

City of Angels School
Independent Study – Los Angeles Unified School District
High School Instructional Framework – Course ID # 230104
CCSS Middle School English 7B

This is the **Second** semester of the **7th Grade English** course designed to provide each student with a clear path to achieving the California Common Core State Standards for English Language Arts and Literacy. Emphasis will be placed on the ability of the student to make meaning and reach understanding of complex texts and ideas. This will be accomplished by reading and responding to texts producing original texts, participating in collaborative discussions with the teacher, doing research and delivering presentations, and answering second and third tier Depth of Knowledge questions.

Work Expectations: In order to successfully complete this course, students are expected to be working a total of 10 hours per week or 2 hours per day.

Standards

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

Anchor Standards:

- Career and College Ready Anchor Standards for Reading
- Career and College Ready Anchor Standards for Writing
- Career and College Ready Anchor Standards for Speaking and Listening
- Career and College Ready Anchor Standards for Language

Texts and Websites

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Career and College Readiness Anchor Standards for Reading (Grades 6-12)

Key Ideas and Details:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- Read and comprehend complex literary and informational texts independently and proficiently.

Career and College Readiness Anchor Standards for Writing (Grades 6-12)**Text Types and Purposes:**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students may access the textbook companion site, Achieve3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

Grade Distribution:

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading in multiple languages
 - English Language Support Lessons
- Advanced Learners –
 - Extension Questions
 - Independent Learning additional texts
 - Conventions (additional lessons/mini lessons/interactive lessons)
 - Literary Device (additional lessons/mini lessons/interactive lessons)
 - Novel Correlations/Trade Books
- Struggling Readers:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading
 - English Language Support Lessons
 - Conventions (additional lessons/mini lessons/interactive lessons)
 - Literary Device (additional lessons/mini lessons/interactive lessons)
- All Readers:
 - Audio Reading
 - Word Study additional lessons
 - Conventions (additional lessons/mini lessons/interactive lessons)
 - Literary Device (additional lessons/mini lessons/interactive lessons)

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **Assignment 1**
 - **Unit Introduction:** Word Network/Vocabulary and Summary
 - **Concept Vocabulary:** Introduce the vocabulary words in the selection
 - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with focus questions (digital version can be typed on).
 - **Comprehension Check:** short answer comprehension questions
 - **Research:** Students are asked to choose something from the reading to research to clarify and explore
- **Assignment 2**
 - **Close Read (second read):** students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
 - **Analyze the Text:** Short answer questions with evidence cited.
- **Assignment 3**
 - **Analyze Craft and Structure:** Literary device lesson
 - **Concept Vocabulary:** A closer look at vocabulary words and word study
- **Assignment 4**
 - **Conventions:** grammar/mechanics practice
 - **Selection Test** is available online digitally or print forms
- **Assignment 5** (teacher discretion)
 - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
 - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.
- **Performance Task/Performance Assessment**
 - Performance Task is a final writing/speaking project based on the readings
 - Performance Assessment is a final writing/speaking project based on the Essential Question

Optional Novel (teacher discretion) – One correlated novel chosen from a list of optional offered by Savvas. See myPerspective+ for more options.

*Multicultural Selection

Week 1 – Unit 3 Turning Points

ESSENTIAL QUESTION: What can cause a sudden change in someone’s life?

- Optional: Novel reading
- Achieve 3000: Levelset assessment
- Achieve3000: Complete two 5-step lesson articles
- Unit 3 Introduction & “*At the Crossroads*”, Pgs. 224 – 230
- Reading #1 “*A Christmas Carol: Scrooge and Marley*”, Act I, Pgs. 234 – 263

Week 2 – Unit 3 Turning Points

ESSENTIAL QUESTION: What can cause a sudden change in someone’s life?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2 “*A Christmas Carol: Scrooge and Marley*”, Act II, Pgs. 264 – 298
- Reading #3 “*from Scrooge*” (Media, Access video on myPerspectives), Pgs. 299 – 303

Week 3 – Unit 3 Turning Points

ESSENTIAL QUESTION: What can cause a sudden change in someone’s life?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Complete pages 304 - 309 and follow all steps of the PERFORMANCE TASK: WRITING FOCUS: Write an Explanatory Essay

Week 4 – Unit 4 People and the Planet

ESSENTIAL QUESTION: What effects do people have on the environment?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Unit 4 Introduction & *Rethinking the Wild*, Pgs. 352 - 358
- Reading #1 from *Silent Spring*, Pgs. 362 – 371

Week 5 – Unit 4 People and the Planet

ESSENTIAL QUESTION: What effects do people have on the environment?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #2 “Nobel Speech”, Al Gore, Pgs. 372-385
- Reading #3 “Nobel Speech”, Al Gore (Media, Access video on myPerspectives), Pgs. 386-391

Week 6 – Unit 4 People and the Planet

ESSENTIAL QUESTION: What effects do people have on the environment?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Complete pages 392-397 and follow all steps of the PERFORMANCE TASK: WRITING FOCUS: Write an Argument

Week 7 – Unit 5 Facing Adversity

ESSENTIAL QUESTION: How do we overcome obstacles?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Unit Introduction & “*Against the Odds*”, Pgs. 442 – 448
- Reading #1: “*The Dust Bowl*”, Pgs. 452 – 455
- Reading #2 from *The Grapes of Wrath*, Pgs. 456 – 467

Week 8 – Unit 5 Facing Adversity

ESSENTIAL QUESTION: How do we overcome obstacles?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Reading #1 *from *The Circuit*, Pgs. 468 – 481

Week 9 – Unit 5 Facing Adversity

ESSENTIAL QUESTION: How do we overcome obstacles?

- Optional: Novel reading
- Achieve3000: Complete two 5-step lesson articles
- Complete pages 482 - 487 and follow all steps of the PERFORMANCE TASK: WRITING FOCUS – Write an Informative Essay

Week 10 - Culminating Project

*Confer with your teacher about your final assignment

Novel Study (*see Book Report Activities Guide)

- Or -

Final Culminating Project (*see attached Culminating Project Activities Guide)

- **Suggested Novel Reading:** *The Outsiders* by S.E. Hinton (see attached for student materials)

Not Your Grandma's Book Report

(10 Creative Ways to Respond to Literature)

I. Design and Make Your Own Tee Shirt

1. Illustrate a scene or character from the book on a t-shirt.
2. Write a short summary of the scene and explain why it is important to the story.
3. If you choose to illustrate a character, write a description of the character and why he or she is important to the story.

II. Book Mobile (from items related to the story)

1. Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn.
2. Write a key that explains each object and why you chose it.

III. "WANTED" Posters (for two characters in the book)

1. Choose two characters from the book for which you will make posters.
2. Research sample wanted posters.
3. Information to include in your poster:
4. The "crime,"
5. Physical description
6. Where the character was last seen
7. Reward amount.

IV. Design a New Cover Jacket (for the book)

1. Front cover: Draw and color an illustration for the book.
2. Inside front flap: Write descriptions of the main characters.
3. Inside back flap: Write a description of the setting and a short summary of the book.
4. Back cover: Write five (5) to ten (10) quotes from the book that are important to understanding the story.

V. Create a Collage (to represent the book)

1. Your collage should include at least ten (10) photos or illustrations.
2. Write a key describing each item on the collage.

VI. Create a Graphic Novel (Comic Book) Version (of your book)

1. Use 8 ½ x 11 inch paper or 8 ½ x 11 inch paper (folded in half) to create your graphic novel
2. Illustrations should be colored pencil/ink

VII. Letter to the Author

1. Write a letter to the author that explains your reaction to her/his book.
2. Your letter must include:
 - All elements of a friendly letter (date, greeting, body, closing, & signature).
 - Your opinion of the book and reasons for your opinion
 - The character in the book you are most like and why
 - Your favorite part of the book
 - At least two (2) questions you have about the book
 - Include your home or school address in the letter.
 - Include an addressed envelope with your return address & the author's address. (Check the back of the book or author's Web site for author's address. You may also send the letter directly to the publisher, which should be on the copyright page of the book.

VIII. Interview with a Character

1. Pretend you are a journalist interviewing a character in your book. Write ten (10) questions to ask the character.
2. Then answer each question as you think the character would respond.

IX. Illustrated Timeline

1. Choose at ten (10) important events from the story.
2. Write a description of each event.
3. Draw a color illustration for each event.
4. The events must be in the order in which they occurred in the book.

X. Create a CD Album Cover (with liner notes)

1. Create an album/CD cover for your book (research CD cases) and include the book title somewhere in your design.
2. In your liner notes (research liner notes) select ten (10) song titles that represent characters, events, or settings in the book.
3. Below the song titles, write a short summary of the book

Culminating Project Activities

Review one (1) of your fictional works from this semester's assigned readings and then choose from one (1) of the following projects:

I. Letter of Advice

1. Write a letter to one of the characters giving advice about the main conflict in the story

II. New Day – You Write It!

1. Re-write a scene from the story, giving it a new ending

III. Character Play List

1. Create a music play list for a character in the story.
2. The play list must have no fewer than four (4) songs and you must explain for choices of music for this character.

IV. Social Media Profile

1. Create an online media (instagram/Facebook/Snapchat/Tik Tok/Twitter/YouTube) profile for one (1) character in one of the stories

V. Acrostic Character Poem

1. Write an acrostic poem for a character in one of your readings from the text Units or from your independent novel.
2. Write your character's name down vertically.
3. Brainstorm words or phrases that describe your character.
4. Place your brainstormed words or phrases on the lines that begin with the letters of your character's name.
5. Fill in the rest of the lines to create a poem.

Here is an example:

She's a lover of fun and fantasy

Curious about her world

Outs wrongdoers handily

Uneasy with anything 'girled'

The epitome of equality and gallantry

VI. Character Rap

1. Write a rap song about a character in one of your readings
2. Your rap must have at least three (3) stanzas

VII. Reading Movie Poster

1. Create a movie poster for one of the stories.
2. The poster must include: i) the author, ii) film title, iii) film slogan, one (1) film star you've chosen to portray the main character, and iv) the director - YOURSELF

The Outsiders

S. E. Hinton

ABOUT THE AUTHOR

Susan Eloise Hinton (b. 1949) began writing *The Outsiders* in 1964, during her junior year at Will Rogers High School in Tulsa, Oklahoma. When she was in the third grade, she began writing stories about cowboys' horses and became the voice of youth with the publication of *The Outsiders*. Hinton went on to write *That Was Then, This Is Now* (1971), *Rumble Fish* (1975), *Tex* (1979), and *Taming the Star Runner* (1988). She holds a degree in education from the University of Tulsa, Oklahoma.

The Outsiders was an Honor Book in the 1967 *Herald Tribune* Children's Spring Book Festival, and was made into a movie, directed by Francis Ford Coppola, in 1983.

BACKGROUND

The Outsiders is set in the early 1960s, a time of dramatic social changes. In 1963, President John F. Kennedy was assassinated. Civil rights demonstrations were held in Birmingham, Alabama, and in 1964, the U.S. Congress passed the Civil Rights Act.

Record numbers of American teens owned cars. Nearly everything revolved around having a car: drive-in movies, drive-in restaurants, drag races, and cruising the streets to look for dates or parties. Owning a car gave teenagers status. Owning a flashy, expensive car brought even more status. In *The Outsiders*, the well-to-do Socs (short for "Socials") drive Mustangs, Corvairs, and Corvettes, while the greasers (who are poorer and wilder than the Socs) often travel on foot or use borrowed cars like Buck Merrill's T-Bird.

On the music scene in the early 1960s, Elvis Presley had reached mega-stardom and was an icon for rebellious youth. Parents thought Presley was shocking and immoral; adolescents adored him. The Beatles, with their "mop-top" hair, became the top rock-and-roll group by the mid-1960s.

QUICK GUIDE

As you read *The Outsiders*, keep these literary elements in mind:

- **EXTERNAL CONFLICT** is when a character struggles with outside forces. Note that this story centers on the external conflicts between the two groups, the greasers and the Socs. **Internal conflicts** take place within the characters' minds. Consider the internal conflicts some characters have about their feelings for others and their feelings about violence.
- **POINT OF VIEW** is the perspective from which a story is told. In *The Outsiders*, Ponyboy tells the story from a **first-person point of view**. The reader learns only what the narrator, Ponyboy, knows and wants to share about other characters and the events in which they are involved.
- **PLOT** is the sequence of events in a story that are centered around a conflict. In the **rising action** of the plot, the suspense and conflict develop. The highest point of interest is reached at the **climax**, when events come to a head. The **resolution** describes how the conflict is settled and the story ends.
- **THEME** is a central message or insight conveyed in a work of literature. Notice that some of the themes in this story are about living in a violent world, appearance versus reality, and heroism.
- **CHARACTERIZATION** is the way or ways in which a writer reveals information about a character. Notice how the author uses **direct characterization** by making direct statements about a character's appearance, personality, and actions.
- **IRONY** is the result of a contrast between appearance or expectation and reality. In **dramatic irony**, what appears to be true to a character is not what is revealed to the reader. Look for the characters in this story who are not what they appear to be.

VOCABULARY

1. **unfathomable** *adj.* impossible to understand completely
2. **sagely** *adv.* wisely
3. **incredulous** *adj.* showing a lack of belief
4. **aloofness** *n.* uninterested behavior
5. **bleak** *adj.* somber; dreary
6. **unceasingly** *adv.* without stopping; continuously
7. **premonition** *n.* forewarning
8. **imploringly** *adv.* in a pleading or begging way
9. **gallant** *adj.* dashing and courageous
10. **bewilderment** *n.* confusion
11. **doggedly** *adv.* in a persistent manner
12. **conviction** *n.* strong belief
13. **detached** *adj.* disinterested
14. **inhalation** *n.* act of inhaling or breathing in
15. **brawn** *n.* muscular strength
16. **aghast** *adj.* feeling dismay or horror
17. **contemptuously** *adv.* in a scornful manner
18. **leery** *adj.* wary; distrustful
19. **delirious** *adj.* suffering from mental confusion
20. **acquitted** *v.* declared not guilty

CHAPTER 1

Discussion Questions

1. How does the author **characterize** Ponyboy, Sodapop, and Darrel?
2. Why does Ponyboy feel more comfortable with Sodapop than with Darrel?
3. How are the greasers different from hoods and Socs?
4. Why do four Socs attack Ponyboy?
5. How is what you learn about the characters affected by the **point of view** of the story?

WRITING ACTIVITY Write a paragraph explaining how you think the gang violence described in this book differs from what you know about gang violence today.

CHAPTERS 2–3

Discussion Questions

1. Contrast the behavior of Dally, Johnny, and Ponyboy at the drive-in.
2. How is Cherry different from the girls Ponyboy is used to?
3. Two-Bit is a bit of a philosopher. What are his ideas on a fair fight and on loyalty?
4. How are Ponyboy, Cherry, and Johnny alike?
5. Compare the family situations of Ponyboy and Johnny.
6. What is the **conflict** between Ponyboy and Darry? What **internal conflict** does Ponyboy have about Darry?

WRITING ACTIVITY Write a paragraph explaining why you think Cherry chooses to ride home with Bob.

CHAPTERS 4–5

Discussion Questions

1. How do the events in the park contribute to the rising action of the **plot**?
2. How does Johnny's past experience with the Socs affect his behavior in the park?
3. Explain how Johnny and Ponyboy feel about their time hiding out in the church.
4. Do you think it was difficult for Ponyboy to change his hairstyle? Why or why not?
5. What significance does the novel *Gone With the Wind* hold for Johnny?
6. In the poem that Ponyboy recites, what do you think is the meaning behind the words "Nothing gold can stay"?

WRITING ACTIVITY Write two or three paragraphs to answer the following question: Does defending a friend's life justify Johnny's actions in the park? Explain why or why not.

CHAPTERS 6–7

Discussion Questions

1. What is the difference between Cherry the Soc and Cherry the dreamer? Which one can help Johnny and Ponyboy?

2. Do you think Ponyboy and Johnny are unlikely heroes? Why or why not?
3. Explain the **irony** of Dally's acting heroically and being treated like a hero.
4. Why do you think Ponyboy and Johnny risk their lives to save the children in the church?
5. How does Ponyboy's relationship with Darry change in the hospital?
6. Explain the **irony** in Ponyboy's original view of Randy Adderson and what he later learns about Randy.

WRITING ACTIVITY Write your own definition of heroism. Then, write two or three sentences comparing your definition to Ponyboy's definition of heroism.

CHAPTERS 8–9

Discussion Questions

1. What point is Ponyboy trying to make when he asks Cherry if she can see the sunset from the West Side?
2. What are the attitudes of Ponyboy, Darry, Soda, and Dally toward the upcoming rumble?
3. Why do you think Johnny asks for a copy of *Gone With the Wind*?
4. Why do the greasers roughhouse, chant, and sing before the rumble?
5. What effect does the rumble have on the greasers' problems?
6. Johnny's final words to Ponyboy are "stay gold." To what is Johnny referring? What do these words tell you about his character?

WRITING ACTIVITY Johnny refuses to see his mother at the hospital. In two paragraphs, tell how the mother's relationship with Johnny is different from the greasers' relationship with Johnny. Then, tell who you think is ultimately responsible for Johnny's refusal to see his mother, and why.

CHAPTERS 10–12

Discussion Questions

1. Why do you think Dally behaves as he does after Johnny's death?
2. Do you agree with Ponyboy's statement that Dally "died gallant"? Why or why not?
3. How does Ponyboy's illness affect Darry and Soda?
4. How does Ponyboy's reaction to Bob's yearbook picture reflect the **theme** of appearance versus reality?
5. What insight does Ponyboy reach about living in a violent world?
6. In what ways has Ponyboy's life and attitude changed since the beginning of the story?
7. How is the **plot** of the story finally resolved?

WRITING ACTIVITY The three brothers' greatest fear is that they will be split up, with Ponyboy and Soda having to go to a boys' home or to foster care. Imagine that you are one of the brothers. Write two or three paragraphs describing your thoughts and feelings about this fear.

PULLING IT ALL TOGETHER

WRITING Imagine that you could spend time with Ponyboy Curtis, Johnny Cade, or Dallas Winston. Which character would you choose? Write a brief essay explaining your choice. Use events and details from the story to help your reader understand the character and the reasons behind your choice.

MOCK TRIAL Should Johnny Cade be found guilty of murder in the death of Bob Sheldon? Work with a group of students to present a mock trial of Johnny Cade. One group member should be the prosecutor, giving reasons why Johnny should be declared guilty. Another group member should be the defense lawyer, giving reasons why Johnny should be declared innocent. The balance of the group members should act as the jury, which will discuss the evidence for both sides and declare a verdict.

SENSITIVE ISSUES

Many of the novel's events involve violence—physical fights and a death by stabbing. There are also incidents of parental abuse and neglect.

EDITABLE TEST

You may administer the accompanying test in two ways:

- Create an assignment online
- Print it out and distribute

You may customize the test to suit your needs by modifying questions and answer spaces as necessary.

Name:

Date:

TRADE BOOK TEST

The Outsiders

S. E. Hinton

A. Thinking About *The Outsiders*

Choose the best answer.

- Which word best describes Ponyboy?
 a. sensitive c. aloof
 b. carefree d. hard-working
- How does Dally help Johnny and Ponyboy after the murder?
 a. He tells them where to hide out.
 b. He takes the blame for the murder.
 c. He drives them to a hideout.
 d. He helps them turn themselves in.
- Which of the following describes Johnny's feelings for Dallas?
 a. friendship c. admiration and affection
 b. anger and resentment d. fear
- What does Ponyboy realize about Darry during the course of the story?
 a. Darry prefers Sodapop over Ponyboy.
 b. Darry resents his two brothers.
 c. Darry loves Ponyboy deeply.
 d. Darry wants to end the violence.
- What is Johnny Cade's most heroic act?
 a. stabbing Bob Sheldon c. writing a letter to Ponyboy
 b. protecting Cherry from Dally d. rescuing children from a fire
- Which of the following characters does NOT regret the warfare between the greasers and the Socs?
 a. Ponyboy c. Johnny
 b. Dallas d. Randy
- Which of the following best describes Dallas Winston?
 a. tough and gallant c. heroic and sage
 b. kind and generous d. brutal and sadistic

Name:

Date:

8. Which of the following threatens the Curtis brothers' relationship?
- a. family arguments
 - b. possibility of legal separation
 - c. Ponyboy's gang membership
 - d. Ponyboy's attitude toward school
9. What is Ponyboy's mood at the very end of *The Outsiders*?
- a. bitter
 - b. carefree
 - c. hopeful
 - d. tormented
10. What has Ponyboy learned by the end of the novel?
- a. Violence can solve problems.
 - b. People, in spite of appearances, are basically alike.
 - c. You should choose your friends carefully.
 - d. People will always fight one another.

B. Recognizing Literary Elements and Techniques

Write your answers on the lines provided.

11. Explain whether the following sentence is an example of the theme or of the plot of

The Outsiders: Many characters in the book are falsely judged by appearances, but several characters note that appearances are not reality.

12. Is the following passage an example of first-, second-, or third-person point of view? Explain.

Anyway, I went on walking home, thinking about the movie, and then suddenly wishing I had some company.

13. Is the following passage, describing Soda, an example of direct or indirect characterization? Explain.

He's not as tall as Darry, and he's a little slimmer, but he has a finely drawn, sensitive face that somehow manages to be reckless and thoughtful at the same time.

14. Is the following passage an example of external or internal conflict? Explain.

Greasers can't walk alone too much or they'll get jumped, or someone will come by and scream "Greaser!" at them . . . We get jumped by the Socs.

| | |
|-------|-------|
| Name: | Date: |
|-------|-------|

15. Is the following dialogue, spoken during Ponyboy's ambulance ride to the hospital, an example of dramatic irony or situational irony? Explain.

"I swear, you three are the bravest kids I've seen in a long time. First you and the black-haired kid climbing in that window, and then the tough-looking kid going back in to save him. Mrs. O'Briant and I think you were sent straight from heaven."

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C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. Several characters in the novel act heroically. Which one, in your opinion, is the most heroic? Give reasons to support your answer.

17. Over the course of the novel, the relationship among the three Curtis brothers undergoes change. Explain the changes that take place in their relationship. Focus on the relationships between Ponyboy and Darrel and between Ponyboy and Sodapop.

18. Johnny says in his letter to Pony, "There's still lots of good in the world." After reading *The Outsiders*, do you agree or disagree with Johnny? State your position, and then support it with evidence from the novel.
