



## **War and Honor: Use of *The Outsiders* to Study Aggression, Cause and Effect, and Peace**

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McClintock Middle School

This curriculum unit is recommended for:  
Middle School ELA (Grades 6-8)  
Middle School Humanities (Grades 6-8)

**Keywords:** Aggression, conflict, peace education, *The Outsiders*, Cause and Effect, War, Honor

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This unit is meant to bring to the attention of middle school students the notions of aggression, war, enemies, honor, and peace education in a comprehensive unit. We will study the previously mentioned terms, what causes their presence in our society, what causes conflict, and what the effects of those conflicts are, both immediate and long term. The novel *The Outsiders* is used to supplement these lessons and provide an in-depth analysis of how aggression and hatred of “the other” lead to destruction. The second part of this unit focuses on how to change these outcomes by implementing messages of peace and conflict resolution when instances of aggression occur. All lessons and activities are aligned with the Common Core Standards for 6<sup>th</sup> grade ELA in North Carolina and contain practice of a wide array of skills for reading literature, informational texts, and for writing. This unit will be taught over the course of 35 school days and include a class journal, formative assessment based on the reading, a vocabulary unit for words used in context, and a final project presenting on a topic related to the unit.

*I plan to teach this unit during the coming year in to 60 students in 3 6<sup>th</sup> grade English Language Arts Classes.*

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### **Introduction**

McClintock Middle School is located in South Charlotte and is part of the Charlotte-Mecklenburg School District. It is a Title 1 school where over 80% of the student population qualifies for free or reduced lunch. Over the past few years, it has developed as a partial magnet school and has been recruiting students from across the district to join its unique programs. As a STEAM school, it offers such classes as Robotics, Career Technical Education, Art, Dance, Orchestra, and an innovative Teach-To-One Math program that delivers individualized instruction and practice to its students using a combination of live instruction and personal computers.

The school serves approximately 900 students, with an average class size of around 25 students. According to [greatschools.org](http://greatschools.org), the population of students at McClintock is about 59% Black, 11% White, 23% Hispanic, 4% Asian, and the remaining 2% consists of two or more races. However, these numbers are changing as more students are emigrating from countries in Africa and Southeast Asia, leading to a very diverse population of students.

I am a 6th grade English Language Arts Teacher with a certification in ESL. When I first began writing this unit last spring, I lead two co-taught ESL classes and one Honors class. This year, I teach two standard classes and one SIOP inclusion class that has a co-teacher every other day. As a second year teacher, I have learned a lot from when I first started writing this unit until now, and I am sure I will continue to learn more even after this unit is submitted. However, though much has changed in the way I plan and deliver lessons, my classroom culture has remained the same. I call my classroom The Learning Lab, and expect students to engage in multiple methods of learning, including, but not limited to, accessing media, interacting with their classmates, and reading informational texts in order to create projects. Students are seated at tables and are expected (almost daily) to communicate with their classmates, (or as I call them, teammates), in order to complete their activities. In order to create a culture of positivity and responsibility, we encourage each other to be “Bucket Fillers,” or spreaders of positive messages, rather than “Bucket Dippers,” or people who spend their days draining people of their good thoughts and feelings. I do my best to encourage students in their pursuits and make them feel loved and protected while letting them know that I expect nothing less than their best effort. Every day, after reading the objectives and before beginning class, we recite our Victory Chant - I yell, “We are the Mighty Scots!” (our

school mascot) and they respond in unison, “Victory Starts Here!” as they point to their heads.

When discussing our goals for class and the lessons that we are learning, I strive to remind the students that everything they do in class helps them to get to their larger goals in life. I ask them what they want their careers to be, and show them that what we learn in class will make those jobs attainable. We read informational texts and stories that relate to real world issues and/or conflicts so that the students know that the work they do has a purpose, and is not just meant to prepare them for tests. We work on maintaining expectations for behavior and work ethic by competing against the other classes that I teach for best behavior and progress. Good effort, helpful behavior and cooperation, among other things, earn a class points, whereas negative behavior or not meeting those expectations loses points. The students are motivated by the performance of the other classes, but are taught not to root against them, because more than one class can win the competition if they hit the required number of points in the same day. Our team works to understand that individual effort and performance not only affect your outcome, but that of those around you as well.

## **Rationale**

I have always been fascinated by aggressive behavior and what it is that makes otherwise sane people react strongly to seemingly benign stimuli. As a first year teacher in a Title 1 school, this interest was reignited as I watched my students, who are 10, 11, and 12 years old, fight each other on a weekly basis over things as reasonably understandable as personal insults and as obscure as comments about their shoes. While this made little sense to me, I understood that it was a problem that had deep roots and wasn't going to go away anytime soon, especially without direct and long term intervention. Whenever such conflicts broke out in my class, I did my best to pull the students involved aside and ask them point blank, “Why are you doing this? What about this behavior seems appropriate to you?” Sometimes I would get a student, who would understand the point that I was making and apologize for the conflict, but more often than not the students involved would drop their heads, knowing that they were in trouble but being unable or unwilling to admit their own culpability in the matter. As this began to happen more frequently, I started to wonder if this was because they knew what they had done was wrong and did not want to admit it, whether they truly did not understand how their reactive behavior made them responsible for the situation at hand, or some odd and disturbing combination of the two. As a 6th grade English teacher, it is difficult to choose texts that are relatable to war and violence when our main purpose is to teach basic reading skills and give students a background in texts that will be explored in greater detail later in their academic careers. However, I feel it is imperative to reach out to the students at this fragile and pivotal age before their inclinations for aggression become unbreakable habits; before they shut reason out completely and become purely reactive beings.

It is for this reason that I believe teaching this topic at this age is critical. Part of the requirements for passing 6th grade is that students should be able to analyze information and understand the basics of cause and effect. I plan to use these standards to teach my students how to evaluate the causes of conflict and understand how mild acts of aggression at a young age can and do lead to conflict on a global scale, causing many of the issues that we face today.

\*As noted above, the makeup of my classes changed from last year to this one. Initially, I planned to write the unit without any adjustments, assuming that this change would make no difference in my instruction. This is not the case. The students that I have this year are very different from the ones that I had last year; they have different life experiences, different mentalities, and receive and reflect on information in a different way. I therefore had to change some of my objectives, activities, and strategies to adapt to these different minds. However, though adjustments have been made, the core of the unit remains the same, and I am confident that this unit can be taught to many different demographics with only minor adjustments to the material and activities required.

## **Strategies**

### Homemade Textbooks

One of the most important tools that we have in my classroom is our homemade textbooks. Using a combination of supply lists and school resources, I have made sure that every one of my students has a 1-2" binder that remains in class at all times. In the first half of this binder are the notes that I distribute and complete with the classes. Each of these notes pages has the 'textbook' page number on the bottom, and notes are released in order. Most often, notes pages consist of a Frayer Model, (this is a chart used to teach vocabulary words using four components), open-cloze notes explaining the concept, (these are notes underneath the Frayer Model that I have written in advance with key words and descriptions intentionally left blank), and examples, (both model activities and practice sections for the students to complete on their own). The students fill in their notes by copying the completed version of their blank Frayer Model off of the whiteboard, (in our class we have a projector so I display the blank model on the board and fill in the information using markers). We then take the notes together and complete the example activities in pairs, small groups, or individually. The second half of the book (separated by a divider) is the practice section, which is where the activities that are related to the notes are kept. The practice pages have what notes pages they correlate with written on them for easy reference. A model of what the textbook should look like, complete with the correct definitions and answers, is displayed with the rest of the students' binders so that those who are missing notes pages can get a blank copy from me and then fill in their pages with the correct notes. This will be useful for the unit because it will create an organized resource where notes and other activities can be stored. As we

learn more about analyzing data, citing information and cause and effect, these easily accessible notes and practices will eliminate the need to memorize information and allow students to focus on the content.

### Cause and Effect Diagrams

In the past, our class has reviewed/been introduced to the concepts of cause/effect as well as the difference between effect and affect. When we take our initial notes, students will write out the causes and effects of different situations to reinforce these concepts. These will be presented by the teacher and will include literary examples, (for instance, presenting the story of *The Three Little Pigs* and asking what the situation is, what is the cause, and what is the effect), real life examples, (a demonstration in front of the class, such as the teacher stubbing his/her toe and asking what the cause and effect are,) and examples created by the students, (students will work in small groups and create situations; they will then have their partners determine the causes and effects of those situations). As we progress to more rigorous work, we will use these charts to analyze situations within short texts and our novel (*The Outsiders*) as well as chart how certain events or the actions of characters lead to certain consequences. As the unit moves forward, we will use these diagrams to chart the effects of human behavior and show how the actions of students in a classroom can affect the community or society as a whole. During this time we will draw on texts such *The Outsiders*, *The Freedom Writers' Diary* and articles from Readworks.org and Newsela. The students will use knowledge of literature and history to draw conclusions about the effects of their actions and how those actions can have larger societal consequences.

### Role Playing Exercises

Once we have studied cause and effect, students will analyze real world situations and construct scenarios that represent accurate instances of aggression among their peers. They will act out these scenarios and their teammates will analyze the situations and come up with possible consequences of the actions being witnessed.

### Vocabulary

New vocabulary words will be introduced using the Frayer Model as well as words that are learned in context while reading the articles and *The Outsiders*. In their homemade textbooks and on their vocabulary study worksheets, students will record vocabulary words, their definitions, synonyms and their practical uses. These will be referenced later when analyzing complex texts.

### Records of Novel Studies

Students will keep all documents related to the novel and the unit in a manila folder. This folder will include vocabulary worksheets, comprehension questions, writing assignments, and a text code annotation guide.

## Class made Journals

After reading an excerpt from The Freedom Writers Diary, students will create their own diaries. Each student will receive a packet of 10 pages of loose leaf paper and bind it together with golden metal fasteners, (3 holes on the left side of the page). Throughout the course of the novel, students will record reflections on daily connections that they make to the novel and instances of aggression that they see in real life. They will also write examples of global consequences that they witness as a result of acts of aggression and misunderstandings between people.

## Popcorn Reading

As we become more familiar with the text, the teacher will read less out loud and depend on the students to read out loud themselves. They will read a minimum of one paragraph but no more than a page per turn. When they decide they are done reading, they will say “popcorn” and then the name of the next person who is supposed to read in order to pass the reading onto them.

## Assessments

### Exam

Students will take an open-book exam about the novel, The Outsiders, as well as a mini-assessment on the vocabulary learned throughout the novel. These assessments will be open-book and focus on analysis as opposed to memorization. Questions will be presented in two parts, one short answer and the other multiple choice. This gives the students the opportunity to synthesize what they know as well as practice answering multiple choice questions in preparations for their Common Core aligned EOG exam. The sample primarily focuses on essay and short answer questions, although a multiple choice exam with questions about the theme, point of view, and characterization components of the novel is encouraged to strengthen skills needed for the EOG.

## Class Project

Students will use what they have learned to create one of three projects: a. The first project will be a mini-lesson on peace education that they will “teach: to the class. They will have to write a learning objective, (although it does not need to be aligned with the Common Core,) showing what they hope the students will learn by the end of the class. The presentation will last approximately 10-15 minutes and include information presented to the class, class discussion, and a written activity./b. The second project will be a presentation on the causes of aggression in people, what the immediate effects are, and how those effects can cause a widespread or global conflict. This will also be presented in front of the class and will include at least 2 things that cause aggressive behavior, 2 immediate effects that aggressive behavior can have, and at least two current

global or national issues that have resulted from aggressive behavior and how they are connected./c. The students will create a presentation on The Outsiders and discuss the characters, the causes of their actions, the actions they took, and the effects of those actions; this lesson must tie into the concept of aggression, the enemy, and honor and should address how these concepts motivated the main characters' actions and reactions throughout the novel.

### Writing Assignment(s)

Students will write a small series of reflective writing assignments modelled after the diaries of the Freedom Writers. These will be assessed throughout the unit and collected for a grade.

### Reflection

1. Projects will be presented in front of the class for constructive feedback.
2. Class will have a debriefing to discuss thoughts, feelings and future actions.
3. Teacher will take notes after each lesson to evaluate how it went and how it can be improved.

### Warm Up Activities

These will vary week by week, depending on the skills being taught at that time. Some will be directly related to the content and unit, whereas others will reloop old skills, such as editing, synonym identification, finding central idea and theme, etc. Some examples of content related Warm Up Activities, (or as we call them, *Do Nows*) are:

- Students will read a short passage related to violence, determine the theme of that passage and find details to support their chosen theme. (Reloop)
- Students will write one sentence for each vocabulary word we learned the day before and make sure those sentences apply to their own ideas or personal experience. For example, my greatest enemy is... The purpose of this is to give students practice using new vocabulary words and reinforce comprehension of the unit.

The purpose of these Warm Ups is to reloop required Common Core skills to enhance reading comprehension skills/prepare for the EOG. When possible, these will directly relate to the content at hand to reinforce the lessons from the day before and allow for further independent practice using skills to read and analyze content related to the unit.

### Objectives/Chant

After the daily warm up, class begins with a student being selected at random to stand up and shoot an invisible arrow at the learning target that is posted on the board, (since we are the Mighty Scots, I call the person shooting the arrow my *Merida* or *Merido*, in honor

of the movie *Brave*). They then read the objectives out loud for the rest of the class, and we all respond with a quick, loud applause (one clap). I then shout my chant, “We are the Mighty Scots!” to which they respond, “Victory Starts Here!” and point to their heads. While this is part of our daily routine, it is very applicable to this unit as it associates the concept of “victory” being connected with using your head as opposed to militaristic activities or forms of aggression.

### **Word Work**

As part of our school’s initiative to increase vocabulary among our students, we have incorporated 10 minutes of ‘word work’ per day into each lesson. We follow a hybrid of Words Their Way and Words on the Vine, where words from the latter are learned and practiced using activities from the former. Words are sorted by common roots so that students learn what those roots mean and identify them as they read complex texts. Activities include finding synonyms and antonyms for pre-selected words, putting the vocabulary words into new sentences, creating a picture dictionary, and sorting the words by their common roots. We then do activities putting the words into context, and take a quiz every two weeks. This system will still be implemented while the novel study is underway, but will be relaxed, extended, or delayed in favor of learning, practicing, and reviewing words from the text.

### **Exit Tickets**

Exit Tickets are given during the last five minutes of class and are meant to assess the skills learned and reinforce the lessons from each day, (these are most often aligned with the Common Core Standards). If the lesson was centered around theme, then the Exit Ticket might be a short passage with 1-2 questions about theme. If the lesson was primarily about the novel, then the assignment will either focus on the content of the story or applying a previously learned skill to the text at hand.

### **Background Information**

#### Hatred

Many great philosophers have spent their careers studying “Othering”, or establishing/validating your own identity by standing it in opposition to someone else. While this is beneficial for superficial purposes, it is at the root of all conflict. While the presence of another is not in of itself bad, the contrasts made to that other and the differences displayed against the Self can cause people to feel threatened, and therefore, defensive. This fear more often than not leads to hatred and aggression towards the “Other”. In her book, Peace Education: How We Come to Love and Hate War, Noddings comments on this by postulating as to which causes which: does hatred of the “Other” create warlike tendencies, or are those preexisting tendencies, therefore relying on hatred



as a reason for enacting on such primal needs? While I do not aim to fully answer that question on my own during a middle school reading unit, we will attempt through this study to try to understand what it is that causes our aggressive and defensive behavior, the effects that such behavior can and will have, and whether our reactions to “Others” are within our control.

## War

Noddings made a statement in her book that, “with no more war, history itself would end.” By this she means that without the presence and study of violent conflict, the course by which we measure history would come to a close and we would no longer have the benchmark events that we have always used to measure the passage of time. Although this concept may seem somewhat odd, it is true that we think of history and with regards to the conflicts that were fought as well as the causes and results of those conflicts. This is a common fact that we are vaguely aware of yet rarely think about, yet are baffled at the idea that our culture is saturated with violence and militaristic ideals. Even from the youngest of ages our children aspire to be warriors, soldiers, and cowboys when they play, and this mentality is reinforced when they are older by the news, the military, and our basic nationalistic ideals, yet we wonder why our adolescents are so willing to engage in battle over the most trivial of conflicts. In order to mitigate and even prevent these conflicts, we need to create a shift in our culture that may glorify the necessary soldier, but not the bloodthirsty and vengeful warrior.

## Peace Education

As stated above, our students have spent much of their lives and almost all of their experience in the public education system learning about the events and effects of war, yet have very little understanding as to what the notion of “peace” is. Furthermore, even once the concept is understood, it is only comprehended when held in opposition to war or conflict, and rarely for its own merit. According to Noddings, “Typically, however, the material presented in schools is dedicated to peace in schools, to social justice and conflict resolution in schools. This is important work, but it does not go far enough; it does little to help students understand the love-hate relationship that people maintain with war... “It is for this reason that this unit focuses on cause and effect; conflict resolution on its own is fine, but in order for those lessons to have a lasting impact, they need to be tied to real world issues and the results that aggressive and warlike behavior can have in the long run.

## **Content Objectives**

This unit is taught according to the North Carolina Common Core Standards for 6th grade English Language Arts (Literacy). Over the course of the academic year, students are responsible for mastering a number of skills regarding informational texts, literature, writing, college and career readiness, and mastery of the English language. These skills are not taught sequentially but intermittently throughout the year as each standard is represented in a variety of texts and builds off of the others. The reading literature standards RL 6.1, RL 6.4, and RL 6.5 are repeated frequently as they touch upon the progression of plot and characters throughout a text as well as identifying unknown words and discovering their meanings. RI 6.5 is used while reading the informational texts in order to analyze how certain lines and passages relate to the overall message of the story, and the writing, college and career readiness and language standards are touched upon while working on and presenting the final projects.

## **Lessons**

### Day 1

Mini-Lesson/Unit Introduction -The question “WHAT IS WAR?” will be posted on the board. Students will have 2 minutes to answer this question in their vocabulary notebook without using any additional resources. The purpose of this exercise is for students to determine what they believe the definition of “war” to be without any outside information. Next, they will turn to their table mate and discuss their answers for 2 minutes. This process will be repeated again for the questions, “WHAT IS HONOR?” and “WHAT IS AN ENEMY?” After students have completed the activities for all 3 words, we will take 5-6 minutes as a class to discuss the answers and ask how they came to those conclusions. Question stems include: Where have you heard these words before? What are these words normally associated with? Do they each have positive, negative, or neutral connotations? What evidence, (from your own experience or otherwise,) has lead you to draw those conclusions?

Research - In small groups, students will research the modern definitions, (using their Google Chrome books; if your classroom does not have computer technology, smartphones or traditional dictionaries can be used,) of those words and where each word came from, (the history of the word, where it was first used, any changes that have been made to it and why,) which should take approximately 10 minutes. They will use a chart that separates their research into the three abovementioned categories, where the questions are listed at the top and there is a grid beneath where the students can record their information. This template will be modeled on the board but is to be replicated in their vocabulary notebooks. Those who finish early will repeat the process for the word “hatred”.

Compare and Contrast - Students will present their findings to the class using a Venn Diagram, (a chart used for making comparisons between two or more things). Students will write the vocabulary word, (war, enemy, or honor.) at the top of the page and label

each circle of the Venn Diagram so that one side says “My Definition” and the other says, “Actual Meaning”. The center circle represents facts that the two have in common, (for example, if a student wrote that “war” has to do with death, and they found a definition online that mentions death, that would be listed in the center circle.) Students will have their own blank Venn Diagram worksheets and will fill in the similarities and differences between their definitions and the research that they completed. Special attention will be paid to usage and historical roots.

Synthesis - In small groups, students will use their Venn Diagrams<sup>1</sup> to write NEW definitions for each of the three words. Students will use the information from their research to write the history of the word and what it means. They will then add to this definition using their own definition to describe how the word is used. The following model will be presented on the board:

Enemy: Roots - Middle English: from Old French *enemi*, from Latin *inimicus*, from *in-* 'not' + *amicus* 'friend. Definition: A person who is actively opposed to or against someone or something. Modern Usage: a person who you are fighting against. These definitions must include the root of the word, what it means, and how it is used today. Each definition must be at least TWO complete sentences in length.

## Day 2

Writing: As students complete their Do Nows, they will be given an index card with one of the following writing prompts -

1. What do you think causes war?
2. What makes a person an enemy?
3. What does it mean to have honor?

Students will answer their assigned question in their writing notebooks using 4-5 COMPLETE sentences. They will have 10 minutes to complete this activity.

DIFFERENTIATION: Those who finish early will be given another card and will answer a second question in their notebooks.

Turn and Talk - Students will then be asked to form groups according to what writing prompt they had, (war students in one group, honor in the next and enemy in the other; those who completed more than one card will join the group of the first card that they chose). Students will be given 4 minutes to discuss what they wrote and why they feel the way they do, citing the activity from the day before when possible. After everyone has shared, each group's scribe, (the person who was chosen or has volunteered to record the findings of the group), will record the main points from each answer so that a master list is conducted on a piece of poster paper. These posters will then be hung up around the room, and the groups will visit the posters that are not theirs. During their visit, (4 minutes each), students will write comments either agreeing or disagreeing with what is

written on the poster using post-it notes and place them on the posters. When this mini-walk is over, we will go over a few points as a class and discuss what the students wrote.

Review: Conflict - In anticipation of the upcoming unit, we will do a brief review of the different types of conflict using a Raffle Ticket Review, (this is when raffle tickets or Behavior Bucks are used as an incentive to recruit volunteers; I will hold the tickets at the front of the room and ask for the different types of conflict in literature. Each person who raises their hand and answers correctly will be given a ticket, which can be exchange for schoolwide incentives or a small prize). After we have reviewed the types of conflict, students will work alone on the EReading<sup>ii</sup> worksheet to practice identifying those types of conflict as well as the antagonist and protagonist of a story, (the main character and the person who opposes them). Those who finish early will reread the first passage on the worksheet and answer the following questions in their writing notebooks:

1. What point of view is the story being told from?
2. How would the story change if the passage was told from the mother's point of view? Would the protagonist and the antagonist be different? Why?
3. What is the conflict of this story? In your opinion, who is the "good guy" and who is the "enemy?" Why do you feel that way?

### Day 3

Vocabulary - Students will create a Frayer Model for the word "aggression"<sup>iii</sup> on a notes page in their homemade textbook<sup>iv</sup>. The students will copy the definition, a simplified version of the definition, (In Other Words), the word used in a sentence, and at least one synonym and one antonym for the word. After they copy the information off of the Frayer Model, I will go over the Model with the class and ask for examples of how to use the word and when it is used in everyday life. Underneath the Frayer Model, students will write two examples of aggressive behavior that they see in their daily lives. This can be what they see at home, what they witness at school, and what they themselves do on a daily basis. We will share these answers as a class and discuss what constitutes aggressive behavior.

Cause - Students will briefly review the definition of cause. They will then turn and talk to their elbow partners and discuss the possible causes for aggressive behavior among teenagers. Now that we have identified what aggressive behavior looks like, how can we figure out what causes it?

Close Reading - Students will read the Readworks article<sup>v</sup>, "How to Say What You're Feeling" to study cause and how to address conflict. We will read using the Close Reading strategies that have been put forth by CMS during the 2015/2016 school year. The process is as follows:

Step 1: Set the Purpose - We will decide as a class why we are reading the text. For example: To answer questions aligned with the Common Core and to learn the both causes and effects of aggressive behavior.

Step 2: Read the entire text without stopping to get the 'gist' - The teacher will read the entire text out loud without stopping as students follow along. Once the text has been read, teacher will cold call (call on a student without warning or without a raised hand) and ask them what the gist, or main idea, of the passage was.

Step 3: Chunk Text - Students mark the lines between paragraphs to separate them from one another for the purposes of rereading them.

Step 4: Reread and mark important vocabulary

Step 5: Write a gist or summary for each section - Students will write 5-7 words summarizing each paragraph as they reread the chunked text. Students will complete Step 4 as they do this.

Step 6: Reread and record any information - Here students will read the comprehension and vocabulary questions and go back into the texts to find the answers as well as evidence that supports those answers.

Text will be read and analyzed using the Close Reading strategies listed above, (Steps 1-5).

#### Day 4

Close Read: Students will skim the passage for approximately 3 minutes to refresh their memory of important facts from yesterday's passage. They will then read the questions and go back into the text to find the answers. After approximately 15 minutes, students will work in pairs to check their answers against one another. This should take no more than 5 minutes. We will then discuss the article and its relation to the words, "aggression," and "enemy." How does the article discuss aggression? What point of view is it being told in? What advice does it give about resolving conflict, aka dealing with an "enemy?"

What's the Problem? - Students will be given a list of situations where a conflict occurs between two people<sup>vi</sup>, On a new, blank Cause and Effect chart, they will identify the cause of each situation.

Role Playing - Students will be assigned partners and will be randomly given a situation from page 4 of the above listed worksheet. Students will look at the cause of their situation and determine what the conflict is. They will then each choose a character to play and act out the situation. They will determine the protagonist as well as the antagonist and be prepared to explain why they chose each character as such. They will decide how their character will respond to the situation, and then write what effect that will have on the story. For Example: One of the situations is: *You and your best friend have plans for the weekend, and you have been looking forward to hanging out all week. On Friday afternoon, your friend tells you you'll have to do it another time because he is doing something with someone else.* In this situation, the pair will decide - A. Who the

protagonist is/B. Who the antagonist is/C. What the conflict is/D. How both characters will respond in this situation/E. What the effect of that decision will be. Pairs will take turns presenting what they wrote to the class, demonstrating all components of the activity. This worksheet will count as one of their homemade textbook practice pages and will need to be saved for reference for later in the unit. As students watch each exercise, they will record the information on conflict, protagonist and antagonist, character response, and effect onto their own charts.

### Day 5

Role Playing (Continued) - Students will continue presenting their situations in pairs until all students have performed.

Writing Prompt - On their own, students will answer the following questions in their writing notebook:

1. Look at your definition of the word “enemy”. Who was the enemy in your situation? What evidence from your definition and the text supports your answer?
2. What would happen if the situation were told from the antagonist’s perspective? Would that change the effect of the story?

Socratic Seminar - After they have finished writing, teacher will present questions and students will share what they wrote. Students may respond to each other’s comments or merely listen.

### Day 6

Diary Entries - Distribute pages 27-29 of The Diary of the Freedom Writers, (Diary 14). Students will read the text on their own to get the “gist”, then we will read it together, stopping to discuss what we read and what impact it had on us. As students read for the first time, they will underline unknown words or phrases. When we read as a class, they will raise their hands when we see any of those words and we will use context clues to determine the meanings.

Journal Creation - Students will be given 10 pieces of loose leaf paper each. They will use a piece of computer paper (with 3 holes already punched in it) to make a cover for their journal with their name and Block number on it. They will then use gold fasteners to bind the papers together and create their classroom journal.

Mini-Lesson - Students will learn how to write in their journals following the diary-entry model. All diary entries must include:

- The date
- The words *Dear Diary* or *Dear Journal* at the top of the page

- AT LEAST 4 complete sentences that include an introduction statement, the answer to the writing prompt, and a concluding statement

Journal Entry 1 - What connections can you make to this diary entry?

Day 7

Socratic Seminar - Introduction to The Outsiders: Put the following questions on the board and pose them to the students –

1. Have you ever felt like you don't belong? What makes you feel that way?
2. Who in your life have you considered to be an "enemy?"
3. What would you be willing to do to protect your "honor?" What would you be willing to do to protect the ones that you love?

Video: Watch trailer for The Outsiders:

<https://www.youtube.com/watch?v=0izmGO60fW4> (Book Trailer) What do you think the book is going to be about? How do you think the topics of aggression, war, enemy and honor will be demonstrated in the book?

Novel Studies Folder - Students will each be given a manila folder. They will write their name and Block number on the folder as well as the words "Novel Studies Folder" on the front. They will then staple the Text Codes Worksheet<sup>vii</sup> onto the back panel of the folder to be used as a guide for annotating while reading the text.

Begin Reading, The Outsiders by S.E. Hinton.

Days 8-28

Read the novel, The Outsiders. Students will be responsible for ten pages of text per class day, (the book has a total of 180 pages, with two days built in to complete character charts, vocabulary<sup>viii</sup> sheets, and allow for quizzes and other assessments). Most of the text will be read and discussed in class, but any pages that are not read in class will be assigned as homework.

Daily Activities -

1. Vocabulary Worksheets: Students will each receive pages 3-18 of the vocabulary study posted by the National Health and Science Initiative<sup>ix</sup> Each week will be assigned its own vocabulary list (there are 4 total and the unit will take 4 weeks). As we read the text aloud, we will stop at the vocabulary words listed and discuss their meanings. On their worksheet, students will record synonyms/textual usage of the word underneath its definition. At the end of each week, students will

- submit their “Fill in the Blank” pages for that week’s assigned list. At the end of the novel, we will review the words that we have learned throughout the unit by studying the worksheets and playing a Kahoot! game to review the words. They will take the vocabulary quiz on pages 19-21 of the vocabulary study to assess knowledge of the words.
2. Character Charts - In the students’ novel studies folders, they will have a packet with one page dedicated to each main character in the book, (Ponyboy, Darry, Sodapop, Dally, Two-Bit, Steve, Johnny, Cherry, and Bob). As we read the book, we will add information to the character sheets using four different categories: Physical appearance, personality/character traits, group they are associated with, (Greaser or Soc), and the actions that the character takes.
  3. Psychological Profile - Using the following model, students will work on a project throughout the book working on a psychological profile of the character of their choice. They will include why they chose that character, the character’s home/personal life, their family history, what the character does, and any other relevant information that would contribute to what makes the character who they are.<sup>x</sup>
  4. Journal Entries - As discussed above, students will record in their journals every 2-3 days. Depending on the lesson being taught that day, students will answer several different writing prompts. Some examples are as follows:
    - Write about an act of aggression that you witnessed this week. What was the act? What caused it? What was its effect? Could the situation have been changed if one of the people involved had acted differently?
    - Write about the motivations of Dally in helping Johnny and Ponyboy escape from the cops. Why did he help them? What does this say about his character?
    - What are some of the global effects of aggression? How do acts of violence between people at a young age turn into violence on a larger scale?
    - What are your feelings as you are reading this text? Have you ever felt like an outsider who needs to battle to get respect and/or protect themselves?
  5. Discussion Questions - Using question stems and concepts of theme, point of view and characterization, we will ask and answer questions about the story, plot, theme, and text structure as we read each day.

**DIFFERENTIATION FOR ESL AND EC LEARNERS:** Using the website Storyboardthat, teacher can make a storyboard with captions showing the progression of events throughout the story. Using the free trial of the website, two storyboards of 6 panels each can be made per week, allowing enough room for the main events of the story. Images can be filled in advance but students will be responsible for writing descriptions of what’s happening in the text and analyzing how these events affect the plot of the story. These can be printed off and stored in the students’ novel studies folders.

Anchor charts mapping the characteristics of each main character is another useful tool for helping students to visualize the concepts and serve as a reminder for when the students are completing their writing assignments.



## Day 30

Video - We will watch the TedTalk by John Hunter called “The World Peace Game” and discuss what world peace means and how the method that he suggests can be used to negate aggressive behavior and prevent conflict.

Informational Text - After we have read the novel and taken our assessments, we will spend one day discussing peace education and how to resolve conflicts. We will read an article from Newsela, “Mental-health Services Needed to Stop School Violence, Experts Say,” in order to examine one method for evaluating the causes of violence and instituting peace in a school setting. After reading the article, (which can be printed at different Lexile levels for differentiation purposes), we will answer the attached questions and then discuss different methods for preventing violence and promoting understanding in order to lessen aggressive behavior. We will also discuss how different acts of aggression can have global outcomes and draw connections between violence in schools and the violence that the world is experiencing today.

## Days 31-33

Students will be presented with their project options. They will choose the project that they want, pick their own groups, and begin researching their chosen topic using their notes, novels, journals, and the internet.

## Days 34-35

Students will present their projects to the class. As their classmates present, the other students will take notes and ask questions when the presentations are over.

## Appendix 1: Implementing Teaching Standards

RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

This is a skill that is taught throughout the year and is reinforced during every unit on literature. Throughout the unit, students will have to support analysis of the text in the journals, characterizations on the charts and psychological profiles, and research for their presentations with evidence from the text.

RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

This will be examined through the storyboards, the stem and comprehension questions asked while reading, and the character charts as we chart the growth of the characters throughout the story.

RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

This standard is visited repeatedly in every unit as discovering the meaning, both connotative and denotative, of unknown words is essential to the comprehension of every text. Words will be determined and analyzed using the Frayer Model, vocabulary worksheets, and on-the-spot defining of unknown words using context clues.

RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

This is accomplished when performing close readings of the text, when we read a passage once for the main idea, then revisit the same text in order to allow for deeper analysis.

(SAME FOR RI 6.1, 6.4 and 6.5)

W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

This will be addressed in the writing of journal entries as well as the final project which allows for creative interpretations as well as informational writing.

## Resources

### Required Materials

1. Homemade textbook - This is used for recording notes and practice activities as well as recording definitions of unfamiliar words.
2. Writing Notebook - This is a notebook that the students obtained at the beginning of the year. Any non-major writing assignments not associated with the novel study are recorded here and are collected periodically for review by the teacher.
3. A Copy of The Outsiders (class set in Media Center to be used if Donors Choose is unable to fund copies for each student) - This is the novel required for the students in order to successfully complete this unit. They will need their own copies, if possible, in order to annotate the text using their text code worksheets. If students cannot obtain their own novels, they will use post-it notes to record their annotations.
4. Manila Folders - These will be used to store all materials related to the novel study, including character charts and vocabulary worksheets.
5. Handmade Writing Journals - These are created by the students and are used to record their thoughts and to answer relevant writing prompts throughout the unit.
6. Necessary Texts and Worksheets (to be distributed by the teacher) - Printed as needed
7. Google Chrome Book (or other technological device) in order to submit assignments online and for researching purposes

## Reading Lists for Students

1. Hinton, S. E. *The Outsiders*. Platinum ed. United States, NY: Penguin Group US, 2012.

Novel used to reinforce lessons on aggression, conflict, honor, and conflict resolution.

2. Gruwell, Erin. *The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World around Them*. New York: Doubleday, 1999.

Model used for diary entries in classroom journal. Also addresses themes of conflict and aggression.

3. "Mental-health Services Needed to Stop School Violence, Experts Say." Newsela. April 16, 2014. Accessed November 8, 2015. <https://newsela.com/articles/mentalhealth-schoolviolence/id/3428/>.

Reading on source causes of violence and effects of counseling in schools.

## Reading Lists for Teachers

1. Noddings, Nel. *Peace Education: How We Come to Love and Hate War*. Cambridge: Cambridge University Press, 2012.

Book on Peace Education, the centrality of war, and how to implement lessons of peace in the classroom.

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<sup>i</sup> Activities for CU – 11/23/2015

<https://docs.google.com/document/d/1D1ea4moRHwO1P7rfhFjmPFG10WEknnRlh7CFmr1lI0M/edit?usp=sharing>

<sup>ii</sup> Types of Conflict 4,” accessed November 15, 2015, <http://www.ereadingworksheets.com/free-reading-worksheets/types-of-conflict-worksheets/>

<sup>iii</sup> All About Adolescent Literacy – Last accessed 11/23/2015 - <http://www.adlit.org/strategies/22369/>

<sup>v</sup> Readworks.org – Last accessed 11/22/2015

[file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5450/home/teachers/cheryl1.hanly/Downloads/830\\_how\\_to\\_say\\_what\\_you%2527re\\_feeling.pdf](file:///cluinstdfs04.cmsdomain.cms.k12.nc.us/5450/home/teachers/cheryl1.hanly/Downloads/830_how_to_say_what_you%2527re_feeling.pdf)

<sup>vii</sup> Non-Fiction Strategy 4 – Mike Krambeck – Last Accessed 11/22/2015 -

<https://sites.google.com/site/papillionjuniorhighenglish/Home/latest-news/non-fictionstrategy4--textcoding>

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viii Vocabulary Study: *The Outsiders* by S.E. Hinton – Last accessed 11/22/2015  
[http://www.nms.org/portals/0/docs/freelessons/ela\\_vocab/outsiders.pdf](http://www.nms.org/portals/0/docs/freelessons/ela_vocab/outsiders.pdf)

x Creating Psychological Profiles for *To Kill a Mockingbird* – Last accessed 11/22/2015 – Lauren A. Gibbons  
<http://www.readwritethink.org/classroom-resources/lesson-plans/creating-psychological-profiles-characters-1184.html>