

Have You Ever...

Made a mistake you couldn't correct?
Felt like everyone in the world was against you?
Met someone you liked, but who would never go out with you?
Gotten in a fight with the adult in charge of you?

Run away from home?

Had friends who were a family to you?

Been wanted by the police?

Saved the life of another person?

Been upset by how unfair life can be?

Been afraid for your life?

Had a friend die?

You'll be a part of this and more when you
read

The Outsiders

By S.E. Hinton

Name _____

Period _____

The Outsiders

Answer the following questions. There are no right or wrong answers! Simply choose the response that you feel is best.

1. You can tell a lot about a person by the clothes he/she wears.
Strongly Agree Agree Disagree Strongly Disagree
2. Money is the most important thing in life. Without it, you can't get very far, even if you are smart.
Strongly Agree Agree Disagree Strongly Disagree
3. It is easy to be friends with different kinds of people at Scott.
Strongly Agree Agree Disagree Strongly Disagree
4. Anyone can be popular.
Strongly Agree Agree Disagree Strongly Disagree
5. Everyone has problems, even if they have a lot of friends or money.
Strongly Agree Agree Disagree Strongly Disagree
6. It is better for a kid to have to work hard for things he/she wants, like clothes or money, than for his/her parents to give it to him/her.
Strongly Agree Agree Disagree Strongly Disagree
7. You should always be loyal to your friends no matter what.
Strongly Agree Agree Disagree Strongly Disagree
8. It is o.k. that there are very poor people and very rich people in a city or country. That is just the way it is.
Strongly Agree Agree Disagree Strongly Disagree
9. The most important thing about going to school is being popular, even if that means you can only be friends with certain people.
Strongly Agree Agree Disagree Strongly Disagree
10. It is possible to change the way students act toward one another.
Strongly Agree Agree Disagree Strongly Disagree

Name _____

The Outsiders Scavenger Hunt

As we prepare to read our novel, *The Outsiders*, I want us to do a little research to help us understand and visualize the setting of the book since it takes place before any of us (myself included) were born. Please do some on-line searching to find information on the following topics: (Jot down notes—your findings do not need to be in complete sentences)

Topic	What did you find out?
Politics in the 1950's	
Who was president during this time? What was going on in the world? The U.S.?	
Entertainment	
Who is Paul Newman? Who is Will Rogers? What movies were popular? Who were famous celebrities?	
Music	
The Beatles (Who were they? Type of music?) Elvis (Who was he? Type of music?) Hank Williams (Who was he? Type of music?)	
Cars	
Corvairs Corvettes Mustangs	
Clothing/Hairstyles/Fashion	
Madras Men's & Women's hairstyles? Other trends? Fashion?	
Novel Info	
Tulsa, Oklahoma S.E. Hinton	

Friendship Contract

Sometimes friendships are tricky! It is hard to know how to be a good friend, and it is even harder to know when a friendship needs to end. Johnny and Ponyboy remain friends despite some definite challenges. Write a friendship contract that defines the rules of friendship.

A friend should always:

- 1.
- 2.
- 3.

A friend should never:

- 1.
- 2.
- 3.

A friendship should end when:

- 1.
- 2.
- 3.

Based on your friendship contract, should Ponyboy have remained friends with Johnny? Explain your answer.

Name _____

Greaser or Soc?

The following words and/or phrases have been used throughout the book The Outsiders by S.E. Hinton to describe the Greasers and/or the Socs. Read through the list and label each word or phrase with either a "G" or an "S." This will indicate whether the word or phrase describes a Greaser or a Soc.

_____ long hair

_____ steal things

_____ throw beer blasts for kicks

_____ more emotional

_____ poor

_____ smell of shaving lotion

_____ drive souped up cars

_____ rich

_____ always searching for something

_____ have gang fights

_____ west side

_____ hold up gas stations

_____ east side

_____ sophisticated and cool

_____ can't walk alone at night

_____ aloof

_____ asset to society

_____ tough and loud girls

_____ hoods

_____ dress in blue jeans and t-shirts

_____ madras shirts

_____ nice cars

_____ bright-eyed girls with dresses a decent length

BLOOM'S TAXONOMY

Bloom's Taxonomy sets up six progressively more advanced levels of critical thinking. They range from the lowest level of thinking, simple recall (KNOWLEDGE) to the highest, evaluate information (EVALUATION). The levels are listed below along with verbs and phrases that suggest appropriate activities and questions for each level. As we read The Outsiders, you will compile or create questions for each chapter from each level of Bloom's Taxonomy.

KNOWLEDGE

EXHIBIT MEMORY OF PREVIOUSLY LEARNED MATERIAL BY RECALLING FACTS, TERMS, BASIC CONCEPTS, AND ANSWERS.

tell, list, name, repeat, remember, recall, match, locate, what is, where is, who was, when did

COMPREHENSION

DEMONSTRATE UNDERSTANDING OF FACTS AND IDEAS BY ORGANIZING, COMPARING, TRANSLATING, INTERPRETING, GIVING DESCRIPTIONS, AND STATING MAIN IDEAS.

explain, find, define, illustrate, diagram, summarize, restate, describe, how would you compare, which is the best answer, how would you summarize, what is the main idea of

APPLICATION

SOLVE PROBLEMS TO NEW SITUATIONS BY APPLYING ACQUIRED KNOWLEDGE, FACTS, TECHNIQUES AND RULES IN A DIFFERENT WAY.

solve, use, demonstrate, show, report, classify, put in order, apply, report, what examples can you find to, what would result if, what approach would you use to, how would you solve

ANALYSIS

EXAMINE AND BREAK INFORMATION INTO PARTS BY IDENTIFYING MOTIVES OR CAUSES. MAKE INFERENCES AND FIND EVIDENCE TO SUPPORT GENERALIZATIONS.

examine, survey, compare, contrast, alike/different, separate, chart, advertise, distinguish, what do you think, what motive is there, what is the relationship between, what ideas justify

SYNTHESIS

COMPILE INFORMATION TOGETHER IN A DIFFERENT WAY BY COMBINING ELEMENTS IN A NEW PATTERN OR PROPOSING ALTERNATIVE SOLUTIONS.

create, invent, imagine, compose, pretend, predict, plan, improve, what if, modify, can you elaborate on the reason, what could be done to minimize/maximize, how would you test

EVALUATION

PRESENT AND DEFEND OPINIONS BY MAKING JUDGMENTS ABOUT INFORMATION, VALIDITY OF IDEAS OR QUALITY OF WORK BASED ON A SET OF CRITERIA.

judge, select, choose, decide, debate, write a letter, what is the best way, verify, argue, would it be better if, what would you recommend, how would you rate the, why did they

Chapter _____ Questions

Knowledge

1.

2.

Comprehension

1.

2.

Application

1.

Analysis

1.

Synthesis

1.

Evaluation

1.

Chapter _____ Questions

Knowledge

1.

2.

Comprehension

1.

2.

Application

1.

Analysis

1.

Synthesis

1.

Evaluation

1.

GOLD

Colors don't have to be just colors. We use colors as symbols too. Every culture uses colors to symbolize things like emotions, objects, and ideas. Write down words that come to your mind when you think of the following colors:

Black-

White-

Green-

Red-

Blue-

Do you see how a color can represent many things? The color gold will be used in Chapter Five. What does gold usually symbolize in our culture? What emotions, ideas, or objects are usually gold or golden?

Nothing Gold Can Stay, by Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

Stay Gold, by Stevie Wonder

Seize upon the moment long ago
One breath away and there you will be
So young and carefree, again you will see
That place in time--so gold.

Still away into that way back when
You thought that all would last forever
But like the weather, nothing can ever
And be in time--stay gold.

But can it be when we can see so vividly a memory
And yes you say so lost a day to fade away
And leave a ray of sun--so gold.

Life is but a twinkling of an eye
Yet filled with sorrow and compassion
Though not imagined all things that happen
Will age to old--though gold, gold, gold, gold, gold.

Chapter _____ Questions

Knowledge

1.

2.

Comprehension

1.

2.

Application

1.

Analysis

1.

Synthesis

1.

Evaluation

1.

Chapter _____ Questions

Knowledge

1.

2.

Comprehension

1.

2.

Application

1.

Analysis

1.

Synthesis

1.

Evaluation

1.

“Dot Day” activity.

1. How did you feel when your group was considered the “smart group”? Explain your answer.
2. Did you say or think anything negative about the other group when they were the “low group”?
3. How did you feel when your group was the “low group”? Explain your answer.
4. Did you say or think anything negative about the other group when they were considered the “smart group”?

5. Was it fair to expect more or less of a student because of the group he/she was in?
Why/why not?

6. Can you think of a time when it *is* fair to judge someone based on a group they are in?

7. (Answer in your head) Have you ever made a judgment about someone you didn't really know based on their group, appearance, etc.? Have you ever been judged based on the group you were with, your appearance, etc.? How might someone change this?

8. Draw a picture below that represents a time when people get discriminated against based on the group they are a part of.

Chapter _____

Now that you've read this chapter, I want you to choose one passage from the book to share. It may be a passage that was emotional, descriptive, confusing, or a part of the book you particularly enjoyed. Please copy the passage here:

Explain IN DETAIL, what that passage means, and why you chose it

Chapter _____

Now that you've read this chapter, I want you to choose one passage from the book to share. It may be a passage that was emotional, descriptive, confusing, or a part of the book you particularly enjoyed. Please copy the passage here:

Explain IN DETAIL, what that passage means, and why you chose it

Today's Problems

In *The Outsiders*, the teenagers in the story faced realistic problems. Many of these problems face today's teenagers as well. Working in groups of three or four, brainstorm lists of problems that faced the characters in *The Outsiders*. Use a separate sheet of paper. Here are a few ideas to get you started.

alcohol abuse	teenage pregnancy
gang violence	search for self
parental neglect	peer pressure

Still working with the same group, circle the problems that you identified in *The Outsiders* that are very real problems for you or teenagers you know.

Next, add current teenage problems that haven't been mentioned in **The Outsiders**-based list.

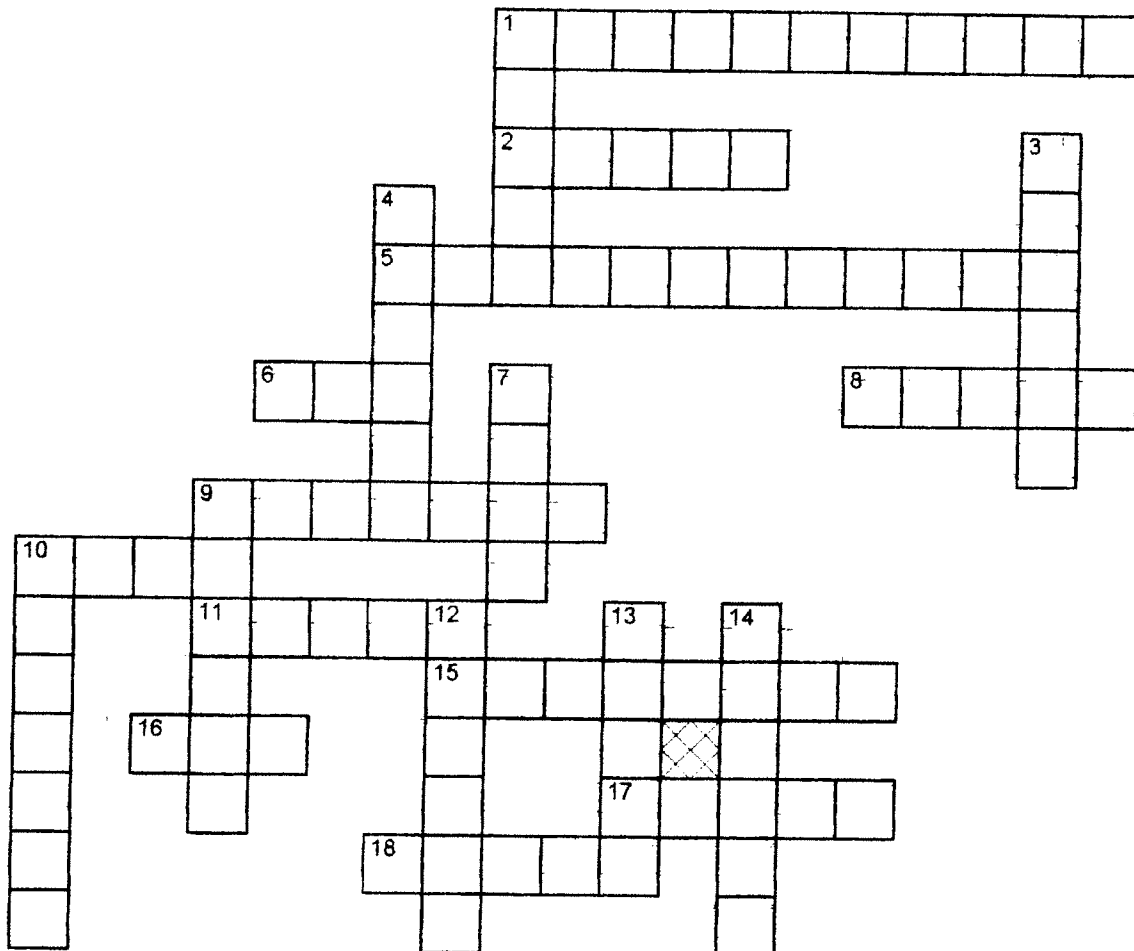
As a group, select ten problems from your combined list that you feel are the most critical problems facing teenagers today. Write them down in the order of importance in the box below. (#1 is the most critical problem; #2 is second most critical, etc.)

The Ten Most Critical Problems Facing Teenagers Today

Group members: _____

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Share your list with the others in your class. How similar are your lists? Are there ways you can face or avoid these problems? Invite a counselor to your class to speak of ways to lessen the effect of these and similar problems in your life.



Across

- 1. Two-Bit is famous for _____.
- 2. Sodapop's best friend is _____.
- 5. Johnny and Ponyboy ran away to _____.
- 6. _____ was the first person to die in The Outsiders.
- 8. _____ Wood couldn't help the kids in the burning church because he was too big.
- 9. The car that Randy and Bob rode in was a blue _____.
- 10. The middle Curtis brother.
- 11. Bob was wearing _____ which gave you a clue that he was the one who beat Johnny in the lot.
- 15. The setting of The Outsiders is a small town in _____.
- 16. First name of the leader of the Shepherd

- gang.
- 17. Bob's best friend.
- 18. _____ had spent most of his childhood in prison. He tried to be too 'tuff' to care about anything but himself.

- 12. Soc. is the abbreviation for _____.

- 13. The oldest person in the gang. The only thing keeping him a greaser is the rest of the gang.
- 14. He had dark skin and hair, a scared-puppy-dog look constantly on his face.

Down

- 1. S.E. Hinton's first name.
- 3. Her real name was Sherry, but her friends called her _____ because of her hair.
- 4. _____ always had to add his thoughts into a conversation.
- 7. The narrator of The Outsiders is _____.
- 9. Two-Bit threw her phone number away because he thought it was a fake.
- 10. S.E. Hinton was _____ years old when she wrote The Outsiders.

One Page...

Ponyboy resolves to do something to make a difference to the hundreds of boys who live on “the wrong sides of cities,” who “jumped at their shadows,” and who “watched sunsets and looked at stars and ached for something better.”

“Someone should tell their side of the story, and maybe people would understand then and wouldn’t be so quick to judge a boy by the amount of hair oil he wore.”

He writes his story in the form of a composition for an English assignment. The result is the story of *The Outsiders*.

Have there been events in your life that have triggered the need to share with others? Make a few notes on these lines.

Read this list. See if you have felt strongly about any of these ideas.

- Someone you know dies a tragic and avoidable death.
- You see or experience the unfair treatment of one group of people.
- A special friendship gives you strength.
- Misunderstandings are a “way of life” in your family.
- A society in which money gives others the “right” to ridicule others is unfair.
- Money brings happiness.
- Too much money brings grief.
- Parents need to set limits for their children.
- Drug and/or alcohol abuse governs lives.
- You would give up your life for someone else.
- You wonder if other people your age feel the same as you do.

Select an idea that “triggers” the possibility of a story in your mind. Write the first page of that story. Chances are, if it is something you really care about, you won’t be able to stop at one page! So, feel free to continue.

Name _____

Period _____

Elements of Fiction: 8.1.4 -- PRACTICE Assessment

Title of Selection _____

Author _____

Exposition:
Basic situation and conflict
 Type of conflict: _____
 Person vs. _____
 Conflicts: _____
 Internal or External _____
 What is the conflict (problem)? _____
 List the main characters: _____
 Setting: time and location _____

Major complications (problems, events):

- _____
- _____
- _____

Point of View:
 1st Person
 OR
 3rd Person

Climax (crisis, outcome decided):

Resolution:

Rising Action

Falling Action

Theme (central idea of the work):
 DIRECTIONS: Choose one word or phrase to describe the theme of this selection. Write it on the line for question #1. Then give an example from the story to support your choice.

1. Word or phrase _____
2. Example/support from text: _____

About the Author

Susan Eloise Hinton was born on July 22, 1948 in Tulsa, Oklahoma, where she continues to live today. Early in her life she wanted to be a cowboy or a writer, and her avid reading helped her toward one of these goals. Ms. Hinton says, "I started reading about the same time everyone else did, and began to write a short time later. The major influence on my writing has been my reading. I read everything, including Comet cans and coffee labels. Reading taught me sentence structure, paragraphing, how to build a chapter. Strangely enough, it never taught me spelling."



According to her, it was her inability to spell that contributed to a D grade in Creative Writing when she was a junior at Will Rogers High School in Tulsa. It was during this same year that she finished a realistic book of fiction for teenagers. This book, *The Outsiders*, created a revolution in the writing of young adult novels upon its publication in 1967. For in this novel, Hinton portrayed a world realistic for many teenagers, filled with peer pressure, gang violence, social status, and parental abuse. It gave young people, used to stories of carefree innocents busy readying themselves for the big prom date, a dose of reality.

Susan Eloise Hinton became S.E. Hinton when *The Outsiders* was published. The concern was that boys might not want to read a book about gang life if they knew it was written by a girl. But she did know about gang life. Susan based her writing on her experiences with "greasers" and "socs" (pronounced soshes) in Tulsa. The characters she wrote about in *The Outsiders* are composites of the greasers and socs she knew, with some of herself mixed in. Although never a member of either group, she was able to represent both sides realistically in her story.

Because of her success as a novelist, she was able to go to the University of Tulsa, where she met her future husband, David Inhofe. In 1970, she graduated with a degree in education and, with David's encouragement, finished her second book, *That Was Then, This Is Now*, in 1971. *Rumble Fish* was written in 1975 and *Tex* in 1979. In 1983, David and Susan had a son, Nicholas. *Taming the Star Runner* was published in 1988.

Hinton's books have won numerous awards throughout the years, and major motion pictures have been made of *The Outsiders*; *That Was Then, This Is Now*; *Rumble Fish*; and *Tex*. Her success can be attributed to the realism of the characters who people her books. They come to life in the richness of her characterizations which are sincere, honest, and believable. "I'm a character writer. Some writers are plot writers.... I have to begin with people. I always know my characters, exactly what they look like, their birthdays, what they like for breakfast. It doesn't matter if these things appear in the book. I still have to know. My characters are fictional. I get ideas from real people, sometimes, but my characters always exist only in my head.... Those characters are as real to me as anyone else in my life, so much so that if I ran into one of them at the laundry, I wouldn't be all that surprised."

as quoted in "Advice from a Penwoman" *Seventeen*, November, 1981

as quoted in "Notes from Delacorte Press for Books for Young Readers" *Delacorte Press*, winter, 1979-spring, 1980

Response

Explain the meaning of these quotations from *The Outsiders*.

Chapter 3: “ ‘We’re always going and going and going, and never asking where. Did you ever hear of having more than you wanted? So that you couldn’t want anything else and then started looking for something else to want? It seems like we’re always searching for something to satisfy us, and never finding it. Maybe if we could lose our cool we could.’ ”

Chapter 3: “. . . ‘I gotta do something. It seems like there’s gotta be someplace without greasers or Socs, with just people. Plain ordinary people.’ ”

Chapter 6: “The kid looked surprised and quit hollering. I blinked myself—Johnny wasn’t behaving at all like his old self.... He wasn’t scared either. That was the only time I can think of when I saw him without that defeated, suspicious look in his eyes. He looked like he was having the time of his life.”

Chapter 7: “He kept trying to make someone say ‘No’ and they never did. They never did. That was what he wanted. For somebody to tell him ‘No.’ To have somebody lay down the law, set the limits, give him something solid to stand on. That’s what we all want, really.”

Chapter 7: “ ‘You can’t win, even if you whip us. You’ll still be where you were before—at the bottom. And we’ll still be the lucky ones with all the breaks. So it doesn’t do any good, the fighting and the killing. It doesn’t prove a thing. We’ll forget it if you win, or if you don’t. Greasers will still be greasers and Socs will still be Socs.’ ”

Chapter 7: “Things were rough all over, but it was better that way. That was how you could tell the other guy was human too.”

Chapter 8: “I figured that Southern gentlemen had nothing on Johnny Cade.”

Chapter 8: “ ‘You know, the only thing that keeps Darry from bein’ a Soc is us.’ ”

Chapter 8: “That’s why people don’t ever think to blame the Socs and are always ready to jump on us. We look hoody and they look decent. It could be just the other way around—half of the hoods I know are pretty decent guys underneath all that grease, and from what I’ve heard, a lot of Socs are just cold-blooded mean—but people usually go by looks.”

Chapter 9: “ ‘You ‘d better wise up, Pony... you get tough like me and you don’t get hurt. You look out for yourself and nothin’ can touch you ...’ ”

Chapter 10: “Dally raised the gun, and I thought: You blasted fool. They don’t know you’re only bluffing. And even as the policemen’s guns spit fire into the night I knew that was what Dally wanted.”

Chapter 10: “ ‘Soda, did I ask for Darry while I was sick?’ ”

Chapter 12: “ ‘We’re all we’ve got left. We ought to be able to stick together against everything. If we don’t have each other, we don’t have anything. If you don’t have anything, you end up like Dallas...that’s worse than dead. Please ... don’t fight anymore.’ ”

Chapter 12: “Someone should tell their side of the story, and maybe people would understand then and wouldn’t be so quick to judge a boy by the amount of hair oil he wore. It was important to me.”

Teacher Note: Choose an appropriate number of quotes for your students.

Name _____

Period _____

Character Analysis



Character's Name _____

Answer each question using complete sentences. Make sure to answer thoroughly using information/support found in the book. Most of these questions will require a minimum of a paragraph to answer them fully.

Describe this character's physical appearance.

Describe this character's personality.

What is this character's challenge or struggle in the book?

What are this character's strengths and weaknesses?

Does this character have any accomplishments? If so, what are they? Remember that not all accomplishments are awarded or are looked upon as monumental. There are personal accomplishments as well.

We call characters that change throughout a book "dynamic." A character that stays the same is called "static." Which category would this character fall into? Explain why this is true, using examples from the book.

How does this character view him/herself? List support/proof from the book

How do others view this character? List support/proof from the book.

How is this character's society different from yours?

Would a character behave/act in real life like this character does in the book? Explain in detail.

Final Project for The Outsiders by S.E. Hinton

Introduction

This project was designed with fun in mind. I want you to be as creative as you can be—in fact, I want you to be more creative than you have ever been.

You are going to get into small groups, and the size of the groups will vary depending on how many people are in your class. You are going to be working very closely with the members of your group, so make the best of it and be a TEAM PLAYER.

You are going to be able to select what projects you want to do from a pre-made list. Each project is worth a certain number of points—some are worth more than others depending on their difficulty. You must pick enough projects so that your total number of points **100**. You may not choose more than 100 for extra credit, if you go over, it will still be graded as if you chose 100 points.

Grading

You are going to be graded by yourself through self-assessment, but the other members of your group, and by me. When your project is completed, you will fill out a self-assessment form telling me how hard you worked and how well you contributed to the success of this project. The members of your group will also assess you, so be a productive member of your group because they grade you too!

Your group can put this entire project together in any format you choose. Be creative and innovative as possible because that is what I will be looking for. For example, you can do a talk show, radio show, game show, use props, etc.

Groups will be presenting on _____.

You will have class time from _____.

I'm giving you a large chunk of time to work on this project, therefore, I'm expecting them to be spectacular and stunning in quality. Even though I am giving you a lot of class time to work on this, your projects will require you to work **OUTSIDE** of class as well.

- 1) Make a "Wanted" poster for a character in The Outsiders. Include the following: (a) a drawing of the character (you may use a magazine cut out), (b) a physical description of the character, (c) the character's misdeeds, (d) other information about the character that you think is important, (e) the reward offered for the capture of the character. (**15 points**)
- 2) Make a time line of the major characters and events in The Outsiders. Be sure the divisions on the time line reflect the time periods in the plot. Use drawings or magazine cut outs to illustrate events along the time line. (**20 points**)
- 3) Make a paper doll likeness of one of the characters in The Outsiders. Design at least three costumes for this character. Next, write a paragraph commenting on each outfit; tell what the clothing reflects about the character, the time period, and the events in the book. (**25 points**)
- 4) Design a movie poster for the book. Cast the major characters in the book with real actors and actresses (Don't use any of the people who are in the real movie!). Include a scene or dialogue from the book in the layout of the poster. Remember you are trying to convince someone to see the movie based on the book, so your writing should be persuasive. (**15 points**)
- 5) Select a character, think about his or her involvements and experiences, then figure out which talk show would most want your character on as a guest. What would they want the character to talk about? Who else would they invite to the show to address the issues the character is involved in? Write up the correspondence between the talk show host and the character in which the host explains what the character should focus on while on the show. (**25 points**)
- 6) Make a test for The Outsiders. Include ten true-false questions, ten multiple choice, and then short essay questions. After writing the test, provide the answers for your questions on a separate sheet. Give good directions. (**20 points**)
- 7) Bring in some music to play for the class that represents a certain part of the book. Before you play the music for the class, explain the music—who sings it, what kind of music it is, etc. Give us a little background on the music. Tell us why you think this music represents that certain part of the book. You must bring in at least two different kinds of music. (**15 points**)
- 8) Tape an interview with one of the characters from The Outsiders. Pretend that this character is being interviewed by a magazine or news reporter. Be sure to write a script before taping. This should be approximately five (5) minutes in length. This can be an audio or video tape. (**20 points**)
- 9) Imagine that you have been given the task of conducting a tour of the town in which The Outsiders is set. Make a tape describing the homes of the characters and the places where important events in the book took place. You may use a musical background for your tape. Make sure to include a map for a visual aid. (**20 points**)

- 10) Yearbook... Imagine what **ALL** of the characters from The Outsiders were like in school. Cut out a picture of a person from a magazine to represent each character. Mount one picture per page and under each picture place the following information which you will create: nickname of character, activities (clubs or sports, class awards, quotation that shows something about the person and what is important to him or her, favorites such as colors and foods, voted most likely to ..., and what their plans are after high school. Allow yourself to become very creative!
(30 points)
- 11) Make a radio exchange with some or all of the people in your group. Make one person the radio announcer and the other people would be characters from the book. You are to pick a very memorable scene from the book to talk about the scene. Tell us how it scared you, how it made you mad, how you got hurt, etc. Don't retell the scene, tell us how it made you feel as it went down. This should be taped on audio cassette, should be well-practiced, and approximately 5-7 minutes in length. You must also turn in a script to go with this. **(25 points)**
- 12) Create an award for each member of the greaser gang. One might be awarded for their actions in the novel. One might be awarded "most courageous" for fighting peer pressure, etc. For each award, write a brief paragraph explaining why this character deserves this award. You need to physically create this award—be creative.
(20 points)
- 13) Think about the kinds of momentos you would put in a scrap book if you had one. Then create a scrap book for a character, cutting out pictures from magazines or drawing the momentos that either Ponyboy, Johnny, or Dally would have in their scrap book. For example, if you were to do Soda's scrap book, there would probably be something in there about Mickey Mouse, his horse. Find five or six pictures or momentos representing the character you choose. Make sure there is a brief explanation to each entry—written in that character's style and voice.
(20 points)
- 14) Act! Act out a significant scene from the book. The scene should try to include as many people from your group as possible. You will need to turn in a script as well.
(30 points)
- 15) Diorama. Create a shoebox diorama of a scene from The Outsiders. Write a paragraph explaining the scene and attach it to the diorama. **(20 points)**
- 16) Create a bookmark that represents something from The Outsiders. Be creative! This can be a scene from the book, it can have something to do with the characters—a bad habit of theirs, a saying, etc. **(5 points)**
- 17) Create an updated book cover for The Outsiders—one that is updated and more 2001 in style. Make sure it includes the title of the book and the author on the front cover. Be sure the cover represents the book well and make sure it relates to an important aspect of the book. On the inside flap or on the back of your book cover, write a paragraph telling about the book. Remember this should be an updated version—pay attention to hair, clothing, etc. **(10 points)**

18) Human-interest news story: Either video or perform a news segment about the life and trials of one of your favorite characters in the book. These stories usually contain interviews with the character and other important people in his/her life, video of his/her background, and a summary of important events in his/her life. A good human-interest story makes people feel connected to the character and understand him/her well. Ask "tough" questions that make the character reveal his/her true self (and maybe even laugh and cry!) (25 points)

19) What if... paper: What if a character from The Outsiders attended Scott Middle School? Pick one character from the book and answer these questions in an essay to present to the class: 1. What type of clothes would they wear? 2. How would she/he style her/his hair? 3. Who would she/he be friends with and why? (Or would she/he be too cool to hang out with anyone?) Have your characters tackle the issues of today: 1. What problems would she/he have to face today that she/he didn't have to deal with in the 60s? 2. What problems haven't changed at all? 3. What is available today to help solve problems your character had in the past? 4. What is available today that would make her/his problems worse? (25 points)

20) Film a preview for a new version of the movie. Pick three or four good parts to act out (exciting parts that don't give away the ending) and some narration to go along with the scenes. Make sure to look the part! (20 points)

21) Newspaper page: Design and write articles to fill up one page of the newspaper. There should be a main story with picture, a few side stories, an ad or two, and anything else you can think of. (20 points)

22) Read a second book by S.E. Hinton. Then, use Power Point to share a summary of the book with the class. Be sure to compare and contrast the books. How are they the same? How are they different? Which one was better and why? (30 points)

23) Your own idea: If your creative juices are flowing and you have a different way to share your experience of reading *The Outsiders* with the class, explain what you will do and how it will show your understanding of and connections to the book. You may only proceed with this choice after getting my initials here:

_____ (_____ points)

The Outsiders Survey

Are you male or female?

What do you consider your family? (Circle one)

Tons of money Average Don't have much

Please answer the following in complete sentences on the back:

1. What do you think is the most valuable lesson to be learned from the novel?
2. Is there anything that you are going to try to change in your life after reading this?
3. Who was your favorite character and why?
4. Which character do you relate to best and why? (Could be same answer as above)
5. What part of the book had the biggest impact on you?
6. Do you think this book connects well with your life? Anything specific?
7. If you could speak with S.E. Hinton, what would you tell her?
8. What questions would you ask her?
9. What was your favorite class activity while reading and why?
10. Least favorite?
11. If you were me, what would you change next year?
12. Do you think the message of the book applies the same to everyone? How might different people react differently to the book? Did you notice differences when you talked about the book with your friends? Please answer these questions completely...take as long as you need.