The Outsiders

by

S.E. Hinton

Literature Guide Developed by
Kathleen Woken Rowley
for Secondary Solutions®
# The Outsiders Literature Guide

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About This Literature Guide

Secondary Solutions is the endeavor of a high school English teacher who could not seem to find appropriate materials to help her students master the necessary concepts at the secondary level. She grew tired of spending countless hours researching, creating, writing, and revising lesson plans, worksheets, quizzes, tests, and extension activities to motivate and inspire her students, and at the same time, address those ominous content standards. Materials that were available were either juvenile in nature, skimpy in content, or were moderately engaging activities that did not come close to meeting the content standards on which her students were being tested. Frustrated and tired of trying to get by with inappropriate, inane lessons, she finally decided that if the right materials were going to be available to her and other teachers, she was going to have to make them herself. Mrs. Bowers set to work to create one of the most comprehensive and innovative Literature Guide sets on the market. Joined by a middle school teacher with 21 years of secondary school experience, Secondary Solutions began, and has matured into a specialized team of intermediate and secondary teachers who have developed for you a set of materials unsurpassed by all others.

Before the innovation of Secondary Solutions, materials that could be purchased offered a reproducible student workbook and a separate set of teacher materials at an additional cost. Other units provided the teacher with student materials only, and very often, the content standards were ignored. Secondary Solutions provides all of the necessary materials for complete coverage of the literature units of study, including author biographies, pre-reading activities, numerous and varied vocabulary and comprehension activities, study-guide questions, graphic organizers, literary analysis and critical thinking activities, essay and writing ideas, extension activities, quizzes, unit tests, alternative assessment, and much more. Each Guide is designed to address the unique learning styles and comprehension levels of every student in your classroom. All materials are written and presented at the grade level of the learner, and include extensive coverage of the content standards. As an added bonus, all teacher materials are included.

As a busy teacher, you don’t have time to waste reinventing the wheel. You want to get down to the business of teaching. With our professionally developed teacher-written Literature Guides, Secondary Solutions has provided you with the answer to your time management problems, while saving you hours of tedious and exhausting work. Our Guides will allow you to focus on the most important aspects of teaching—the personal, one-on-one, hands-on instruction you enjoy most—the reason you became a teacher in the first place.

Secondary Solutions
The First Solution for the Secondary Teacher®
www.4secondarysolutions.com
How to Use Our Literature Guides

Our Literature Guides are based upon the National Council of the Teachers of English and the International Reading Association’s national English/Language Arts Curriculum and Content Area Standards. The materials we offer allow you to teach the love and full enjoyment of literature, while still addressing the concepts upon which your students are assessed.

These Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Most importantly, you now have a variety of valuable materials to choose from, and you are not forced into extra work!

There are several distinct categories within each Literature Guide:

- **Exploring Expository Writing**—Worksheets designed to address the exploration and analysis of functional and/or informational materials and of the historical aspects of the text
  - **Author Biography** including heritage, beliefs, and customs of the author
  - **Historical Context**, including allusions and unique diction, comparison of situations across historical eras, analysis of theme relevant to the historical era
  - **Biographies of relevant non-fictional characters**
- **Comprehension Check**—Similar to Exploring Expository Writing, but designed for comprehension of narrative text—study questions designed to guide students as they read the text.
  - Questions focus on Reading Comprehension and Analysis and cover a wide range of questioning based on Bloom’s Taxonomy
- **Standards Focus**—Worksheets and activities that directly address the content standards and allow students extensive practice in literary skills and analysis. Standards Focus activities are found within every chapter or section. Some examples:
  - **Literary Response and Analysis**, including Figurative Language, Irony, Flashback, Theme, Tone and Mood, Style, and Aesthetic Approach, etc.
  - **Writing Strategies**, including developing thesis statements, audience and purpose, sentence combining, concise word choice, developing research questions, etc.
- **Assessment Preparation**—Vocabulary activities which emulate the types of vocabulary/grammar proficiency on which students are tested in state and national assessments. Assessment Preparation activities are found within every chapter or section. Some examples:
  - **Writing Conventions**, including Parts of Speech, Precise Word Choice, Punctuation
  - **Vocabulary and Word Development**, including Context Clues, Connotation/Denotation, Word Roots, Analogies, Literal and Figurative Language
- **Quizzes and Tests**—Quizzes are included for each chapter or designated section; final tests as well as alternative assessment are available at the end of each Guide.
- **Pre-Reading, Post-Reading Activities, Essay/Writing Ideas plus Sample Rubrics**—Each Guide also has its own unique pre-reading, post reading, and essay/writing ideas and alternative assessment activities.

Each Guide contains handouts and activities for varied levels of difficulty. We know that not all students are alike—nor are all teachers! We hope you can effectively utilize every aspect our Literature Guides have to offer—we want to make things easier on you. If you need additional assistance, please email us at info@4secondarysolutions.com. Thank you for choosing Secondary Solutions—The First Solution for the Secondary Teacher.
Pre-Reading Preparation
Author Biography: S.E. Hinton

Susan Eloise Hinton was born on July 22, 1948 in Tulsa, Oklahoma. A self-confessed tomboy, Hinton grew up wanting to be a cowboy or a writer. She was an avid reader, but found the young-adult books she read rather unoriginal and unrealistic. At age sixteen, aggravated with the social climate at her high school and frustrated with the quality of available reading materials, Hinton took pen to paper and wrote one of the most-read and loved books for young adults: The Outsiders. This first edition, published in 1967, was an instant success, earning numerous awards.

Hinton wrote The Outsiders under the pen name S.E. Hinton, after publishers expressed concern that a woman’s name on the book would keep boys, the target audience, from reading it. The trick worked, and The Outsiders became an instant young-adult classic, enjoyed by boys and girls alike.

After writing The Outsiders, Hinton suffered from writer’s block, which caused her to plummet into a depression. After some soul searching and a big nudge from her boyfriend at the time, Hinton wrote the acclaimed That Was Then, This Is Now which was published in 1971. She married her then-boyfriend, David, in 1970, and they eventually had a son, Nicholas, in 1983.

In 1975, S.E. Hinton published Rumble Fish, then Tex in 1979. In 1983, the movie, The Outsiders, was released. Hinton worked closely with the director, Francis Ford Coppola and with up-and-coming stars Tom Cruise, Matt Dillon and Rob Lowe. Later, Rumble Fish, Tex and That Was Then, This Is Now were also made into movies. In 1988, she wrote Taming the Star Runner and in 1995, deviated from writing for young adults and wrote two children’s books, The Puppy Sister and Big David, Little David.

After almost 20 years, Hinton made a literary comeback with the adult novel, Hawkes Harbor, which was published in 2004. Although Hawkes Harbor is a far more mature and complex novel than her earlier works, Hinton continues to captivate and entertain readers, just as she did with her very first novel.
Standards Focus: Exploring Expository Writing

Directions: After reading the article above, answer the following questions on the lines provided. Be sure to use complete sentences.

1. What does it mean to be a “self-confessed tomboy”? ____________________________________________________________

2. Why did Hinton use only the initials of her first and middle names when publishing The Outsiders? ____________________________________________________________

3. Explain why it took Hinton so long to write and publish another book after The Outsiders. ____________________________________________________________

4. Which of her books were eventually made into movies? ____________________________________________________________

5. In the following sentence, “In 1988, she wrote Taming the Star Runner and in 1995, deviated from writing for young adults and wrote two children’s books, The Puppy Sister and Big David, Little David,” what does the word deviated mean? ____________________________________________________________

6. What is Hinton’s most recent novel and how is it different from her other novels? ____________________________________________________________

7. What 2-3 questions would you ask if you were granted a personal interview with Hinton? ____________________________________________________________

8. In your opinion, why do you think there isn’t much personal information about Hinton in this short biography? ____________________________________________________________

9. On a large sheet of paper, use the information in this biography to help you draw a timeline of Hinton’s life and works. Be sure to include important dates, showing her literary accomplishments and major events in her life. Illustrate with pictures and include a colorful key.
The Outsiders

Anticipation/Reaction Guide

Directions: Before reading the novel, read and think about the statements below. In the “Before Reading” column, write “yes” if you agree with the statement, “no” if you disagree with the statement, and “?” if you don’t have a strong opinion about the statement. After reading the novel, you will complete the last column, revisiting your responses.

Yes = I agree  No = I disagree  ? = I don’t know

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>Statement</th>
<th>After Reading</th>
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<tbody>
<tr>
<td></td>
<td>1) Most kids who join gangs do it because they are bad kids and want other kids like them to get into trouble with.</td>
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<td></td>
<td>2) Most people stand up for what they think is right, whether or not others agree with them.</td>
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<td>3) Physical violence is never appropriate to solve a problem.</td>
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<td>4) It is more important to be a part of the “group” than to be an individual.</td>
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<td>5) Teasing, humiliation, and harassment are a part of teenage life and should be accepted as just a part of growing up.</td>
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<td>6) Peer pressure is a huge influence on the thoughts and actions of a teenager.</td>
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<td>7) Once people do something really bad, they are labeled as “bad” and won’t ever do anything good.</td>
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<td></td>
<td>8) Many kids feel left out of social groups in school.</td>
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<td></td>
<td>9) Teenagers are too young and inexperienced to write a book.</td>
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After completing the “Before Reading” column, get into small groups, and have one student record the group members’ names. The recorder should then draw a chart like the following on a separate piece of paper, numbering from 1-9. Tally the number of “yes”, “no” and “?” responses for each question, as shown in the example below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>I Don’t Know</th>
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<tr>
<td>#1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
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Once you have collected your data, discuss those issues about which your group was divided. Make your case for your opinions, and pay attention to your classmates’ arguments. Once you have discussed all of the issues, return to your seat and answer the following questions on your own on the back of your paper or on a separate sheet of paper.

Individual Reflection
1. Which statement (1-9) triggered the most thought-provoking or interesting discussion?
2. Summarize the discussion/debate.
3. For any of the statements which were discussed, what were some of the strongest or most memorable points made by your group members?
4. How did you react when a group member disagreed with your opinion about an issue? Did anything a group member said make you want to change your opinion?
Standards Focus: Elements of the Novel

A novel is a type of literary work which is lengthy (generally between 100-500 pages), and uses all of the elements of storytelling: plot, climax, characters, setting, point of view, and theme. Novels usually have several conflicts involving several main characters, and more than one setting. As you read The Outsiders, pay attention to each of the characteristics of a novel, and see how well the book fits into the novel format.

- **Plot**—the related series of events that make up a story
- **Climax**—(part of the plot) the turning point of the story; emotional high point for the character
- **Conflict**—the struggle(s) between opposing forces, usually characters
- **Character**—the individuals involved in the action of the story
- **Setting**—the time and place, or where and when the story occurs
- **Point of View**—the viewpoint from which a story is told (Who is telling the story?)
- **Theme**—the main idea behind a literary work; the “message” in the story

**Directions:** For any novel you have already read, complete the organizer below. In the center, for the book you have chosen, fill in the name of the novel, then write a brief description of each element indicated in the ovals around it.
Allusions and Terminology

Chapters One-Three

- Paul Newman (1) – actor, famous from the 50s; died in 2008
- greaser (1) – tough-guy, usually poor, common bad-guy of the 50s; characterized by long, greasy hair, blue jeans and T-shirts; often trouble-makers who steal, fight, and drop out of school
- digs (2), dig (13) – likes; loves; admires
- Socs (Socials, Socies, Soc) (2) – “higher class” kids; even though poor behavior was not often attributed to them, they often behaved badly; dressed well, drove fine cars, popular in school
- madras shirt (5) – plaid cotton front-button shirt made in India, popular during the 50s and 60s
- two-bits (10) – say; input; opinion
- Will Rogers (10) – famous humorist from the early 1900s
- gang rivalry (11) – competition or opposition between gangs
- hacked off (12) – mad; angry
- the cooler (12) - jail
- blade (13) – switchblade; pocket knife
- kid brother (13) – younger brother
- Nightly Double (14) – two movies featured together at the drive-in theater for the price of one admission
- boozed up (14) – drunk; intoxicated
- broad (14) – woman; girl; girlfriend
- Mustangs / Corvairs (15) – cars that were popular with the younger crowd during the 60s
- Great Expectations (15) – novel by Charles Dickens
- Pip (15) – main character from Great Expectations
- hood (15) – hoodlum; gang-banger; bad-guy; trouble-maker
- dig (17) – understand
- savvy (17) - understand
- goof around (19) – kill time; hang out; play around; mess around
- Kools (19) – brand of cigarettes
- drive-ins (19) – restaurants that serve food to customers while they remain in their vehicles
- fuzz (20) - police
- struck dumb (21) – shocked; left speechless; dumbstruck
- barrel race (22) – one of several types of competition in a rodeo, usually entered by females
- grade school (23) – elementary school
- DX (23) – a brand of gasoline
- a doll (23) – cute; hot; fine; good-looking
- saddle bronc (23) – rodeo rider
- swinging (27) – awesome; rockin'
- Chessy cat (27) – Cheshire cat, known for its huge toothy grin
- Arabian slave traders (28) – slave traders, before the 16th century, preferring female slaves
- ten camels (28) – camels were often used as barter in the Arab countries
- dames (29) – women; girls; females
- weed (30) – during the 1950s and 1960s, a cigarette
- concession stand (30) – snack bar; place to purchase refreshments at a game, movie, or other event
- reform school (35) – school for bad kids, usually in lieu of going to jail
- the Beatles (37) – world famous musical group from the 60s – 80s and beyond
- Elvis Presley (37) – rock ‘n’ roll singer, famous during the 50s and still popular today
- rank (37) – lousy; bad
- rep (39) – slang abbreviation for reputation
- pure quarter (40) – quarter horse, bred for racing
barmaid (43) – cocktail waitress; female bartender
yeller cur dog (48) – yellow hunting dog

Chapters Four-Six
- reeling pickled (54) – falling-down drunk
- English Leather (54) – a brand of men’s cologne
- fixed races (58) – illegal practice in which the results of races are predetermined by some underhanded means, often by payoff
- bootlegging (58) – making alcohol, usually for profit—illegal because taxes are not paid to the government for the rights
- dandy (58) - fine
- Hank Williams (58) – country music singer, most popular in the 40s and early 50s
gross (58) – disgusting
crocked (59) – drunk; intoxicated
towheaded (59) – so blonde that the hair appears almost white
lay over (60) – stay; spend the night
reformatory (65) – reform school; home for juvenile delinquents
pump (69) – water pump, often used where there is no running water inside the building
pansy (72) – sissy
T-Bird (80) – Ford Thunderbird automobile
Sting Ray (85) – model of Corvette—a car manufactured by Chevrolet in the 1950s and 60s
beefed (89) – angered
Yankee dime (90) – colloquialism for darn, care, dang
smarting (92); smarted (93) – hurting; hurt
JD’s (95) – juvenile delinquents

Chapters Seven-Nine
- stoned (111) – drunk
dough (111) – money
Reader’s Digest (132) – magazine-like book of stories, jokes, and anecdotes issued monthly
sucker (146) – someone who believes a lie or falls for a story

Chapters Ten-Twelve
- beat (160) – exhausted; worn-out
- Perry Mason (167) – a detective in the TV show of the same name
Idioms and Expressions

Chapter One
- lone it (loned it) (1,2) – do (did) it alone
- happy-go-lucky (2) – carefree; easy going; easy to get along with
- use my head (4) – think carefully about the consequences of my actions
- scared of his own shadow (4) – unreasonably afraid of most everything
- like a bump on a log (4) – without reacting; showing no action
- for Pete’s Sake (6) – equivalent to for goodness sake, or for crying out loud; used to express annoyance or surprise
- bleedin’ like a stuck pig (7) – bleeding heavily, as though stabbed
- lift a hubcap (9) – steal a hubcap, a practice that was common among troublemakers in the fifties
- upside-down and backward (9) – thoroughly; from all angles; in every way
- to save his life (10) – as if it were a matter of life and death
- by your lonesome (13) – on your own; alone
- No, sirree, Bub (13) – absolutely not
- takes up (13) – sticks up; protects
- two-timin’ (14) – going out with two guys (girls) during the same time period behind the back of one or both partners
- marked lousy (15) – branded with the reputation of being someone bad or one to stay away from

Chapter Two
- got wise to us (19) – figured out what we were up to
- shut your trap (21) – stop talking!
- stuck-up (21) – conceited; egotistical; self-important
- sizing him up (24) – watching closely to try to determine what kind of person he is
- couldn’t say “boo” to a goose (24) – was very shy, timid
- not over his dead body (34) – he will do everything he can to prevent it
- as white as a sheet (34) – very pale; blood has rushed from her face
- have it made (34) – have everything they could ever ask for
- hitting it off (35) – getting along really well
- sweet-talking (35) – complimenting / flirting, “kissing up” in order to get what one wants
- beat the tar out of her (35) – beat her up badly
- half-crocked (35) – drunk

Chapter Three
- keep her guard up (38) – watch what she says and does
- like it or lump it (43) – accept the situation the way it is because you can’t do anything to change it
- chip off the block (48) – just like his father
- so quick it’d make your head spin (50) – so fast you wouldn’t realize it had happened
Chapter Four
- You ain't a'woofin' (53) – you aren't kidding; yes; absolutely
- lose my head (55) – lose my temper; become really angry
- Get ahold of yourself (57) – take control of yourself
- He didn't bat an eye (59) – He didn’t think anything of it
- pack a punch (60) – hit hard

Chapter Five
- My head swam (70) – I was dizzy from fear or other strong emotion
- Fancy meetin’ you here (70) – Imagine meeting (coming across) you here
- did a double take (72) – looked, looked away, quickly looked again
- like a fiend (78) – like someone who is addicted
- through the mill (80) – abused; badly treated
- you’d better believe it (82) – absolutely; for sure
- a ride for your money (82) – if you were paying for this, it would be well-worth the money you paid
- havin' it out (83) – fighting

Chapter Six
- rubbed him the wrong way (89) – did something that went against his nature; did something to upset him; likened to petting a cat in the wrong direction, which irritates it out of the corner of his eye (89) – through his peripheral vision, without looking straight at it

Chapter Seven
- in stitches (100) – laughing and giggling
- getting a kick out of all this (101) – having fun with it; enjoying himself
- going-on-seventeen (104) – near his seventeenth birthday
- lay off (107) – leave me alone; quit pestering me
- dead to the world (111) – extremely tired and sleepy
- by my lonesome (112) – alone
- lay down the law (116) – set forth the rules and expect them to be followed
- raise the roof (116) – become furiously angry

Chapter Eight
- cuss us out (123) – call us every kind of profanity (swear word) she could think of
- two of a kind (124) – very much alike in many different ways
- passed out cold (125) – fainted
- almost jumped out of my skin (126) – was totally frightened or startled
- get away with murder (126) – not receive any punishment for any trouble caused
- play chicken (127) – act like you are afraid
- What's up with the big-times? (127) – What are you guys doing? [friendly]
- booze-hound (129) – one who drinks alcohol to excess

Chapter Nine
- spruced up (131) – cleaned up and nicely dressed
- in a jam (135) – in some kind of trouble
Name _____________________________________________ Period _______________

- Get thee hence (136) – get over here (reference to the Bible)
- off my nut (137) – crazy
- get somewhere (138) – make a successful person of himself
- start the fireworks (139-140) – start the action/fight
- bopper (140) – fighter; one involved in a rumble
- sat tight (146) – sat firmly in his seat, holding on for security
- give me any static (147) – give me any trouble; try to stop me

**Chapter Ten**
- in a daze; in a stupor (150) – not thinking clearly; not behaving normally
- help a bluff (153) – make it easy to fool someone
- right off the bat (159) – immediately; right away

**Chapter Eleven**
- cold-blooded (166) – evil; cruel; brutal

**Chapter Twelve**
- goofing up (169) – making a big mistake; not paying attention to details
- like all git-out (172) – extremely; to the highest degree imaginable; considerably
- living in a vacuum (173) – shutting oneself off from life’s realities
- bawl-baby (176) – crybaby; one who cries with very little provocation
- beefs (178) – gripes; complaints
The Outsiders Vocabulary

**Directions:** Below is a list of the vocabulary words from each chapter of the novel. Look up the definitions for each word, and keep your list for use with vocabulary activities.

<table>
<thead>
<tr>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
<th>Chapter 6</th>
<th>Chapter 7</th>
<th>Chapter 8</th>
<th>Chapter 9</th>
<th>Chapter 10</th>
<th>Chapter 11</th>
<th>Chapter 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>disgrace (page 3)</td>
<td>roguishly (22)</td>
<td>gallantly (37)</td>
<td>unceasingly (56)</td>
<td>gorggy (69)</td>
<td>surveyed (86)</td>
<td>mimicking (100)</td>
<td>numbly (119)</td>
<td>mortal (134)</td>
<td>stupor (150)</td>
<td>idolized (162)</td>
<td>flinching (168)</td>
</tr>
<tr>
<td>madras (5)</td>
<td>winced (23)</td>
<td>aloofness (38)</td>
<td>apprehensive (59)</td>
<td>reluctantly (71)</td>
<td>bewilderment (88)</td>
<td>radiates (101)</td>
<td>faltered (121)</td>
<td>grimacing (134)</td>
<td>cocky (162)</td>
<td>acquitted (168)</td>
<td></td>
</tr>
<tr>
<td>muttered (5)</td>
<td>incredulous (24)</td>
<td>ornery (39)</td>
<td>defiance (59)</td>
<td>imploringly (72)</td>
<td>conviction (89)</td>
<td>bleak (103)</td>
<td>resemblance (123)</td>
<td>affectionately (135)</td>
<td>remark (164)</td>
<td>composition (169)</td>
<td></td>
</tr>
<tr>
<td>cowlick (6)</td>
<td>scowled (24)</td>
<td>elite (41)</td>
<td>ruefully (60)</td>
<td>sullenly (73)</td>
<td>tangle (89)</td>
<td>drewled (106)</td>
<td>divert (125)</td>
<td>superiority (135)</td>
<td>liable (165)</td>
<td>roundabout (170)</td>
<td></td>
</tr>
<tr>
<td>reckless (7)</td>
<td>nonchalantly (25)</td>
<td>dumfounded (42)</td>
<td>reformatory (65)</td>
<td>quavering (74)</td>
<td>hesitation (90)</td>
<td>cocksure (109)</td>
<td>veered (175)</td>
<td>menace (136)</td>
<td>corny (172)</td>
<td>corny (172)</td>
<td></td>
</tr>
<tr>
<td>bawl (8)</td>
<td>scatterbrained (27)</td>
<td>cunning (43)</td>
<td>premonition (67)</td>
<td>eluded (78)</td>
<td>defeated (92)</td>
<td>recurring (110)</td>
<td>vast (179)</td>
<td>conformity (137)</td>
<td>delirious (156)</td>
<td>vast (179)</td>
<td></td>
</tr>
<tr>
<td>quiv 12ering (9)</td>
<td>shanghai(ing) (28)</td>
<td></td>
<td></td>
<td>vital (80)</td>
<td>plasma (95)</td>
<td>aghast (112)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>unfathomable (10)</td>
<td>heaters (29)</td>
<td></td>
<td></td>
<td>indifferent (80)</td>
<td>hyste 1rics (96)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>rarities (11)</td>
<td></td>
<td></td>
<td></td>
<td>eluded (78)</td>
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<tr>
<td>savvy (17)</td>
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<td></td>
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</tr>
</tbody>
</table>

**Chapters One-Three**

**Standards Focus: Note-Taking and Summarizing**

For some students, reading can be a difficult, tedious task. Part of the problem is that many students do not have the tools to read for meaning, and become disinterested because they cannot follow the action or don’t understand the characters. Below is a chart that you will be completing as you read *The Outsiders*. It is designed to help you understand the action, conflict and characters and to eventually appreciate the author’s reasons for writing the book.

**Directions:** For Chapters 1-3, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Try to keep your summaries short—a few words and phrases. You do not need to write in complete sentences. Chapter One has been done as an example for you.

<table>
<thead>
<tr>
<th>Chapter One</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
</table>
|             | outside movie theater | Ponyboy gets jumped by a group of Socs; is saved by his friends—the greasers from the East Side | 1) Ponyboy, Soda, and Darry are brothers  
2) Socs are the Greasers’ enemy  
3) Johnny was beaten badly by the Socs at some point  
4) Ponyboy is 14 and good in school |
| Chapter Two |         |                                               |                                               |
Now that you have read and taken notes on Chapters 1-3, make a prediction (educated guess) about what you believe will happen next in the novel.

**My Prediction:**

<table>
<thead>
<tr>
<th>Chapter Three</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
</table>

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Comprehension Check

Chapters 1-3

Directions: As you read and take notes using the note-taking technique described on page 16, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. You may want to use these questions to help you as you take notes. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter One
1. How does the narrator describe himself?
2. Why does he like to go to the movies alone?
3. What happens to him on the way home from the movies?
4. How does he feel as he is being followed? Why? What signs does he exhibit that tell you this is how he feels? How does he get out of it?
5. What happened to the parents of the narrator?
6. What do we learn is the name of the narrator?
7. Why is Ponyboy so reluctant to tell Darry how he really feels afterwards?
8. Who are Soda and Steve? Where do they work?
9. How did Two-Bit get his nickname? What is his real name?
10. According to Ponyboy, what is different about Dally from the rest of the guys?
11. Why does Darry work so hard?
12. What does Sodapop tell Ponyboy about his plans for Sandy and himself?
13. Describe Ponyboy, Soda, and Darry’s relationship with each other.

Chapter Two
1. How do the boys get into the Nightly Double? Why do they choose to do that?
2. Why does Dally use vulgar and abrasive language with the girls at the movies?
3. How do the girls respond to the insults? From their reactions, what can you conclude about their personalities?
4. Why is Ponyboy uncomfortable about Dally’s behavior?
5. Explain why the girls are okay with Johnny and Pony, but not Dally.
6. Why are the girls alone and without a car?
7. What does Two-Bit do that scares Johnny and Pony? Relate why it is especially frightening to Johnny.
8. What rule do the Greasers follow, besides “stick together”? How do you think these rules came to be?
9. Describe the attack on Johnny. Why do you think the attack was so traumatic to him?

Chapter Three
1. What does Cherry tell Ponyboy about the Socs?
2. Relate the story of Mickey Mouse and Soda. Why do you think it was included in the novel?
3. Explain the reference to the watching the sunset. Why is it an important part of the buildup of the relationship between Cherry Valance and Ponyboy?

4. When the blue Mustang rolls up, what are its occupants hoping to do? What do the Greasers think they want?

5. Give your opinion of Cherry saying, “...if I see you in the hall at school or someplace and don’t say hi, well, it’s not personal...” Explain the reasons for your point of view.

6. What do Pony and Johnny do instead of going home after the movies, and what is the result?

7. Why doesn't Darry call the police when Ponyboy doesn't arrive home until 2:00 a.m.?

8. Why do Ponyboy and Johnny run away?

9. Why does Johnny say he likes it better when his father is hitting him?

10. Paraphrase why Darry seems like such an angry person.
Assessment Preparation: Definitions

Chapters 1-3

Chapter 1
bawl
cowlick
disgrace
madras
muttered
quivering
rarities
reckless
savvy
unfathomable

Chapter 2
heaters
incredulous
nonchalantly
roguishly
scatterbrained
scowled
shanghaing
wincéd

Chapter 3
aloofness
cunning
dumfounded
elite
gallantly
ornery

Directions: Using the word lists above and the definitions you have for each, write the word on the line that best matches the definition given. Bonus: On a separate sheet of paper, write original sentences demonstrating your understanding of the definitions of the words as used in the novel.

1. ___________________________ Which word is the closest in meaning to the definition: acting bravely or nobly?
   acting bravely or nobly?

2. ___________________________ Find the word that is the closest in meaning to: unable to comprehend or understand.
   unable to comprehend or understand.

3. ___________________________ Decide which word means: shaking; trembling.
   shaking; trembling.

4. ___________________________ Find a synonym for the following: skeptical or non-believing.
   skeptical or non-believing.

5. ___________________________ Which word in the list fits the definition: incapable of serious thought?
   incapable of serious thought?

6. ___________________________ Which word is the closest in meaning to the definition: tensed the body; flinched?
   tensed the body; flinched?

7. ___________________________ Decide on a word that means: cleverness or slyness.
   cleverness or slyness.

8. ___________________________ Find a word in the list that fits the definition: made a gloomy or threatening look.
   made a gloomy or threatening look.

9. ___________________________ Which word from the list means: understand?
   understand?

10. ___________________________ Which word fits the definition: playfully, mischievously or dishonestly?
    playfully, mischievously or dishonestly?
11. Find a synonym for: mean, crotchety, or stubborn.

12. Which word is the closest in meaning to the definition: casually; indifferently?

13. Find a word that is close to the definition: careless; without caution?

14. Find the word that could be defined as: persons of the highest class.

15. Decide on a word that means: kidnapping; taking by force.

16. Find a synonym for the following: revolvers; pistols.

17. Which word in the list fits the definition: to cry or wail?

18. Which word is the closest in meaning to the definition: grumbled; mumbled?

19. Decide on a word that means: cotton plaid fabric for shirts or dresses.

20. Find a word in the list that fits the definition: shame; loss of respect or honor.

21. Which word from the list means: an unruly tuft of hair?

22. Which word fits the definition: struck dumb with astonishment or surprise?

23. Find a synonym for: indifference; disinterest.

24. Which word is the closest in meaning to: things that are rare or uncommon?
Standards Focus: Character Development

Chapters 1-3

The characters in a novel or play may be revealed to the reader or audience in a variety of ways. Your main impression of a character is formed through his/her speech or actions, physical description, mannerisms, surroundings, other characters’ reactions to the character, or the writer’s feelings about the character. In Chapters One-Three, Hinton introduces most of the characters from the novel, and through her writing, gives the reader a good idea of each character’s attitude, background, physical appearance, and overall persona. Character development is of major importance to Hinton’s writing.

Directions: To help you remember each of the characters in The Outsiders, fill in the following chart, detailing each individual character’s physical appearance, as well as general attitude and personality type. Then, tell how each character’s social environment has influenced him/her. An example has been started for you. As you proceed through the novel, you will want to add to your description of each character, so keep this activity to use as you read.

<table>
<thead>
<tr>
<th>Name</th>
<th>Physical Description</th>
<th>Personality Traits</th>
<th>Social/Environmental Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ponyboy</td>
<td>Long brownish-red greasy hair, greenish-gray eyes; small for 14, good build;</td>
<td>Likes to be alone sometimes; likes walking; smokes; smart but doesn’t use his head; loves his brother Soda but afraid of brother Darry; scared of girls - not into girls yet; has seen a lot; quiet type</td>
<td>Doesn’t get along with Darry, who yells at him a lot since their parents died 8 months ago</td>
</tr>
<tr>
<td>Sodapop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Name</th>
<th>Physical Description</th>
<th>Personality Traits</th>
<th>Social/Environmental Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnny</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Physical Description</td>
<td>Personality Traits</td>
<td>Social/Environmental Influences</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Two-Bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherry Valance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Physical Description</td>
<td>Personality Traits</td>
<td>Social/Environmental Influences</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>--------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>The Socs (in general)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greasers (in general)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Preparation: Sentence Combining
Chapters 1-3

When a writer creates his story, he uses a combination of different sentence styles to hold
the reader's attention. A good variety in sentence construction makes for much more
interesting reading. Compare the three types of sentences below:

**Simple**—*I don't know which way's best. I'll find out some day.*  (Two sentences; not long or
really very interesting; tell the story, but do not add much flavor to the writing.)

**Compound**—*I don't know which way's best, but I'll find out some day.*  (The same two
sentences combined into one sentence. **Use “but” or “and” to combine the two
sentences.**)

**Complex**—*Because I haven't walked in his shoes, I don't know which way's best, but I’ll find
out some day.*  (The same two sentences are added together, but include a **subordinate
clause** to try to create a clearer, more interesting picture of what the author is trying to say.

- The **main clause** includes a clause that can stand alone.  (*I don’t know which way’s best.*)
- A **subordinate clause** is a clause that cannot stand on its own, because it doesn’t make
sense without more information.  (*Because I haven’t walked in his shoes…*) **Subordinate
clauses often begin with words like because, although, after, if, when, as, and since.**

Part One
Directions: The following is an excerpt taken from *The Outsiders*. Read the excerpt looking
for simple, compound, and complex sentences. **Circle** the simple sentences. **Underline** the
compound sentences. **Double-underline** the complex sentences.

It was almost four months ago. I had walked down to the DX station to get a
bottle of pop and to see Steve and Soda, because they’ll always buy me a couple of
bottles and let me help work on the cars. I don’t like to go on weekends because then
there is usually a bunch of girls down there flirting with Soda—all kinds of girls, Socs
too. I don’t care too much for girls yet. Soda says I’ll grow out of it. He did.

It was a warmish spring day with the sun shining bright, but it was getting chilly
and dark by the time we started for home. We were walking because we had left
Steve’s car at the station. At the corner of our block there’s a wide, open field where
we play football and hang out, and it’s often a site for rumbles and fist fights. We were
passing it, kicking rocks down the street and finishing our last bottle of Pepsi, when
Steve noticed something lying on the ground. He picked it up. It was Johnny’s blue-
jeans jacket—the only jacket he had.
Part Two

Directions: Rewrite the following simple sentences, changing them into compound sentences. You may add some of your own words, but you should keep the same general meaning.

1. I went on walking home. I was thinking about the movie. I suddenly wished I had some company.__________________________

2. We’re poorer than the Socs and the middle class. I reckon we’re wilder, too.__________

3. The girl looked at me. I was half-scared of her. I’m half-scared of all nice girls, especially Socs. __________________________

4. I thought of those hard, pale eyes. Soda was wrong for once, I thought. ________________

5. The Mustang passed us slowly and went right on by. Marcia sighed in relief. __________

Directions: Now add a touch of flair to your sentences. Adding the word given in parentheses, create complex sentences from these simple and compound sentences. You may add words or make minor changes to the wording, but try to keep the meaning.

6. I wondered how he could stand being so handsome. (after)__________________________

7. He liked to show that he didn’t care whether there was a law or not. He went around trying to break laws. (since)____________________________________

8. Dally started talking, loud enough for the two girls to hear. He started out loud and got worse. (as) __________________________

9. Me and Darry just didn’t dig each other. I never could please him. (because)__________
**Assessment Preparation: Sentence Completion**

**Chapters 1-3**

*Directions:* Choosing from the vocabulary words below, insert the correct words on the lines. Each word will be used only once, so be sure to read all the sentences before writing your answers.

bawl  disgrace  muttered  reckless  unfathomable  
incredulous  roguishly  scatterbrained  scowled  winced  
a-loofness  cunning  gallantly  ornery  quivering  

1. The wedding planner's ___________________________ about the quality of the food and service at the reception was a ___________________________.

2. The bride was so upset about her "special day" that she began to ___________________________ and was ___________________________ with every sob.

3. The crowd was ___________________________ as the cranky woman in charge of the affair ___________________________ under her breath and ___________________________ at the guests.

4. When the wedding guests saw the skimpy portions that were being served for dinner, they ___________________________ at the ___________________________ tackiness of the meal.

5. The tables had been decorated in a ___________________________ manner, with ten people seated at a table meant for eight, flowers that were wilted, and even dirty dishes here and there.

6. She ___________________________ took pleasure in embarrassing the bride and groom by making the guests wait outside the reception hall for over an hour.

7. The best man and the matron of honor ___________________________ offered to talk to the manager about the nasty attitude of the wedding planner.

8. With ___________________________ and great skill, the DJ managed to entertain the guests and conceal many of the problems created by the ___________________________ wedding planner.

9. Afterwards, everyone agreed that the ___________________________ woman had ruined the entire wedding reception and should be dismissed from her job for incompetence.

**Now it's your turn!** Using all of the words in the word bank above, write an original paragraph or two to create a scene from *The Outsiders*. Either follow the story line as it is going so far or veer off track to tell the story in your own way.
**Chapters Four-Six**

**Standards Focus: Note-Taking and Summarizing**

Just as you did for Chapters 1-3, use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Remember, try to keep your summaries short—a few words and phrases—not complete sentences.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now that you have read and taken notes on Chapters 4-6, make a prediction about what you believe will happen next in the novel.

**My Prediction:**

<table>
<thead>
<tr>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Six</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Comprehension Check
Chapters 4-6

Directions: As you read and take notes using the note-taking technique described on page 16, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. You may want to use these questions to help you as you take notes. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter Four
1. What happens to Ponyboy at the park?
2. Why does Johnny go after Bob? What is the result?
3. Why does Johnny react so violently to the Socs?
4. To whom do Ponyboy and Johnny go for help? What does he give them? What does he tell them to do?
5. How do the boys get to where they are going? Where are they going to stay?
7. Why do you think the author included the flashback to when all the guys went to church together? Do you think it was important to include that scene? Why?
8. Make a prediction about Ponyboy’s “premonition.” How could this be a hint of something that is being foreshadowed?

Chapter Five
1. When Pony wakes up, why is he alone? What does Johnny bring back?
2. What do the boys do to disguise themselves? Why is Pony so reluctant to do anything with his hair?
3. How did the boys show their feelings as emotion overcame them? Do you think their behavior was “in character” or did it deviate from the image the writer was trying to create? Explain.
4. How do they pass the time over the next few days? What do they eat?
5. Why does Ponyboy get sick on the fifth day at the church?
6. What does Dally bring to Ponyboy from Sodapop? What does Pony learn from it about Darry’s feelings?
7. How did Dally mislead the police?
8. Where do they go in Buck’s car?
9. When Dally says that his heater “sure does help a bluff…” what does he mean?
10. Who is the “spy” Dally speaks of?
Chapter Six

1. “The spy” thinks the whole mess was her fault. Dally agrees that it is. Thinking back on the story, do you believe the trouble they are all in is because of her? Explain.

2. What does Johnny announce that he and Pony are going to do? Why does he think it is best?

3. What does Dally tell Johnny when he asks about his parents? How does Johnny react? How is his reaction different from how Dally would react?

4. What is happening at the church when they return? Describe what they do about it.

5. What happens to Ponyboy and Johnny because of their actions?

6. Why does Dally club Pony across the back?

7. Where are they headed when Pony wakes up? Where are Johnny and Dallas? Describe each of the boys’ injuries.

8. How do Soda and Darry react when they see Ponyboy?

9. Describe the change that has taken place in the relationship between Ponyboy and Darry.
**Assessment Preparation: Sentence Combining Review**

**Chapters 4-6**

When a writer creates his story, he uses a combination of different sentence styles to hold the reader's attention. A good variety in sentence construction makes for much more interesting reading. Compare the three types of sentences below:

**Simple**—I don't know which way's best. I'll find out some day. (Two sentences give information.)

**Compound**—I don't know which way's the best, but I'll find out some day. (The same two sentences combined into one sentence. Use “but” or “and” to combine the two sentences.)

**Complex**—Because I haven't walked in his shoes, I don't know which way's best, but I'll find out some day. (The same two sentences are added together, but include a **subordinate clause** to try to create a clearer, more interesting picture of what the author is trying to say.

- The **main clause** includes a clause that can stand alone. *(I don't know which way's best.)*
- A **subordinate clause** is a clause that cannot stand on its own, because it doesn’t make sense without more information. *(Because I haven’t walked in his shoes…)* **Subordinate clauses often begin with words like because, although, after, if, when, as, and since.**

**Part One**

**Directions:** Underline the words that indicate that the following are **compound** sentences. Then draw a line(\_) to separate the sentences into two or more sentences to show that you understand how the compound sentences were formed.

1. He still reminded me of a lost puppy who had been kicked too often, but for the first time I saw him as a stranger might see him.

2. I started to say something to him, but I went to sleep before I could get the words out of my mouth.

3. If Johnny got caught, they'd give him the electric chair, and if they caught me, I'd be sent to a reformatory.

**Directions:** Rewrite the following simple sentences, changing them into **compound** sentences. You may add some of your own words, but you should keep the same general meaning.

4. We climbed in a back window. It was a small church, real old and spooky and spider-webby. It gave me the creeps.____________________________________

5. I woke up late in the afternoon. For a second I didn't know where I was.____________________________________

6. I looked at Johnny. He didn't look like any farm boy to me.____________________________________

7. I looked at Johnny imploringly. Johnny sighed.____________________________________
Part Two

Directions: Underline the words that indicate that the following are complex sentences.

1. I guess that's why Dallas could handle him so easily, although Buck was in his mid-twenties and Dally was seventeen.
2. He didn't bat an eye when Johnny told him what had happened, only grinned and said “Good for you” when Johnny told how he had knifed the Soc.
3. I was hardly awake when Johnny and I leaped off the train into a meadow.
4. I climbed over the barb-wire fence without saying anything else.
5. And they can't take anything away from them because they don't have anything in the first place.
6. If they win, things go on as usual.

Directions: Now using the word given in parentheses, create complex sentences from these simple and compound sentences. You may make minor changes to the wording, but keep the meaning.

7. “I'm gonna cut mine, too, and wash the grease out, but I can't bleach it. I'm too dark-skinned to look okay blond.” (since)

8. I'd never combed it to the side like that. It just didn't look like me. (because)

9. He was crying. I held him like Soda had held him the day we found him lying in the lot. (as)

10. I was dying for a Pepsi. I'm what you might call a Pepsi addict. (since)

11. I rolled over and sat up, rubbing the sleep out of my eyes and yawning. Suddenly I blinked. (when)
Standards Focus: Analyzing Poetry
Chapters 4-6

In Chapter 5, Ponyboy recites a famous poem written by the American poet, Robert Frost. Ironically, he says that he remembered the poem because he never really understood what it was about.

There are many different types of poetry such as a sonnet, ballad, lyric, epic, ode, elegy, haiku, and limerick. Each type has its own set rhyme scheme, rhythm pattern, and specific number of lines which makes it unique.

Every poem, however, has a message that the poet wants the reader to receive. As we read a poem, the easiest way to understand and appreciate its theme is to analyze it in pieces, or line by line, then think about the lines as a group and decide how they relate to each other. Had Ponyboy analyzed the poem in this way, he may have understood the poem a little better.

Part One
Directions: For the poem “Nothing Gold Can Stay,” read each line and try to make an educated guess as to what the poet is trying to say in the line. Then answer the questions that follow to try to figure out the theme, or deeper meaning, of the poem.

Nothing Gold Can Stay

1. Nature's first green is gold,

2. Her harpest hue to hold.

3. Her early leaf's a flower;

4. But only so an hour.

5. Then leaf subsides to leaf.

6. So Eden sank to grief,

7. So dawn goes down to day.

8. Nothing gold can stay.
Part Two

1. In line 2, who is the “Her” to whom the poet is referring?

2. In line 5, what does the word “subsides” mean?

3. What do you think the poet means when he says “Nothing gold can stay”?

4. What kind of mood is this poem expressing? (i.e. happiness, sadness, fear, anxiety, etc)

5. Specifically, which words from the poem do you feel contribute to the creation of this mood? How does each contribute to the mood?

6. Apply your answers to the five questions above, as well as your interpretations of each individual line, to conclude the general theme of this poem by Robert Frost.
**Assessment Preparation: Context Clues**

**Chapters 4-6**

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<thead>
<tr>
<th>Chapter 4</th>
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<td>contemptuously</td>
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<td>defiance</td>
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<td>reformatory</td>
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<tr>
<td>unceasingly</td>
<td>reluctantly</td>
<td>tangle</td>
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</table>

**Directions:** Without referring to the novel, choose a word from the vocabulary lists from Chapters 4-6 above to complete each sentence from the novel. Write the correct word in the blank.

1. I guess that guy knew how close to ________________________ I really was, for he talked to me in a low soothing voice all the way to the hospital.

2. I was stiff and sore from sleeping on that hard floor, but I had never slept so soundly. I was still ____________.

3. “Oh, shoot, kid” – Dally glanced ________________________ over his shoulder – “I was in the bedroom.” [He looked at me with disgust.]

4. Buck glared at me for a second, then stumbled off. He was pretty well crocked, which made me ____________ [about being around him].

5. Yet in his hard face there was character, and a savage ______________________ of the world.

6. My teeth chattered ______________________ and I couldn’t stop them.

7. [I had to plead with him], I looked at Johnny ______________________. Johnny sighed. “I’m gonna cut mine too, and wash the grease out, but I can’t bleach it.”

8. If Johnny got caught, they’d give him the electric chair, and if they caught me, I’d be sent to a ________________.

9. He wasn’t scared either. That was the only time when I saw him without that ______________________, suspicious look in his eyes, [that showed he couldn’t possibly win].

10. “Gee, thanks.” I put the book down ______________________ [but] I wanted to start it right then.

11. “Man, this place is out of it. What do they do for kicks around here, play checkers?” Dally ______________________ the scene without interest.
12. Johnny didn’t say anything. But he stared at the dashboard with such hurt expression that I could have bawled. [He was so confused about his life.]

13. “You’re starved?” Johnny was so ________________ he nearly squeaked. [It was easy to sense his resentment.]

14. Not even Darry wanted to ___________________ with him. He was dangerous.

15. “Robert Frost wrote it. He meant more to it than I’m gettin’, though.” I was trying to find the meaning the poet had in mind, but it ___________________ me.

Now it’s your turn! Choose five or more of the vocabulary words above and create sentences of your own, trying to stay in the tone and mood of the novel, and showing that you clearly understand the meaning of each word. Even better, challenge yourself to create a cohesive paragraph, using as many of the vocabulary words as you can. Use your imagination!
Vocabulary Review: Crossword

Chapters 4-6

ACROSS

2 state of confusion or disorientation
5 dragged off forcefully; compelled to go
9 a forewarning; a feeling of anxiety over a future event
11 to come into conflict; to fight or argue
12 expressing strong displeasure at something unjust, offensive, or insulting
13 dazed or weakened from lack of sleep
15 examined; looked at; inspected
17 in a manner that shows irritation or ill-humor by a gloomy silence
18 begging urgently, piteously, or _________
20 expressing disdain; scornfully
21 uneasy or fearful about something that might happen

DOWN

1 unwillingly; with resistance
3 escaped understanding, perception or appreciation of
4 an institution for reforming or disciplining young offenders
6 without stopping; continuing
7 a delay due to fear or uncertainty of the mind
8 fixed or firm belief
10 quivering as from weakness; trembling
14 regretfully; showing sorrow or pity
16 bold resistance to authority
19 of critical importance
The Allure of Gangs

By now you have a good understanding of the characters in The Outsiders. You know that they are members of a “gang,” but they really are not like the gangs that exist today. Mainly, they stick together to watch out for one another, because they really feel they have no one else. But is that where the similarity ends?

Gangs are nothing new. At the turn of the century (the early 1900s), many large police departments on the east coast had gang units to monitor the immigrant gangs who got together to protect their neighborhoods and to gather for social reasons. Gangs as most people think of them today were probably first recognized by the public with the inception of the Los Angeles gangs in the early seventies.

Why do kids join gangs?
The stereotype that comes to many people’s minds is that kids who join gangs come from single-parent homes. They likely live with their mother, who has to go out and make a living for her family, and sometimes work two jobs to make ends meet. With the mother away from home, the kids have too much freedom and not enough supervision. They may feel as though they are unimportant in their own world, and join a gang because they need an identity.

Often, kids who join gangs feel alienated by their parents, and have lost the connection with them that they may have had when they were small. A difficult home life can affect their lives, as well, and they may become more vulnerable to the fascination of gangs. Some think they will feel safer in a gang than they do in their own homes. They want to feel like they are a part of some kind of family, and the most logical bond, in their eyes, is being with friends. “Bad friends are better than no friends.” Young people need someone to bond with. Being in a gang may also satisfy their need for attention and provide someone who will listen to and care about them.

If academic achievement is below average or poor, they often lack social success, and do not involve themselves in school activities. Gangs can fill that void for some. They may also join a gang to feel competent at something—anything...

Ironically, some kids enter a gang to combat their feelings of fear—fear of gang members. Some join because bigotry runs rampant in their neighborhoods, and they feel helpless to fix it.

Poverty leads some kids into gangs, because they need or want to help out their families and they are not educated, not skilled, or know of no other way to get the money they need to help.

Feelings of being caught in a trap in a hopeless situation, in a poor neighborhood with no way out, and the general breakdown of society as a whole are also considered motivations for joining a street gang.

Some kids join gangs just because they want to feel like a part of something different, new, and exciting.

Why do they stay?
After entering gang life, most feel a sense of power. As people begin to fear them, they get a high from the presumed respect of others. Those who used to intimidate them now become their equals, and they begin to develop an elevated sense of self-esteem.

Children from poverty-stricken homes, for the first time, begin to experience what it is like to
have some money to spend on the things they want. Although gang leaders reap the benefits of the gang’s activities, keeping most of the money the gang takes in from its criminal behavior, the money received by the lower members is likely more than they have ever had before and it feels good to them to have that freedom.

The Three R’s of Gang Culture—Reputation, Respect, Retaliation
In some gangs, status is gained by having the most callous and ruthless reputation (rep). How a member gains that image is as important as having a reputation. The more violent and dangerous a member is perceived to be, the more respect he is given by both his own gang and rival gangs, further enhancing his reputation. Often, gang members will embellish a story about their gang activities to impress the people they are talking to, giving them a feeling of power. Gang members openly admit to the crimes they have committed, anticipating that it will improve their rep among their crew. Bringing a rep to the gang improves the status of the gang as well as the individual member.

Respect is another quality that gang members feel they must have. They want individual respect, but more importantly, they want the respect of rival gangs. In some gangs, it is mandatory that each member show disrespect for rival gang members. If he is caught not “dissing” a rival, he may have to endure beatings by his own gang as punishment.

In gang culture, no challenge goes without retaliation. Often, a drive-by shooting or other act of violence occurs following an event which has been perceived as a “dis.” If a gang member is confronted by a rival gang when he is alone, he will leave and return later with his “homies” either immediately afterwards or after they have had time to plan and equip themselves for retaliation. He needs to retaliate in order to keep his reputation intact. Many times, these acts of violence occur as a result of infringement on drug territory or because of drug deals gone bad.

Common Characteristics of Gangs
Gangs usually wear certain types or colors of clothing to identify themselves to their own members and as a warning to other gangs. Often tattoos, brands, or some other type of identifying marks of their gang’s name, logo, or other symbol are flaunted on their bodies. Most gangs have a system of communication using hand signs and graffiti. Graffiti can be used to send messages to other gangs, such as challenges, warnings, or announcements of deeds done or about to take place.

Gang members will break the law to further their own reputation and the reputation of their gang on the streets. Some sell drugs, steal cars, rob businesses and private homes, and assault a range of victims, even to the point of killing innocent people as a symbol of their gang loyalty. Guns and other weapons are common and they do not hesitate to use them to further their reps.

Getting Out of a Gang
Once within the clutches of gang life, a member is reminded again and again that there is no escaping the gang; he will always be a gang member. This cultivates a fear in him of brutal retaliation from his fellow gang members if they suspect he wants out. Some are told that they will be killed if they ever try to leave the crew. Some are given the choice to kill their own mother as a way to earn their way out. Whatever they choose to do, you can be sure that they believe everything the gang tells them. What choice do they have?
Using the information from the article, as well as the knowledge you have gained from reading *The Outsiders*, answer the following questions in complete sentences.

1. How do the gangs of today compare with the gangs of the 1960s? How are they different? _____
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

2. When did the gangs of today first begin to be recognized? __________________________

3. Give five reasons kids join gangs. _______________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

4. For each reason given above, explain whether you believe the reason is valid and why. _____
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

5. Briefly summarize the Three R’s of gang culture. ________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

6. Name four things that are common to most gangs.

7. Explain why it is difficult to leave a gang once you have become a member.

8. Knowing what you now know about gangs, do you think it would be a wise or unwise choice for you to become a member of a gang? Explain.

9. Discuss some things that you might say or do to help someone else make a decision about joining a gang.
**Chapters Seven-Nine**

**Standards Focus: Note-Taking and Summarizing**

Use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Remember, try to keep your summaries short—a few words and phrases—not complete sentences.

<table>
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<th>Action Summary (Plot) and Characters Involved</th>
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<td>Eight</td>
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<tr>
<td>Setting</td>
<td>Action Summary (Plot) and Characters Involved</td>
<td>Important Things to Remember From This Chapter</td>
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</tr>
<tr>
<td>Chapter Nine</td>
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</tbody>
</table>

Now that you have read and taken notes on Chapters 7-9, make a prediction about what you believe will happen next in the novel.

**My Prediction:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Comprehension Check

Chapters 7-9

Directions: Use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. You may want to use these questions to help you as you take notes. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter Seven

1. Describe what Soda is doing while the police are trying to interview Ponyboy.
2. What is the extent of Johnny’s injuries? How are the boys able to get the doctor to tell them of Johnny’s prognosis?
3. What does Ponyboy mean when by, “If? Please, no, I thought. Please not ‘if’.”
4. Explain the reference to chocolate cake.
5. Why do the Curtis boys always leave their door unlocked?
6. What does the newspaper say about the “heroes”? What does Two-Bit have to say about the wording the reporter chose?
7. Recount the story of Pony’s recurring dream.
8. What has happened to Soda’s girlfriend, Sandy? Why?
9. To what is Pony referring when he says, “…it’s time for those guys from the state to come by and check up on us.”
10. Briefly describe the conversation between Randy and Ponyboy.
11. From their discussion, what did you learn about the privileged class to which the Socs belong? How do you think some people come to feel entitlement?
12. Randy says, “You get a little money and the whole world hates you.” Pony replies, “No, you hate the whole world.” Which of these statements, in your opinion, is true? Explain your answer.

Chapter Eight

1. What do you think the doctor means when he says to the nurse, “Let them go in. He’s been asking for them. It can’t hurt now”?
2. Why does Johnny really want to live, even though he has thought of suicide in the past, and he would never be able to walk again?
3. When the nurse announces to Johnny that his mother is there to see him, how does he react? When Two-Bit and Ponyboy see Johnny’s mother, what happens? How do they react?
4. When Dally asks Two-Bit about his “fancy black-handled switch”, what do you think was his reason for asking? Why do you think Two-Bit hands it over to him “without hesitation”?
5. Pony had a sick feeling in his stomach about the rumble that night. Infer what you think he was worried about.

6. Cherry tells Ponyboy about the kind of person Bob “really” was. How does she describe him?

7. Cherry says about Bob, “He could be sweet sometimes, and friendly. But when he got drunk…it was that part of him that beat up Johnny.” Explain the differences between reason and excuse. Do you believe that if someone has been drinking, it is an excuse, or is it a reason, for inappropriate behavior? Try to use examples in your answer.

Chapter Nine

1. How do the boys show their excitement about the rumble when they are at the Curtis house getting ready to head out?

2. Pony thinks the only good reason to fight is…?

3. Pony believes that he and Darry are both going to “get somewhere.” What does he mean by that? Do you believe they have any choice in the matter? Discuss in detail.

4. Why, according to Ponyboy, do people usually think that any trouble is the fault of the greasers and not the Socs? In your opinion, is that a true assumption?

5. What are the rules for the rumble?

6. Who actually steps up to start the rumble? Who is his opponent and how does it happen that he is able to take the first swing? What is ironic about these two boys fighting against each other?

7. Which side wins the rumble? What determines the winner?

8. Where do the boys go as soon as the rumble ends? Convey what happens as they are on their way in Buck’s car. How do they manage to get let off by the police?

9. What were Johnny’s last words to Ponyboy? What do you think he meant?
Standards Focus: Character Types

Chapters 7-9

As authors develop their characters through the use of characterization, several character types emerge:

- The **protagonist** of a story is the main character that changes throughout the story.
- The **antagonist** is the main character in opposition to the protagonist; the antagonist usually causes the protagonist’s problems. The antagonist can also be a force of nature.
- **Round** characters are complicated and fully developed.
- **Flat** characters are simple and uninteresting.
- **Dynamic** characters are those that grow or change emotionally or learn a lesson.
- **Static** characters never change or grow in the story.

**Part A—Directions:** For the following characters, label each as protagonist or antagonist (or neither); round or flat; and dynamic or static. Be sure to give each character three labels. Briefly justify your answers. An example has been done for you.

**EX.** Ponyboy: Protagonist—Tries to do the right thing, tries to stay out of trouble, basically a good person. Round—we know him well, even what he thinks and feels. Dynamic—goes through a series of changes and events, each of which brings on its own challenges.

1. Sodapop: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Darry: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Two-Bit: __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Cherry: __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Marcia: __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

6. Johnny: __________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
<table>
<thead>
<tr>
<th>Character/Force</th>
<th>Pro/Ant</th>
<th>Round/Flat</th>
<th>Dynamic/Static</th>
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</thead>
<tbody>
<tr>
<td>Socs (the group)</td>
<td>antagonists</td>
<td>flat</td>
<td>dynamic</td>
</tr>
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</table>

**Part B—Directions:** Think of any other people, groups of people, or forces from *The Outsiders* that are either protagonist or antagonist. List those you can think of and label them as protagonist or antagonist (or neither,) round or flat, and dynamic or static. An example has been done for you.
Social Cliques and Stereotyping

Chapters 7-9

Think about the people who go to school with you each day. Are all of them people you would choose to be close friends with? Would you want to spend your free time with many of them, or would you rather stay clear of them at all costs? All of us make choices in our lives about how we want to live, and our choices usually dictate who our friends are. The lifestyle we choose works well for us when there are others who share the same basic personal interests, hobbies, philosophies, or activities. For example, if you love gardening, you would probably not choose to spend most of your time with someone who cares only about playing the guitar. If your religion is important to you, you would most likely want to associate with others who have similar beliefs.

Part One
Directions: In the graphic organizer below, write down a name for each of the social groups at your school. For example, you may have a group that is basically referred to as the Athletes or Jocks, and another that is called the Geniuses. Think of as many as you can and write the name of the groups in the bubbles. (If there are not enough bubbles, extend the line out and draw more.) After the name of each group, write a simple description of it.
Social Cliques and Stereotyping

Part Two

1. The names you have chosen for your social groups may be different from your classmates. If so, do you think some of your classmates show prejudice against others? Do you show prejudice? How can the words you choose affect others?

Directions: Using the front and back of three separate sheets of paper (or more if necessary), write the name of each of the social groups from p. 50 at the top of each page, giving yourself enough room to answer questions 2-4 about each individual group.

2. Describe each group. How do its members act around others? How do they dress? Is this a large group with a lot of people involved, or is it a small group with just a few people who want to belong?

3. How is it decided who belongs to each group? Is there an initiation or other method of becoming a member of the group, or do those people in the group just “make friends” or “hang out” together?

4. Do people put themselves into a group, or do others somehow get them to join the group? Once you are a member of a particular group, how easy or how hard is it for you to change from one group to a different one if you want to?

Directions: On the lines below, answer the following. Use the back of your paper or a separate sheet of paper if you need more room to write.

5. How can someone change their social status? Is it an easy task? How difficult is it for someone to enter a social group? Does it depend on the group to which they want to belong? Are some groups easier or harder than others to join?

6. How do you feel about the social class system? Do you think the system is fair? How would you change it if you had the power?
Exploring Expository Writing—Understanding and Dealing with Loss

Many of the events that occur in The Outsiders are colored by or happen as a direct result of the main character’s response to a major loss in his life. Keep the information on this page in mind as you read, and use it to evaluate Ponyboy’s reactions and attitude.

The human response to loss most often manifests in grief. One school of thought relegates this response to a cycle that includes five stages. These include denial, anger, bargaining, depression and acceptance.

Denial - At this stage, the bereaved rejects the reality of the loss. He or she may refuse to accept that a loved one has passed.

Anger - During this stage, he or she may express resentment towards the departed. Blame may be placed on the loved one for leaving, friends and family for interfering or even just existing, or on the self for surviving or failing to rescue the loved one.

Bargaining - The bereaved may resort to attempting a deal with some higher power or spiritual leader. Some people hope for a trade-off, offering good works, a change in behavior, or their own lives for the return of their loved one.

Depression - When bargaining proves futile, the next step is withdrawal from the world and entrance into a deep period of despair.

Acceptance - He or she eventually comes to terms with the loss and can live a productive life.

This five-step model proved too simplistic and over the course of forty years of research another understanding of grief developed with the above as foundation. Psychiatrist John Bowlby, discusses grief as a succession of waves. Under this model, one who experiences loss is not expected to move through consecutive stages of emotion. Rather, he or she may experience any number of the following in random succession. These waves include shock and denial, volatile reactions (yearning and searching), disorganization and despair, and later reorganization.

Shock and denial - Feelings of unreality and withdrawal

Volatile Reactions - Feelings of anger and hatred, pain and terror, frustration and helplessness, resentment and jealousy

Disorganization and despair - Feelings of mourning and acute anguish

Reorganization - Feelings of understanding and incorporation of the loss into a new phase of life without the departed

In coping with the intense emotions associated with loss, many turn to professional guidance in the form of counselors, psychologists, and, if necessary, psychiatrists who may prescribe anti-depressant medication. Those who have suffered a loss often find it comforting to discuss it with these professionals, as well as family and friends. This mode of therapy was first introduced by Sigmund Freud with the “talking cure” in the early 1900’s. He asserted that patients could recover from their problems by merely talking about them.

Others who have lost a loved one may also attempt to deal with loss through avoidance. This is related to the stage of denial, but may further isolate the survivor from his or her own emotions and surroundings. Avoiding the emotions that arise from loss may lead to greater pain, confusion, isolation, and a surge of aggression towards oneself or others. Moreover, those who avoid their pain and isolate themselves may experience nightmares, insomnia, problems with breathing and eating, and hallucinations.
Exploring Expository Writing—Understanding and Dealing with Loss

Directions: Using the article on page 50, “Understanding and Dealing with Loss,” answer the following multiple choice questions. Write the letter of the correct answer on the line.

1. _____ The author’s description of coping methods is:
   a. cynical
   b. detached and expository
   c. emotionally charged and vague
   d. optimistic

2. _____ The most appropriate paragraph to add to the end of this article would discuss:
   a. modern grief therapy
   b. a fictional character’s account of dealing with loss
   c. an abstract history of psychology
   d. experimental drug treatments for depression

3. _____ According to Psychiatrist John Bowlby, grief is a “succession of waves” that:
   a. includes only shock
   b. begins and ends in denial
   c. occur in consecutive stages of emotion
   d. may occur at random

4. Which view of grief do you feel is more accurate—stages or waves? Explain. ____________________________

5. Why do you think that Freud’s “talking cure” is so effective? ____________________________

6. What do you think is the most effective way to deal with loss? Tell which coping methods from the article you agree with and explain why. ____________________________
Assessment Preparation: Denotation and Connotation

Chapters 7-9

Denotation is the literal dictionary definition of a word. Many words can have the same denotation, or definition, but words also have a connotation: an emotional feeling about the word. For example: the words thin, skinny, trim, emaciated, slender, lanky, and slim all have the same dictionary definition: of limited size; of slight consistency. However, would you rather be referred to as slender or thin, or emaciated and lanky? The words slender and slim have a positive connotation; the words emaciated and lanky have a negative connotation. In other words, if you were of limited size, you would probably want to be referred to as slender, slim, or even trim rather than emaciated or skinny.

Our goal as writers is to explore the use of connotation to enhance our writing. For example, rather than stating, “Kelli walked throughout the room, talking to her guests,” we can improve the sentence with words with the same denotative meaning, but more accurate or illustrative connotative meaning, such as “Kelli sauntered throughout the room, gossiping to her guests.” Clearly, the second sentence gives the reader a more accurate and detailed description of Kelli’s actions. In addition, each word can have a positive, negative, or neutral connation which usually produces a reaction or feeling in the reader.

Part A

Directions: You will probably need to use a dictionary for help in doing this exercise. In each sentence, the vocabulary word from Chapters Seven–Nine has been underlined. Below the context of the sentence are four choices, each with the same denotation as the vocabulary word. Using the context of the sentence, decide which of the four choices is closest in connotation to the underlined vocabulary word. Circle the word. Then on the line next to your choice, write “P” for positive or “N” for negative, indicating whether the word has a positive or negative connotation. An example has been done for you.

EX. It was the reward of two hours of walking aimlessly around the hardware store to divert suspicion. (p. 125)

____________________ a. thwart __________________ c. stymie
____________________ b. redirect ____________ N __________ d. ________

1. Soda punched him in the ribs affectionately. (p.135)
____________________ a. tenderly __________________ c. sympathetically
____________________ b. lovingly ____________ d. passionately

2. Sodapop looked down at me with mock superiority, but Darry went on, “You can see he uses it for one thing—to grow hair on.” (p. 135)
____________________ a. domination __________________ c. preeminence
____________________ b. supremacy ____________ d. authority

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3. I thought **numbly**, he is dying. (p. 119)
   
   a. dully
   b. emotionlessly
   c. indifferently
   d. languidly

4. Soda began sleeping with me and it stopped **recurring** so often, but it happened often enough for Darry to take me to the doctor. (p. 110)
   
   a. happening
   b. persisting
   c. occurring
   d. recurring

5. “... anyway, I was walking around downtown and started to take this short cut through an alley” – Two-Bit was telling me about one of his many **exploits** while we did the dishes. (p. 113)
   
   a. accomplishments
   b. triumphs
   c. performances
   d. deeds

6. “I won’t be able to walk again,” Johnny started, then **faltered**. Not even on crutches.” (p. 121)
   
   a. stuttered
   b. halted
   c. hesitated
   d. stammered

7. He’d grab one guy’s press hat and another’s camera and walk around interviewing the nurses and **mimicking** TV reporters. (p. 100)
   
   a. mocking
   b. impersonating
   c. resembling
   d. copying

8. Two-Bit’s mother warned us about burglars, but Darry, flexing his muscles so that they bulged like oversized baseballs, **droned** that he wasn’t afraid of any burglars, and that we didn’t really have anything worth taking. (pp. 105-106)
   
   a. droned
   b. uttered
   c. said
   d. nasalized

9. Two-Bit knew what I meant, but **doggedly** pretended not to. (p. 127)
   
   a. adamantly
   b. obstinately
   c. persistently
   d. tenaciously

10. Soda was awake by then, and although he looked stony-faced, as if he hadn’t heard a word the doctor had said, his eyes were **bleak** and stunned. (p. 103)
    
    a. lonely
    b. blank
    c. funereal
    d. sad

11. But that was as far as the **resemblance** went. (p. 123)
    
    a. likeness
    b. kinship
    c. relationship
    d. similarity
12. His face contracted in **agony**, and sweat streamed down his face. (p. 149)
   
   ______________ a. pain  ______________ c. torment
   ______________ b. woe  ______________ d. pangs

13. Oh, no, I thought in **mortal** fear, I’ve got to be in it. (p. 134)
   
   ______________ a. malignant  ______________ c. lethal
   ______________ b. deadly  ______________ d. harmful

14. I **stifled** a giggle. (p. 137)
   
   ______________ a. smothered  ______________ c. suppressed
   ______________ b. asphyxiated  ______________ d. stopped

15. I hated them as **contemptuously** as Dally Winston had. (pp. 114-115)
   
   ______________ a. barbarously  ______________ c. insolently
   ______________ b. disapprovingly  ______________ d. discourteously

16. We mostly stuck with our own outfits, so I was a little **leery** of going over to him, but I shrugged. (p. 139)
   
   ______________ a. cautious  ______________ c. skeptical
   ______________ b. unsure  ______________ d. suspicious

17. He was looking at Darry with an expression I couldn’t quite place, but disliked. **Contempt? Pity? Hate? All three? Why?** Because Darry was standing there representing all of us, and maybe Paul felt only **contempt** and pity and hate for Greasers? (p. 142)
   
   ______________ a. disdain  ______________ c. antipathy
   ______________ b. derision  ______________ d. malice

18. “Don’t worry about it,” Steve said, **cocksure** that he and Sodapop could handle anything that came up. (p. 109)
   
   ______________ a. positive  ______________ c. complacent
   ______________ b. overconfident  ______________ d. obtrusive

19. The reporters stared at him admiringly; I told you he looks like a movie star, and he kind of **radiates**. (p. 101)
   
   ______________ a. glitters  ______________ c. wanders
   ______________ b. disseminates  ______________ d. diverges

**Now, choose six words that had a special impact on you, and write a sentence or two for each one, explaining why you decided those words have a positive or a negative connotation. Number your answers to match the number of the example you chose. Use the back of this paper or a separate sheet of paper. **See the example below.**

#EX  **To me, distract** has a negative connotation, because it means to draw away or divert attention away from something when your attention should be on what you are doing.
Vocabulary Review: Creating Your Own Definitions
Chapters 7-9

Directions: Go back and reread the definition of each word from your list of definitions, or use a dictionary for help. Then rewrite the original definition in your own words, making sure that your new definition accurately describes the given vocabulary word. Do not simply use your original definitions. You may be required to show your originals.

1. affectionately

2. exploits

3. resemblance

4. mimicking

5. recurring

6. faltered

7. aghast

8. stifled

9. superiority

10. drawled

11. doggedly

12. divert

13. agony

14. mortal
15. numbly

16. bleak

17. contracted

18. contemptuously

19. menace

20. conformity

**Now choose any three additional vocabulary words from Chapters 7-9 and write your own definitions for them. (If you would prefer to create an original drawing, you may illustrate your three words on a separate sheet of plain paper or on the back of this sheet.)

21.

22.

23.
Chapters Ten-Twelve
Standards Focus: Note-Taking and Summarizing

Use the chart below to help you keep track of your reading. Summarize the setting or settings, and then summarize each major event in the chapter. Remember, try to keep your summaries short—a few words and phrases—not complete sentences!

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Setting</th>
<th>Action Summary (Plot) and Characters Involved</th>
<th>Important Things to Remember From This Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Now that you have read and taken notes on Chapters 10-12 and finished reading the novel, make a prediction as to what you believe will happen next in the life of one of your favorite characters.

**My Prediction:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Comprehension Check
Chapters 10-12

Directions: As you read and take notes, use the Comprehension Check questions below to help guide your understanding of all aspects of the novel. You may want to use these questions to help you as you take notes. After reading the given chapters, answer the questions on a separate sheet of paper.

Chapter Ten
1. Dally runs out “like the devil was after him” when he finds out Johnny is dead. According to Pony, why is Dally having so much trouble handling Johnny’s death?
2. When Dally phones, what is his message?
3. According to Ponyboy, Johnny died gallant. What does he mean? What is different about the death of Dally?
4. Why do you think Ponyboy becomes so sick? What are his symptoms?
5. The narrator writes, “And the ground rushed up to meet me very suddenly.” What really happened?
6. Why is Ponyboy worried about whether or not he asked for Darry while he was in the hospital?

Chapter Eleven
1. After Ponyboy studies the picture of Bob in the yearbook, what conclusions does he make about him?
2. What was Randy’s purpose in visiting Pony? What was the outcome of their conversation?
3. Why do you think Ponyboy insists that he is the one who killed Bob and keeps saying that Johnny isn’t dead?

Chapter Twelve
1. Why do you think the judge’s line of questioning is so easy on Ponyboy? Why is he acquitted?
2. What happens to Ponyboy’s schoolwork, memory, and attitude about himself after the hearing? What opportunity does his teacher give him to make up for his problems in school?
3. Why does Soda bolt out the door?
4. What do we find out about the real reason that Sandy went to Florida?
5. After Pony and Darry go find Soda, the three of them talk. What is the result of their conversation?
6. What was in the note from Johnny that Ponyboy found when it fell out of his book?
7. What does Ponyboy finally decide to write about in his theme?
8. What is significant about the last sentence of the novel? Why?
Standards Focus: Bildungsroman

Chapters 10-12

The Bildungsroman is a genre of literature that comes from the German *bildung* meaning “formation/education” and *roman* meaning “novel.” It describes the transformation of the main character from child to adult. This type of novel is often called a “Coming of Age” novel.

Traditionally, the Bildungsroman satisfies these four conditions:

- It shows the individual’s development of character and progression towards maturity within a particular time period or specific social structure (e.g. Victorian England or Los Angeles in the 1960’s). The journey requires that the individual learn from life and seek purpose from within the boundaries of this particular environment.

- This journey is initiated by a loss or disappointment that prompts the hero or heroine to leave the safety of home at a young age.

- The evolution of the individual’s character is long and difficult. It usually includes a series of conflicts between what the protagonist wants and the harsh judgment of society.

- The journey results in the individual’s tolerance to and adoption of society’s values. By the end, the protagonist recognizes and accepts this change and his or her new position in society.

Directions: Now that you have finished reading *The Outsiders*, think carefully about the following questions. Be sure that your answers consider the entire novel and not just the last few chapters. (i.e. The first few questions deal directly with the first few chapters of the novel.) Write your answers in complete sentences. Use a separate sheet of paper if you need more room to write.

1. Although Ponyboy doesn’t actually “leave” his home to go on his journey, his place of safety is no longer there for him as it used to be. Explain.

2. What is the great loss that Pony is dealing with? Does he realize that this loss is affecting his behavior? What does he do or say that reveals this?
3. Describe Ponyboy’s social environment. What are the Greasers like? How are they different from the Socs? What are the adults in his life like? 

4. What appear to be the unspoken rules of the Greasers? What are the unspoken rules of his family? How does Pony behave in response to these societal expectations? 

5. How does society judge Ponyboy? Does he have his own moral code by which he judges society? Describe his belief system and evaluate how well he measures up to his own rules.
6. Find and describe some instances where Ponyboy is at odds with society or the behavior of those around him. Illustrate his emotional response to these instances.

7. Assuming that the time Pony spends sick, in and out of sleep, and in forgetfulness constitutes developmental journey, what might his delirium signify? Is this description of his state of mind sufficient in helping to form Pony’s character? Explain.

8. At the end of the novel, has Ponyboy adapted to society’s norms? Support your answer with proof from the text.
Standards Focus: Plot Development and Conflict

Chapters 10-12

Plot is the related series of events that make up a story. In other words, plot is the action of a story. There are several parts of a plot:

- **exposition**: the beginning of the story that gives background information on characters and previous action
- **rising action**: the beginning of the action that will lead to a high point in the story
- **climax**: the turning point of the story; the point at which the life of the main character changes
- **falling action**: the action that occurs after the climax, before everything is wrapped up in the story
- **resolution**: the ending of the story, when all loose ends have been tied up

Now that you have finished reading the novel, you should have a good understanding of the story. The plot is clear, and the height of the conflict leads to the climax of the story.

**Directions**: Below are important events of the plot of The Outsiders. First, arrange the events in chronological order (the order in which they occurred). The first two events have been done for you. You may use your Note-Taking sheets for help.

**Correct order of events:**

1. Johnny kills Bob, who was trying to drown Ponyboy.
2. Ponyboy is jumped by the Socs while walking home from the movies.
4. Johnny is seriously injured and burned in the church fire.
5. The Socs hunt down Johnny and Ponyboy for being with their girls.
7. The Greasers meet Cherry Valance and her friend Marcia at the movies.
8. The Greasers and Socs rumble.
9. Johnny was jumped by the Socs when he was sixteen.
10. Dally goes to visit Johnny and Ponyboy at the church.
11. Dally is shot and killed by the police.
12. The boys are acquitted in the murder.
Standards Focus: Theme

Chapters 10-12

Theme is the central idea or message in a work of literature. Because theme is so important to a piece of literature, the title, plot, characters, setting, and mood, all creatively work together to create a message from the author to the reader. There can be one major theme in a work, or the novel can have several underlying themes. In The Outsiders, there are several themes.

Directions: For numbers 1-3, find and copy an example from the text that illustrates the given theme from The Outsiders. For examples 4-6, state the theme for each quote from the text. Try to write your theme in sentence form.

1. Theme: It is important for teenagers to feel like they are loved and supported.
   Example: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Theme: Loyalty is important in any relationship.
   Example: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Theme: Looks can be deceiving. Don’t judge a book by its cover.
   Example: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Theme: ________________________________________________________________
   Example: “We gotta win that fight tonight,” Dally said. His voice was hard. “We gotta get even with the Socs. For Johnny.”

5. Theme: ________________________________________________________________
   Example: “Just don’t forget that some of us watch the sunset too.”

6. Theme: ________________________________________________________________
   Example: “You know,” Johnny said slowly, “I never noticed colors and clouds and stuff until you kept reminding me about them. It seems like they were never there before.”
**Assessment Preparation: Analogies**

**Chapters 10-12**

An analogy is a shortened way of stating the relationship between words and ideas. One type of analogy expresses the relationship between synonyms. Below is an example:

rare : scarce :: bargain : deal

This means that the relationship between rare and scarce is the same as the relationship between bargain and deal. Because rare and scarce are synonyms, bargain and deal must also be synonyms. (The symbol “ : ” means “is to” and the symbol “ :: ” means “as”). An analogy may also involve antonyms. For example:

narrow : wide :: long : short

Another way to state this analogy is: “narrow is to wide as long is to short.”

**Directions**: For each analogy, note whether the words are synonyms or antonyms. If they are synonyms, write “S” on the line provided, if they are antonyms, write “A.” Then fill in the blanks with either a synonym or an antonym, matching the word relationship before it. An example has been done for you.

Choose your answers for 1-7 from the vocabulary words from Chapters Ten-Twelve in the word box below:

<table>
<thead>
<tr>
<th>corny</th>
<th>cocky</th>
<th>stupor</th>
<th>liable</th>
</tr>
</thead>
<tbody>
<tr>
<td>vast</td>
<td>clad</td>
<td>remark</td>
<td></td>
</tr>
</tbody>
</table>

Ex. (A) endure : quit :: praised : denounced

1. (___) scrutinized : analyzed :: arrogant : _____________________________

2. (___) contemptuously : respectfully :: divested : _________________________

3. (___) starving : famished :: assertion : _________________________________

4. (___) often : regularly :: trite : _________________________________

5. (___) defunct : current :: apt : _________________________________

6. (___) exact : precise :: clichéd: _________________________________

7. (___) aloof : reticent :: lethargy : _________________________________
**Directions:** For numbers 8-16, use the vocabulary words from the word box below to create analogies of your own. Use three of your own words to create synonym or antonym pairs with each of the words in the box, as on page 67. Be sure to indicate whether you put together synonym or antonym pairs for each.

<table>
<thead>
<tr>
<th>vaguely</th>
<th>idolized</th>
<th>composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>concussion</td>
<td>flinching</td>
<td>acquitted</td>
</tr>
<tr>
<td>delirious</td>
<td>roundabout</td>
<td>veered</td>
</tr>
</tbody>
</table>

8. (___) ____________________________ : ____________________________ ::

9. (___) ____________________________ : ____________________________ ::

10. (___) ____________________________ : ____________________________ ::

11. (___) ____________________________ : ____________________________ ::

12. (___) ____________________________ : ____________________________ ::

13. (___) ____________________________ : ____________________________ ::

14. (___) ____________________________ : ____________________________ ::

15. (___) ____________________________ : ____________________________ ::

16. (___) ____________________________ : ____________________________ ::

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The Outsiders Literature Guide
Assessment Preparation: Vocabulary Extension

Chapters 10-12

Directions: Using the vocabulary words from the word bank below, select the word that best completes the sentence. Each word will be used only once. Then write an original sentence of your own using each of the vocabulary words.

<table>
<thead>
<tr>
<th>stupor</th>
<th>vaguely</th>
<th>concussion</th>
<th>delirious</th>
</tr>
</thead>
<tbody>
<tr>
<td>clad</td>
<td>idolized</td>
<td>cocky</td>
<td>remark</td>
</tr>
<tr>
<td>liable</td>
<td>flinching</td>
<td>acquitted</td>
<td>composition</td>
</tr>
<tr>
<td>vast</td>
<td>corny</td>
<td>veered</td>
<td>roundabout</td>
</tr>
</tbody>
</table>

1. The supervisor’s _______________ attitude convinced the staff that he was ready to move on to another job.
Sentence: ________________________________
______________________________
______________________________

2. The nine-year-old tomboy _______________ her new stepsister and was really excited to be working with her on making some changes to her “style.”
Sentence: ________________________________
______________________________
______________________________

3. Tony’s karate instructor went about telling him, in a _______________ way, that he needed to be more careful about his personal hygiene.
Sentence: ________________________________
______________________________
______________________________

4. I noticed someone _______________ familiar, and made my way over to the other side of the room to see if he would do or say something to spark my memory.
Sentence: ________________________________
______________________________
5. ____________ only in a jacket and sneakers, the toddler began climbing up one side and down the other in search of his cherished toy rocket.

Sentence: ____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

6. A confirmed student of the English language, Ben Theredonethat decided to create a ________________ that could only be appreciated by a master.

Sentence: ____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

7. Given Hector’s upbringing and the conditions he lived with at home, it was not surprising to see him ____________ every time he ran into a problem.

Sentence: ____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

8. The work was so perplexing that the poor guy was in a ________________ after only one night on duty at his new part-time job.

Sentence: ____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

9. After falling from the scaffolding, breaking her clavicle, and suffering a slight ________________, Tracey vowed never to set foot on the contraption again.

Sentence: ____________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

10. Katie Margaret was ________________ about having been invited to the Spring Fling by the one guy she had always wanted to go out with.
11. Shae’s beaten up old jalopy swerved to the right, out of sight of the tracks and propitiously ________________ away from the oncoming locomotive.

12. Don’t let anybody tell you that you can’t be considered a criminal just because you have been __________________ of all charges.

13. The teacher feels that that kind of _____________ is uncalled for in class.

14. Reagan felt that being backed up by her grandmother in this situation had made a __________ difference in the direction of her life.

15. The whole bunch of us was tired of Bill’s trite, ______________ attitude.

16. A good student is not ______________________ to miss too many assignments.
Anticipation/Reaction Guide—Post-Reading Reflection

Directions: Revisit your Anticipation/Reaction Guide from page 8, and your answers to “Before Reading” and the discussion questions. Now that you have read the novel, complete the “After Reading” column and then answer the following questions on a separate piece of paper, comparing your responses. Answer each question using complete sentences.

1. Which of your responses have changed since having read the novel?
2. For those statements you feel differently about after reading the novel, describe your reaction now, comparing it to your original response before reading the novel.
3. Cite an example or describe an important scene from the novel that had a significant effect on you or made you think differently after reading.
4. At your teacher’s direction, get into small groups, and share and discuss your after reading responses. How do your classmates’ responses differ after reading the novel? Have their responses changed significantly? Have you come to more closely share opinions, or have you drifted even further apart after reading?
5. Return to your own seat. Summarize your group’s discussion. Are the feelings of your other group members generally the same or different from yours? In what ways are they different?
6. Do any of their responses surprise you? Which ones? How?
7. Why do you think there might be so many different opinions and viewpoints? What do you think has contributed to the way you and your classmates have responded to each statement?
Quiz: Chapters 1-3
Matching and Short Response

Directions: Match the following characters with their correct description, action, or quote. Write the letter of the correct answer on the line provided.

1. Ponyboy _____ a. jokester whose real name is Keith
2. Darry _____ b. the Curtis boy who dropped out of school
4. Johnny _____ d. the redhead’s movie friend
5. Dally _____ e. nervous boy badly beaten up by the Socs
6. Cherry _____ f. twenty-year-old guardian
7. Marcia _____ g. found Johnny’s blue-jeans jacket four months previous
8. Steve _____ h. “Things are rough all over”
9. Two-Bit _____ i. “Come on, Johnny, we’re running away”

Directions: Answer the following questions using complete sentences.

10. Describe the conflict between the Greasers and the Socs. Why were they in conflict? ________

11. Explain what Ponyboy meant when he told Cherry that they both watch the same sunset. ________

12. At the end of Chapter 3, Ponyboy decided to run away with Johnny. Write a short note to Darry from Ponyboy, explaining Ponyboy’s perspective, how he feels, and why he decided to run away that night. ________________
Chapters 1-3
Vocabulary Quiz

Directions: Match the vocabulary word on the left to the correct definition on the right. Write the letter of the correct definition on the line in front of the vocabulary word.

1. __________ aloofness  
2. __________ bawl  
3. __________ cowlick  
4. __________ cunning  
5. __________ disgrace  
6. __________ dumfounded  
7. __________ elite  
8. __________ gallantly  
9. __________ heaters  
10. __________ incredulous  
11. __________ madras  
12. __________ muttered  
13. __________ nonchalantly  
14. __________ ornery  
15. __________ quivering  
16. __________ rarities  
17. __________ reckless  
18. __________ roguishly  
19. __________ savvy  
20. __________ scatterbrained  
21. __________ scowled  
22. __________ shanghai(ing)  
23. __________ unfathomable  
24. __________ winced

a. a light cotton plaid fabric used for shirts, dresses, etc.  
b. shaking uncontrollably  
c. disinterest; indifferently; distant in feeling  
d. spoke in low tones; grumbled  
e. incapable of serious connected thought  
f. careless; without caution  
g. guns, pistols, revolvers or other firearms  
h. something rare, unusual, or uncommon  
i. drew back or tensed the body, as from pain or a blow; flinched  
j. unconcernedly; indifferently; unexcitedly; casually  
k. kidnapping; inducing or compelling someone to do something by force  
l. loss of respect, honor, or esteem; shame  
m. in a brave, valiant, noble-minded, or chivalrous way  
n. to cry or wail with great lust  
o. ugly or unpleasant in disposition or temper; stubborn  
p. in a playfully mischievous manner  
q. not inclined to believe; skeptical  
r. a tuft of hair that grows in a direction different from the rest of the hair  
s. impossible to understand; incomprehensible  
t. artfully subtle or shrewd; crafty; sly  
u. to know; understand  
w. persons of the highest class  
x. struck with astonishment and surprise

Name ______________________________________________  Period ____________
Quiz: Chapters 4-6
Multiple Choice

Directions: For each question, write the letter of the best response on the line before it.

1. Why did the Socs go out of their way to find Johnny and Ponyboy?
   a. They were lost.       c. They wanted to fight.
   b. They wanted to make up. d. They wanted to move to the East Side.

2. Who was held down in the fountain?
   a. Johnny       c. David
   b. Ponyboy      d. Bob

3. How did Bob get stabbed?
   a. Bob shot Ponyboy.       c. Ponyboy was trying to save Johnny.
   b. Bob stabbed Johnny.     d. Johnny was trying to save Ponyboy.

4. To whom did the boys go for help?
   a. Darry       c. Dally
   b. Two-Bit     d. Soda

5. What were the boys given to take with them on their escape?
   a. food and water       c. money and food
   b. a gun and ammunition d. money and a gun

6. What were the boys told to do to escape?
   a. take the train to Texas c. run away to Hendrixville
   b. run away to California d. take the train to Windrixville

7. Where did the boys stay when they were hiding out?
   a. an abandoned house       c. an abandoned train station
   b. an abandoned church      d. Dally’s aunt’s house

8. What book did the boys read together?
   a. A Tale of Two Cities       c. Romeo and Juliet
   b. Moby Dick                 d. Gone with the Wind

9. On what food did the boys survive during their escape?
   a. baloney sandwiches       c. peanut butter and jelly sandwiches
   b. cheese and crackers      d. potato chips

10. Who was the spy for the Greasers?
    a. Dally       c. Cherry
    b. Marcia     d. Soda
Chapters 4-6
Vocabulary Quiz

Directions: Choose the correct words from the word bank below to fill in the sentences with the word that makes the most sense.

<table>
<thead>
<tr>
<th>apprehensive</th>
<th>bewildement</th>
<th>contemptuously</th>
<th>conviction</th>
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</thead>
<tbody>
<tr>
<td>defeated</td>
<td>defiance</td>
<td>eluded</td>
<td>groggy</td>
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<tr>
<td>hauled</td>
<td>hesitation</td>
<td>hysterics</td>
<td>imploringly</td>
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<td>indignant</td>
<td>plasma</td>
<td>premonition</td>
<td>quavering</td>
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<tr>
<td>reformatory</td>
<td>reluctantly</td>
<td>ruefully</td>
<td>sullenly</td>
</tr>
<tr>
<td>surveyed</td>
<td>tangle</td>
<td>unceasingly</td>
<td>vital</td>
</tr>
</tbody>
</table>

1. Renee talks ________________________ about her boyfriend. I have to hear about him all the time.

2. Hank felt really ________________________ about going to a new school. He was afraid it would be hard to make new friends.

3. The two-year-old’s ________________________ frustrated his mommy, because he was constantly refusing to do what he was told.

4. Fed up with her toddler’s behavior, the young mother ________________________ him off to spend “time out” in the corner.

5. Because he was angry with a former friend for stealing his money, Robert spoke about him ________________________ whenever he was around.

6. Barbara sat alone, thinking ________________________ about the difficult life of her grandmother, who had just passed away.

7. Juvenile offenders can be sent to the ________________________ when the judge thinks there might be a chance of rehabilitation.

8. When you have a ________________________ it is as though you feel like you know what is going to happen in the future.

9. After staying up too late working on an important research paper, Jake awakened feeling really ________________________

10. He ________________________ got up out of bed anyway, hoping that after some hot chocolate he would begin to feel more wide awake.

11. It didn’t work. He negotiated ________________________ with his mother begging her to let him stay home from school just this once.
12. She wouldn’t budge; he had to go to school anyway because he had made the choice to stay up too late. Without speaking, he ________________ got himself ready for school.

13. As the gang came closer to him, he stood there __________________________ with fear.

14. He ducked out of sight and within seconds, he had ________________________ them.

15. Since she was in a meeting, it was ____________________ that Shawna remember to tell her sister to pick up the cake for their dad’s birthday celebration that night.

16. Although she loved her dad and wanted the party to be fun, she was ____________________ that her sister expected her to drop everything and do her running around for her.

17. Called to the apartment because of a burglary, the police ____________________ the situation and found countless clues.

18. They were in a state of __________________________ as to why anyone would rob them of the little they had.

19. It was his __________________________ that the robbery had taken place randomly, and that they were not the target of someone who knew them and wanted to hurt them.

20. Two neighbors began to __________________________ with each other about the noise and commotion caused by the teenagers at their Friday night party.

21. Because the weather was looking so gloomy, they felt a __________________________ about whether or not to go to the zoo.

22. Although Tamara had worked so hard to finish her project on time, she just couldn’t do it and felt completely __________________________ as the deadline drew near.

23. As the ambulance pulled away, the paramedic began to administer __________________________ to the accident victim.

24. She was so scared of what they were doing that she went into __________________________.
Quiz: Chapters 7-9
True/False

Directions: For each statement, decide whether it is true or false. If the statement is true, write the word “True” on the short line provided. If false, write the word “False.” Finally, rewrite all false statements to make them true.

1. _______ The Curtis boys like to eat apple pie for breakfast. ___________________________________

2. _______ Soda and Sandy are engaged to be married in June. ___________________________________

3. _______ Randy Anderson said he would not have saved the children from the burning church. ___________________________________

4. _______ Steve told Ponyboy that he was not going to show up for the rumble. _________________

5. _______ Johnny wanted a copy of Gone in Sixty Seconds for his stay in the hospital. ___________

6. _______ Johnny was grateful that his mom came to see him in the hospital. _____________________

7. _______ Cherry visited Johnny in the hospital. _____________________________________________

8. _______ Ponyboy had a bad feeling about the rumble before it happened. ____________________

9. _______ Just as Dally showed up at the rumble, the fighting began. ___________________________

10. _______ The Socs won the rumble because the Greasers ran away. __________________________

11. _______ The last people to see Johnny alive were Dally and Ponyboy. ________________________

Name ________________________________________________ Period ________________

**Chapters 7-9**

**Vocabulary Quiz**

**Directions:** Choose the **best** answer for each example. Write the letter of your answer on the line in front of the number.

______________ 1. If someone drawled, he would be doing something like this:
   a. drooling               c. playing cards
   b. creating a piece of art d. speaking slowly

______________ 2. When acting with a feeling of superiority, a person would:
   a. remain calm               c. expect everyone to listen to them
   b. want to sleep a lot       d. have trouble making decisions

______________ 3. If you are in a bleak situation, you are probably feeling:
   a. depressed               c. joyful
   b. ill                       d. exhausted

______________ 4. When a person is mimicking someone, he is probably:
   a. harming him               c. copying him
   b. laughing at him           d. watching him

______________ 5. If someone was trying to divert your attention, they might:
   a. sit with you and talk face to face c. remind you to focus
   b. talk about something else d. tell you to quiet down

______________ 6. Which of these **not** be something that might be recurring?
   a. dreams               c. thoughts
   b. headaches d. news

______________ 7. An example of something that radiates might be:
   a. a crying baby  c. toothpaste
   b. a laughing child d. a snow storm

______________ 8. An example of someone who is cocksure is a person who:
   a. gives up easily          c. has a bad temper
   b. knows he is right       d. hates chicken

______________ 9. A time in which one might speak contemptuously to another might be:
   a. if they really didn't like them c. if they were afraid of them
   b. if they were seeking approval d. if they felt uncomfortable

______________ 10. When someone speaks of their exploits, they are **not** speaking of:
   a. heroic undertakings c. brave actions
   b. their adventures d. cowardly deeds

______________ 11. Faltered is closest in meaning to:
   a. continued               c. stuttered
   b. spent time foolishly d. rested

______________ 12. To have a resemblance to something is to:
   a. feel bitterness towards it c. really enjoy its flavor
   b. look a lot like it d. hate it

13. If you acted numbly in a certain situation, a critic might call you:
   a. unfeeling  
   b. a sourpuss  
   c. moody  
   d. a spleen

14. Doggedly is closest in meaning to the word:
   a. persistently  
   b. loosely  
   c. continuously  
   d. cheerfully

15. An example of grimacing could be:
   a. creating a beautiful piece of pottery  
   b. making an ugly face  
   c. smiling from ear to ear  
   d. doing flips

16. To be leery of someone means you are:
   a. worried for them  
   b. suspicious of them  
   c. captivated by them  
   d. attracted to them

17. Treating someone affectionately could mean:
   a. showing warmth  
   b. being rude  
   c. ignoring them  
   d. listening intently

18. If a teacher is aghast at someone’s outburst in class, she is:
   a. furious at them  
   b. saddened by their behavior  
   c. shocked or amazed  
   d. excited by it

19. If you were in agony, you might experience:
   a. true excitement  
   b. physical pain  
   c. joy  
   d. worry

20. To act with conformity is to act:
   a. the way society wants you to  
   b. obediently  
   c. rebelliously  
   d. graciously

21. If someone has stifled your creativity, you feel as though:
   a. you can do just about anything  
   b. they have given you a new opportunity  
   c. they don’t trust you  
   d. you have no talent

22. If you were in mortal fear of something, you would probably feel:
   a. like the situation is a joke  
   b. apprehensive  
   c. extremely afraid  
   d. relaxed

23. To show contempt for someone is to treat them with:
   a. disapproval  
   b. devotion  
   c. discourtesy  
   d. desperation

24. When something is contracted, it has:
   a. signed a contract  
   b. been encouraged  
   c. shrunk  
   d. developed

25. One who is a menace is someone who:
   a. is very interesting to listen to  
   b. needs extra help  
   c. is extremely dangerous  
   d. is really silly
Quiz: Chapters 10-12

Short Response

Directions: Answer each of the questions using complete sentences. If you need more room to write, use the back of this paper or your own lined paper.

1. Why did Dally have such a difficult time accepting Johnny’s death?

2. Explain how Dally was killed.

3. When Ponyboy woke up from his sleep, what was he afraid would happen to him and his brothers?

4. What did Johnny leave with the nurse to give Ponyboy?

5. What thoughts and questions did Ponyboy have after seeing the picture of Bob in the yearbook?

6. According to Ponyboy, who was at fault for Bob’s death?

7. Why do you think Ponyboy said this?

8. When Ponyboy went back to school, how did he behave? Why was this behavior unusual for him?

9. What did Ponyboy do that convinced Two-Bit that Ponyboy would never get “tough?”

10. What does Ponyboy finally decide to write about in his theme for his English class?
Chapters 10-12

Vocabulary Quiz

Directions: Choose the correct word from the word bank below to match the given definitions. Write the word on the line in front of its definition. Be sure to spell it correctly.

- acquitted
- concussed
- idolized
- stupor
- clad
- corny
- liable
- vaguely
- composition
- cocky
- delirious
- remark
- vast
- flinching
- roundabout
- veered

1. _______________ dressed
2. _______________ likely
3. _______________ wincing; recoiling
4. _______________ not clearly; showing a lack of understanding
5. _______________ polite and without being too blunt; indirect
6. _______________ declared not guilty
7. _______________ wandering in the mind and talking complete nonsense
8. _______________ comment
9. _______________ swerved
10. _______________ mental numbness; daze; lessening of sensibility
11. _______________ stale; unoriginal
12. _______________ arrogant; conceited
13. _______________ short essay written as a school assignment
14. _______________ injury to the brain or spinal cord due to a blow or fall
15. _______________ immense; of a very great area or extent
16. _______________ worshipped; regarded with great adoration
THE OUTSIDERS
Final Exam

Part A: Matching
Directions: Match the following characters with their correct description, action, or quote. Write the letter of the correct answer on the line next to the character’s name.

1. Cherry ______ a. killed by the police
3. Steve ______ c. One of the boys who tried to drown Ponyboy in the fountain
4. Two-Bit ______ d. Ponyboy’s oldest brother
5. Ponyboy ______ e. jokester whose real name is Keith
6. Darry ______ f. Soc spy who helped the Greasers
7. Soda ______ g. visited Ponyboy when he was sick at home
8. Johnny ______ h. the redhead’s movie friend
9. Dally ______ i. found Johnny’s denim jacket
10. Randy ______ j. Ponyboy’s favorite brother
11. Bob ______ k. narrator of The Outsiders

Part B: Multiple Choice
Directions: For each question, write the letter of the best response on the line provided.

12. ______ Why were the Curtis boys living on their own?
   a. Their parents abandoned them  c. Their parents died in a plane crash
   b. Their parents died in a car crash  d. The boys ran away from home

13. ______ Why did Johnny carry a switchblade?
   a. He was afraid he would be jumped  c. It was a present from Ponyboy
   b. He did not trust his friends  d. So he could kill Bob

14. ______ Why did the Socs find Johnny and Ponyboy after the night at the movies?
   a. They were lost  c. They wanted to fight
   b. They wanted to make up  d. They wanted to go to the East Side

15. ______ How did Bob get stabbed?
   a. Johnny was trying to save Ponyboy  c. Ponyboy was trying to save Johnny
   b. Bob stabbed Johnny first  d. Bob shot Ponyboy first

16. ______ What were the boys given to take with them on their escape?
   a. food and water  c. money and food
   b. a gun and ammunition  d. money and a gun

17. ______ Who was Cherry Valance’s boyfriend?
   a. Johnny  c. Randy
   b. Bob  d. Two-Bit
Part C: True/False

Directions: For each statement, write “true” if the statement is true, “false” if it is false.

18. ___________ Randy, Ponyboy, and Johnny saved the children from the burning church.
19. ___________ Johnny’s mom and dad visited him in the hospital.
20. ___________ Dally showed up late to the rumble, which caused the fight to start.
21. ___________ The Greasers “won” the rumble.
22. ___________ The last people to see Johnny alive were Dally and Ponyboy.
23. ___________ Dally was killed in the fire.
24. ___________ Johnny, Dally, and Ponyboy were all found not guilty of Bob’s murder.
25. ___________ Johnny gave Ponyboy his copy of Gone with the Wind.
26. ___________ After Dally died, Ponyboy collapsed from a concussion.
27. ___________ At the end of the book, Ponyboy decided to write about his experiences.

Part D: Matching

Directions: Match each vocabulary word from Chapters 1-6 with the correct definition. Write the letter of the definition you choose on the line before the correct vocabulary word.

28. ___________ surveyed     a. a bold resistance to authority
29. ___________ scatterbrained b. obnoxious or stubborn
30. ___________ defiance        c. disinterest; distant in feeling
31. ___________ reformatory d. incapable of serious or meaningful thought
32. ___________ nonchalantly e. an institution for young offenders
33. ___________ hesitation f. showing strong displeasure at something unjust or offensive
34. ___________ disgrace     g. hesitantly; with resistance; unwillingly
35. ___________ reluctantly h. a delay due to fear or uncertainty
36. ___________ aloofness     i. loss of respect or honor
37. ___________ indignant j. indifferently; casually
38. ___________ gallantly  k. unable to comprehend
39. ___________ cunning     l. playfully, mischievously, or dishonestly
40. ___________ ornery     m. shaking uncontrollably
41. ___________ quivering    n. acting bravely or nobly
42. ___________ incredulous o. tensed the body; flinched
43. ___________ roguishly   p. examined; looked at; inspected
44. ___________ unfathomable q. subtle; shrewd; crafty
45. ___________ winced r. skeptical or disbelieving

©2010 Secondary Solutions - 84 - The Outsiders Literature Guide
Directions: Match each vocabulary word from Chapters 7-12 with the correct definition. Write the letter of the definition you choose on the line before the correct vocabulary word.

46. ________ divert a. found not guilty
47. ________ grimacing b. arrogant or conceited
48. ________ stupor c. to distract or turn away from
49. ________ mimicking d. suspicious; wary
50. ________ idolized e. without hope or encouragement; depressing
51. ________ cocky f. returning again to the mind; occurring again
52. ________ contemptuously g. acting according to social standards; compliance
53. ________ veered h. scornfully; showing disdain
54. ________ acquitted i. imitating or copying action or speech, etc.
55. ________ conformity j. worshipped; regarded with adoration
56. ________ bleak k. wandering in the mind and talking nonsense
57. ________ leery l. struck with shock or amazement
58. ________ delirious m. making an ugly or contorted facial expression
59. ________ recurring n. mental numbness; daze; lessening of sensibility
60. ________ aghast o. swerved

Part E: Short Response

Directions: Answer the following questions using complete sentences.

61. How is Ponyboy different from the other Greasers? What lessons did Ponyboy learn throughout the story and how do you think these lessons will affect him in his later life? Explain. ____________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
62. Do you think Ponyboy, Johnny, and Dally are true heroes? Do you think that most anyone would have acted the same way, if they had been in the same situation? Explain.

63. Explain the saying “Nothing gold can stay,” and how this saying relates to the novel.

64. On a separate sheet of paper, analyze The Outsiders, showing in three to five paragraphs how it reflects the heritage, traditions, attitudes, and beliefs of its author, S.E. Hinton. Be sure to use examples and situations from the novel to support your response.

In other words, tell how the book shows:

1. what type of family Hinton may have come from
2. the things Hinton and her family did (or did not do) together
3. Hinton’s attitude towards life and living, and
4. what Hinton’s values and beliefs probably were
The Outsiders
Final Exam—Multiple Choice Version

Part A: Identify the Character
Directions: Choose the correct description, action, or quote for the following characters. Fill in the bubble of the correct letter, or write the correct letter on your answer sheet, following your teacher's directions.

1. killed by the police
   a. Johnny  b. Darry  c. Pony  d. Dally

   a. Randy  b. Johnny  c. Two-Bit  d. Darry

3. One of the boys who tried to drown Ponyboy in the fountain
   a. Bob  b. Two-Bit  c. Randy  d. Johnny

4. Ponyboy’s oldest brother
   a. Soda  b. Dally  c. Steve  d. Darry

5. jokester whose real name was Keith

6. Soc spy who helped the Greasers
   a. Cherry  b. Bob  c. Randy  d. Marcia

7. visited Ponyboy when he was sick at home
   a. Two-Bit  b. Randy  c. Johnny  d. Cherry

8. the redhead’s movie friend
   a. Ponyboy  b. Dally  c. Marcia  d. Cherry

9. found Johnny’s denim jacket

10. Ponyboy’s favorite brother
    a. Steve  b. Soda  c. Dally  d. Darry

11. Read Gone with the Wind together
    a. Pony and Soda  b. Soda and Darry
    c. Johnny and Soda  d. Pony and Johnny

12. narrator of The Outsiders
Part B: Best Response

Directions: For each question, choose the letter of the best response. Fill in the bubble for the correct letter, or write the correct letter on your answer sheet, following your teacher’s directions.

13. ______ Why were the Curtis boys living on their own?
   a. Their parents had abandoned them  
   b. Their parents died in a car crash  
   c. Their parents died in a plane crash  
   d. The boys ran away from home

14. ______ Why did Johnny carry a switchblade?
   a. He was afraid he would be jumped  
   b. He did not trust his friends  
   c. It was a present from Ponyboy  
   d. So he could kill Bob

15. ______ Why did the Socs find Johnny and Ponyboy after the night at the movies?
   a. They were lost  
   b. They wanted to make up  
   c. They wanted to fight  
   d. They wanted to go to the East Side

16. ______ How did Bob get stabbed?
   a. Johnny was trying to save Ponyboy  
   b. Bob stabbed Johnny first  
   c. Ponyboy was trying to save Johnny  
   d. Bob shot Ponyboy first

17. ______ What were the boys given to take with them on their escape?
   a. food and water  
   b. a gun and ammunition  
   c. money and food  
   d. money and a gun

18. ______ Who was Cherry Valance’s boyfriend?
   a. Johnny  
   b. Bob  
   c. Randy  
   d. Two-Bit

19. ______ Who did not help save the children from the burning church?
   a. Randy  
   b. Ponyboy  
   c. Johnny  
   d. Dally

20. ______ Whose arrival at the rumble caused a distraction which started the fight?
   a. Darry  
   b. Dally  
   c. Paul  
   d. Randy

Part C: True/False

Directions: For each statement, fill in the correct bubble on your answer sheet for “true” if the statement is true, or for “false” if it is false, or follow your teacher’s directions.

22. The Greasers “won” the rumble.
23. The last people to see Johnny alive were Dally and Ponyboy.
24. Dally was killed in the fire.
25. Johnny, Dally, and Ponyboy were all found not guilty of Bob’s murder.
26. Johnny gave Ponyboy his copy of Gone with the Wind.

27. After Dally died, Ponyboy collapsed from a concussion.

28. At the end of the book, Ponyboy decides to write about his experiences.

29. Marcia developed a real crush on Dally, even though they were from opposite sides of the “tracks.”

30. Darry, Soda, and Pony were all very close to each other due to their parents’ death.

Part D: Vocabulary—Chapters 1-6

Directions: Choose the correct vocabulary word for each definition. Fill in the bubble on your answer sheet for the letter of the correct response, or follow your teacher’s directions.

31. a bold resistance to authority
   a. hesitation       b. aloofness       c. defiance          d. cunning

32. obnoxious or stubborn
   a. scatterbrained   b. disgrace         c. indignant         d. ornery

33. disinterest; distant in feeling
   a. aloofness        b. nonchalantly     c. reluctantly       d. defiance

34. incapable of serious or meaningful thought
   a. scatterbrained   b. disgrace         c. ornery            d. unfathomable

35. an institution for young offenders
   a. defiance         b. reformatory      c. ornery            d. indignant

36. showing strong displeasure at something unjust or offensive
   a. nonchalantly     b. incredulous      c. aloofness         d. indignant

37. hesitantly; resistantly; unwillingly
   a. defiance         b. unfathomable    c. hesitation        d. reluctantly

38. a delay due to fear or uncertainty
   a. disgrace          b. defiance        c. hesitation        d. roguishly

39. loss of respect or honor
   a. gallantly         b. winced          c. unfathomable      d. disgrace

40. indifferently; casually
   a. reformatory       b. nonchalantly    c. reluctantly       d. gallantly

41. unable to comprehend
   a. scatterbrained    b. hesitation      c. unfathomable      d. indignant
42. playfully, mischievously, or dishonestly  
   a. reformatory  
   b. quivering  
   c. roguishly  
   d. gallantly

43. shaking uncontrollably  
   a. quivering  
   b. winced  
   c. roguishly  
   d. cunning

44. acting bravely or nobly  
   a. roguishly  
   b. reluctantly  
   c. gallantly  
   d. nonchalantly

45. tensed the body; flinched  
   a. quivering  
   b. winced  
   c. cunning  
   d. surveyed

46. examined; looked at; inspected  
   a. surveyed  
   b. winced  
   c. ornery  
   d. scatterbrained

47. subtle; shrewd; crafty  
   a. incredulous  
   b. cunning  
   c. indignant  
   d. disgrace

48. skeptical or disbelieving  
   a. disgrace  
   b. defiance  
   c. incredulous  
   d. indignant

Part E: Vocabulary—Chapters 7-12  
Directions: Choose the correct vocabulary word for each definition. Fill in the bubble on your answer sheet for the letter of the correct response, or follow your teacher’s directions.

49. found not guilty  
   a. grimacing  
   b. mimicking  
   c. acquitted  
   d. recurring

50. arrogant or conceited  
   a. stupor  
   b. aghast  
   c. leery  
   d. cocky

51. to distract or turn away from  
   a. divert  
   b. veered  
   c. bleak  
   d. leery

52. suspicious; wary  
   a. acquitted  
   b. contemptuously  
   c. delirious  
   d. leery

53. without hope or encouragement; depressing  
   a. conformity  
   b. bleak  
   c. delirious  
   d. cocky

54. returning again to the mind; occurring again  
   a. recurring  
   b. mimicking  
   c. grimacing  
   d. divert

55. acting according to social standards; compliance  
   a. contemptuously  
   b. mimicking  
   c. conformity  
   d. aghast

56. scornfully; showing disdain  
   a. aghast  
   b. contemptuously  
   c. leery  
   d. bleak
57. imitating or copying action or speech, etc.
   a. grimacing   b. stupor   c. conformity   d. mimicking

58. worshipped; regarded with adoration
   a. idolized   b. delirious   c. aghast   d. acquitted

59. wandering in the mind and talking nonsense
   a. delirious   b. stupor   c. leery   d. aghast

60. struck with shock or amazement
   a. grimacing   b. contemptuously   c. aghast   d. recurring

61. making an ugly or contorted facial expression
   a. mimicking   b. grimacing   c. conformity   d. veered

62. mental numbness; daze; lessening of sensibility
   a. leery   b. stupor   c. cocky   d. divert

63. swerved
   a. acquitted   b. veered   c. idolized   d. delirious

**Part F: Written Response**

**Directions:** Use the lines below to write your response to the passage chosen by your teacher or follow your teacher’s directions.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
**Teacher Guide**

**Sample Agenda**

Our Literature Guides are designed to be used in their sequential entirety, or may be divided into separate parts. Not all activities must be used, but to achieve full comprehension and mastery of the skills involved, it is recommended that you utilize everything each Guide has to offer. Below is a sample unit plan integrating all aspects of this *The Outsiders Literature Guide*. This agenda assumes students have the time to read together as a class. It will need to be modified if you intend to have your students read on their own at home or have them complete a combination of reading in class and at home. Depending upon the level of your students, these worksheets and activities can be completed in approximately 6 to 8 weeks. The following is a sample eight week plan.

**Week One**

**Day One:** Begin to introduce the themes of the novel by choosing an activity or activities to be completed prior to, or in the early stages of reading the novel from the Pre-Reading Activities, p. 99. Read *Author Biography: S.E. Hinton* and complete *Standards Focus: Exploring Expository Writing*, pp. 6-7.

**Day Two:** Individual and group activity: complete *Anticipation/Reaction Guide*; Introduce *Elements of the Novel*, p. 9 and complete the activity. *(Be sure to collect and keep for students for Post-Reading Reflection at the end of the novel.)*

**Day Three:** As a class, go over *Allusions and Terminology*, pp.10-11, *Idioms and Expressions*, pp. 12-14, and begin finding definitions for *The Outsiders Vocabulary*, p. 15. You may want to have students write definitions for the vocabulary words. You can either have them find their own definitions in a dictionary or provide definitions for them using the *Vocabulary with Definitions*, pp. 97-98 for reference.

**Day Four:** Continue vocabulary work.

**Day Five:** Introduce/explain *Standards Focus: Note-Taking and Summarizing* chart on pp. 16-17; begin reading Chapter One taking notes on their charts as they read. Check to see that students are completing the chart accurately. Read as much as you deem useful for the class period. Approximately 10 minutes before the end of class, have students begin answering the *Comprehension Check* questions, pp. 18-19.

**Week Two**

**Day One:** Continue reading Chapters 1-3; completing *Note-Taking and Summarizing* chart as you read each chapter.

**Day Two:** Finish reading through Chapter 3, completing *Note-Taking and Summarizing* chart.

**Day Three:** Finish answering *Comprehension Check* questions, pp. 18-19.


Begin working on *Standards Focus: Character Development*, pp. 21-24.

**Day Five:** Continue *Standards Focus: Character Development*, pp.22-25; finish for homework.

**Week Three**

**Day One:** Assign *Standards Focus: Sentence Combining*, pp. 26-27. If time allows, go over student answers as a class.

**Day Two:** Review for Chapters 1-3 Quiz. Assign *Assessment Preparation: Sentence Completion*, p. 28 to be finished for homework, if necessary, as further review for the Quiz.

**Day Three:** Administer Chapters 1-3 Quiz, p. 73; Administer Chapters 1-3 Vocabulary Quiz, p. 74. Begin reading Chapters 4-6, completing *Note-Taking and Summarizing* chart, pp. 29-30, as you read.

**Day Four:** Continue reading Chapters 4-6; continue work on *Note-Taking and Summarizing* chart. About ten minutes before class ends, begin *Comprehension Check*, pp. 31-32.

©2010 Secondary Solutions - 92 - *The Outsiders Literature Guide*
Day Five: Assign Standards Focus: Sentence Combining Review, pp. 33-34. If students finish early, have them work on Comprehension Check questions, pp. 31-32, for the chapters they have finished reading.

Week Four
Day One: Finish reading Chapters 4-6, completing Note-Taking and Summarizing chart. Allow time for students to work on Comprehension Check questions, pp. 31-32.
Day Two: Go over Standards Focus: Sentence Combining Review, pp. 33-34. Have students finish up Note-Taking and Summarizing, pp. 29-30, and Comprehension Check questions, pp. 31-32.
Day Four: Assign Assessment Preparation: Context Clues, pp. 37-38; review for Chapters 4-6 Quiz; distribute Vocabulary Review: Crossword Puzzle, p. 39 for homework.
Day Five: Administer Chapters 4-6 Quiz, p. 75; administer Chapters 4-6 Vocabulary Quiz, p. 76. When students have finished, begin reading pp. 40-41, The Allure of Gangs.

Week Five
Day One: Answer the questions on pp. 42-43. Guide the class through the activity if you wish, using the material for class discussion.
Day Two: Begin reading Chapters 7-9, completing Note-Taking and Summarizing chart, pp. 44-45 as you read.
Day Three: Continue reading Chapters 7-9, working on Note-Taking and Summarizing chart, pp. 44-45; begin Comprehension Check questions, pp. 46-47.
Day Four: Teach and assign Standards Focus: Character Types, pp. 48-49; explain Part B, which may be finished for homework.
Day Five: Introduce Social Cliques and Stereotyping, pp. 50-51. Have students fill in the chart, following the directions, and then answer the questions that follow. Discuss as a class.

Week Six
Day One: Continue reading Chapters 7-9; continue to complete Note-Taking and Summarizing.
Day Two: Read together Exploring Expository Writing—Understanding and Dealing with Loss, p. 52. Have students answer the questions on p. 53 following the reading. Discuss. (You will probably have a few students in your class who have dealt with loss or who are trying to deal with a loss at this time. This might be a good time to introduce activity 10 from Post-Reading Extension Activities and Alternative Assessment for those who think they may be interested.) If time allows, continue reading Chapters 7-9.
Day Three: Using the information on p. 54, teach the concepts of denotation and connotation. Assign Assessment Preparation: Denotation and Connotation activity, pp. 54-56.
Day Four: Finish reading Chapters 7-9, completing Note-Taking and Summarizing chart and Comprehension Check questions. If time allows, prepare students for Chapters 7-9 Quiz.

Week Seven
Day One: Administer Chapters 7-9 Quiz, p. 78; administer Chapters 7-9 Vocabulary Quiz, pp. 78-80. If time allows, begin reading Chapters 10-12, completing Note-Taking and Summarizing chart, pp. 59-60 as you read.
Day Two: Continue reading Chapters 10-12; continue to complete Note-Taking and Summarizing chart, pp. 59-60; begin Comprehension Check questions, p. 61, about ten minutes before class ends.
**Day Three:** Assign Standards Focus: Bildungsroman, pp.62-64. Have the students read the information on p. 62, discuss it as a class, and then answer the questions that follow. Finish for homework.

**Day Four:** Assign Standards Focus: Plot Development and Conflict, p. 65. Allow them to use their books for help. (For those who learn best kinesthetically, it may be helpful to run off two pages for each student or one extra sheet for each pair of students and have them cut up the bottom of the page into strips, allowing them to move plot sequences around as they put them in order.) If time allows, read more of Chapters 10-12.

**Day Five:** Assign Standards Focus: Theme, p. 66. (You may wish to give students sample themes from other novels or fairy tales to help them understand the concept.)

**Week Eight**

**Day One:** Finish reading Chapters 10-12, completing Note-Taking and Summarizing chart and Comprehension Check questions.

**Day Two:** Assign Assessment Preparation: Analogies; pp. 67-68. Begin reviewing for Chapters 10-12 Quiz by completing Assessment Preparation: Vocabulary Extension, pp. 69-71. If necessary, have students complete it for homework.

**Day Three:** Administer Chapters 10-12 Quiz, p. 81; administer Chapters 10-12 Vocabulary Quiz, p. 82. When all students have finished the quiz, pass back student worksheet Anticipation/Reaction Guide from p. 8. Have students complete the “After Reading” section, then use their answers to help them complete Anticipation/Reaction Guide—Post-Reading Reflection, p. 72.

**Day Four:** Discuss student responses from Anticipation/Reaction Guides. Review for Final Exam.

**Day Five:** Give either version of the Final Exam, pp. 83-86 or 87-91. Some alternatives to these exams are a project from the Post-Reading Extension Activities and Alternative Assessment, p. 100, an essay from the Essay/Writing Ideas, p. 101, or any combination of the three test types. Two Project Rubrics are on pages 102-103, and a Response to Literature Rubric is on pages 104-105.
The Outsiders

Novel Summary

Chapter 1: On his way home alone from the movie theater, Ponyboy gets jumped by a group of Socs, but is saved by his friends—the Greasers from the East Side.

Chapter 2: Ponyboy, Johnny, and Dally go to the movies where they meet Socs, Cherry Valance and Marcia; Dally tries to bother the girls with lewd comments, and Ponyboy and Johnny stand up for the girls. Ponyboy and Cherry talk about life and the fights between the Greasers and the Socs, each realizing they are not very different from each other.

Chapter 3: While Johnny and Ponyboy walk the girls home, Ponyboy realizes that the Soc girls are nice and not much different from him. The girls’ boyfriends show up and take the girls home. When Ponyboy gets home late, Darry, Ponyboy’s older brother, is mad and slaps him. Ponyboy decides to run away; he finds Johnny and they walk to the park, making plans to run away.

Chapter 4: Ponyboy and Johnny walk through the park, contemplating running away, when they are approached by the Socs. One of the Socs, Bob (Cherry’s boyfriend) holds Ponyboy’s head in the fountain; Ponyboy blacks out. When he comes to, he sees Bob dead next to him. Johnny confesses that he stabbed him trying to stop him from drowning Ponyboy. The boys go to Dally (another member of the Greasers) for help. Dally gives the boys money and a gun, and tells them to hop the train to Windrixville. They do, and hide out in an abandoned church.

Chapter 5: The next morning, Johnny bought food and supplies, including a copy of Gone with the Wind. Johnny and Ponyboy cut and dye their hair to disguise themselves. To entertain themselves, the boys read Gone with the Wind to each other. After five days, Dally shows up and takes the boys out for a meal.

Chapter 6: Johnny is contemplating turning himself in. When they return to the church, it is on fire, and they find several children trapped inside the burning church. The boys run inside and save the children. Johnny gets hit by a piece of burning wood and ends up in critical condition. Ponyboy has suffered mild burns.

Chapter 7: Police and reporters interview the boys; Dally will be okay, but Johnny’s back has been broken and the boys are hailed as heroes. However, Johnny is being charged with manslaughter in Bob’s death.

Chapter 8: Two-Bit and Ponyboy go to see Johnny and Dally in the hospital. Johnny’s mom shows up, but Johnny doesn’t want to see her. A rumble between the Socs and the Greasers is set. They agree that there will be no weapons.

Chapter 9: Ponyboy is still not totally healthy, but decides to fight in the rumble anyway. The Greasers win the rumble, and Ponyboy doesn’t realize it, but he has suffered a concussion. Dally and Ponyboy go to see Johnny in the hospital, and Johnny dies.

Chapter 10: Ponyboy, in shock from Johnny’s death, wanders until he is picked up by a man who takes him home. Ponyboy tells the other Greasers that Johnny is dead and Dally is gone. Dally calls and says he just robbed a store and is running from the police. Dally pulls out his gun, which he has not loaded, and is shot dead by the police. Ponyboy collapses.

Chapter 11: Ponyboy has been in bed for a week; he is delirious and distraught. Flipping through the yearbook, he sees Bob’s picture and wonders what kind of person Bob really was. Randy, Bob’s best friend, visits Ponyboy at the house. Still delirious, Ponyboy says that he killed Bob and that Johnny is still alive.

Chapter 12: Because of their heroics and the claim of self-defense, the boys are acquitted in Bob’s murder. But Ponyboy has not been the same ever since the tragedy. He is failing school, acting hostile and fighting with Darry. He is told by his English teacher that to save his grade, he can write an essay. Eventually, Ponyboy changes and realizes he wants to tell his story. He decides to tell the story of the Greasers and the Socs, and begins to write The Outsiders.
Notes for the Teacher from the Authors of this Literature Guide

As mentioned on page 5, not all activities and worksheets in this guide must be used. They are here to help you, so you do not have to do all the work. A few notes about this Guide:

- Occasionally, you will want to use some of the pages of this Literature Guide in a different order than they are presented. Do what works best for you. For example, the Character Development activity on pages 22-25 would involve rereading the first three chapters, looking for specific details about each character. You might prefer to hand out the Character Development assignment at the same time as the Note-Taking activity on pages 16-17, so that as the students read the chapter and takes notes, they can look at the same time for the character traits they need to record for the activity on pages 22-25.

- When students have completed the Anticipation/Reaction Guide on page 8, be sure to collect their papers and keep them handy for use in completing the Post-Reading Activity at the end of the novel.

- Check out the Pre-Reading activities on page 99 before you read the novel because you may want your students to do some research, reading, or writing before reading The Outsiders.

- Be sure to check out the Post-Reading Activities well before the students finish reading the novel. Some of the activities in this section are perfect for use while reading the novel. You may wish to have your students choose one or two of these activities to be completed during the reading of the novel.

- Essay Ideas and Writing Ideas (p. 101) serve different purposes. Essay prompts are provided for students to use in developing the traditional five-paragraph essay, while Writing Ideas are given for the student to use in exploring the more creative side of writing.

- You may wish to choose an essay question from page 101 for student response on the Multiple Choice Version of the Final Exam. If so, there are lines at the end of the Exam so student can either begin their responses or write a short answer, depending on the ability of your students. In the event that you have run off one copy of the Final for all your classes, you may choose not to use the lines, and have the students use their own lined paper.
Vocabulary with Definitions

Chapter One
disgrace—loss of respect, honor, or esteem; shame
madras—a light cotton plaid fabric used for shirts, dresses, etc.
muttered—spoke in low tones; grumbled
cowlick—a tuft of hair that grows in a direction different from the rest of the hair
reckless—careless; without caution
bawl—to cry or wail with great lust
quivering—shaking uncontrollably
unfathomable—impossible to understand; incomprehensible
rarities—something rare, unusual, or uncommon
savvy—to know; understand

Chapter Two
roguishly—in a playfully mischievous manner
winced—drew back or tensed the body, as from pain or a blow; flinched
incredulous—not inclined to believe; skeptical
scowled—made a frowning facial expression
nonchalantly—unconcernedly; indifferently; unexcitedly; casually
scatterbrained—incapable of serious connected thought
shanghai(ing)—kidnapping; inducing or compelling someone to do something by force
heaters—guns, pistols, revolvers or other firearms

Chapter Three
gallant—ly—in a brave, valiant, noble-minded, or chivalrous way
aloofness—disinterest; indifference; distant in feeling
ornery—ugly or unpleasant in disposition or temper; stubborn
elite—persons of the highest class
dumfounded—struck with astonishment and surprise
cunning—artfully subtle or shrewd; crafty; sly

Chapter Four
unceasingly—without stopping; continuing
apprehensive—uneasy or fearful about something that might happen
defiance—bold resistance to authority
contemptuously—expressing disdain; scornfully
ruefully—regretfully; feeling, showing, or expressing sorrow or pity
reformatory—an institution for reforming or disciplining young offenders
premonition—a forewarning; a feeling of anxiety over a future event

Chapter Five
groggy—dazed or weakened from lack of sleep
reluctantly—unwillingly; resistanly
imploringly—begging urgently or piteously
sullenly—in a manner that shows irritation or ill-humor by a gloomy silence
quavering—quivering as from weakness; trembling
eluded—escaped understanding, perception, or appreciation of
vital—of critical importance
indignant—expressing strong displeasure at something unjust, offensive or insulting
hauled—dragged off forcefully; compelled to go

Chapter Six
surveyed—examined; looked at; inspected
bewilderment—state of confusion or disorientation
conviction—fixed or firm belief
tangle—to come into conflict; to fight or argue
hesitation—a delay due to fear or uncertainty of the mind
defeated—thwarted; won over; beaten
plasma—the clear liquid part of the blood
hysterics—a fit of uncontrollable laughter or weeping; hysteria

**Chapter Seven**
mimicking—imitating or copying action, speech, etc.
radiates—projects or glows with cheerfulness, joy, goodwill, etc.
bleak—without hope or encouragement; depressing
drawled—spoke with lengthened or drawn-out vowels
cocks sure—perfectly sure or certain; completely confident in one’s own mind
recurring—returning again to the mind; occurring again
aghast—struck with overwhelming shock or amazement
exploits—brilliant or heroic acts or deeds; adventures
contemptuously—scornfully; showing or expressing contempt or disdain

**Chapter Eight**
numbly—without the capability of taking action or feeling emotion
faltered—spoke unsteadily; stammered
resemblance—similarity of appearance; likeness
divert—to distract; to turn away from
doggedly—showing persistent effort; inflexibly; stubbornly; tenaciously

**Chapter Nine**
mortal—severe; extreme; intense
grimacing—making an ugly or contorted facial expression, indicating pain, disapproval, etc.
affectionately—warmly; lovingly; fondly
superiority—the condition of being superior or better than
menace—a person whose actions or ideas are considered harmful or dangerous
conformity—acting according to social standards or practices; compliance
stifled—suppressed; withheld
leery—suspicious; wary
contempt—scorn; disgrace; dishonor; disapproval
contracted—drew together; shrunk; condensed
agony—intense physical or mental suffering

**Chapter Ten**
stupor—mental numbness; daze; lessening of sensibility
vaguely—not clearly; showing a lack of understanding
concussion—injury to the brain or spinal cord due to a blow or fall
delirious—wandering in the mind and talking complete nonsense
clad—dressed

**Chapter Eleven**
idolized—worshipped; regarded with great adoration
cocky—arrogant; conceited
remark—comment
liable—likely

**Chapter Twelve**
flinching—wincing; recoiling
acquitted—declared not guilty
composition—short essay written as a school assignment
roundabout—polite and without being too blunt; indirect
corny—stale; unoriginal
veered—swerved
vast—immense; of a very great area or extent
**Pre-Reading Activities**

Suggested activities prior to the study of *The Outsiders*:

1. Read and discuss/answer questions about S.E. Hinton on page 5.
3. Discuss/journal the reasons someone might join a gang. Are there good aspects to gangs? Does the good outweigh the bad? Make a comparison chart on the board or overhead of pros and cons to being in a gang. What other alternatives are there for someone thinking of joining a gang? What could be the consequences of joining a gang?
4. Discuss/journal what it means to be an “outsider.” Who are outsiders? Have you ever felt left out of a conversation? What does it feel like to be on the “outside” of a social circle or situation? Is it always bad to be on the outside, or are there also possible positive outcomes?
5. Research American culture in the 1960s. Research clothing styles, music, movies, etc. Make a collage of clippings and pictures, or give an oral report.
6. Research the cultural and political issues of the 1960s. Outline some political issues, such as the Civil Rights Movement, Vietnam War and anti-war protests, feminism, and ‘60s pop culture. Identify important leaders of the time, including Martin Luther King, Jr., John F. Kennedy, Lyndon B. Johnson and Richard M. Nixon. Give an oral report or PowerPoint presentation on your findings.
7. Woodrow Wilson reportedly said, “Friendship is the only cement that will hold the world together.” Do you agree? Discuss/journal your response, telling about a time that friendship pulled you through a tough situation.
8. People often say, “Don’t judge a book by its cover.” What does this saying mean? Discuss/journal a time when you were judged or you judged someone else based upon outside appearance. Who might live this throughout their entire lives? Discuss ways in which this type of thing can be alleviated.
9. Sometimes the course of our lives can be changed instantaneously. Whether it is an unexpected challenge, the loss of a loved one, or a devastating failure, sometimes things that are out of our control can change our lives. Discuss/journal an experience that permanently changed the course of your life.
10. What is a hero? What classifies someone as a true hero? Discuss/journal those characteristics, telling the type of person you feel can be thought of as a true hero and how they fit your own description of a hero.
**Post-Reading Extension Activities and Alternative Assessment**

Suggested post-reading activities and alternative assessment for *The Outsiders*:

1. Conduct a survey/opinion poll about gangs, friendship, crime, etc. Be sure to come up with your hypothesis first, then design the questions and survey/poll other classes. Finally, calculate the results and orally report your findings to your classmates. Questions might include, "What types of people do you think become involved in gangs?" "Are gangs a good or a bad thing?; explain" "How can people solve issues in their lives without becoming a member of a gang?" etc.

2. Create a comic strip of one scene or event in the novel. Be sure to use color and include dialogue or captions briefly explaining each frame.

3. Design a newspaper front page of the events of Bob’s murder, the fire at the church, Johnny’s death, and/or Dally’s tragic end. Inside pages might include local news, an advice column, classified ads, a “fashion” column, gossip column, Reader’s Opinion column, sports news, recipes and restaurant reviews, announcements, weather, a crossword, comics, etc. Be sure to keep your articles in the time period of the novel.

4. Create Ponyboy’s scrapbook of photos, artwork, poems, etc. of important events that occur throughout the story. Be sure to include pictures and an explanation or journal-like thoughts and reflections about each event.

5. Pretend you are the costume designer for a theatrical production of *The Outsiders*. Draw accurate costumes for Ponyboy, Darry, Johnny, Dally, Soda, Cherry and Bob. Each drawing must be on an 8 ½ by 11” page, colored, with fabric swatches attached. Write a one-page report explaining what each character would wear, and for which scene.

6. You are a psychologist, and your patient is a character of your choice from *The Outsiders*. He or she has come seeking advice. What questions would you ask your patient? What advice would you give? Compose notes and/or a tape recording of your thoughts during and/or after a “session.” Also consider dream analysis and role-playing exercises. You must have at least five consecutive sessions and include a final diagnosis/recommendation for your patient.

7. Create a cause and effect diagram, explaining how each event of the book caused other events to occur. What might have happened had one of the events not occurred? Choose an event to change, and rewrite the events that occurred because of that change. Stay in the character and general direction of the novel.

8. Create a movie poster advertising the showing of *The Outsiders*. Place celebrities of today in the roles of Ponyboy, Dally, Soda, Darry, Johnny, Cherry, Marcia, Bob and Randy. Be sure to include show dates and times. Create a catchy description of the movie, designed to draw in your audience. Be as neat, colorful, and creative as possible. On the back of your poster, explain how those actors you chose fit the characters for which you have placed them. Do not only go by the appearance of the character, but also by personality traits and appeal to the public.

9. Create a brochure, PowerPoint, blog, or web page on the themes, characters, setting and plot of *The Outsiders*.

10. People deal with death and loss in many different ways. Create a poster or brochure on the ways of dealing with death, the different stages of grief, and support groups that are available for teens today. Include real resources that students can turn to in time of need.
**Essay and Writing Ideas**

**Essay Ideas**

1. Analyze Darry’s role in the novel. Consider his role as a brother, a friend, as well as a father-figure to Soda and Ponyboy. How does he change throughout the novel?
2. Robert Frost also wrote the poem “The Road Not Taken.” Analyze the message in this poem and compare it to the themes of Frost’s “Nothing Gold Can Stay.” For assistance with this activity, go to www.4secondarysolutions.com/outsiders.htm.
3. Write about what you would have done in the same situation, if you had been one of the characters in *The Outsiders*. Be sure to include the name of the character as well as a brief recap of the situation from the novel, as you write your essay telling how you would have handled the situation differently.
4. How does the lack of true “adults” in the story line affect this novel? How would the story have been different if adults took an active role in the novel? What situations might have shown the most drastic changes as the story progressed? Do you think the story would have been more or less enjoyable if adults had taken a more active role? Why?
5. Since there were no true “adults” in *The Outsiders*, the boys had to be responsible for their own lives. Analyze the story, paying particular attention to how the boys took responsibility for themselves, including how they may have made their own decisions which resulted in both good and bad choices. Be sure to relate their lives to your own, as if you were in a similar situation.
7. Watch the 1983 version of the movie, “The Outsiders.” Compare and contrast the movie with the novel, *The Outsiders*. Write your analysis using a traditional five-paragraph essay.
8. In a well-organized five-paragraph essay, compare/contrast gang life in *The Outsiders* with gang life in today’s world.

**Writing Ideas**

1. Write a journal from Ponyboy’s point of view about the events of his life over the past few weeks. A minimum of ten entries are to be included in the journal. Entries should focus on major events in the character’s life and how he would respond to that event. Remember—you are Ponyboy while you are writing in this diary, so you are using the first person “I” and getting into this character’s heart and brain! Finally, create a unique cover for the diary.
2. Write an updated version of *The Outsiders*, dealing with the gangs and social issues of today. What kinds of things have changed since the time this book was written? What is still the same? Are things better or worse for teens today? Why?
3. Write an alternate ending to the story. What if Johnny had lived the remainder of his life as a handicapped person? What if Dally had lived? What if they had both lived? What happens next? What do you think will happen to Ponyboy? You choose from where the story changes and what happens to each character.
4. Write the obituaries for Johnny and Dally. Be sure to include their important life accomplishments, as well as information about how they died, and what services will be held.
5. Add a new character to *The Outsiders*. Why would he or she be added? What would he or she contribute to the plot? In which situation would she/he be introduced?
## Project Rubric A

<table>
<thead>
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<th>Category</th>
<th>Score of 5</th>
<th>Score of 4</th>
<th>Score of 3</th>
<th>Score of 2</th>
<th>Score of 1</th>
<th>Score</th>
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<tbody>
<tr>
<td>Required Elements</td>
<td>Includes all of the required elements as stated in the directions.</td>
<td>Includes all but one or two of the required elements as stated in the directions.</td>
<td>Missing 3 or 4 of the required elements as stated in the directions.</td>
<td>Missing 5 or 6 of the required elements as stated in the directions.</td>
<td>Project does not follow the directions.</td>
<td></td>
</tr>
<tr>
<td>Graphics, Pictures</td>
<td>All pictures, drawings, or graphics are appropriate and add to the enjoyment of the project.</td>
<td>Some pictures, drawings, or graphics are included, are appropriate, and add to the enjoyment of the project.</td>
<td>A few pictures, drawings, or graphics are included and are appropriate to the project.</td>
<td>A few pictures, drawings, or graphics are included, but may not be appropriate to the project, or may be distracting.</td>
<td>Pictures or drawings are not used and/or are inappropriate or distracting to the project.</td>
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</tr>
<tr>
<td>Creativity</td>
<td>Exceptionally clever and unique; design and presentation enhance the project.</td>
<td>Clever at times; thoughtfully and uniquely presented.</td>
<td>A few original or clever touches enhance the project.</td>
<td>Little evidence of uniqueness, individuality, and/or effort.</td>
<td>No evidence of creativity or effort. Project is not unique.</td>
<td></td>
</tr>
<tr>
<td>Neatness, Appeal</td>
<td>Exceptionally neat and attractive; typed or very neatly handwritten, appropriate use of color, particularly neat in design and layout.</td>
<td>Neat and attractive; typed or neatly handwritten, good use of color, good design and layout.</td>
<td>Generally neat and attractive; handwritten, some use of color, some problems in design and layout.</td>
<td>Distractively messy or disorganized; handwritten; little use of color; several problems in design and layout.</td>
<td>Work shows no pride or effort. Project is incomplete, illegible, or particularly messy and unattractive.</td>
<td></td>
</tr>
<tr>
<td>Grammar, Spelling, Mechanics</td>
<td>Little to no problems with grammar, spelling, or mechanics. Project was clearly proofread.</td>
<td>A few problems with grammar, spelling, or mechanics. Errors are minor and do not distract from the project.</td>
<td>Several errors in grammar, spelling, or mechanics. Errors can be slightly distracting at times.</td>
<td>Several problems with grammar, spelling, or mechanics. Errors are distracting.</td>
<td>Many problems with grammar, spelling, or mechanics. Mistakes clearly show project was not proofread.</td>
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**Comments:**

**Final Score:** ________ out of 25
# Project Rubric B

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<th>Category</th>
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<th>Score of 3</th>
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<td>Many problems with grammar, spelling, or mechanics. Mistakes clearly show project was not proofread.</td>
<td></td>
</tr>
<tr>
<td>Citation of Sources</td>
<td>All graphics, pictures, and written work are original, or if they have been obtained from an outside source, have been properly cited.</td>
<td>All graphics, pictures, and written work that are not original or have been obtained from an outside source have been cited, with a few problems.</td>
<td>All graphics, pictures, and written work that are not original or have been obtained from an outside source have been cited, with several problems.</td>
<td>Some attempt has been made to give credit for unoriginal graphics, pictures, and written work.</td>
<td>No attempt has been made to give credit for unoriginal graphics, pictures, and written work.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Final Score:** ________ out of 25
Response to Literature Rubric

Adapted from the California Writing Assessment Rubric
California Department of Education, Standards and Assessment Division

Score of 4
☐ Clearly addresses all parts of the writing task.
☐ Provides a meaningful thesis and thoughtfully supports the thesis and main ideas with facts, details, and/or explanations.
☐ Maintains a consistent tone and focus and a clear sense of purpose and audience.
☐ Illustrates control in organization, including effective use of transitions.
☐ Provides a variety of sentence types and uses precise, descriptive language.
☐ Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader’s understanding of the writing.
☐ Demonstrates a clear understanding of the ambiguities, nuances, and complexities of the text.
☐ Develops interpretations that demonstrate a thoughtful, comprehensive, insightful grasp of the text, and supports these judgments with specific references to various texts.
☐ Draws well-supported inferences about the effects of a literary work on its audience.
☐ Provides specific textual examples and/or personal knowledge and details to support the interpretations and inferences.

Score of 3
☐ Addresses all parts of the writing task.
☐ Provides a thesis and supports the thesis and main ideas with mostly relevant facts, details, and/or explanations.
☐ Maintains a generally consistent tone and focus and a general sense of purpose and audience.
☐ Illustrates control in organization, including some use of transitions.
☐ Includes a variety of sentence types and some descriptive language.
☐ Contains some errors in the conventions of the English language. These errors do not interfere with the reader’s understanding of the writing.
☐ Develops interpretations that demonstrate a comprehensive grasp of the text and supports these interpretations with references to various texts.
☐ Draws supported inferences about the effects of a literary work on its audience.
☐ Supports judgments with some specific references to various texts and/or personal knowledge.
☐ Provides textual examples and details to support the interpretations.
Score of 2
- Addresses only parts of the writing task.
- Suggests a central idea with limited facts, details, and/or explanation.
- Demonstrates little understanding of purpose and audience.
- Maintains an inconsistent point of view, focus, and/or organizational structure which may include ineffective or awkward transitions that do not unify important ideas.
- Contains several errors in the conventions of the English language. These errors may interfere with the reader’s understanding of the writing.
- Develops interpretations that demonstrate a limited grasp of the text.
- Includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from the literary work.
- Draws few inferences about the effects of a literary work on its audience.
- Supports judgments with few, if any, references to various text and/or personal knowledge.

Score of 1
- Addresses only one part of the writing task.
- Lacks a thesis or central idea but may contain marginally related facts, details, and/or explanations.
- Demonstrates no understanding of purpose and audience.
- Lacks a clear point of view, focus, organizational structure, and transitions that unify important ideas.
- Includes no sentence variety; sentences are simple.
- Contains serious errors in the conventions of the English language. These errors interfere with the reader’s understanding of the writing.
- Develops interpretations that demonstrate little grasp of the text.
- Lacks an interpretation or may be a simple retelling of the text.
- Lacks inferences about the effects of a literary work on its audience.
- Fails to support judgments with references to various text and/or personal knowledge.
- Lacks textual examples and details.
Answer Key
Due to space constraints, answers may not be written in complete sentences, as most student answers should be.

Page 7 Exploring Expository Writing
Answers may vary
1. She thinks of herself as a tomboy, enjoying the activities boys usually do.
2. The publishers thought that having a woman’s name would not sell the book to the target audience: boys.
3. She had writer’s block, depression.
4. The Outsiders; Rumble Fish; Tex; That Was Then, This is Now
5. veered away from the usual
6. Hawkes Harbor, adult novel, more mature, complex
7. Answers will vary
8. Answers will vary

Page 8 Anticipation/Reaction Guide
Answers will vary

Page 9 Elements of the Novel
Answers will vary

Page 15 The Outsiders Vocabulary
Definitions will vary, unless you have given students the definitions from pages 87-88.

Pages 16-17 Note-Taking and Summarizing
Chapter 2: Setting: Movie theater; Plot: Ponyboy, Johnny and Dally go to the movies; they meet Cherry Valance and Marcia, two Soc girls. Dally tries to bother the girls, and Ponyboy and Johnny stand up for the girls; Ponyboy and Cherry talk about life and the fights between the Greasers and the Socs.

Chapter 3: Setting: Outside the movie theater, Ponyboy’s house; Plot: Johnny and Ponyboy walk the girls home; Ponyboy realizes that the Soc girls are nice and not much different from him; the girls’ boyfriends show up and take the girls home; when Ponyboy gets home late, Darry is mad and slaps him; Ponyboy decides to run away; he finds Johnny and they walk to the park.

Pages 18-19 Comprehension Check—
Chapter One
1. Not tough-looking, light-brown, almost-red longer hair, greenish-gray eyes, a greaser, likes to spend time alone, a reader, likes to draw, movie-lover, poorer than the middle class and Socs, tries to behave himself, doesn’t always use his head, makes good grades, kind of small, good build
2. He likes to watch movies undisturbed so he can get into them and live them with the actors. He feels it’s like having someone read over your shoulder when someone goes with you to the movies. Besides no one in his crowd likes books and movies the way he does.
3. The Socs follow him, threatening to cut off his hair and harm him in other ways.
4. Really scared, wondering if he could make a break for it because he remembered how Johnny looked after he was jumped by the Socs. Sweating but cold, clammy palms, looked for a stick or a pop bottle to bust and use as a weapon; goes wild, screaming for Soda or Darry, biting the hand over his mouth. The greasers come to rescue him.
5. They were killed in an automobile accident eight months earlier.
6. Ponyboy
7. Answers will vary
8. Soda is his brother and Steve is Soda’s best friend; at the DX gas station
9. He is a wisecracker who always has to get in his two-bits; Keith
10. He spent three years on the wild side of New York and was arrested when he was ten; hates the world; tougher, meaner, colder, and bitter
11. He is trying to keep his family together since the death of their parents, and is somewhat resentful.
12. He says he wants to marry her after she gets out of school and he gets a better job.
13. Ponyboy loves Soda more than anyone in the world—idolizes him; Pony isn’t really close to Darry, but looks up to him and respects him, somewhat out of fear. Sodapop is not afraid of Darry—even teases him and tells him what to do. He doesn’t think of Ponyboy as a kid and likes to hang around him. Darry is rough on Pony; treats him like a parent would, and never sees anything he does as good enough. He is much easier on Soda, overlooking his mistakes and bad choices.

Chapter Two
1. Sneaked in over the back fence; just to break the law and see if they could get away with it
2. Answers will vary. Possible answers: trying to make an impression on them; just a mean-type person; feels inferior so is trying to bolster
himself; doesn’t know of any other way to talk to girls when he doesn’t know them and wants to; habit.
3. They stand up to him and tell him to stop, trying to be at least polite at first; Cherry throws her Coke in his face to “cool him off.” They are very self-assured and confident, possibly feeling superior.
4. He doesn’t treat people like that, even though he is a greaser and the girls are Socs. That’s not his kind of kicks.
5. Dally is vulgar and crude, while Johnny and Pony are easy to talk to and sweet, can be trusted not to expect anything from them, protective, not mean
6. They came to the movies with their boyfriends, but walked out on them when they found out the boys had booze. The boys got angry and left.
7. He puts a strong hand on Johnny and Pony’s shoulders and says, “Okay, greasers, you’ve had it.” They get spooked, thinking it was really a Soc or a bunch of Socs who had come to tear them apart. Johnny is especially scared because the Socs had beat him to a pulp in the past and he is now deathly afraid of them.
8. “Don’t get caught.” They had learned to be like a family to each other, and these were some of the ways they protected each other.
9. Mustang pulled up beside the lot, four Socs got out, one with a lot of rings had cut up his face. They had scared and threatened him. (Johnny’s face was cut up, bruised and swollen, and he had a gash from his temple to his cheekbone. He never walked alone again and now carries a 6-inch blade.)

Chapter Three
1. Greasers have a different set of values and are emotional while Socs are sophisticated. Socs will say they like things they really don’t like just to be cool. Socs are always going and going; can’t be satisfied; don’t let their real selves show through. They feel “too violently.”
2. Soda had a horse that wasn’t his. Soda worked at the stables where he was boarded. Pony even thought soda and Mickey Mouse looked and acted alike. He came when Soda called him, but not for anyone else. The horse loved Soda and he loved the horse. Mickey Mouse was a mean horse and was always kicking other horses and getting into trouble. One day the horse was sold and Soda had cried all night. Soda had never wanted anything but that horse, and now he was gone…. Reasons it was included in the novel will vary
3. Cherry and Ponyboy both watched the sunset, and since they had that in common, they realized that there were probably many things they had in common, even though they came from different backgrounds. They needed to have things in common in order to bond.
4. get the girls to go home with them; to start a fight
5. Answers are personal and will vary, but should include an explanation of the students’ point of view
6. go to the vacant lot where they hang out; they fall asleep and wake up too late so Pony gets home late and Darry gets really mad at him
7. He doesn’t want trouble. If there is trouble, Ponyboy, Soda, and Darry might be split up and Soda and Pony “thrown in a boys’ home so quick it’d make your head spin.”
8. Darry slapped Ponyboy and nobody in his family had ever done that before.
9. At least then he knows that his parents know he is alive.
10. He has had to take on too much responsibility for a person his age since his parents were killed. He resents having to take on the role of parent to his brothers.

Pages 20-21 Definitions
1. gallantly
2. unfathomable
3. quivering
4. incredulous
5. scatterbrained
6. winced
7. cunning
8. scowled
9. savvy
10. roguishly
11. ornerly
12. nonchalantly
13. reckless
14. elite
15. shanghaiing
16. heaters
17. bawl
18. muttered
19. madras
20. disgrace
21. cowlick
22. dumfounded
23. aloofness
24. rarities
<table>
<thead>
<tr>
<th>Name</th>
<th>Physical Description</th>
<th>Personality Traits</th>
<th>Socio-Environmental Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ponyboy</td>
<td>Long brownish-red greasy hair, greenish-gray eyes; small for 14, w/ good build;</td>
<td>Likes to be alone sometimes; likes walking; smokes; smart but doesn’t use his head; loves his brother Soda but afraid of brother Darry; scared of girls—not into girls yet; has seen a lot; quiet type</td>
<td>Doesn’t get along with Darry, who yells at him a lot since his parents died 8 months ago</td>
</tr>
<tr>
<td>Sodapop</td>
<td>Almost 17; handsome like a movie star; dark gold straight hair; dark brown eyes</td>
<td>Understanding; happy and will never grow up; high on life—gets drunk without alcohol; doesn’t drink; gets along with both brothers; too much energy and feeling; not good in school; girls go crazy for him; horse-crazy</td>
<td>Dropped out of school when his parents were killed to help Darry with expenses of a family; has a girlfriend named Sandy that he “loves”</td>
</tr>
<tr>
<td>Darry</td>
<td>20 years old; 6’2” high; broad shouldered and muscular; icy, blue-green eyes; big and handsome; hard as a rock</td>
<td>Works long and hard; tough, cool and smart; grew up too fast; rough with Pony because he doesn’t like him—very strict with him, nags at him, blows up at him; never yells at Soda because he likes him</td>
<td>Works all the time as a roofer to support his brothers since his parents died; was popular in school; resentful that he never got to go to college</td>
</tr>
<tr>
<td>Johnny</td>
<td>2nd youngest in the gang; smallest; slight build and tan; black eyes; long, black, shaggy hair</td>
<td>Nervous and suspicious; high-strung; knows love and affection only from the gang; the Pet of the gang; quiet type; has seen a lot; brave and loyal</td>
<td>His dad beats him and mom ignores him; he was beaten up by the Socs so he is fearful; parents fight all the time; Dad is a drunk</td>
</tr>
<tr>
<td>Dally</td>
<td>Elfish face—high cheekbones, pointed chin, sharp teeth, ears like a lynx; white-blonde hair; blue, hateful eyes</td>
<td>A real character; came from NY; tough, cold, mean; arrested at 10; bitter; a real criminal—has a long record; smoker; dirty mouth; drinker</td>
<td>Johnny’s hero; lived the life of a hood on the streets of NY</td>
</tr>
<tr>
<td>Two-Bit</td>
<td>6’ tall and stocky; long sideburns; gray eyes; 18 ½ years old and a junior in high school</td>
<td>Wisecracker; funny—has to get his two-bits in, hence the name; life is a big joke to him; shoplifter; likes fights, blondes, and school; not smart; drinker; scatterbrained</td>
<td>Mother is a barmaid since Dad ran out on them</td>
</tr>
<tr>
<td>Steve</td>
<td>17; tall and lean; thick hair in greasy swirls</td>
<td>Car fanatic; too much energy and feeling</td>
<td>Hates his father</td>
</tr>
<tr>
<td>Cherry</td>
<td>Red hair; a real looker</td>
<td>Self-confident, classy Soc; says things to impress others</td>
<td>Money; has more than she wants</td>
</tr>
<tr>
<td>Marcia</td>
<td>Cute; smaller than Cherry</td>
<td>Classy Soc, scatterbrained</td>
<td>Money</td>
</tr>
<tr>
<td>Socs</td>
<td>Madras shirts</td>
<td>Rich, west-side kids; they have their own troubles; aloof—don’t feel anything</td>
<td>Money; beer blasts; river-bottom parties; have too much; drive nice cars</td>
</tr>
<tr>
<td>Greasers</td>
<td>Long, greasy hair; jeans and T-shirts, tennis shoes or boots</td>
<td>Get jumped by the Socs; poor; wild; they steal, hold up gas stations, have gang fights; they are like a family, say nasty things to girls</td>
<td>Decent girls looked at them like dirt</td>
</tr>
</tbody>
</table>
Pages 26-27 Sentence Combining
Part One
Circled: It was almost four months ago. I don’t care too much for girls yet. Soda says I’ll grow out of it. He did. He picked it up. It was Johnny’s blue-jeans jacket—the only jacket he had.
Double Underlined: I had walked down to the DX station to get a bottle of pop and to see Steve and Soda, because they’ll always buy me a couple of bottles and let me help work on the cars. I don’t like to go on weekends because then there is usually a bunch of girls down there flirting with Soda—all kinds of girls, Socs too. It was a warmish spring day with the sun shining bright, but it was getting chilly and dark by the time we started for home. We were walking because we had left Steve’s car at the station. We were passing it, kicking rocks down the street and finishing our last bottle of Pepsi, when Steve noticed something lying on the ground.

Single Underlined: At the corner of our block there’s a wide, open field where we play football and hang out, and it’s often a site for rumbles and fist fights.

Part Two
Answers will vary. Sample answers are given.
1. I went on walking home thinking about the movie and suddenly I wished I had some company.
2. We’re poorer than the Socs and the middle class, and I reckon we’re wilder, too.
3. The girl looked at me, but I was half-scared of her like I’m half scared of all nice girls—especially Socs.
4. I thought of those hard, pale eyes and I decided Soda was wrong for once.
5. The Mustang passed us slowly as it went right on by, and Marcia sighed in relief.
6. After taking a good look at him, I wondered how he could stand being so handsome.
7. Since he liked to show that he didn’t care whether there was a law or not, he went around trying to break laws.
8. As Dally started out talking loud enough for the two girls to hear, he gradually got even worse.
9. Because I could never please him, Me and Darry just didn’t dig each other.

Page 28 Sentence Completion
1. aloofness, disgrace
2. bowl, quivering
3. incredulous, muttered, scowled
4. winced, unfathomable
5. reckless
6. roguishly
7. gallantly
8. cunning, ornery (or scatterbrained)
9. scatterbrained (or ornery)

Pages 29-30 Note-Taking and Summarizing
Chapter 4: Setting: The park; Plot: Ponyboy and Johnny walk through the park, contemplating running away, when they are approached by the Socs; one of the Socs, along with a soc named David, Bob (Cherry’s boyfriend) holds Ponyboy’s head in the fountain; Ponyboy blacks out. When he comes to, he sees Bob dead next to him. Johnny confesses he stabbed him, trying to save Ponyboy from drowning. The boys go to Dally for help. Dally gives the boys money and a gun, and tells them to hop the train to Windrixville. They do, and hide out in an abandoned church.

Chapter 5: Setting: the church; Plot: The next morning, Johnny has bought supplies, including a copy of Gone with the Wind. They cut their hair to disguise themselves. For the next week, the boys hide out at the church. Ponyboy recites a Robert Frost poem, “Nothing Gold Can Stay.” After about five days, Dally shows up. Dally takes the boys for food; the boys find out that Cherry has been acting as a spy.

Chapter 6: Setting: the church; Plot: Johnny wants to confess and turn himself in. They go back to the church; it is on fire. They find several children stuck inside the burning church. The boys run inside and help the children escape. Johnny is hit by a piece of burning wood and is in critical condition. Ponyboy has suffered mild burns.

Pages 31-32 Comprehension Check
Chapter Four
1. Five drunken Socs in a Mustang come into Greaser territory looking for the guys who “picked up our girls.” A soc named David shoves Pony’s head into the fountain, nearly drowning him.
2. Johnny goes after Bob because he is the one who had beaten him up before, and because they had a blade and were going to go after him like they did before. Johnny stabs and kills him.
3. He is afraid for his life; they have tried it before and are out to get him.
4. They go to Dally for help; he gives them a gun and some money.
5. They hop the freight to Windrixville and go to stay at the old abandoned church at the top of Jay Mountain.
6. One day everything seemed so “normal” and all of a sudden, the whole world has crumbled down around them. Similar feelings will vary.
7. Answers will vary. Sample student answer is given. The author may be trying to give more insight into the boys’ personalities. I don’t think it helped me “get” that scene, because I could envision what was going on, but it did give me insight into the boys’ personalities.
8. **Answers will vary. Sample student answer is given.** I think this is foreshadowing that something bad is going to happen inside the church. It might have something to do with being cold.

**Chapter Five**

1. Johnny has gone to get food and supplies for their stay. He brings baloney, bread, matches, a copy of Gone with the Wind, peroxide, deck of cards
2. They cut their hair and bleach Pony's. His hair is his pride and joy. It is his trademark, and the one thing he can be proud of.
3. They both cried. **Evaluations will vary. Sample answer:** I think she wants us to know that Pony and Johnny are real people and not hardened criminals, so having them cry helps to create that image.
4. Reading Gone with the Wind, smoking, talking, talking about a poem, eating baloney
5. He had smoked two packs of Camels and hadn't been eating right.
6. a letter; Darry had hit him because they were scared for him and he was sorry he did it; Darry is really worried about him, not knowing where he is
7. He told them that they were heading for Texas
8. They go to the Dairy Queen and gorge themselves.
9. People don't know it isn't loaded or that he doesn't intend to use it, so they back off and are afraid of him when he carries it
10. Cherry Valance

**Chapter Six**

1. **Answers will vary; sample answer:** I don't think she has much at all to do with the mess they are in. They have to be responsible for their own actions. Plus, she has a right to talk to whoever she wants to without "some guy" telling her what to do and fighting over her.
2. He wants to turn himself in and Pony agrees. Johnny has a good chance of being let off easy because he has no police record and it was self-defense.
3. He tells him that his parents hadn't asked about him, but, "Shoot, my old man don't give a hang whether I'm in jail or dead in a car wreck or drunk in the gutter." Johnny is very hurt and bewildered. Dally wouldn't care.
4. The church is on fire and there are kids in there. They jump in through windows and rescue the ones inside.
5. They are taken to the hospital and hailed as heroes.
6. He is on fire and he is trying to stop the flames.
7. To the hospital; in the other ambulance; Pony was burned and suffered from smoke inhalation and shock; Dally had a burned arm; Johnny had been hit across the back by a piece of timber and might have a broken back, and was burned pretty badly
8. They are truly relieved. Soda picks Ponyboy up and swings him around. Darry cries; he says to Ponyboy, "Pony, where have you been all this time?" Pony realizes that he meant, "Pony, you've scared me to death. Please be careful, because I couldn't stand it if anything happened to you." Then he says, "Oh, Pony, I thought we'd lost you... like we lost Mom and Dad...."
9. Pony wondered how he could ever have thought him hard and unfeeling. Darry shows his tender side by his words and by stroking Pony's hair. Pony knows now that everything is going to be all right.

**Pages 33-34 Sentence Combining Review**

**Part One**

1. but
2. but
3. and
   (4-7 **Answers will vary; sample student answers:**)
4. We climbed in a back window of the small, spooky, spider-webby old church, and it really gave me the creeps.
5. I woke up late in the afternoon and for a second I didn't know where I was.
6. I looked at Johnny, but he didn't look like any farm boy to me.
7. Johnny sighed and I looked at him imploringly.

**Part Two**

1. although
2. when
3. when
4. without
5. because
6. if
   (7-12 **Answers will vary; sample student answers:**)
7. "I'm gonna cut mine, too, and wash the grease out, but I can't bleach it, since I'm too dark-skinned to look okay blond."
8. Because it just didn't look like me, I'd never combed it to the side like that.
9. As he was crying, I held him like Soda had held him the day we found him lying in the lot.
10. I was dying for a Pepsi, since I'm what you might call a Pepsi addict.
11. I rolled over and sat up, rubbing the sleep out of my eyes and yawning, when suddenly I blinked.

**Pages 35-36 Analysing Poetry**

**Part One**

Lines 1-8 **Answers/Interpretations will vary.**

**Part Two**

1. nature
2. gives, makes way for
3. everything good has its end
4. worry, depression, sadness, realization of mortality
5. Possible answers: hardest, hour, subsides, sank, grief, down, nothing
6. Answers will vary widely

Pages 37-38 Context Clues
1. hysterics
2. groggy
3. contemptuously
4. apprehensive
5. defiance
6. unceasingly
7. imploringly
8. reformatory
9. defeated
10. reluctantly
11. surveyed
12. bewilderment
13. indignant
14. tangle
15. eluded

Page 39 Vocabulary Review Crossword

Pages 40-43 The Allure of Gangs
Answers will vary
1. Gangs in the sixties carried heaters and knives, dressed alike, used signals (whistling), hung out for companionship, robbed gas stations, and were mainly composed of a group of castoffs. But they had no aversion to fighting with their fists. Today’s gangs have a lot of the same characteristics, but are a lot more violent than the gangs of the sixties. Today’s gangs sell drugs, commit violent crimes, kill for fun or initiation, or just to further their reps.
2. early seventies
3. companionship, money, power, to feel competent at something, excitement
4. Explanations will vary.
5. Reputation—very important because it moves him up a notch in the respect department; to earn a rep, some will embellish their stories to impress people, and others will commit the worst crimes to further their rep.

Pages 44-45 Note-Taking and Summarizing
Chapter 7: Setting: hospital, Ponyboy’s house; Plot: Police and reporters interview the boys; Dally will be okay, but Johnny’s back was broken; the boys are hailed as heroes; Johnny is charged with manslaughter; Randy does not want to fight in the rumble.
Chapter 8: Setting: hospital; Plot: Two-Bit and Ponyboy go to see Johnny and Dally in the hospital. Johnny’s mom shows up, but Johnny doesn’t want to see her; the rumble is set—no weapons.
Chapter 9: Setting: the street; Plot: Ponyboy is still not well, but decides to fight anyway; the Greasers win the rumble. Dally and Ponyboy go to see Johnny in the hospital; Johnny dies.

Pages 46-47 Comprehension Check
Chapter Seven
1. He is entertaining everyone at the police station, joking around, interviewing the nurses, mimicking the TV reporters and keeping them all in stitches.
2. Johnny is in critical condition with a broken back, severe shock, and third-degree burns; they tell him that they are the only real family he has
3. The doctors had said that Johnny might not live. He didn’t want to hear what would happen if he lived.
4. The boys loved to eat chocolate cake for breakfast, and their parents had never let them have it
5. It is a stopping place for all their friends if they need a place to sleep or get away from someone.
6. The headlines read, Juvenile Delinquents Turn Heroes. Two-Bit says they didn’t just turn...
heroes—they were heroes from the beginning. The whole page was covered with stories about them—the fight, the murder, the church burning, the Socs being drunk, and their pictures were even there. The article talked about how they risked their lives to save the kids. One of the Socs even said it was their fault about the murder and that the greasers only fought back in self-defense.

7. He dreamt of his parents’ funeral and woke up night after night sweating and screaming. The doctor chalked it up to too much imagination.

8. She has gone to live with her grandmother in Florida because she is pregnant.

9. The social workers check up on the boys to be sure they are staying out of trouble and living in a decent environment. If not, they have the authority to take Ponyboy out of the home.

10. Answers will vary. Possible answers: Randy tells Pony that he would have let the kids die in the fire. He tells him that he is not going to show at the rumble that night. He is sick of all this trouble between the Socs and the greasers, and that Bob was a good guy and a real person. He says that Bob was spoilt and his parents never told him “No.” He tells Pony that even if they beat the Socs at the rumble, they couldn’t win—they would always be where they are: at the bottom. Pony learned that Randy, the Soc, is just a guy.

11. They can do just about anything they want and because they have money and dress well, a lot of what they do is overlooked. Answers will vary.

12. Answers will vary.

Chapter Eight

1. He means that Johnny is going to die, so they might as well let his friends in to see him. They can’t hurt anything now.

2. He is too young to go now. He hasn’t seen and done everything.

3. He doesn’t want to see her. He is angry at her and feels that all she would want anyway would be to tell him how much trouble he is causing her. When she gives them a look of hatred and begins to blame them for all the trouble, they yell back at her, saying, “No wonder he hates your guts.” They almost got into a yelling match, but Ponyboy moves Two-Bit away from her and they leave.

4. Answers will vary. He may be planning to go to the rumble or to use it to threaten his way out of the hospital; he hands it over, because he trusts him and he feels that if he needs a blade enough to ask for it, that is all he needs.

5. Answers will vary. He was probably afraid that they would lose, since all of their gang couldn’t be there.

6. She says that he was Randy’s best friend since grade school. He could be sweet and friendly sometimes. But when he got drunk he became mean. He had something special about him that made people follow him. He was a little better than the crowd.

7. A reason is an explanation of an action; and excuse is a reason to remove blame for something. Answers will vary.

Chapter Nine

1. They get all spruced up, put on extra hair oil, do flips off the porch and no-hands cartwheels, screech like Indians, chant greaser… greaser… greaser… The excitement was contagious.

2. Self-defense

3. They are not going to settle for being poor and uneducated without the money they need to live a “normal” life. They definitely have a choice in the matter, by finishing school and following the laws.

4. They are always well-dressed and clean. The impression they give off is one of law-abiding citizens, while in reality they are sneaky troublemakers and no better than the greasers. Opinions will vary.

5. No blades or chains; nothing but fists and the first to run lose.

6. Darry stepped forward and said, “I’ll take on anyone.” His former buddy, Paul, stepped up to him, and when Darry was distracted, Paul threw the first punch. It was significant because they had grown up together and used to be close friends.

7. The greasers win when the Socs run off.

8. To the hospital to see Johnny. The cop pull them over and they tell him that Pony is hurt and needs to get to the hospital right away. The cop escorts them.

9. “Stay gold, Ponyboy. Stay gold....” He was referring to the poem, “Nothing Gold Can Stay” by Robert Frost, the poem presented in Chapter Five. Answers will vary. He meant that Pony was a good kid and that he needed to be sure to do everything in his power to stay that way—don’t let this lifestyle ruin you.

Pages 48-49 Character Types

Justifications will vary

1. Sodapop—protagonist, round, dynamic

2. Darry—antagonist, round, static

3. Two-Bit—neither, flat, static

4. Cherry—neither, round, static

5. Marcia—neither, flat, static

6. Johnny—protagonist, round, dynamic
Part B answers will vary

Pages 50-51 Social Cliquees and Stereotyping
Answers will vary, but all answers should be well-thought-out and thorough.

Pages 52-53 Understanding and Dealing with Loss
1. b. detached and expository
2. a. modern grief therapy
3. d. may occur at random
4. Answers will vary
5. Answers will vary
6. Answers will vary

Pages 54-56 Denotation and Connotation
Answers will vary, but students should be able to justify their answers if asked. Students should have chosen six words to explain. Call on random students to read their explanations.

Page 57-58 Vocabulary Review—Creating Your Own Definitions
Actual student answers will vary widely. Accept all reasonable, well-thought-out responses; sample student answers are given
1. lovingly or warmly
2. striking or notable feats
3. having a similar appearance
4. imitating or copying
5. occurring again
6. spoke unsteadily; stammered
7. shocked; filled with sudden horror
8. suppressed or crushed
9. high in rank or degree
10. spoke in a slow manner
11. acting persistently
12. turning or distracting
13. extreme pain or suffering
14. subject to death
15. as if deprived of sensation
16. depressing; giving little hope
17. shriveled; shrunk; condensed
18. angrily; with a feeling of hatred
19. a harmful or dangerous person
20. following the crowd; doing what is expected from society
21-23 Answers will vary widely

Pages 59-60 Note-Taking and Summarizing
Chapter 10: Setting: on the streets; Plot: Ponyboy wanders until he is picked up by a man and taken home; Ponyboy tells the other Greasers that Johnny is dead and Dally is gone; Dally calls and says he just robbed a store and is running from the police; Dally pulls out his gun, and is shot dead by the police. Ponyboy collapses, delirious from a concussion.

Chapter 11: Setting: Ponyboy's house; Plot: Ponyboy has been in bed for a week; he sees Bob's face in the yearbook; Randy visits Ponyboy at the house; Ponyboy is delirious and says that he killed Bob and Johnny is still alive.

Chapter 12: Setting: courthouse, school, Ponyboy's house; Plot: the boys are acquitted. Ponyboy is failing school and is told he can write something to raise his grade; Ponyboy is acting hostile and fights with Darry; eventually Ponyboy changes and realizes he wants to tell his story; he decides to write The Outsiders for his English class.

Page 61 Comprehension Check
Chapter Ten
1. Johnny was the only one he truly connected with and the only thing Dally loved; they were best friends.
2. He calls to tell them that he has just robbed a grocery store and the cops are after him. They need to hide him, so meet him at the lot in a minute.
3. Johnny died as the result of trying to save some innocent kids from a fire. Dally died in a negative light, after committing a crime. Dally dies a hoodlum in the eyes of the public, instead of a hero like Johnny.
4. He is exhausted and hasn't been eating the way he should. He is also pushing himself too hard, and going beyond the limits of sensibility because he also had a concussion. He is lightheaded, weak, tired, dizzy, nauseated, feverish, delirious, etc.
5. He had fainted.
6. He doesn't want to hurt Darry. He hopes that his subconscious mind wants him, even if he isn't aware enough of what he is doing to ask for him purposely.

Chapter Eleven
1. He realizes that he was a real person—a reckless, hot-tempered boy, cocky and scared stiff at the same time.
2. He wanted talk to Pony about going to see the judge tomorrow. He also wanted to make sure that Pony realized it was not him who killed Bob, but Johnny, and to tell him that Johnny only did what he did in self-defense.
3. He is in denial about Johnny's death. He is trying to protect his honor.

Chapter Twelve
1. He knows that Pony has been quite ill and also that he didn’t kill Bob. He doesn’t want to make matters worse. The evidence pointed to the
others and he was not under suspicion. He was not guilty.

2. He is so distracted, and so much has happened in his life that he can’t concentrate on school, no matter how he feels about it. He becomes really absent-minded and runs into things, hardly eats, and basically gives up on life. His teacher tells him he can write a theme for extra credit.

3. The letter he wrote to Sandy has been returned unopened and he is upset about it.

4. He finds out that Sandy is pregnant by someone other than Soda.

5. Soda has been feeling like a middleman between his brothers and doesn’t like it. The other two realize that they have been putting him in a bad position, and vow not to fight anymore.

6. It was a note telling Pony that he doesn’t mind dying now, that saving those kids was worth it. He wants him to tell Dally that he needs to look at a sunset, and that there; s still lots of good in the world. He was, of course, too late.

7. He decides to write about his life experiences over the past several months, and The Outsiders is the product.

8. It is the same as the first line of the book, and makes it clear that Pony has written the book for his English class.

Page 62 Bildungsroman

All answers will vary; sample answers are given

1. His parents have died and he is living with his two brothers, one of which he thinks hates him and wishes he wasn’t around.

2. The loss of his parents, but more importantly, the loss of his security. I don’t think he realizes that this is affecting his behavior. He doesn’t think his oldest brother likes him and feels like he is in his way, but doesn’t realize that he is still important to his family. He thinks that because his brother wants him to follow the rules of the house that he hates him and wants him to disappear. He doesn’t understand that he just wants him to grow up to be a good person.

3. He hangs out with “criminals.” They are poor, independent, hard, tough, thick-skinned individuals who are angry that they don’t get any breaks in life like the Socs. The Socs have money, get away with all kinds of shenanigans, are devious and selfish, think they deserve whatever they want, and take advantage of whatever they can get away with.

4. Answers will vary; sample student answers: watch out for the other guy, give it all you’ve got, share what you have, let each other live life the way they want to; respect each other’s individual needs, take advantage of your abilities, take care of your own share of the responsibilities, don’t be lazy, stick together at all costs; Ponyboy is right on with respect to all of the “rules.” He is a good person, and wants everyone around him to feel taken care of, wanted, and needed.

5. Answers will vary; sample student answers:

Page 65 Plot Development and Conflict

Order of events: 9, 2, 7, 5, 1, 3, 10, 4, 8, 6, 11, 12

1. rising action
2. exposition
3. rising action
4. rising action
5. rising action
6. climax
7. rising action
8. rising action
9. exposition
10. rising action
11. falling action
12. resolution

Page 66 Theme

Answers will vary

1-3 Examples from the text will vary

4. For some, loyalty and friendship are more important than anything.

2. It’s a small world; we are alike in one way or another.

3. “Stop and smell the roses.”

Pages 67-68 Analogies

1. cocky
2. clad
3. remark
4. corny
5. liable

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6. vast
7. stupor
8-16: Answers will vary widely

Pages 69-71 Vocabulary Extension
Original sentences will vary
1. cocky
2. idolized
3. roundabout
4. vaguely
5. clad
6. composition
7. flinching
8. stupor
9. concussion
10. delirious
11. veered
12. acquitted
13. remark
14. vast
15. cocky
16. liable

Page 72 Anticipation/Reaction Guide—Post-Reading Reflection
Answers will vary

Page 73 Quiz: Chapters 1-3
1. i. “Come on, Johnny, we’re running away”
2. f. twenty-year-old guardian
3. b. the Curtis boy who dropped out of school
4. e. nervous boy badly beaten up by the Socs
5. c. “I’m never nice. Want a Coke?”
6. h. “Things are tough all over”
7. d. the redhead’s movie friend
8. g. found Johnny’s blue-jeans jacket four months previous
9. a. jokester whose real name is Keith
10. They are rival gangs, with no real reason to hate each other except for the socioeconomic; they live on different sides of town; fight over territory, girls, honor, reputation
11. They are not much different from each other
12. Accept all reasonable responses

Page 74 Chapters 1-3 Vocabulary Quiz
1. c. disinterest; indifference; distant
2. n. to cry or wail with great lust
3. r. a tuft of hair that grows differently from the rest of the hair
4. t. subtle; shrewd; crafty; sly
5. l. loss of respect, honor, esteem; shame
6. x. struck with astonishment and surprise
7. w. persons of the highest class
8. m. in a brave, valiant, noble-minded, chivalrous way
9. g. guns, pistols, revolvers, or other firearms
10. q. not inclined to believe; skeptical
11. a. a light cotton plaid fabric used for shirts, dresses, etc.
12. d. spoke in low tones; grumbled
13. j. unconcernedly, indifferently; unexcitedly; casually
14. o. ugly or unpleasant in disposition; stubborn
15. b. shaking with a light, rapid, tremulous movement
16. h. something rare, unusual, uncommon
17. f. careless; without caution
18. p. in a playfully mischievous manner
19. u. to know; understand
20. e. incapable of serious, connected thought
21. v. made a frowning facial expression
22. k. kidnapping; inducing or compelling someone to do something by force
23. s. impossible to understand; incomprehensible
24. i. drew back or tensed the body as from pain or a blow; flinched

Page 75 Chapters 4-6 Quiz
1. c. They wanted to fight
2. b. Ponyboy
3. d. Johnny was trying to save Ponyboy
4. c. Dally
5. d. money and a gun
6. d. take the train to Windrixville
7. b. an abandoned church
8. d. Gone with the Wind
9. a. Baloney sandwiches
10. c. Cherry

Pages 76-77 Chapters 4-6 Vocabulary Quiz
1. unceasingly
2. apprehensive
3. defiance
4. hauled
5. contemptuously
6. ruefully
7. reformatory
8. premonition
9. groggy
10. reluctantly
11. imploringly
12. sullenly
13. quavering
14. eluded
15. vital
16. indignant
17. surveyed
18. bewilderment
19. conviction
20. tangle
21. hesitation
22. defeated
23. plasma
24. hysterics

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Page 78  Chapters 7-9 Quiz  
1. false; chocolate cake  
2. false; Sandy moved away  
3. true  
4. false; Randy  
5. false; Gone with the Wind  
6. false; he didn’t want to see his mother  
7. false; she didn’t feel comfortable because she was Bob’s girlfriend  
8. true  
9. true  
10. false; the greasers won because the socs ran  
11. true  

Pages 79-80  Chapters 7-9 Vocabulary Quiz  
1. d. speaking slowly  
2. c. expect everyone to listen to them  
3. a. depressed  
4. c. copying him  
5. b. talk about something else  
6. d. news  
7. b. a laughing child  
8. b. knows he is right  
9. a. if they really didn’t like them  
10. d. cowardly deeds  
11. c. stuttered  
12. b. look a lot like it  
13. a. unfeeling  
14. a. persistently  
15. b. making an ugly face  
16. b. suspicious of them  
17. a. showing warmth  
18. c. shocked or amazed  
19. b. physical pain  
20. a. the way society wants you to  
21. d. you have no talent  
22. c. extremely afraid  
23. a. disapproval  
24. c. shrunk  
25. c. is extremely dangerous  

Page 81  Chapters 10-12 Quiz  
1. He was his best friend, like a brother, and the only thing he truly loved  
2. shot by the police because he had a gun; explanations will vary  
3. that he would be taken by Social Services and separated from his brothers  
4. his copy of Gone with the Wind  
5. Ponyboy wondered if Bob’s parents hate Pony and the boys, and what kind of home life he had. Ponyboy concluded that Bob was cocky, hot-tempered, and frightened, but human.  
6. Ponyboy was delirious and said that it was he who actually killed Bob.  
7. Ponyboy was delirious and in denial about Johnny being dead.  
8. Ponyboy was failing his classes and getting in trouble, which was very unlike him before the recent events. He used to be a good student.  
9. He picked up the broken glass so no one would get a flat tire.  
10. the incidents in this book; his life with the Greasers—The Outsiders.  

Page 82  Chapters 10-12 Vocabulary Quiz  
1. clad  
2. liable  
3. flinching  
4. vaguely  
5. roundabout  
6. acquitted  
7. delirious  
8. remark  
9. veered  
10. stupor  
11. corny  
12. cocky  
13. composition  
14. concussion  
15. vast  
16. idolized  

Pages 83-86  Final Exam  
1. f. Soc spy who helped the greasers  
2. h. the redhead’s movie friend  
3. i. found Johnny’s denim jacket  
4. e. joker whose real name is Keith  
5. k. narrator of The Outsiders  
6. d. Pony’s oldest brother  
7. j. Pony’s favorite brother  
8. b “Stay gold, Ponyboy. Stay gold.”  
9. a. killed by the police  
10. g. visited Ponyboy when he was sick at home  
11. c. tried to drown Ponyboy in the fountain  
12. b. Their parents died in a car crash  
13. a. He was afraid he would be jumped  
14. c. They wanted to fight  
15. a. Johnny was trying to save Ponyboy  
16. d. money and a gun  
17. b. Bob  
18. false  
19. false  
20. true  
21. true  
22. true  
23. false  
24. true  
25. true  
26. true  
27. true  
28. p. examined; looked at; inspected  
29. d. incapable of serious or meaningful thought  
30. a. a bold resistance to authority  
31. e. an institution for young offenders  
32. j. indifferently; casually

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33. h. a delay due to fear or uncertainty
34. i. loss of respect or honor
35. g. hesitantly; reluctantly; unwillingly
36. c. disinterest; distant in feeling
37. f. showing strong displeasure at something unjust or offensive
38. n. acting bravely or nobly
39. q. disinterest; distant in feeling
40. b. showing strong displeasure at something unjust or offensive
41. m. shaming uncontrollably
42. r. acting according to social standards; compliance
43. l. to distract or turn away from
44. j. worshiped; regarded with admiration
45. o. to distract or turn away from
46. m. imitating or copying action or speech, etc.
47. n. mental numbness; daze; lessening of sensibility
48. i. worshipped; regarded with admiration
49. j. acting according to social standards; compliance
50. e. without hope or encouragement; depressing
51. d. suspicious; wary
52. k. careless; showing disdain
53. o. swerved
54. a. found not guilty
55. g. acting according to social standards; compliance
56. e. without hope or encouragement; depressing
57. d. suspicious; wary
58. k. wandering in the mind and talking nonsense
59. f. returning again to the mind; occurring again
60. l. struck with shock or amazement

For Short Response questions and Essay, accept all reasonable responses.

Pages 87-91 Final Exam—Multiple Choice Version

1. d. Dally
2. b. Johnny
3. a. Bob
4. d. Darry
5. a. Two-Bit
6. a. Cherry
7. b. Randy
8. c. Marcia
9. d. Steve
10. b. Soda
11. d. Pony and Johnny
12. c. Ponyboy
13. b. Their parents died in a car crash
14. a. He was afraid he would be jumped
15. c. They wanted to fight
16. a. Johnny was trying to save Ponyboy
17. d. money and a gun
18. b. Bob
19. a. Randy
20. b. Dally
21. False
22. True
23. True
24. False
25. True
26. True
27. True
28. True
29. False
30. False
31. c. defiance
32. d. ornery
33. a. aloofness
34. a. scatterbrained
35. b. reformatory
36. d. indignant
37. d. reluctantly
38. c. hesitation
39. d. disgrace
40. b. nonchalantly
41. c. unfathomable
42. c. roguishly
43. a. quivering
44. c. gallantly
45. b. winced
46. a. surveyed
47. b. cunning
48. c. incredulous
49. c. acquitted
50. d. cocky
51. a. divert
52. d. leery
53. b. bleak
54. a. recurring
55. c. conformity
56. b. contemptuously
57. d. mimicking
58. a. idolized
59. a. delirious
60. c. aghast
61. b. grimacing
62. b. stupor
63. b. veered

Written Response—Answers will vary depending upon the question chosen.