazines or internet to print of all types of people from all walks of life. Post around the room, numbered. Divide students into small groups of the number of pictures you have by numbering them off. Students go to that number of picture to start. Then on teacher signal, move clockwise to the next numbered picture, until all pictures are visited. Possible questions that students are answering as they look at the pictures include these and any others the teacher may want to add:
  - \* What is important to this person?
  - \* What kind of job does or will this person have?
  - \* If I met this person, would we be friends? Why or why not?
- Read the poem of “Richard Cory” by Edward Arlington Robinson. Discuss how everybody wants to be like him, but what happens at the end of the poem. This depicts that no matter what you have and how wonderful someone's life appears, hidden deep inside can be problems and despair. Hence, all people, no matter who they are or what they possess, have problems.
- Do a “Sizing Up Me” activity, see **Appendix A** (add own clip art or graphic)
- Do a reading to perform a task “Book Starter” activity, see **Appendix B** (add own clip art or graphic)

## **Task 1: “The Outsiders Vocabulary Mapping” (Appendix C, D, E)**

Teacher Directions: Students will need a copy of the directions, the chapter word lists, and at least five word web template pages. Teacher to set due dates. To check for understanding, there are three scheduled assessment times to use the scoring guide:

1. Check with scoring guide after Ch. 1 & 2 (two words mapped)
2. Re-check after Ch. 5 & 6 (four more words mapped)
3. Final check after Ch. 12 (six more words mapped)

### **Scoring Guide**

#### **Exceeds:**

- All “Meets” criteria met, PLUS:
  - \* Finding the language of origin for the word

#### **Meets:**

- All required elements of the task included.
- Work is neat and easy to read by others.

#### **Progressing:**

- Four or five elements of the “Meets” task are complete.
- More work is needed to meet proficiency.

#### **Not Yet Meeting Standard(s) and Indicator(s):**

- Three or less of the elements of the “Meets” tasks is complete.
- The task should be repeated before the next task.

## **Task 2: “Greasers and Socs” (Appendix F)**

Compare and contrast the qualities of these two groups by completing the following tasks:

1. Venn Diagram:
  - \* Use the word bank provided to sort the words into the appropriate categories.
  - \* Add at least three more words of your own to the “both” category and underline them.
  - \* Add at least six more words to **either or both** of the “Greaser only” and “Soc only” categories and underline them.
2. Analyze the Venn diagram and write a complete paragraph that summarizes it.

### **Scoring Guide**

#### **Exceeds:**

- All “Meets” criteria met, PLUS:
- Five additional words add to the Venn diagram

#### **Meets:**

- All required elements of the task included.
- The analysis paragraph contains a topic sentence, supporting details, and a conclusion.
- Work is neat and easy to read by others.

#### **Progressing:**

- Two of the criteria from the “Meets” category have been met.
- More work is needed to meet proficiency.

#### **Not Yet Meeting Standard(s) and Indicator(s):**

- One of the elements from the “Meets” criteria has been met.
- The task should be repeated before the next task.

### **Task 3: “Symbols and Symbolic Poetry” (Appendix G, H)**

1. At some point AFTER analyzing Robert Frost’s Poem in chapter 5, “Nothing Gold Can Stay”, students will move on to discovering the symbols in the novel, particularly those associated with the concept of power. (Appendix G)
2. Then after that, students will be asked to choose a symbol and write a couplet poem (Appendix H)

#### **Scoring Guide For Task 3: #1**

##### **Exceeds:**

- \*All “Meets” criteria met PLUS:
- Analyze at least one “Extra” symbol
- Create your own 6 line couplet poem and add alliteration to at least 3 lines

##### **Meets:**

- All required elements of the symbol analysis included
- Symbol analysis is thoughtful and accurate
- All couplet poem elements included
- Poem has at least one metaphor or simile
- Poem is free from spelling and grammar errors

##### **Progressing:**

- Four of the criteria from the “Meets” category have been met
- More work is needed before proficiency

##### **Not Yet Meeting Standard(s) and Indicator(s):**

- Less than four of the “Meets” criteria have been met
- The task should be repeated before the next task

Peer Evaluation: \_\_\_\_\_

Comments:

Self-Evaluation: \_\_\_\_\_

Teacher Evaluation: \_\_\_\_\_

#### **Scoring Guide For Task 3: #2**

##### **Exceeds:**

- \*All “Meets” criteria met PLUS:
- Analyze at least one “Extra” symbol
- Create your own 6 line couplet poem and add alliteration to at least 3 lines

##### **Meets:**

- All required elements of the symbol analysis included
- Symbol analysis is thoughtful and accurate
- All couplet poem elements included
- Poem has at least one metaphor or simile
- Poem is free from spelling and grammar errors

##### **Progressing:**

- Four of the criteria from the “Meets” category have been met
- More work is needed before proficiency

##### **Not Yet Meeting Standard(s) and Indicator(s):**

- Less than four of the “Meets” criteria have been met
- The task should be repeated before the next task

Peer Evaluation: \_\_\_\_\_

Comments:

Self-Evaluation: \_\_\_\_\_

Teacher Evaluation: \_\_\_\_\_

## **Task 4: “Wanted” Poster (Appendix I)**

Students will make a “Wanted” poster for a character in *The Outsiders* for which they have evidence that he/she has shown acts of either loyalty or rivalry. This will force students to look at the sometimes fine distinction between both and how perception plays a role. Show examples.

### **The poster will include:**

- Character name
- Hand drawn visual of character, detailed and in color
- Accusation: Loyalty or Rivalry
- Physical description
- Personality traits
- Specific acts committed (minimum three) and any consequences—a paragraph that contains quotes from the novel that support one trait or the other
- Known hangouts and nicknames (if any)
- What to do if found
- Reward (optional)

### **Scoring Guide**

#### **Exceeds:**

- All “Meets” criteria met PLUS:
- Create another “Wanted” poster (using the same or different character) for the opposite trait using the provided template or other media

#### **Meets:**

- All the required elements of the task included
- Poster is neat
- Writing does not have grammar or spelling errors

#### **Progressing:**

- Two of the “Meets” criteria have been met
- More work is needed to reach proficiency

#### **Not Yet Meeting Standard(s) and Indicator(s):**

- Less than two of the “Meets” criteria have been met
- The task should be repeated before the next task

Peer Evaluation: \_\_\_\_\_

Comments:

Self-Evaluation: \_\_\_\_\_

Teacher Evaluation: \_\_\_\_\_

## **Appendix A**

## Sizing Up People

When you meet new people your age, what interests you about them? Use the rating scale at the left. Circle the number that comes closest to showing how important you think each of the qualities on the right hand column is to you. Then compare your responses with those of your classmates.

Extremely  
Important

Not Very  
Important

1	2	3	4	5	the way they dress
1	2	3	4	5	their grades in school
1	2	3	4	5	the amount of money they have
1	2	3	4	5	the kind of possessions they have
1	2	3	4	5	the way they talk
1	2	3	4	5	their physical appearance
1	2	3	4	5	where they live in town
1	2	3	4	5	who their friends are
1	2	3	4	5	how they treat their friends
1	2	3	4	5	where they hang out
1	2	3	4	5	their ethnic background
1	2	3	4	5	their hobbies and interests
1	2	3	4	5	their sense of humor
1	2	3	4	5	their athletic abilities

1. Which of the qualities above are the most superficial? Which tell you something of true significance about the person? Do two of each.

Superficial (shallow, not important)

Significant (important, matters)

\*

\*

\*

\*

2. Which one of these qualities would you want to be judged by? Which would you not want to be judged by?

## ***THE OUTSIDERS* BOOK STARTER**

1. Title of book: \_\_\_\_\_
2. Author: \_\_\_\_\_
3. Does this book have pictures? \_\_\_\_\_
4. Who designed the cover? \_\_\_\_\_
5. Is this book a paperback or hardback? \_\_\_\_\_
6. When was the book written (first copyright date)? \_\_\_\_\_
7. Who is the publisher? (This may vary depending on the version of the book you have.)  
\_\_\_\_\_
8. How many pages does this book have? \_\_\_\_\_
9. Do you think this book is “fiction” or “non-fiction”? \_\_\_\_\_
10. What is the book’s ISBN number? \_\_\_\_\_
11. Who is this book dedicated to? \_\_\_\_\_
12. What does “dedicate” mean? \_\_\_\_\_
13. What other books have been written by this author?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
14. From the pictures on the front and back of the book, what do you think this story will be about?

## Appendix C Instructions For Using "The Outsiders Vocabulary" Pages

\_\_\_\_\_ 1. Choose two words from the **Chapters 1 and 2** list to web.

Words: 1. \_\_\_\_\_  
2. \_\_\_\_\_

\_\_\_\_\_ 2. Choose two words from the **Chapters 3 and 4** list to web.

Words: 1. \_\_\_\_\_  
2. \_\_\_\_\_

\_\_\_\_\_ 3. Choose two words from the **Chapters 5 and 6** list to web.

Words: 1. \_\_\_\_\_  
2. \_\_\_\_\_

\_\_\_\_\_ 4. Choose two words from the **Chapters 7,8,9** list to web.

Words: 1. \_\_\_\_\_  
2. \_\_\_\_\_

\_\_\_\_\_ 5. Choose two words from the **Chapters 10,11,12** list to web.

Words: 1. \_\_\_\_\_  
2. \_\_\_\_\_

*Extra Credit  
Opportunity!*

Web an extra word from EACH of the chapter lists. This can be done **NEATLY** on your own paper or by using a computer. Depending on quality, you will earn \_\_\_\_\_ extra credit points!

### Synonyms (same meaning)

In this box, write three words that have the **same** meaning as the target word.

### Antonyms (opposite meaning)

In this box, write three words that have the **opposite** meaning as the target word.

### Definition

In this box, write the meaning of the target word in your own way (not copied word for word from the dictionary).

### Word Facts

In this box, write information about the target word:

1. Part of speech
2. Origin (for exceeds score)
3. Syllable breaks and stress marks

Chosen target word goes here.

### Sentence Using the Word

Use the target word in a sentence of your own. Make sure that the **CONTENT** of the sentence shows the **MEANING** of the word.

### Word Picture or Symbol

Neatly draw a picture or symbol that clearly illustrates the meaning of the word.

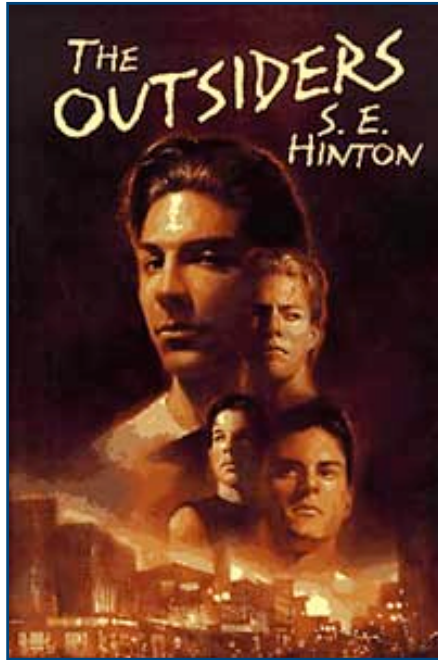


Appendix D

The OUTSIDERS  
Vocabulary Word List

Chapters 1 & 2

editorial  
hesitation  
incredulous  
nonchalantly  
rebellious  
reputation  
rivalry  
sarcasm  
sympathetic  
unfathomable



Chapters 3 & 4

apprehensive  
contempt  
defiance  
elite  
gallant  
premonition  
reckless  
rueful  
sophisticated  
wince

Chapters 7, 8, 9

abrupt  
bleak  
conformity  
divert  
exploit  
hence  
mimic  
mourn  
recurring  
resemblance

Chapters 5 & 6

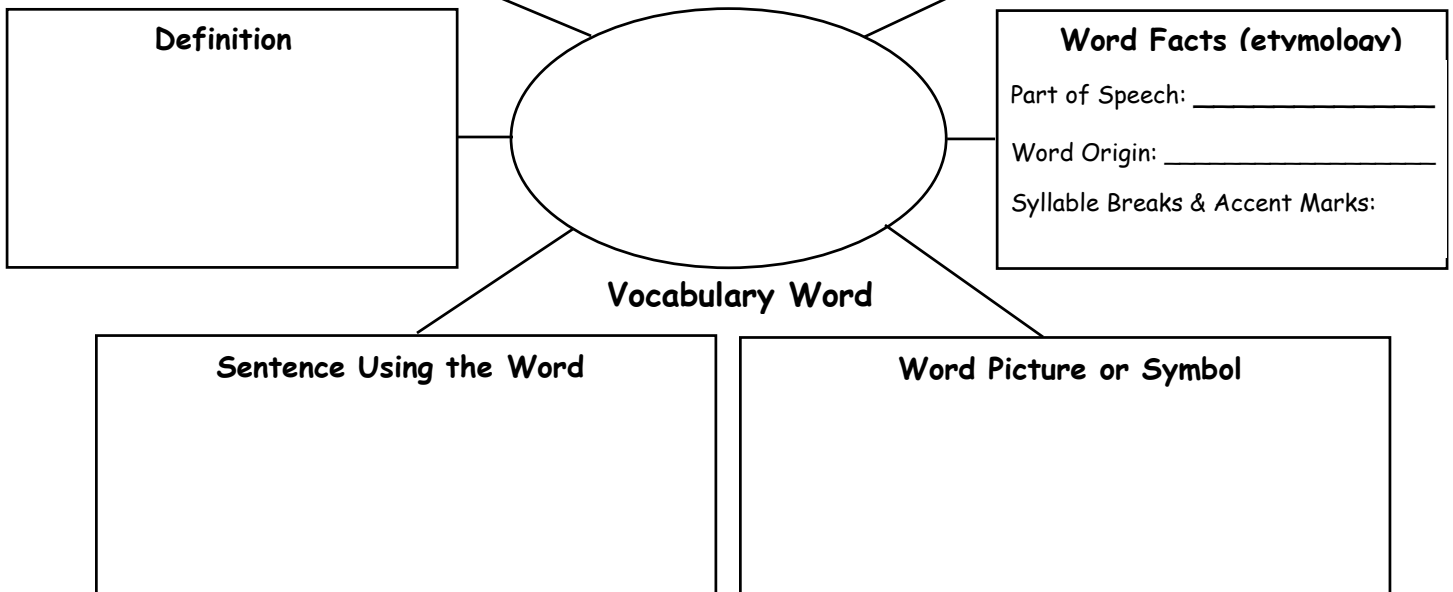
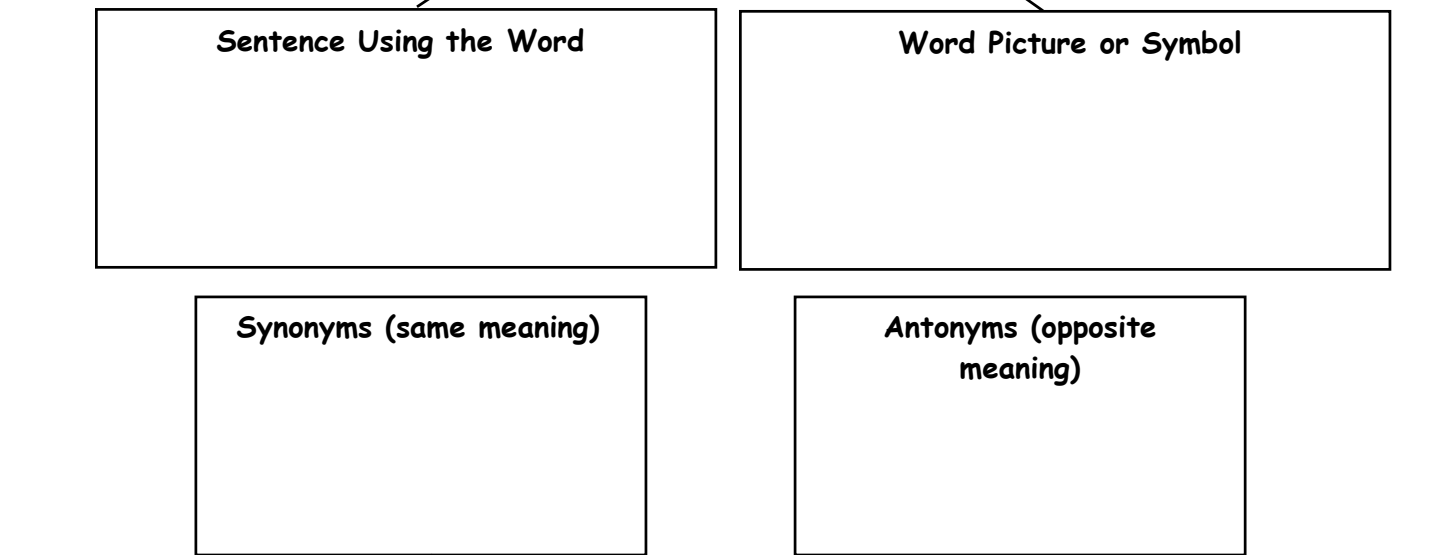
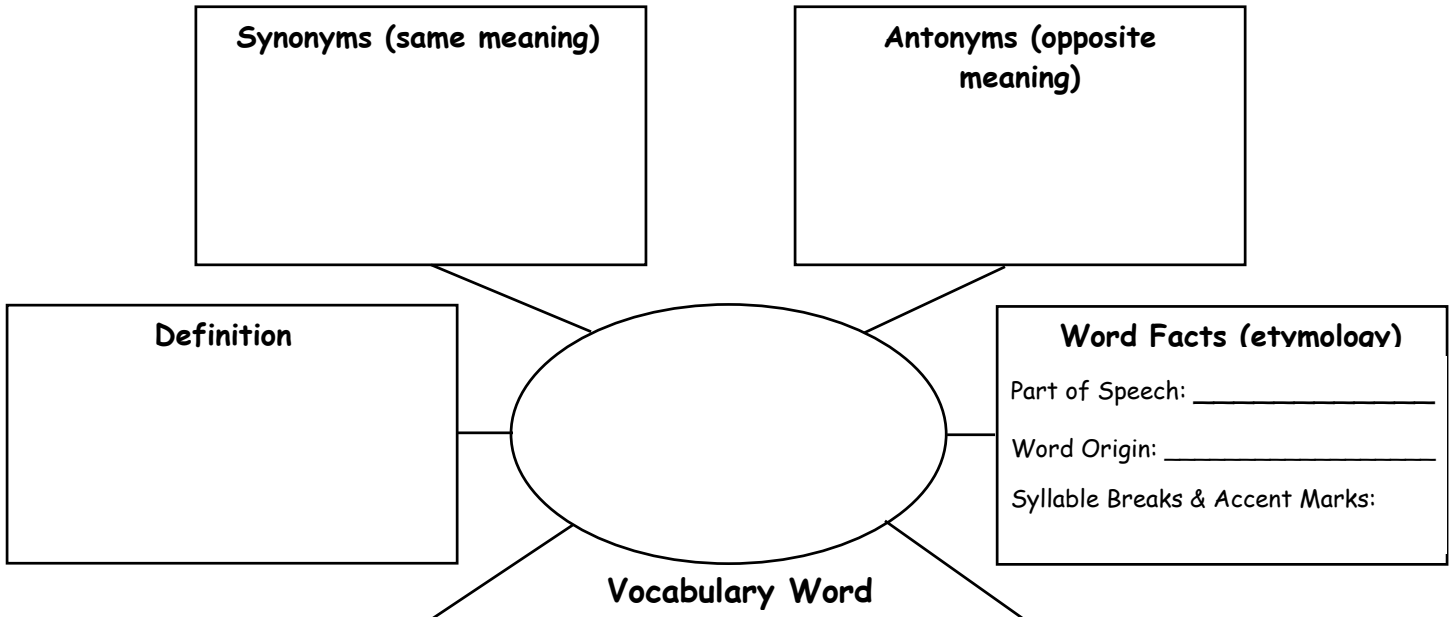
apparent  
bewilder  
conviction  
elude  
implore  
indignant  
reluctantly  
sullen  
testify  
vital

Chapters 10,11,12

acquitted  
agony  
circumstance  
delirious  
guardian  
impact  
stupor  
triumph  
vague  
composition

**Appendix E**

Name: \_\_\_\_\_ Outsider's Chapters # \_\_\_\_\_ Date: \_\_\_\_\_

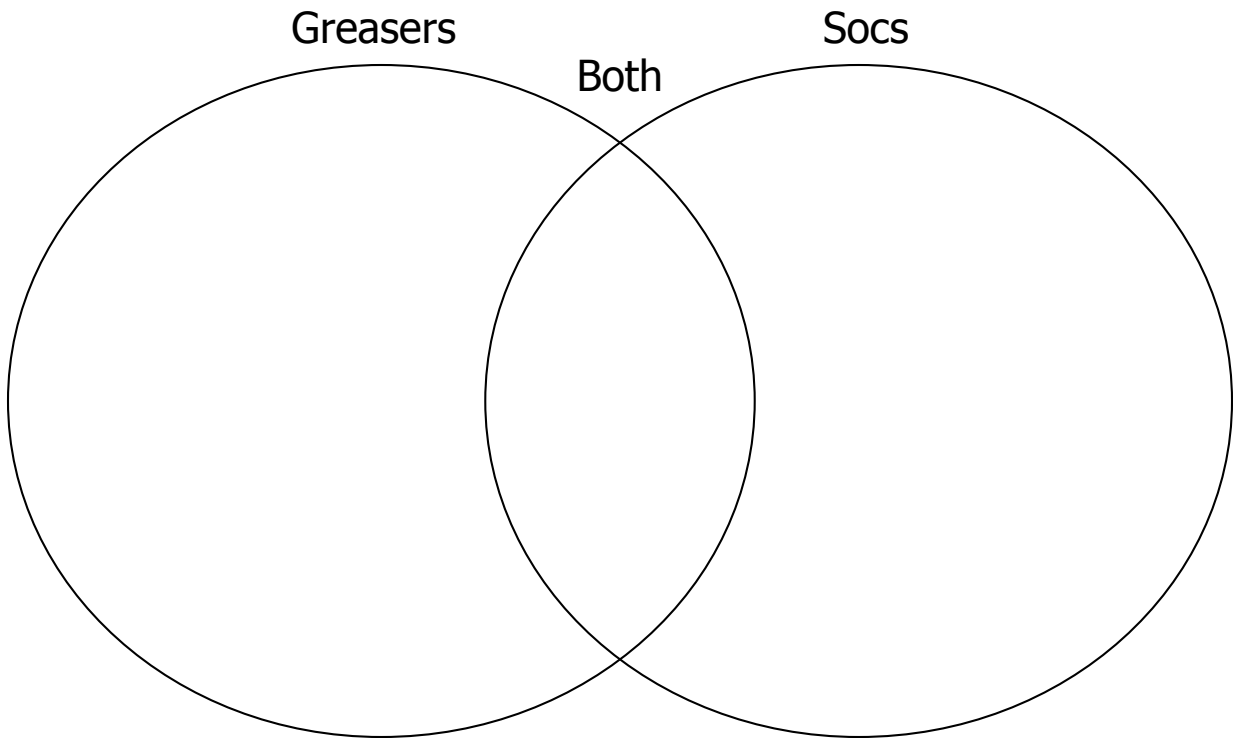


## Appendix F

# The Greasers and Socs

### Directions:

1. Compare and contrast characteristics of the Greasers and the Socs by sorting the nine words in the word bank into the appropriate Venn diagram categories.
2. Add at least three more words to the "BOTH" category and underline them.
3. Add at least six more words to either or both the "GREASERS only" and/or the "SOC only" categories and underline them.
4. Analyze your Venn diagram and on the lines provided, write a complete (intro sentence, supporting detail, conclusion) paragraph summarizing the stereotypes that each group might view the other as having, as well as the attributes that pertain to both groups. Use the back of the paper if you need more space.



powerful	Mustang	Beatles
madras	Elvis	long hair
rivalry	jeans	loyalty

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## Appendix G

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### *The Outsiders* Literary Analysis: Symbols and Symbolic Poetry

Do you recognize any of the following symbols? Do you know what they stand for? Put your guess or answer on the line following each one.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

hat  
did  
Cor  
vai

A symbol is an object that stands for or represents another object or idea, like the ones above. In literature, symbols can be anything, even common objects that mean something beyond themselves. Read and think about each question below. Circle the letter of the correct answer and write at least one sentence explaining the reason for your choice.

rs and Mustangs represent to the greasers?

- a. The Socs' contempt for the greasers
- b. The power of the Socs
- c. The wealth of the Socs' families

Reason for choice:

What did the Confederate soldiers in *Gone with the Wind* represent to Johnny?

- a. A kind of gallantry on Dally's part
- b. The evils of war
- c. A fear of authority and death

Reason for choice:

What did their long, well-oiled hair symbolize to the greasers?

- a. Pride in their good looks
- b. Dread of barbers
- c. Their identity as a unique group of people

Reason for choice:

**Extra:** Bob's rings, Soda's horse Mickey Mouse, sunsets, drive-in theatres, other symbols??

## Appendix H

Name(s) \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### “Symbols and Couplet Poem”

Directions: You and a partner will complete an eight-line closed couplet. Using Robert Frost’s poem as a reference, you will choose one of the symbols found in *The Outsiders* to use as the subject of the poem. You must include at least one metaphor or simile.

#### Nothing Gold Can Stay

Nature's first green is **gold**, (a)  
Her **hardest** hue to **hold**. (a)  
Her early leaf's a **flower**; (b)  
But only so an **hour**. (b)  
Then leaf subsides to **leaf**. (c)  
So Eden sank to **grief**, (c)  
So **dawn** goes **down** to **day**. (d)  
Nothing gold can **stay**. (d)  
- Robert Frost (1923)

A *closed couplet* is two lines of rhymed verse in which the meaning is made complete by the end of the second rhyme. Rhyme Scheme: aabbccdd

Title of poem \_\_\_\_\_(repeat of last line)

(1) \_\_\_\_\_ is/are a symbol of \_\_\_\_\_

(2) \_\_\_\_\_

(last word in line 2 must rhyme with last word in line 1)

(3) \_\_\_\_\_

(4) \_\_\_\_\_

(last word in line 4 must rhyme with last word in line 3)

(5) \_\_\_\_\_

(6) \_\_\_\_\_

(last word in line 6 must rhyme with last word in line 5)

(7) \_\_\_\_\_

(8) \_\_\_\_\_

(last word in line 8 must rhyme with last word in line 7)

## Appendix I

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### “Wanted” Poster

Directions: You will create a Wanted poster for a character from *The Outsiders*. You will determine from your notes whether he/she shows acts of loyalty or rivalry in the book. Fill out the information below before finalizing your poster. See teacher for poster template or paper.

**Loyalty**-acts of devotion, allegiance, and/or faithfulness

**Rivalry**-acts to equal or outdo others

1. Name of character: \_\_\_\_\_
2. Wanted for acts of (circle one): Loyalty Rivalry
3. Detailed physical description (what s/he looks like): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Personality traits (how s/he acts): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. *Specific* acts of loyalty or rivalry: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Consequences of acts (directly stated or inferred): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Known hangouts: \_\_\_\_\_ Nicknames (if any): \_\_\_\_\_
8. What to do if found: \_\_\_\_\_
9. Reward amount (if any): \_\_\_\_\_
10. Hand draw your character’s face using color for the final poster
11. Final poster must be neat and free from errors in grammar or spelling
12. Put your name, date, and period on the back of the final poster

# WANTED

\_\_\_\_\_  
Name

For Acts of \_\_\_\_\_

Physical Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personality Traits: \_\_\_\_\_  
\_\_\_\_\_

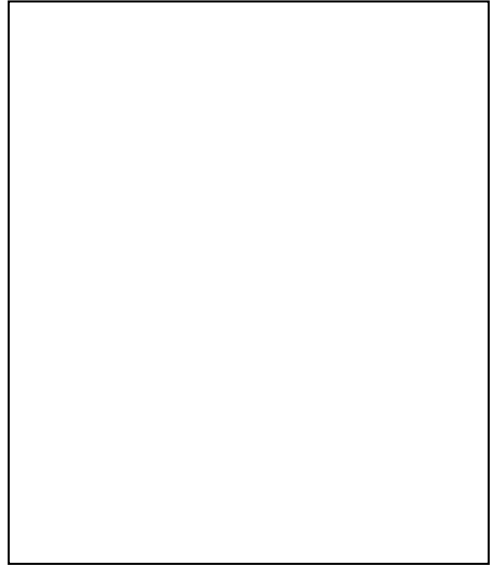
Also known as (AKA): \_\_\_\_\_

Specific acts include: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Positive or negative consequences for these acts include: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suspect last seen: \_\_\_\_\_ Favorite hangout(s) \_\_\_\_\_

If found, please \_\_\_\_\_



# REWARD

## SUGGESTED READING STUDY GUIDE QUESTIONS:

### Chapter 1 (not available yet or make up own)

### Chapter 2

1. Why didn't Ponyboy, Johnny, and Dally pay to get into the drive-in movie?
2. What is Cherry's real name? Why is she called Cherry?
3. What did Cherry do when Dally brought her a Coke?
4. Give three reasons why Cherry and Marcia are not scared of Johnny and Ponyboy even though, like Dally, they are Greasers.
5. Why had Cherry and Marcia left their boyfriends at the drive-in?
6. What are two rules Greasers have for themselves?
7. How did Johnny get beaten up?
8. What did Cherry mean when she said, "Things are rough all over"?

### Chapter 3

1. What did Cherry say was the main difference between the Socs and the Greasers?
2. What was the name of Sodapop's horse?
3. What happened to Soda's horse?
4. Why did Ponyboy think that maybe his world and Cherry's weren't so different?
5. Why did Johnny stare at the rings on the Soc's hand?
6. Why did Cherry and Marcia let their drunken boyfriends drive them home?
7. What was the last thing Cherry says to Ponyboy before she leaves in the car?
8. How long has it been since Ponyboy's parents were killed?
9. Why was Ponyboy late getting home?
10. Why did Darry get angry with Ponyboy and hit him?
11. Where did Ponyboy go after Darry hit him?

### Chapter 4

1. What does Bob say a Greaser is?
2. What do the Socs do to Ponyboy?
3. What does Ponyboy see when he recovers consciousness?
4. Why did Johnny attack Bob?
5. Where do Johnny and Ponyboy go when they leave the park?
6. What does Dally give Johnny and Ponyboy?
7. Where does Dally tell them to go?
8. How do they get there?
9. How do they find the church?

### Chapter 5

1. How does Johnny write a note to Ponyboy?
2. What is the one thing the Greasers are proud of?



3. What do Johnny and Ponyboy do to disguise themselves?
4. Why do Johnny and Ponyboy start crying?
5. How do Johnny and Ponyboy pass the time?
6. Who comes to visit Johnny and Ponyboy?
7. Pony boy receives a letter from whom?
8. Where do the police think Johnny and Ponyboy have gone?
9. What is a “heater”?
10. Who is spying on the Socs for the Greasers?

## **Chapter 6**

1. Why is Cherry helping the Greasers?
2. When they are at Dairy Queen, what does Johnny tell Dally he is going to do?
3. How have Johnny’s parents reacted to his running away?
4. What do the boys see when they reach the top of Jay Mountain?
5. When is the only time Ponyboy can remember seeing Johnny without a defeated, suspicious look in his eyes?
6. Why does Dally hit Ponyboy?
7. How does Dally get burned?
8. How does Johnny get hurt?
9. What does Darry do when he sees Ponyboy in the hospital?
10. At the hospital Ponyboy realizes that Darry really cares for him. Why has Darry been so hard on Ponyboy in the past?

## **Chapter 7**

1. Why do the photographers take so many pictures?
2. What does Ponyboy tell a reporter at the hospital he would do if he could do anything he wanted?
3. What do the doctors say about Dally’s injuries?
4. What do the doctors say about Johnny’s injuries?
5. What one food does Ponyboy, Soda, and Darry all like for breakfast?
6. Why does Darry leave the front door unlocked?
7. What charges were being brought against Johnny?
8. What will the court decide about Ponyboy?
9. Where did Soda’s girlfriend go?
10. Why does Randy say the rumble between the Socs and the Greasers won’t solve anything?

## **Chapter 8**

1. Why did the doctor let Two-Bit and Ponyboy in to see Johnny?
2. What two things does Johnny tell Two-Bit he wants him to bring?
3. Who comes to visit Johnny besides Ponyboy and Two-Bit?
4. What does Two-Bit give to Dally?
5. What does Two-Bit say keeps Darry from being a Soc?
6. Why does Cherry say she can’t visit Johnny?

## **Chapter 9**

1. What are the two things Greasers have to be proud of?
2. Who is the only Greaser who doesn’t like fights?
3. Why is Tim Shepard’s kid brother, Curly, not going to be at the rumble?
4. What weapons are going to be used in the rumble?
5. Why does Ponyboy feel he and his gang don’t belong with Tim Sheperd’s gang and the

Brumley boys?

6. What are the rules for the rumble?
7. Who joins the rumble at the last minute?
8. How did Dally get out of the hospital?
9. How does the fight end?
10. Where do Ponyboy and Dally go after the rumble?
11. How do they get there so quickly?
12. What does Johnny tell Ponyboy to do?

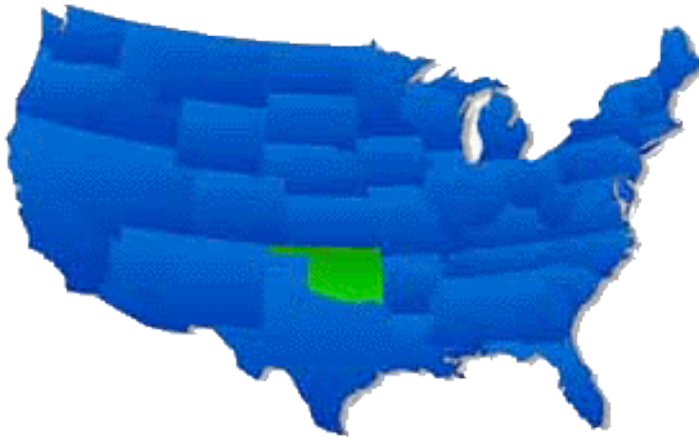
### **Chapter 10**

1. How does Ponyboy get home from the hospital?
2. Why is Dally so upset about Johnny's death?
3. Who phones Darry, and what does he want?
4. When the police catch up with Dally, what happens? Be specific.
5. What was wrong with Ponyboy?
6. What did Johnny leave for Ponyboy?
7. Why wouldn't Ponyboy eat anything when he was sick?
8. Why is Ponyboy worried about whether or not he called for Darry when he was sick?

### **Chapter 11 & 12**

1. How does Ponyboy describe Bob?
2. Why does Randy come to see Ponyboy?
3. What two strange things does Ponyboy tell Randy?
4. Who is at the court hearing?
5. What does the judge decide about Ponyboy?
6. Why does Ponyboy's English teacher want to talk to him?
7. What does Ponyboy do when he's confronted by three Socs?
8. Why does Two-Bit grin when Ponyboy picks up the broken glass?
9. Why does Soda run out of the house?
10. Why is the last sentence of the book unusual?

## OTHER RESOURCES:

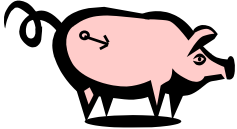


**Where  
Is  
Oklahoma  
Anyway?**

- The name "Oklahoma" comes from the Choctaw words: "okla" meaning people and "humma" meaning red, so the states name literally means "red people."
- Oklahoma has the largest American Indian population of any state.
- Oklahoma has 43 colleges and universities.
- The highest point in the state is Black Mesa in Cimarron County, which is 4,973 feet. (For comparison, Mt. Hood is 11,237 feet high.)
- Oklahoma has more man-made lakes than any other state.
- Oklahoma is the third largest gas-producing state in the nation.
- Oklahoma is bordered by six states: Texas to the south and west, Arkansas and Missouri to the east, Kansas to the north and Colorado and New Mexico at the tip of the northwestern Oklahoma panhandle.

- Oklahoma is comprised of 77 counties.
- Oklahoma has a land area of 69,919 square miles and ranks 18 in the nation in size.
- Oklahoma's two most populous cities are Oklahoma City and Tulsa.

(Note: Page numbers will vary from book to book. Check the book you are using to correct page numbers.)



## IDIOMS

Idiom / iddee em / n: 1. the natural way of using language  
2. A fixed expression with a nonliteral meaning.

**Directions:** Using context clues (the words around the idiom), state the implied meaning of the idioms below. You may work with a partner.

### Saying

- |      |                                 |  |
|------|---------------------------------|--|
| p. 1 | “looking tough”                 |  |
|      | “lone it”                       |  |
| p. 2 | “digs movies”                   |  |
|      | “happy-go-lucky”                |  |
|      | “get jumped”                    |  |
| p. 3 | “souped-up”                     |  |
|      | “tight knit”                    |  |
| p. 4 | “don’t use my head”             |  |
|      | “bump on a log”                 |  |
| p. 7 | “bleeding like a stuck pig”     |  |
| p. 8 | “He gets drunk on plain living” |  |
| p. 9 | “tough as nails”                |  |
|      | “lift a hubcap”                 |  |
|      | “tag a long”                    |  |
|      | “wise cracker”                  |  |