

Standards Aligned Planning Template
OSD Instructional Services: English/Language Arts

Mara Flores Naumann 7 th grade English
--

UNIT OVERVIEW

UNIT TITLE	Reading “The Outsiders” – Creating identity and culture in a conflicted society	GRADE LEVEL	7 th
SUBJECT/TOPIC	English – Characterization, Plot, Identity, Reading comprehension, Writing autobiographical narrative		
UNIT LENGTH	5-6 weeks (4-5 weeks to read the book and 1-2 weeks for projects and writing)	MARKING PERIOD	1 st and 2 nd marking period
STANDARDS INTRODUCED	<p><u>Reading 1.3</u>: Clarify word meanings through the use of definition, examples, restatement or contrast.</p> <p><u>Writing Strategies 1.1</u> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p><u>Writing Strategies 1.2</u> Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p><u>Writing Strategies 1.5</u> Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations</p> <p><u>Writing Strategies 1.7</u> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p><u>Writing Applications (Genres) 2.2</u> Write responses to literature: 2.2.a Develop interpretations exhibiting careful reading, understanding, and insight... 2.2.c Justify interpretations through sustained use of examples and textual evidence.</p> <p><u>Literary Response and Analysis 3.4</u> – Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)</p> <p><u>Literary Response and Analysis 3.5</u> - Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p><u>Written and Oral English Language Conventions 1.2</u>: Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p><u>Written and Oral English Language Conventions 1.3</u>: Identify all parts of speech and types and structure of sentences.</p>		

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

UNIT OVERVIEW

STANDARDS TAUGHT TO MASTERY	<p><u>Literary Response and Analysis 3.2</u> – Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p><u>Literary Response and Analysis 3.3</u> – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p> <p><u>Writing Applications (Genres) 2.1</u> Write fictional or autobiographical narratives:</p> <p>2.1.a Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p> <p>2.1.b Develop complex major and minor characters and a definite setting.</p> <p>2.1.c Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>		
ASSIGNMENTS AND PROJECTS	<ul style="list-style-type: none"> • Characterization journal: important quotes about different characters • Regular grammar and conventions instruction • Autobiographical narrative • Predictions: using the book to make predictions and look at foreshadowing • Character studies • Character comparison poster • 	MAJOR WRITING COMPONENTS	<ul style="list-style-type: none"> • Autobiographical narrative imitating the style of “The Outsiders” to write their own narrative using story arc • Writing short character studies about main character(s)
ASSESSMENTS	<p>Reading quizzes (reading comprehension)</p> <p>Exit Slips (LRC 3.3, reading comprehension)</p> <p>Autobiographical narrative (WA 2.1, WS 1.7)</p> <p>Character studies (LRC 3.3)</p> <p>Test on “The Outsiders” – multiple choice on characterization (LRC 3.3)</p> <p>Test on “The Outsiders” – essay on character (LRC 3.3)</p>		

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

UNIT OVERVIEW

ESSENTIAL QUESTIONS	<p>What makes us who we are? What makes up who you are? What does it mean to be an insider or outsider? How does an author use characters’ actions, feelings, and thoughts (etc) to portray a character?</p> <p>How do we choose an identity in a conflicted society? How does class status affect one’s identity? How do people construct an identity in opposition to the “norm”? What is the role of rebellion? How do we use grammar and conventions to construct English for academic purposes? How do we mix English for Academic Purposes and English for Social Purposes within a text? How do authors create characters? How can I use what I know about characters to help craft my own characters in a narrative? What are the parts of a narrative story? How do we use predictions and inferences to help us understand a book? Why are people social?</p>
PRIMARY TEACHING MATERIALS	<p>“The Outsiders” plus a teacher’s edition “The Outsiders” movie Holt handbook for grammar instruction</p>
OTHER RESOURCES	

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

UNIT CALENDAR

WEEK 1	<p>Lesson 1 – Identity and Rebellion Introduction Day: Who are you? How do you identify?</p> <p>Quick write: Have you ever felt like an “outsider” – someone who didn’t belong? Explain.</p> <p>Setting up book journal worksheet Insider/outsider, gangs, conflicts – video clips</p> <p>(Flexible) book reading schedule</p>	<p>Lesson 2 - Characters and Conflicts Chapter 1: pp. 1-6</p> <p>Making predictions</p> <p>Introduction to conflict: external / internal (nature, himself/herself, character)</p> <p>Conflict worksheet Book Journal: Conflict chart (fight)</p> <p>HW: Book Journal 1 – Aim A</p>	<p>Lesson 3 – How characters are created</p> <p>READ: Chapter 1 - pp. 7-13 Making predictions</p> <p>Characterization worksheet Book Journal: Character charts</p> <p>HW: Book Journal 2 – Aim F</p>	<p>Lesson 4 – Inferences and Characterization</p> <p>READ Chapter 1: pp. 14-18</p> <p>Book Journal: Character Inference chart worksheet (book journal) – concentrating on Ponyboy</p> <p>Making inferences</p> <p>HW: Book Journal 3 – Aim E (Ponyboy)</p>	<p>Lesson 4 – Inferences and Characterization</p> <p>READ Chapter 2: 19-27 Predictions</p> <p>Character Map worksheet Making inferences</p> <p>Introduce Character study paragraph: Ponyboy</p> <p>HW: Book Journal 4 – Aim F</p>
WEEK 2	<p>Lesson 5 – Character study</p> <p>Chapter 2: 28-36 Character Study for Ponyboy worksheet Using quotes for evidence Rough draft work time for Character study: Ponyboy</p>	<p>Lesson 5 – Character Study</p> <p>Chapter 3: 37-44 Making inferences Draft due of Character Study: Writer’s workshop</p> <p>HW: Final draft of character study</p>	<p>Lesson 6 – Indirect and Direct Characterization</p> <p>Chapter 3: 45-52 Character study due Indirect and Direct characterization worksheet</p> <p>HW: Book Journal 5</p>	<p>Lesson 6 – Indirect and Direct Characterization</p> <p>Chapter 4: 53-59 Making inferences Group Character study worksheet</p> <p>HW: Book Journal 6 Aim C</p>	<p>Lesson 6 – Indirect and Direct Characterization</p> <p>Chapter 4: 60-67 Group character study rough draft worksheet</p>

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

	HW: Rough draft of character study - Ponyboy		Aim B		
WEEK 3	Lesson 6 – Indirect and Direct Characterization Chapter 5: 68-76 Character study rough draft writing time	Lesson 6 – Indirect and Direct Characterization Chapter 5: 77-84 Character study due	Lesson 7 – Character poster Chapter 6: 85-92 Character contrast poster worksheet	Lesson 7 – Character poster Chapter 6: 93-99 Character contrast poster work time	Lesson 7 – Character poster Chapter 7: 100-110 Character contrast poster Due
WEEK 4	Lesson 8 – Conventions Chapter 7: 111-118	Lesson 8 – Conventions Chapter 8: 119- 130 Using quotes for evidence	Lesson 8 – Conventions Chapter 9: 131-140	Lesson 9 – Story arc Chapter 9: 141-149 Introducing the Story arc worksheet	Lesson 9 – Story arc Chapter 10: 150-160 Review of the story arc worksheet
WEEK 5	Lesson 10 – Autobiographical narrative Chapter 11: 161-166 Autobiographical narrative book project worksheet	Lesson 10 – Autobiographical narrative Chapter 12: 167-173 Autobiographical narrative: Sample paper	Lesson 10 – Autobiographical narrative Chapter 12: 174-180 Autobiographical narrative: Complications in a story arc worksheet	(cont) Lesson 9 – Story arc Book Review: summary comic book Complications in a story arc worksheet for “The Outsiders”	Lesson 10 – Autobiographical narrative Autobiographical narrative: Characterization Chart worksheet

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

<p align="center">WEEK 6</p>	<p>Lesson 10 – Autobiographical narrative</p> <p>Autobiographical narrative Writer’s workshop / Rough draft due</p>	<p>Test Review / Book review</p>	<p>Multiple Choice Test: Characterization and “The Outsiders” and short answer/essay: comparing two characters</p>	<p>Watching “The Outsiders”</p>	<p>Watching “The Outsiders”</p> <p>Final draft of narrative due</p>
--	--	---	--	--	---

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

<p>DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?</p>	<ul style="list-style-type: none"> -The elements of a plot - That foreshadowing moves a plot forward - Characterization consists of thoughts, feelings, actions, etc. - The difference between English for Academic Purposes and Social use Stories have a story arc and it consists of a conflict, rising action, climax, falling action, and resolution - Essays require structure - Textual evidence is required for strong arguments 	<p>PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?</p>	<ul style="list-style-type: none"> - Explain how foreshadowing moves a plot forward - Analyze character - Revise writing - Use precise vocabulary - Identify English for academic purposes - Develop a storyline - Organize an essay - Justify interpretations with evidence 	<p>DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?</p>	<ul style="list-style-type: none"> - How to use graphic organizers for essays - Be familiar and be able to imitate a story arc format - How to make predictions and inferences to be a good reader - How to distinguish between English for different situations - How to use evidence in constructing arguments
---	---	---	--	--	---

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

LESSON PLAN: Introduction to “The Outsiders”- Identity and Rebellion DAY 1 (50 minutes)						
Defining Success	STANDARDS: State or District Tested Standards	Literary Response and Analysis 3.4 – Narrative Analysis of Grade-Level-Appropriate Text: identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)		STANDARDS: Non-Tested District Essential		
	DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?	The difference between “outsider” and “insider”; cliques, gangs, etc have many similarities and are group-oriented;	PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?	Write/talk about their own “outsider” status, explain what kind of “outsider” the book is about; identify outsider status;	DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?	Quickwrite – being able to write continuously about a topic
	ASSESSMENT: How will you know concretely that all of your students have mastered the objective?	Video talk: did students pick up on the group dynamics? Group brainstorms: did students understand that an insider needs to have an outsider? Quickwrites: did students understand what an “outsider” was? Exit slip: Do students have a better definition of an outsider?				
	KEY POINTS: What main ideas or steps will you emphasize in your lesson?	<ul style="list-style-type: none"> • An outsider is someone who doesn’t feel “in”: someone who feels “out”. When there is an “insider”, there are always “outsiders”. • Developing empathy for someone who feels like an outsider. • The big theme of the novel will be someone who doesn’t feel like he belongs. 				
Lesson	MATERIALS:					
	OPENING: How will you focus, prepare and engage students for the lesson’s objective?	Quickwrite in new journal, on First page: Have you ever felt like you didn’t belong? Being an “outsider” means you are not on the “inside” , instead you are on the outside of things, watching everything take place. Maybe you were hanging out with an older brother and realized that you were not part of his friend group because they thought they were too cool. Maybe an old friend stopped hanging out with you because she wanted to hang out with her new, older boyfriend. Or maybe you went to another state and realized that you were very unlike everyone else there. These are all examples of being an outsider, of feeling like you don’t belong. Write about a time you were an outsider and write what that means to you.				

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

INTRODUCTION OF NEW MATERIAL: How will you convey the knowledge and/or skills of the lesson? What will your students be doing to process this information?	Video: Watch clips from various movies (Romeo and Juliet fight of Montagues and Capulets, “The Outsiders” movie, “Grease”, “Indiana Jones 4”, “Quadrophenia”, “Mean girls”, a gang movie), while students take notes on what theme is across all of the movies. They should be able to tell that there are several main themes: “greasers” and being on the outside, gangs and violence, groups fighting each other. Discuss how the groups differed: appearance, race, age, fight over turf, etc.
GUIDED PRACTICE: In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performance?	In groups or pairs, students should make short posters explaining what the following groups are like: gangs, cliques, hoodlums, family, friends, etc. They will have about 5-10 minutes to fill in their poster explaining the group. Share out with the class – what were the differences between those groups?
INDEPENDENT PRACTICE: In what ways will your different learners attempt the objective on their own? How will you gauge mastery?	Quiet read of quick-writes, then respond to the following question: What does it feel like to be an outsider?
CLOSING: How will you have students summarize what they’ve learned? How will you reinforce the objective’s importance and its link to past and future learning?	Exit slip: If you were an outsider, what kind of novel would you write about it?

DIFFERENTIATION

How would you categorize the needs of your students?	Which specific students fall into each category?	What will you do to meet the needs of these students in this lesson?
---	--	--

**Standards Aligned Planning Template
 OUSD Instructional Services: English/Language Arts**

Highly verbal, low writer	Cortez	Group discussion and poster, video clip discussion
Highly-skilled writer, shy	Steffi	Quick-write, exit slip
ELL, lower functioning	Maria S.	Reading of others' quick-writes to get example
Oral processing issue	Melody	Prompt written on board, visual input of video, posters with mixed groups

LESSON PLAN: Beginning "The Outsiders"- Characters and Conflicts DAY 2 (50 minutes)

Defining Success	STANDARDS: State or District Tested Standards	Literary Response and Analysis 3.2 – Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.		STANDARDS: Non-Tested District Essential	
	DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?	Characters are involved in conflicts or problems – internal and external and include: Character vs. character Character vs. himself/herself Character vs. nature	PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?	State the difference between internal and external conflicts Define conflict Explain the difference between different character conflicts	DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

ASSESSMENT: How will you know concretely that all of your students have mastered the objective?	Group discussion of story Exit slip: Describe the conflict of “The Outsiders” and compare it to another movie’s conflict
KEY POINTS: What main ideas or steps will you emphasize in your lesson?	<ul style="list-style-type: none"> • Conflicts occur in stories – they drive the stories • Characters are involved in conflicts – internal or external • The different types of character conflicts fall into character vs. character, character vs. himself/herself, character vs. nature

Lesson Cycle	MATERIALS:	
	OPENING: How will you focus, prepare and engage students for the lesson’s objective?	Quickwrite: write down what happened in one of your favorite movies: what problem did the main character have? Quick discussion of plot and characters
	INTRODUCTION OF NEW MATERIAL: How will you convey the knowledge and/or skills of the lesson? What will your students be doing to process this information?	<p>In every story, there are characters which have problems – these are called conflicts. There are two kinds of conflict: internal and external. Conflict worksheet? (see attached)</p> <p>What is internal? What is external?</p> <p>Introduce 3 kinds of conflict: nature, character, himself/herself</p>
	GUIDED PRACTICE: In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performance?	Read beginning of novel – what is the problem? Who has the problem? What kind of conflict is this?

**Standards Aligned Planning Template
 OUSD Instructional Services: English/Language Arts**

INDEPENDENT PRACTICE: In what ways will your different learners attempt the objective on their own? How will you gauge mastery?	Conflict charts in book journal: listing the conflict and identifying it as internal or external, character, nature, himself/herself
CLOSING: How will you have students summarize what they've learned? How will you reinforce the objective's importance and its link to past and future learning?	Exit slip: Name the conflict in this story – what is the problem the main character faces?

DIFFERENTIATION

How would you categorize the needs of your students?	Which specific students fall into each category?	What will you do to meet the needs of these students in this lesson?
Highly verbal, proficient reader	Cortez	Group discussion of novel; read alouds
Highly-skilled writer, shy	Steffi	Quick-write, exit slip
ELL, lower functioning	Maria S.	Graphic organizer of conflict chart, read alouds
Oral processing issue	Melody	Graphic organizer

LESSON PLAN: Beginning "The Outsiders"- How characters are created DAY 3 (50 minutes)

Defining	STANDARDS: State or District Tested Standards	Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	STANDARDS: Non-Tested District Essential	
-----------------	---	---	--	--

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

Lesson	DECLARATIVE OBJECTIVES: What will your students know by the end of the lesson?	Characters are created with thoughts, words, actions, etc. Different characters act differently Authors use characterization to create distinct characters and make points	PROCEDURAL OBJECTIVES: What will your students be able to do by the end of the lesson?	State at least 3 characteristics of the main character: Ponyboy Describe the personality of at least one other character Make one prediction based on the text	DISPOSITIONAL OBJECTIVES: Which habits of behavior or mind will your students develop in this lesson?	Creating character charts to further understanding of text Make a prediction based on the characterization of Ponyboy or another character
	ASSESSMENT: How will you know concretely that all of your students have mastered the objective?	Group discussion Character charts / Character map Exit slip: Describe the main character of the novel using five words or less				
	KEY POINTS: What main ideas or steps will you emphasize in your lesson?	<ul style="list-style-type: none"> • Characters are drawn by authors with thoughts, actions, etc. • Characters usually act predictably based on past behavior • Predictions are a way of interacting with the text and checking your understanding 				
Lesson	MATERIALS:					
Lesson	OPENING: How will you focus, prepare and engage students for the lesson's objective?	Quickwrite: Who do you belong to? Who is your "clique" , group of friends, or family? Describe who they are, what they are like, and how they've affected who you've become.				

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

<p>INTRODUCTION OF NEW MATERIAL: How will you convey the knowledge and/or skills of the lesson? What will your students be doing to process this information?</p>	<p>Introduce story Get readers, begin reading novel, stopping to discuss the character and the descriptions</p>
<p>GUIDED PRACTICE: In what ways will your learners attempt to explain or do what you have outlined? How will you monitor and coach their performance?</p>	<p>Set up character journal: draw a circle in the middle with “Ponyboy” written in the middle Ask students to name character traits: what is Ponyboy like? Make a prediction about the novel based on his personality.</p>
<p>INDEPENDENT PRACTICE: In what ways will your different learners attempt the objective on their own? How will you gauge mastery?</p>	<p>Pick another character from “The Outsiders” and draw a character chart for that character Use Characterization chart and fill it in for Ponyboy (see attached)</p>
<p>CLOSING: How will you have students summarize what they’ve learned? How will you reinforce the objective’s importance and its link to past and future learning?</p>	<p>Fill in character chart for yourself: list important characteristics like Name of character Age and appearance Important things in his life Personality Exit slip: Choose three words to describe Ponyboy’s personality</p>

DIFFERENTIATION

<p>How would you categorize the needs of your students?</p>	<p>Which specific students fall into each category?</p>	<p>What will you do to meet the needs of these students in this lesson?</p>
--	---	---

Standards Aligned Planning Template
OUSD Instructional Services: English/Language Arts

Highly verbal, proficient reader	Cortez	Group discussion of novel; readalouds
Highly-skilled writer, shy	Steffi	Quick-write, exit slip
ELL, lower functioning	Maria S.	Graphic organizer of character chart;
Oral processing issue	Melody	Graphic organizer, possible pair for independent practice

Setting up the book journals

Book journals should have the following on the front cover:

Heading in upper right-hand corner (name, class, college, date)

Title of book and author's name

The words "Book Journal"

On the inside front cover, it should say:

For every book journal entry, you will write five different parts:

1. Chapter # and pages read
2. 3-4 sentence summary of the reading
3. New characters (and 3-4 words describing each character)
4. Aim (see inside back cover)
5. Drawing / illustration of an important scene

Inside back cover:

AIMS (All aims should be at least 3-4 sentences)

- A. Personal connection (Write about something similar that happened in your life. "The part where... made me think of...")
- B. Inference ("I think that ... because of the part where...")
- C. Prediction for next chapter ("I predict ... because...")
- D. 2 similes or metaphors (labeled)
- E. Dear Diary entry
- F. Character quotations (2 quotes, page numbers, and inferences about 1 character)

Characters and conflicts

A. In every story we start with the basic situation, where we find out about characters and what they want. Then we are introduced to the **conflict**. A conflict is the struggle between opposing character or forces, but it doesn't mean a fight.

Conflicts can include a character hating another character, a character trying to escape a shark, or a character thinking about his guilt in a crime.

What are the three kinds of conflict?

Character vs. _____

Character vs. _____

Character vs. _____

B. Think of three different conflicts from movies or TV shows you know, and list them here:

Examples: Spiderman vs. the Green Goblin

Spiderman vs. his desire for revenge

_____ vs. _____

_____ vs. _____

_____ vs. _____

C. In the following conflicts, label the type of conflict

(C=Character, N=Nature, H=himself/herself):

___ Red Riding Hood vs. the big, bad wolf

___ People vs. the flood

___ Cinderella vs. her stepsisters

___ Spongebob vs. the small but evil Plankton

___ Marlin the clownfish vs. his own fear of the big ocean

___ X-men vs. evil Magneto

D. Look back at your conflicts in part B. Of the three kinds of conflicts, what were your conflicts? Label them (C=Character, N=Nature, H=himself/herself).

The three kinds of conflict are also split up into two groups: **external** conflict (outside of the character) and **internal** conflict (inside the character's mind). Label your conflicts in part B and part C as **internal** or **external** by placing an 'E' or an 'I' next to them.

Example:

E - Spiderman vs. the Green Goblin (This is an external conflict because Spiderman fights the character of the Green Goblin.)

I - Spiderman vs. his desire for revenge (This is an internal conflict because Spiderman struggles with the feeling of needing revenge inside his head.)

Characterization Chart

Big Question: What is the character like? What is s/he all about?

When you **READ** a narrative, use this chart to **STUDY** the writer's characterization of his/her characters.

When you **WRITE** a narrative, use this chart to **PLAN** how you as a writer will characterize your characters.

Character's name: _____ Title of narrative: _____

Appearance: What does the character look like? How does the narrator describe him/her? Age? Size? Gender? Skin color? Style of clothes?

Words: How does the character talk? What does s/he say?

Thoughts: What does the character think about? Dream about? Wonder about? Worry about? Hide in his/her mind?

Actions: What does the character do? How does s/he do things? What is his/her attitude?

Others: How do other characters talk to this character? What do they say about him/her? What do they think about him/her? How do they treat him/her?

Lesson 4

Title: Inferences and characterization

STANDARDS:

Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

Writing Strategies 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. (working towards this standard)

Writing Applications (Genres) 2.2 Write responses to literature:
2.2.a Develop interpretations exhibiting careful reading, understanding, and insight. (working towards this standard)

ASSESSMENTS:

Character Inference worksheet
Character map worksheet
Journal response

MATERIALS:

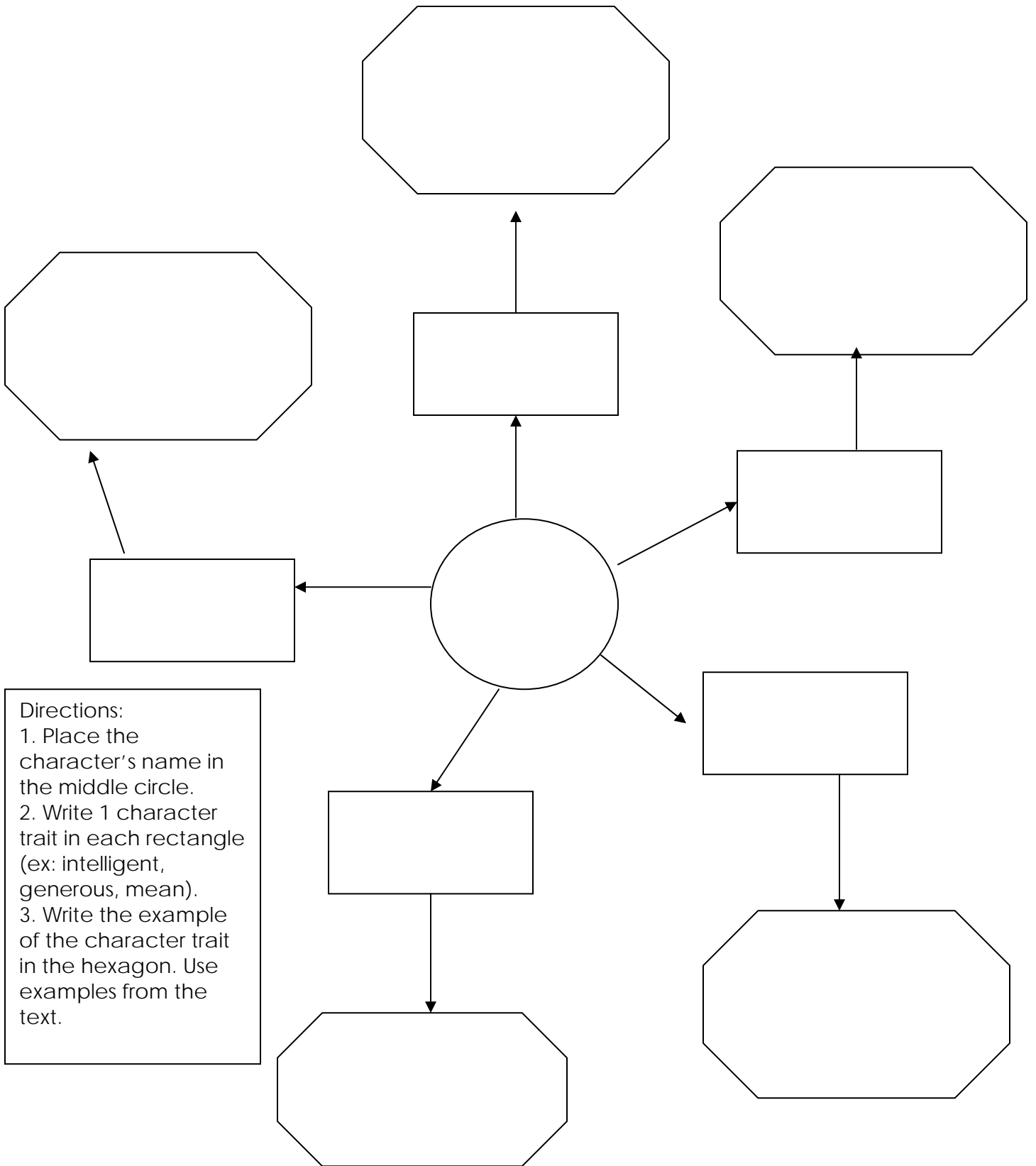
Character Inference worksheet
Character map worksheet
Book journal

Character Inference Notes on "The Outsiders"

Directions: Make a chart like this one in your book journal. For each character, use one quotation to make an inference about his/her character.

Character name	Quote (Textual Evidence)	Inference about character

Character Map



Directions:

1. Place the character's name in the middle circle.
2. Write 1 character trait in each rectangle (ex: intelligent, generous, mean).
3. Write the example of the character trait in the hexagon. Use examples from the text.

Lesson 5

Title: Character study

STANDARDS:

Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Writing Applications (Genres) 2.2 Write responses to literature:

2.2.a Develop interpretations exhibiting careful reading, understanding, and insight. (working towards this standard)

Writing Strategies 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. (working towards this standard)

Writing Strategies 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. (working towards this standard)

Writing Strategies 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. (working towards this standard)

ASSESSMENTS:

Character study worksheet
Character study (final draft)
Journal response

MATERIALS:

Character study worksheet
Book journal

Character study for Ponyboy

Guiding question: What kind of a person is Ponyboy?

You will use what you know about Ponyboy to write a short character study of him for class. Think about it as if you were writing this to introduce your friend or relative to the character of Ponyboy.

For the introduction, you will want to start out by introducing the character of Ponyboy. You may want to start like this:

The character of Ponyboy in S.E. Hinton's "The Outsiders" is a complicated but immature young boy...

Or

The character of Ponyboy in S.E. Hinton's "The Outsiders" is a confused young greaser...

Or

Ponyboy, in S.E. Hinton's "The Outsiders", is ... or make your own!

Write your own introductory (beginning) sentence here: _____

After your introduction, you must begin to detail his character. What is Ponyboy like? How does Hinton describe him? Use your characterization chart to help you. Pick THREE characteristics out of the five to help you write.

CHARACTERIZATION – These characteristics are used when writing about a character:

1. **thoughts and feelings** (What does this character think about?)
2. **speech patterns** (the way the character speaks)
3. **appearance** (age, clothing style, race or ethnicity, gender, etc)
4. **actions** (What kinds of actions does this character do?)
5. **other characters' opinions of them** (What do other people think of this character? What do other characters say about this character?)

Now pick three characteristics to use for your character study:

Characteristic # _____

Characteristic # _____

Characteristic # _____

For each characteristic, write 2-3 examples of how that characteristic displays the personality of Ponyboy.

For example:

Characteristic # 3 – appearance: "I have light-brown, almost-red hair and greenish-gray eyes... My hair is longer than most of the other boys wear theirs, squared off in back and

long in the front and the sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut." (S.E. Hinton, *The Outsiders*, Penguin Books Ltd, 1995, p. 1)
"I got pretty scared – I'm kind of small for fourteen even though I have a pretty good build, and those guys were bigger than me. I automatically hitched my thumbs in my jeans and slouched.." (4)

What can we infer from these descriptions about Ponyboy's appearance?

Now we'll all work together to find quotes to tell us about Ponyboy's character. Use this information to write your short character study about Ponyboy.

Introductory sentence

First, Ponyboy is _____. He thinks to himself, " _____ " (_____).

Meaning of quotation

Quotation

Second, _____

2nd characteristic

3rd characteristic

Third, _____

In conclusion, _____

Lesson 6

Title: Indirect and direct characterization

STANDARDS:

Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

Writing Applications (Genres) 2.2 Write responses to literature:

2.2.a Develop interpretations exhibiting careful reading, understanding, and insight. (working towards this standard)

Writing Strategies 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. (working towards this standard)

Writing Strategies 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. (working towards this standard)

ASSESSMENTS:

Indirect and direct characterization worksheet
Group character study worksheet
Group character study rough draft worksheet
Character study (final draft)
Journal response

MATERIALS:

Indirect and direct characterization worksheet
Group character study worksheet
Group character study rough draft worksheet
Book journal

Direct and indirect characterization

A. When we learn about characters in a story, the author does one of two kinds of characterization to show us the character's personality: direct characterization or indirect characterization.

⇒ **Direct characterization** is telling the reader exactly what kind of person the character is.

Example: Dallas was just about the meanest gangster in this city. (Is this character a nice person?)

⇒ **Indirect characterization** is *showing* us the character by revealing what the character thinks or does. It gives specific examples of the character's behavior, thoughts, or appearance.

Example: "He had been arrested, he got drunk, he rode in rodeos, lied, cheated, stole, rolled drunks, jumped small kids – he did everything" (11). (Does he like children? Is he a mean person? Is he trustworthy?)

B. Come up with 2 examples of direct characterization.

_____ was a _____ person. _____

C. Indirect characterization is done by several methods (ways). Authors may use:

- appearance (Laugh lines? Expensive clothes? Messy appearance?)
- actions (Skipping with joy? Kicking a puppy?)
- speech (Screaming at a parent? Talking as if he was a gentleman?)
- thoughts and feelings (Wanting to cry? Wanting to smile?)
- other characters' reactions (Others act like they're scared of her? Others can't stop saying nice things about him?)

Fill in the information analyzing each quote. The first three are filled in for you as examples.

1. "Soda put his hand on my shoulder. 'Easy, Ponyboy. They ain't gonna hurt you anymore'" (8).

Soda is a kind person and we know that because he tells Ponyboy that the Socs won't hurt him.

This is an example of indirect characterization: speech.

2. "Two-bit Matthews was the oldest of the gang and the wisecracker of the bunch" (9).

Two-bit is a funny person and we know that because the narrator (Ponyboy) says he is a wisecracker.

This is an example of direct characterization: "the wisecracker".

3. "He (Two-Bit) had gray eyes and a wide grin, and he couldn't stop making funny remarks to save his life" (10).

Two-Bit is a funny person and we know that because he is always making jokes.

This is an example of indirect characterization: actions.

4. "His (Dally) eyes were blue, blazing ice, cold with a hatred of the whole world" (10).

Dally is _____ and we know that because _____.

This is an example of _____ characterization: _____.

5. "He (Johnny) had a nervous, suspicious look in his eyes, and that beating he got from the Socs didn't help matters" (12).

Johnny is _____ and we know that because _____.

This is an example of _____ characterization: _____.

6. " 'You don't ever think,' Darry broke in, 'not at home or anywhere when it counts... do you ever use your head for common sense? No siree, bub...' " (13).

Darry is _____ and we know that because _____.

This is an example of _____ characterization: _____.

7. "I could never please him (Darry). He would have hollered at me for carrying a blade if I *had* carried one. If I brought home *B*'s, he wanted *A*'s, and if I got *A*'s, he wanted to make sure they stayed *A*'s. If I was playing football, I should be studying, and if I was reading, I should be out playing football" (13).

Darry is _____ and we know that because _____.

This is an example of _____ characterization: _____.

8. "His (Johnny's) father was always beating him up, and his mother ignored him, except when she was hacked off at something, and then you could hear her yelling at him clear down at our house" (12)

Johnny is _____ and we know that because _____.

This is an example of _____ characterization: _____.

9. "I don't care, I lied to myself, I don't care about him either. Soda's enough, and I'd have him until I got out of school. I don't care about Darry. But I was still lying and I knew it" (18).

Ponyboy is _____ and we know that because _____.

This is an example of _____ characterization: _____.

10. "And Two-Bit – he doesn't really want or need half the things he swipes from stores. He just thinks it's fun to swipe everything that isn't nailed down" (16).

Two-Bit is _____ and we know that because _____.

This is an example of _____ characterization: _____.

Here's a bonus quote – two characters!

11. "He (Steve) didn't like me – he though I was a tagalong and a kid; Soda always took me with them when they went places if they weren't taking girls, and that bugged Steve" (9).

Steve is _____ and we know that because _____.

This is an example of _____ characterization: _____.

Soda is _____ and we know that because _____.

This is an example of _____ characterization: _____.

Group Character study for _____ from "The Outsiders"

A. Guiding question: What kind of a person is _____?

You will use what you know about Ponyboy to write a short character study of him with your group. Think about it as if you were writing this to introduce your friend or relative to the character from "The Outsiders".

B. For the introduction, you will want to introduce the character and the book. You may want to start like this:

The character of _____ in S.E. Hinton's "The Outsiders" is a high-school dropout who...
or The character of _____ in S.E. Hinton's "The Outsiders" is a confused young greaser...
or _____, in S.E. Hinton's "The Outsiders", is ... or make your own!

C. With your group, decide on the best introductory sentence and write it here: _____

D. After your introduction, you must begin to detail his character. What is this character like? How does Hinton describe him? Use your Character Inference Chart to help you. Pick THREE characteristics out of the five to help you write.

CHARACTERIZATION – These characteristics are used when writing about a character:

1. **thoughts and feelings** (What does this character think about?)
2. **speech patterns** (the way the character speaks)
3. **appearance** (age, clothing style, race or ethnicity, gender, etc)
4. **actions** (What kinds of actions does this character do?)
5. **other characters' opinions of them** (What do other people think of this character? What do other characters say about this character?)

E. Now pick three characteristics to use for your character study:

Characteristic # _____

Characteristic # _____

Characteristic # _____

F. For each characteristic, find 1-2 quotations which show the characteristic your group chose. You may fill out either the graphic organizer or the chart with your quotations and inferences.

Characteristic # _____

Quote and page number:

" _____ " (____)

This quotation shows _____'s _____ because _____

Characteristic # _____

Quote and page number:

" _____ " (____)

This quotation shows _____'s _____ because _____.

Characteristic # _____

Quote and page number:

" _____ " (____)

This quotation shows _____'s _____ because _____.

Introductory sentence:

Characteristic:

Characteristic:

Characteristic:

Quotation: " _____

_____ " (____).

Quotation: " _____

_____ " (____).

Quotation: " _____

_____ " (____).

Meaning:

Meaning:

Meaning:

Conclusion (What does all of this mean?):

Group Character study for _____ from "The Outsiders" *rough draft*

Now we'll all work together to find quotes to tell us about _____'s character. Use this information to write your group character study.

Introductory sentence

Quotation

First, _____ is _____.

First characteristic

" _____ " (_____).

Meaning of quote

Second, _____

Third, _____

In conclusion, _____

Lesson 7

Title: Character poster

STANDARDS:

Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

Writing Applications (Genres) 2.2 Write responses to literature:

2.2.a Develop interpretations exhibiting careful reading, understanding, and insight. (working towards this standard)

Writing Strategies 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. (working towards this standard)

ASSESSMENTS:

Character poster (with rubric)

Compare and contrast paragraph

Journal response

MATERIALS:

Character poster graphic organizer worksheet

Book journal

Character Contrast poster

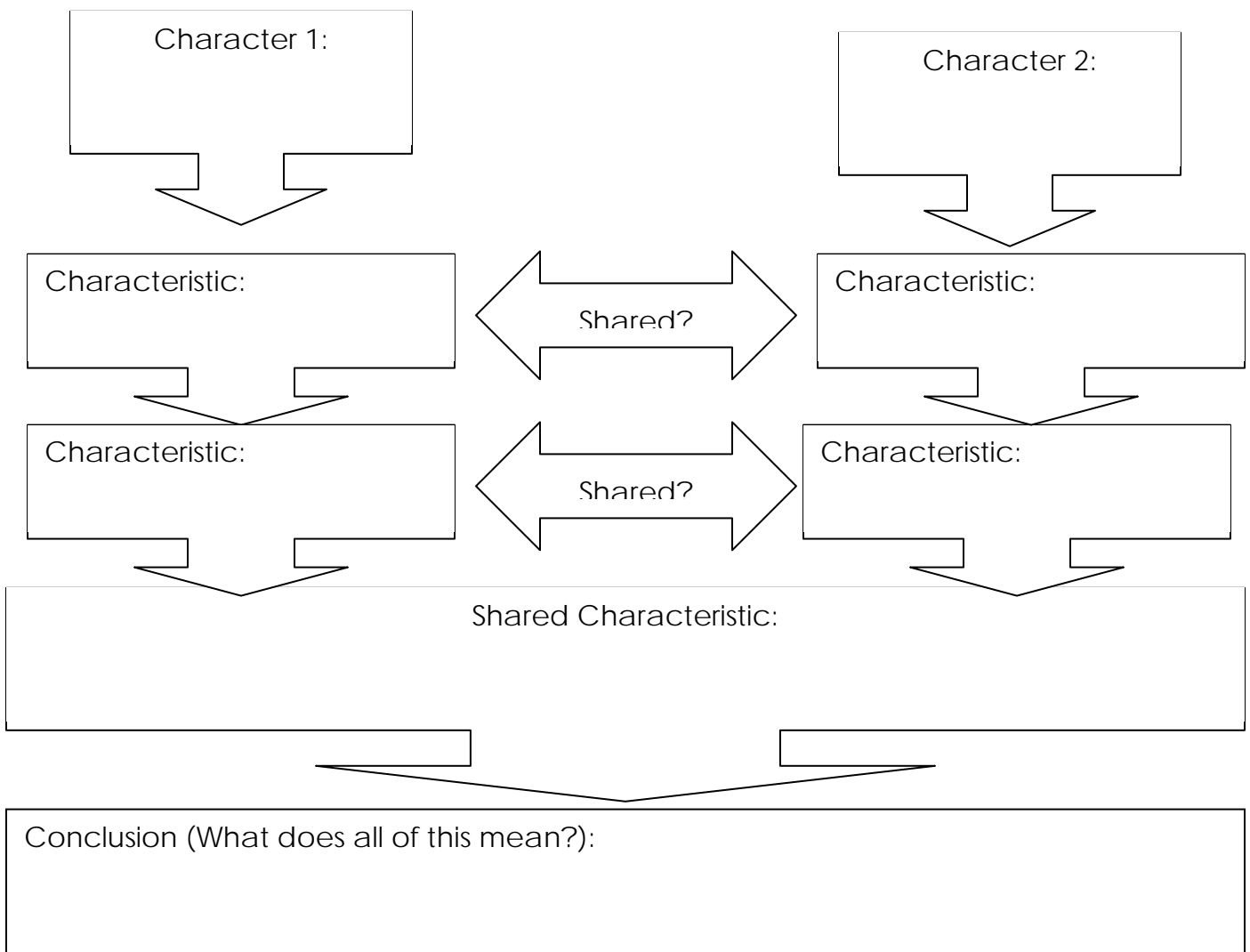
This assignment is designed to help someone who has never read "The Outsiders" understand two characters from the novel. You will make a poster contrasting two different characters from S.E. Hinton's "The Outsiders". You may use up to ONE of the character studies that you have written in class to help you with this project.

Your poster will have:

1. Drawings of **two** different characters from "The Outsiders"
2. At least **six** different quotations describing the characters (three quotations per character)
3. One character study (rewritten final draft)
4. A short paragraph comparing and contrasting the two characters

Quotations should be placed in the correct spot on the character's drawing: quotes describing appearance on the outside of the drawing, quotes describing thoughts inside the head of the character, quotes describing actions on the outside of the drawing, etc.

Use this graphic organizer to help organize your compare and contrast paragraph:



Rubric for Character Contrast poster

Criteria	Advanced	Proficient	Emerging	Beginning
Creativity: There are two creative drawings that represent two different characters.				
Quotes: The six quotations help to characterize the different characters. Each quotation gives more information about the character.				
Character study: helps to further understanding of one of the characters.				
Compare and contrast paragraph: gives a significant amount of information about the two characters.				
Conventions: There are few or no grammar, spelling, or convention errors.				
Personal Responsibility: Poster is turned in on time, neat and legible, and shows student tried his/her best.				

Lesson 8

Title: Conventions

STANDARDS:

Written and Oral English Language Conventions 1.2: Identify and use infinitives and participles and make clear references between pronouns and antecedents.

Written and Oral English Language Conventions 1.3: Identify all parts of speech and types and structure of sentences.

Reading 1.3: Clarify word meanings through the use of definition, examples, restatement or contrast.

ASSESSMENTS:

Holt grammar handbook – pre and post assessments

Journal response

MATERIALS:

Holt grammar handbook

Book journal

Lesson 9

Title: Story Arc

STANDARDS:

Literary Response and Analysis 3.2 – Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

Writing Applications (Genres) 2.1 Write fictional or autobiographical narratives:

2.1.a Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. (working towards this standard)

ASSESSMENTS:

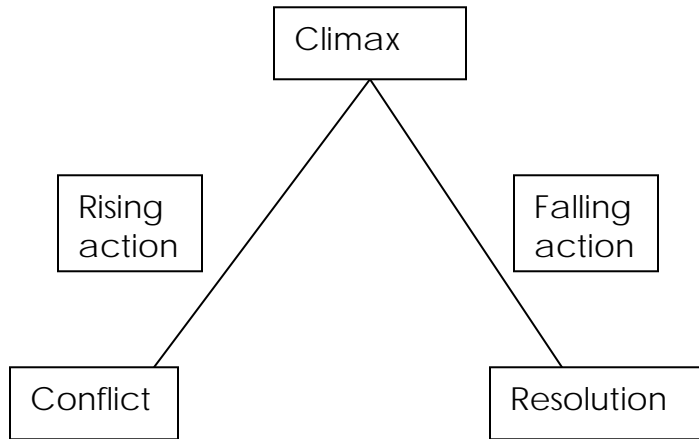
Introducing the Story Arc worksheet
Reviewing the story arc worksheet
Complications in a story arc worksheet
Journal response

MATERIALS:

Introducing the Story Arc worksheet
Reviewing the story arc worksheet
Complications in a story arc worksheet
Book journal

Introducing the Story Arc

For every conflict in a story, there is a usual story arc (a usual way that the story is put together or formed).

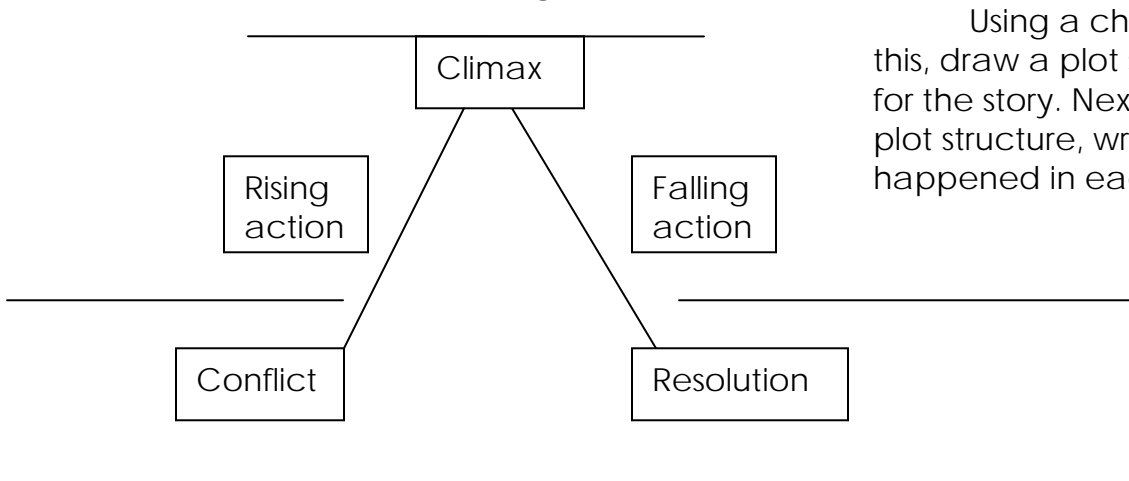


In a story, we begin with the **conflict**, the struggle or problem of the story. Then we have a series of events, or complications, which makes up the **rising action**. There is foreshadowing, where the author gives us clues that foreshadows, or hints at, future events. After the series of events or

complications, there is the **climax**, the story's most suspenseful or emotional moment. This is when the conflict is decided or solved or not solved (not all stories end happily).

The **falling action** is where more events that occur to wrap up the story, or solve the problem or conflict. The **resolution** is the last part of the story where all the loose ends are tied up and the story is closed.

Using a story you know well, what are the rising actions in the stories? What are the falling actions? What are the resolutions?



Review of the story arc

Climax

Rising
action

Conflict

Falling
action

Resolution

Define the following words in *your own words*:

Conflict

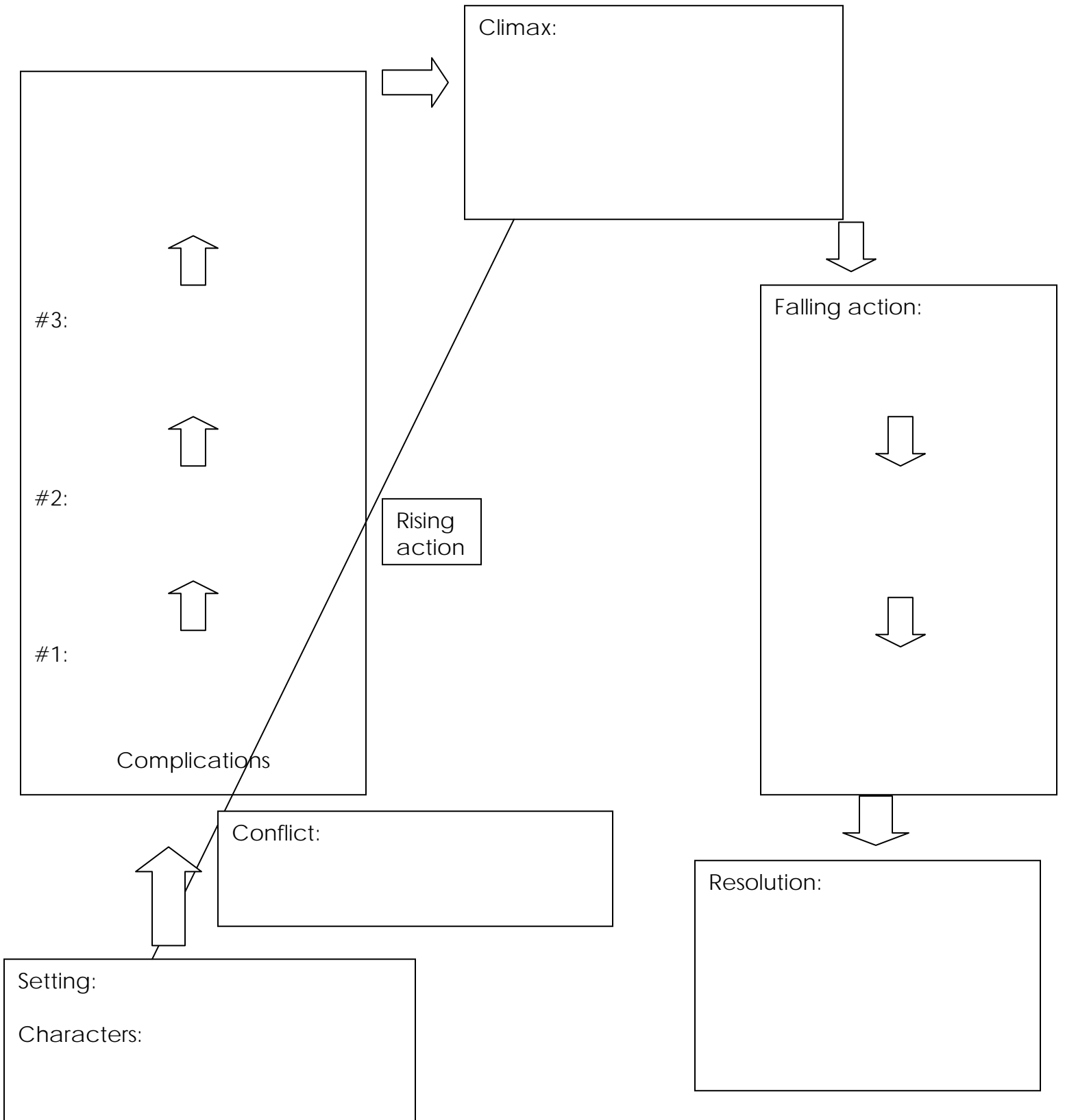
Rising action

Climax

Falling action

Resolution

Complications in a Story Arc



Lesson 10

Title: Autobiographical narrative

STANDARDS:

Literary Response and Analysis 3.3 – Narrative Analysis of Grade-Level-Appropriate Text: Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.

Literary Response and Analysis 3.2 – Narrative Analysis of Grade-Level-Appropriate Text: Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). (working towards this standard)

Writing Strategies 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. (working towards this standard)

ASSESSMENTS:

Autobiographical narrative worksheet
Autobiographical narrative (final draft) with rubric
Journal response

MATERIALS:

Autobiographical narrative worksheet
Autobiographical narrative sample paper
Characterization chart worksheet (from lesson 3)
Complications in a story arc worksheet (from lesson 9)
Book journal

AUTOBIOGRAPHICAL NARRATIVE BOOK PROJECT

Assignment: You will write an autobiographical narrative in the style of "The Outsiders" by S.E. Hinton.

In "The Outsiders" S.E. Hinton characterizes Ponyboy and Johnny using thoughts, feelings, speech patterns, appearance, and other people's impressions of the boys, giving us an idea of what kind of people they are. In this assignment, you will use what you know about **characterization** to craft your own characters.

For this autobiographical narrative, you will write a story about a difficult choice you made. You will have **a minimum of two characters** in your story, and the purpose of this project is to really draw (describe) these characters well. There should be a **standard story arc** with a **conflict** of your choice.

Your narrative will be about a time that you made a difficult decision of some sort. Think of a time where you weren't sure you made the right decision, and describe the situation. Think of your friends (or whomever else was involved) as your characters. You are the author, so you may change the characters as necessary!

Your book will require:

- A colorful and neatly done cover and binding
- One colorful illustration (drawing)
- At least two (2) page autobiographical narrative
 - ✓ A story arc (beginning, conflict, rising action, climax, and denouement)
 - ✓ A conflict
 - ✓ At least two well-developed characters

For each well-developed character, you will need to describe the character's:

- thoughts and feelings
- speech patterns
- appearance
- actions
- and other characters' opinions of them

Name:

Rubric for autobiographical narrative

Criteria	Advanced	Proficient	Average	Needs work
Developed characters	Characters are well-developed, with many examples of their thoughts, feelings, speech patterns, appearance, other characters' opinions of them, and actions	Characters are developed: there are some examples of characterization	Characters are somewhat developed: there are a few examples of characterization	Characters are underdeveloped: there are very little or no examples of characterization
Plot line (story arc)	All parts of the story arc exist in story: beginning, conflict, rising action, climax, and denouement	All parts of story arc exist, but some parts are not fully realized	Most parts of story arc exist, some parts of story arc are entirely missing	Many of the parts of a story arc are missing from the story
Creativity and personal responsibility	Story is creative, cover is bright, neat, and colorful, book is turned in on time	Story is creative, cover is colored and neat, book is turned in on time	Story has some creativity, cover is neat, book is turned in on time	Story is not very creative, cover is messy or hard to read, book is turned in late
Conventions	There are few errors in grammar, spelling, or conventions; paper was proof-read carefully.	There are a few errors in grammar, spelling, or conventions, but errors do not interfere with meaning.	There are many errors in grammar, spelling or conventions. This paper was not proof-read.	There are so many errors in grammar, spelling or conventions that reading the paper is difficult.

FINAL GRADE:

POINTS OUT OF ____:

California standards addressed for mastery:

2.1 Write fictional or autobiographical narratives:

2.1.a Develop a **standard plot line** (having a beginning, conflict, rising action, climax, and denouement) and point of view.

2.1.b Develop **complex major and minor characters** and a definite setting.

SAMPLE PAPER for Autobiographical narrative

I was thinking about my new baby sister being born when it happened. Irma, that big bully, walked over near the classroom door and knocked very loudly.

"I hate her," whispered Kathy, my best friend, "she's so loud." Kathy is tall, with wavy black hair that is permed, and matches her hair band with her ankle socks and her rubber bracelets. People think she's beautiful, but she always hunches over so she's not so tall around the boys. I think she looks better when she stands up straight.

"Stop it, Liz! You shouldn't gossip about people. It's not nice," I said, glancing down at my shoe. It was dirty, so I used the leftover water in my water bottle to wash it off. Liz rolled her eyes at me.

"God Maria, sometimes you're too square," she said as I washed my shoe.

Kathy's not square at all, most people think she's very cool and although she's taller than the boys, they always chase her around at PE. "You never want to talk about anyone!"

"And you, Kathy," I replied, "forget that it's not nice to talk about people."

I looked at Irma, whose ratty dress had drips from her soda, long red drips smearing her light blue dress. She was the exact opposite of Kathy. She was huge, or maybe she just seemed huge to me since I was so small, because she still was a little shorter than Kathy and she was just plain mean. Irma tossed her dirty hair to the left, and squinted her little eyes looking around for a victim. She was always picking on someone in the lunch room when the lunch monitor wasn't looking. I looked away so she wouldn't see me watching her. In truth, I felt bad for Irma. She was so mean that other kids didn't want to be friends with her, which made her be meaner to them and then no one wanted to be friends with her.

Kathy finished braiding her hair and decided to go to the restroom, talking to me over her shoulder, "Who cares that it's not nice!?" She laughed, letting me know that she didn't really mean it.

I waited at the door for Ms. Bermuda to come back from lunch. I had a question for her about an assignment, and I wanted to ask her before she got too busy. Irma stormed over to me.

"WHERE IS SHE?" Irma demanded. I was confused.

"Who?"

"WHERE IS MS. BERMUDA?" Irma spat at me.

"I can't figure out what you're talking about when you yell. Why don't you ask with a regular voice instead of yelling?" I asked, staring at her directly in the eyes so she knew I wasn't scared.

Irma turned bright red and started shaking a fist at me. "You're so DENSE, Maria! I need to talk to Ms. Bermuda."

"I don't think you even know what dense means, Irma," I said, my patience ending. "So don't talk to me like I'm stupid."

"I'll talk to you however I want!" she said, and started running in my direction. I made a decision there and then: I would not be Irma's next victim.

"Get away from me you, you... *bully!*" I said, swinging my lunch box back and forth against her knees as she charged like a bull towards me.

"Oww, oww, stop it..." she said, her eyes tearing up. "Why did you hit me? Why were you calling me names?" She shrunk back and crossed her arms in front of her. She was crying, much to my surprise.

"You... you... charged me," I said, surprised that she had no idea that I was acting in self-defense. Did she really think I was bullying her?

"I'm telling on you," she sniffled, and ran off.

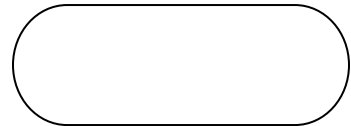
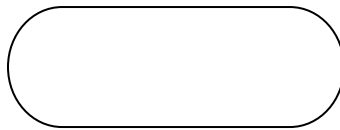
Kathy came back from the bathroom. "Anything interesting happen while I was gone?" I nodded yes, unable to speak and totally shocked. Did I just make the bully cry?

I was sent to the principal's office for the first time in my life, and Irma cried and cried, while I sat there quiet. Eventually, the principal made me apologize to Irma. I did.

After that day, I tried to remember that even bullies cry. I made an effort to be nicer to people without friends, even those that bully others. I was never "friends" with Irma, but I began to understand how she operated, and why she teased people.

Conflict: Character vs. Character

Characters: Maria – friendly, intelligent, shy
Irma – bully, mean, friendless
Kathy – gossip, friendly



Character study for Ponyboy

Guiding question: What kind of a person is Ponyboy?

You will use what you know about Ponyboy to write a short character study of him for class. Think about it as if you were writing this to introduce your friend or relative to the character of Ponyboy.

For the introduction, you will want to start out by introducing the character of Ponyboy. You may want to start like this:

The character of Ponyboy in S.E. Hinton's "The Outsiders" is a complicated but immature young boy...

Or

The character of Ponyboy in S.E. Hinton's "The Outsiders" is a confused young greaser...

Or

Ponyboy, in S.E. Hinton's "The Outsiders", is ... or make your own!

Wrote your own introductory (beginning) sentence here: _____

After your introduction, you must begin to detail his character. What is Ponyboy like? How does Hinton describe him? Use your characterization chart to help you. Pick THREE characteristics out of the five to help you write.

CHARACTERIZATION – These characteristics are used when writing about a character:

1. **thoughts and feelings** (What does this character think about?)
2. **speech patterns** (the way the character speaks)
3. **appearance** (age, clothing style, race or ethnicity, gender, etc)
4. **actions** (What kinds of actions does this character do?)
5. **other characters' opinions of them** (What do other people think of this character? What do other characters say about this character?)

Now pick three characteristics to use for your character study:

Characteristic # _____

Characteristic # _____

Characteristic # _____

For each characteristic, write 2-3 examples of how that characteristic displays the personality of Ponyboy.

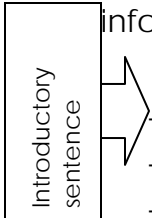
For example:

Characteristic # 3 – appearance: “I have light-brown, almost-red hair and greenish-gray eyes... My hair is longer than most of the other boys wear theirs, squared off in back and long in the front and the sides, but I am a greaser and most of my neighborhood rarely bothers to get a haircut.” (S.E. Hinton, *The Outsiders*, Penguin Books Ltd, 1995, p. 1)
“I got pretty scared – I’m kind of small for fourteen even though I have a pretty good build, and those guys were bigger than me. I automatically hitched my thumbs in my jeans and slouched..” (4)

What can we infer from these descriptions about Ponyboy’s appearance?

Now we’ll all work together to find quotes to tell us about Ponyboy’s character. Use this information to write your short character study about Ponyboy.

Introductory sentence



First, _____

Second, _____

Third, _____

In conclusion, _____

AUTOBIOGRAPHICAL NARRATIVE BOOK PROJECT

Assignment: You will write an autobiographical narrative in the style of "The Outsiders" by S.E. Hinton.

In "The Outsiders" S.E. Hinton characterizes Ponyboy and Johnny using thoughts, feelings, speech patterns, appearance, and other people's impressions of the boys, giving us an idea of what kind of people they are. In this assignment, you will use what you know about **characterization** to craft your own characters.

For this autobiographical narrative, you will write a story about a difficult choice you made. You will have **a minimum of two characters** in your story, and the purpose of this project is to really draw (describe) these characters well. There should be a **standard story arc** with a **conflict** of your choice.

Your narrative will be about a time that you made a difficult decision of some sort. Think of a time where you weren't sure you made the right decision, and describe the situation. Think of your friends (or whomever else was involved) as your characters. You are the author, so you may change the characters as necessary!

Your book will require:

- A colorful and neatly done cover and binding
- One colorful illustration (drawing)
- At least two (2) page autobiographical narrative
 - ✓ A story arc (beginning, conflict, rising action, climax, and denouement)
 - ✓ A conflict
 - ✓ At least two well-developed characters

For each well-developed character, you will need to describe the character's:

- thoughts and feelings
- speech patterns
- appearance
- actions
- and other characters' opinions of them

Name:

Rubric for autobiographical narrative

Criteria	Excellent	Good	Average	Needs work
Developed characters	Characters are well-developed, with many examples of their thoughts, feelings, speech patterns, appearance, other characters' opinions of them, and actions	Characters are developed: there are some examples of characterization	Characters are somewhat developed: there are a few examples of characterization	Characters are underdeveloped: there are very little or no examples of characterization
Plot line (story arc)	All parts of the story arc exist in story: beginning, conflict, rising action, climax, and denouement	All parts of story arc exist, but some parts are not fully realized	Most parts of story arc exist, some parts of story arc are entirely missing	Many of the parts of a story arc are missing from the story
Creativity and personal responsibility	Story is creative, cover is bright, neat, and colorful, book is turned in on time	Story is creative, cover is colored and neat, book is turned in on time	Story has some creativity, cover is neat, book is turned in on time	Story is not very creative, cover is messy or hard to read, book is turned in late
Conventions	There are few errors in grammar, spelling, or conventions; paper was proof-read carefully.	There are a few errors in grammar, spelling, or conventions, but errors do not interfere with meaning.	There are many errors in grammar, spelling or conventions. This paper was not proof-read.	There are so many errors in grammar, spelling or conventions that reading the paper is difficult.

FINAL GRADE:

POINTS OUT OF ____:

California standards addressed for mastery:

2.1 Write fictional or autobiographical narratives:

2.1.a Develop a **standard plot line** (having a beginning, conflict, rising action, climax, and denouement) and point of view.

2.1.b Develop **complex major and minor characters** and a definite setting.

SAMPLE PAPER for Autobiographical narrative

I was thinking about my new baby sister being born when it happened. Irma, that big bully, walked over near the classroom door and knocked very loudly.

"I hate her," whispered Kathy, my best friend, "she's so loud." Kathy is tall, with wavy black hair that is permed, and matches her hair band with her ankle socks and her rubber bracelets. People think she's beautiful, but she always hunches over so she's not so tall around the boys. I think she looks better when she stands up straight.

"Stop it, Liz! You shouldn't gossip about people. It's not nice," I said, glancing down at my shoe. It was dirty, so I used the leftover water in my water bottle to wash it off. Liz rolled her eyes at me.

"God Maria, sometimes you're too square," she said as I washed my shoe. Kathy's not square at all, most people think she's very cool and although she's taller than the boys, they always chase her around at PE. "You never want to talk about anyone!"

"And you, Kathy," I replied, "forget that it's not nice to talk about people."

I looked at Irma, whose ratty dress had drips from her soda, long red drips smearing her light blue dress. She was the exact opposite of Kathy. She was huge, or maybe she just seemed huge to me since I was so small, because she still was a little shorter than Kathy and she was just plain mean. Irma tossed her dirty hair to the left, and squinted her little eyes looking around for a victim. She was always picking on someone in the lunch room when the lunch monitor wasn't looking. I looked away so she wouldn't see me watching her. In truth, I felt bad for Irma. She was so mean that other kids didn't want to be friends with her, which made her be meaner to them and then no one wanted to be friends with her.

Kathy finished braiding her hair and decided to go to the restroom, talking to me over her shoulder, "Who cares that it's not nice!?" She laughed, letting me know that she didn't really mean it.

I waited at the door for Ms. Bermuda to come back from lunch. I had a question for her about an assignment, and I wanted to ask her before she got too busy. Irma stormed over to me.

"WHERE IS SHE?" Irma demanded. I was confused.

"Who?"

"WHERE IS MS. BERMUDA?" Irma spat at me.

"I can't figure out what you're talking about when you yell. Why don't you ask with a regular voice instead of yelling?" I asked, staring at her directly in the eyes so she knew I wasn't scared.

Irma turned bright red and started shaking a fist at me. "You're so DENSE, Maria! I need to talk to Ms. Bermuda."

"I don't think you even know what dense means, Irma," I said, my patience ending. "So don't talk to me like I'm stupid."

"I'll talk to you however I want!" she said, and started running in my direction.

I made a decision there and then: I would not be Irma's next victim.

"Get away from me you, you... *bully!*" I said, swinging my lunch box back and forth against her knees as she charged like a bull towards me.

"Oww, oww, stop it..." she said, her eyes tearing up. "Why did you hit me? Why were you calling me names?" She shrunk back and crossed her arms in front of her. She was crying, much to my surprise.

"You... you... charged me," I said, surprised that she had no idea that I was acting in self-defense. Did she really think I was bullying her?

"I'm telling on you," she sniffled, and ran off.

Kathy came back from the bathroom. "Anything interesting happen while I was gone?" I nodded yes, unable to speak and totally shocked. Did I just make the bully cry?

I was sent to the principal's office for the first time in my life, and Irma cried and cried, while I sat there quiet. Eventually, the principal made me apologize to Irma. I did.

After that day, I tried to remember that even bullies cry. I made an effort to be nicer to people without friends, even those that bully others. I was never "friends" with Irma, but I began to understand how she operated, and why she teased people.

Conflict: Character vs. character

Characters: Maria – friendly, intelligent, shy

Irma – bully, mean, friendless

Kathy – gossip, friendly,

