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Thematic Unit: Eye for an Eye, Tooth for a tooth

By Aubrey Sallenbach

English Language Arts 7<sup>th</sup> Grade

### Rationale

The purpose of this unit is to have students analyze the act of revenge and determine moral feelings towards the concept, debating the morality of revenge and whether or not the outcomes of revenge are beneficial. Revenge constantly occurs whether between countries, states, groups, or even individuals. Students will constantly be forced with the inner conflict of whether taking action towards another in acts of revenge can be morally right. How a student approaches and handles certain pressures to take revenge will be a constant struggle a student faces and needs to understand consequences that can occur. In teaching this unit, I hope to inspire students to think and develop alternative solutions to the concept.

In using *The Outsiders* in which others seek revenge, students will be able to connect consequences the characters face in the story in seeking and how each character's choice affects those around him/her. Pop culture such as the film *Mean Girls* can engage students to relate to the concept of different ways and instances others use revenge and how these choices affect everyone around them. "The Poison Tree", by William Blake, reveals how plotting revenge can distort the soul. Reading this aside the short story 'The Cask of Amontillado', by Edgar Allan Poe can reveal how the main character, Furtunato, murders his friend based on an unrevealed insult. Comparing these instances to the article, '13-Year- Old Commits Suicide after Harassment on MySpace' shows the cruelty of revenge and how many are affected by it. Also, having students collaborate together over beliefs towards certain quotes about revenge from history can help shape their own feelings towards to concept. In the beginning of class students will have a free write which according to Kirby and Liner is 'the bread and butter of the writing

classroom.’ (pg. 48) After, students can engage with one another discussing different beliefs, concepts, alternatives, and even morality of revenge; questioning the appropriateness of the concept along with who is affected by it. With constantly questioning and discussing the concepts of revenge along with looking how others have been affected by revenge, students can find alternatives and even discover the difference between revenge and ending harmful future events. Students will constantly face these questions and situations and need to be able to determine: ‘when is it right to take action? Or when should all action be dropped and forgiveness given?’ Keeping journals on these quotes along with these discussions will show how the students’ ideas have developed and changed throughout the unit.

Students will also be able to research instances outside of the classroom in which revenge or justice occurs. Looking outside the classroom and using media can allow students to see how revenge occurs in everyday life. Also, students can collaborate with who deserves the power to take either justice or revenge. Students will be able to see revenge occur within war, pop culture, and other media bases.

Discussion towards the concept of revenge is necessary in the classroom in order to engage students to collaborate and find alternatives that could support one another. Jim Burke explains that teachers need to enforce collaboration and can incorporate this concept by using ‘groups or teams in a variety of ways, asking them to come up with multiple solutions to the same problem.’ (pg. 153) Also Probst enforces that ‘we need to teach our students to use conversation to build better ideas collaboratively than any of us will come to on our own.’ (pg. 59)

A great concept for the unit would also be Smagorinsky's comparison-contrast essay for the two main groups of *The Outsiders*: the socials and the greasers. Using this, students will be able to find how both gangs are alike, even though they are against one another. By finding similarities with one another as well as differences, others learn to understand and respect one another. Using a Venn diagram will help the students see the similarities and differences between the groups. To give the students a variety, they will also write a narrative or letter from a different character's perspective from *The Outsiders* such as a social's perspective, a different greaser's perspective, or even Pony boy's older brother.

For the final, students will be able to produce a product showing what they have learned using different texts based on revenge. Besides this, they will be able to mold the concept in order to reveal the concept to 2<sup>nd</sup> graders. Using *If You Give a Mouse a Cookie* as a source can help the students have an example on what their final products should look like for the 2<sup>nd</sup> grade class. With reading different perspectives on revenge along with writing from a different perspective in *The Outsiders*, students will be able to see how perspectives change depending on the author and character. This will help them in writing the children's book for the 2<sup>nd</sup> grade class and also provide a purpose for constructing their final project.

## Goals and Objectives

### **Goal #1      Students will understand how different literature works theme on revenge relates to society.**

- 1.1 Students will compare/contrast view points on revenge in literature including: poetry, short stories, novels, and music.
- 1.2. Students will respond to a variety of viewpoints on revenge.
- 1.3. Students will develop a viewpoint based towards revenge and justice.

### **Goal #2      Students will use research in their assignments.**

- 2.1. Students will use computer, internet, articles, newspaper, and/or media.
- 2.2 Students will make connections between the themes of revenge to research.
- 2.3. Students will compare found research to different literatures.

### **Goal #3      Students will produce products based for different perspectives.**

- 3.1. Students will write a final product based for the teacher and texts read in class.
- 3.2. Students will write a product based from a different perspective than the author's point of view.
- 3.3. Students will produce a final product connecting the theme of revenge to children's books for 2<sup>nd</sup> graders.



### Sunshine State Standards

- LA.7.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.
- LA.7.1.6.1 The student will use new vocabulary that is introduced and taught directly;
- LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words;  
The student will use background knowledge of subject and related content areas,
- LA.7.1.7.1 prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
- LA.7.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning
- LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- LA.7.1.7.4 The student will identify cause-and-effect relationships in text
- LA.7.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
- LA.7.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
- LA.7.1.7.7 The student will compare and contrast elements in multiple texts
- LA.7.2.1.1 The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes
- LA.7.2.1.6 The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story)
- LA.7.2.2.2 The student will use information from the text to state the main idea and/or provide relevant details  
The student will organize information to show understanding (e.g., representing main
- LA.7.2.2.3 ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
- LA.7.3.1.2 The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence
- LA.7.3.2.1 The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
- LA.7.3.2.2 The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- LA.7.3.2.3 The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of

language techniques to reinforce voice.

- LA.7.3.3.1 The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.7.3.3.2 The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
- LA.7.5.2.1 The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic

**Materials for Unit**

- Pen/pencil
- Colored pencils
- Markers
- Crayons
- Bell work journals
- Overhead projector
- White board and dry erase markers
- *Mean Girls* DVD
- Poem *The Poison Tree* by William Blake
- Article: *13-Year-Old Girl Commits Suicide after Harassment on MySpace*
- Short story: *Cask of Amantadillo* by Edgar Allan Poe
- 24 copies of *The Outsiders*
- Bare books
- Computers and Internet
- Sister Act 2 CD
- Worksheets from Appendices

## Unit Outline

**\*\*\*Each lesson is expected to be 50 minutes long\*\*\***

### Day One:

Students will be introduced to a new unit dealing with the concept of revenge. The purpose of today is to have students discuss actions in which revenge has occurred within their lives and how they have been affected by either taking revenge or receiving a counteract after hurting someone.

Inform students to have parental permission slips on their desk when entering the classroom and explain that they will be starting a new unit dealing with pressures that cause others to act out in revenge towards another. Let them know each day before class they will have a free write in which they will keep in their journals to be turned in towards the end of the unit. They will also collaborate in groups throughout the unit to produce a final project in the end.

Materials:

- Prompt #1 ( Appendix B)
- Dry Erase Markers
- Questionnaire Survey (Appendix C)
- Overhead projector

7 Minutes: Hand out Journals to students while collecting parental permission slips (Appendix A) for the unit. Explain that each journal response should be a minimum of half a written page for complete credit. This way the students will answer the prompt thoroughly.

7 minutes: Lead a discussion based on the prompt. Begin with your response in order to get students more comfortable in sharing their own responses.

20 minutes: Begin Questionnaire Survey (Appendix C) by having the students stand up and rearrange the desks so that each desk is in the back and there is enough room for the students to move. Then explain that with each question, the students will have to choose the left side of the room if they agree, right side of the room if they disagree, and middle of the room if they are not sure. Record their responses for each question on the board as well as in another pad to give them feedback on the input of their own peers. After the students choose sides, have them discuss their reasoning for whether or not they agreed with the statement.

6 minutes: Have students arrange desks back. Hand out copies for *The Outsiders*. Remind the students of the unit plan and give a brief book talk about *The Outsiders*.

Homework: Students will read the first chapter of *The Outsiders* to get an introduction of the main character.

Adaptations/Accommodations: Each student will be given the responses to the Questionnaire. Also, the Prompts will be projected on the overhead so each student can see.

**Day Two:**

## Materials:

- The Outsiders
- KWL Worksheets (Appendix D)
- Prompt #2 (Appendix B)
- Journals
- Overhead projector
- Dry erase board
- Dry erase markers

10 minutes: Verbally check for each student who read while taking Attendance/Housekeeping. Have students write Prompt #2 for their Bell work Journals while handing out KWL Work sheets (Appendix D.)

10 minutes: Lead discussion to response to Prompt #2 in the journals. Allow certain students to bring up their responses to present to the class.

10 minutes: Explain the KWL Worksheets to the students. Have the students discuss what they Know so far about the story and the characters. Then have them discuss what they want to know. Write their responses on the board and have them copy responses they want for their worksheet.

20 minutes: Have students follow along while reading out loud to them. Call on other students to read as well allowing them to stop when they wish. Pause around every 3 pages and ask students what they have learned so far. Students should stop at Chapter 2.

Homework: In on paragraph, explain why you believe the Socs and Greasers refuse to be friends? Do you believe that Maria and Cherry are like the other Greasers? If so, how? If not, how are they different?

**Day Three:**

## Materials:

- Journals
- Literature circle sheets (Appendix F)
- Overhead projector
- *The Outsiders*

7 minutes: Place Prompt #3 on overhead projector. Collect homework while having students respond to Prompt #3.

5 minutes: Call on students to respond to Prompt #3 explaining how they responded and why.

5 minutes: Break students up into groups of four. Assign each student as either: discussion director, literary laminator/passage master, connector, and illustrator. Hand each student an assignment sheet, explaining their jobs. (Appendix G)

10 minutes: Have students read aloud with one another in their groups Chapter 3.

8 minutes: Allow each student time to go back to the passage in order for his assignment in his/her group.

10 minutes: Have students review their answers with one another.

5 minutes: Collect students work. Explain homework.

Homework: Research either an article, TV show, music, or other media device that portrays an incident in which a character takes revenge. Write a response to what happens after the character takes revenge.

**Day Four:**

## Materials:

- Overhead projector
- Prompt #4
- KWL worksheets (Appendix D)
- *The Outsiders*
- *Mean Girls* DVD

5 minutes: Attendance/House keeping. Have some students share responses to the media they have found.

10 minutes: Place Prompt #4 on overhead projector. Have students respond to Prompt #4. Go over different responses, discussing how students feel about the prompt.

5 minutes: Hand out another KWL Chart and split students into groups of four.

25 minutes: Have students work with one another filling out both portions of K and W. Then have the students read Chapter 4 aloud with their group.

5 minutes: Have them complete the L part of the worksheet with one another and collect worksheets.

Homework: Remind students that the following day there will be a quiz over Chapters 1-4 of *The Outsiders*.



**Day Five:**

## Materials:

- Quiz #1 Worksheets (Appendix H)
- Prompt #5 (Appendix B)
- Overhead projector

10 minutes: Hand out quizzes while taking Attendance/Housekeeping. (Appendix H)

15 minutes: Put Prompt #5 over overhead projector. Have students respond to Prompt #5. Ask for some students to share their responses. Because this prompt is in depth and more controversial than the other prompts, the students will have more time to respond to the writing as well as to one another.

5 minutes: Arrange chairs so that there is a circle of 5-8 students in the middle of the room with other students standing around the circle.

20 minutes: Fishbowl discussion. Explain what a fishbowl discussion is to students and then proceed to begin discussion on *The Outsiders*.

Homework: Find and read an article, newspaper, or other media that reveals acts of revenge that occur in either war or gangs. Be prepared to discuss the article the following school day.

**Day Six:**

## Materials:

- Overhead projector
- Prompt #6 (Appendix B)
- *Cask of Amantadillo* (Appendix J)
- Vocabulary Sheets (Appendix K)

5 minutes: Attendance/housekeeping. Collect previous night's homework. Have students respond to Prompt #6 while collecting homework.

7 minutes: Call on responses to prompt. Have students share how they feel about the quote.

3 minutes: Break students into groups of four while passing out Vocabulary Sheets.

30 minutes: Have students take turns reading aloud in groups while completing vocabulary. Make sure there is no confusion with instructions or other words not listed in the vocabulary worksheet.

5 minutes: Question students whether or not Furtunato has any remorse for his actions. Have them answer whether or not they believe Ponyboy and Johnny have any remorse for Bob's murder. Call on students for response.

Homework: Read *The Outsiders* chapter 5.

**Day Seven:**

## Materials:

- Overhead projector
- Prompt #7 (Appendix B)
- *The Outsiders*
- Dual Entry Diary Worksheets (Appendix L)

8 minutes: Verbally check for homework/attendance/housekeeping. Have students respond to Prompt #7.

7 minutes: Have students share and discuss responses to Prompt #7.

30 minutes: Hand out Dual Entry Diary Worksheets having them complete them when reading. Explain that the Dual Entry Diary Worksheets will be for both Chapter 5 and 6. Read aloud with students. Have students take turn in reading aloud.

5 minutes: Have students share responses from the story they connected with.

Homework: Read chapter 6 from *The Outsiders* and continue filling out the Dual Entry Diary Worksheets.

**Day Eight:**

## Materials:

- Overhead projector
- Prompt #8 (Appendix B)
- Dry erase markers
- *Sister Act 2* CD ( Ball of Confusion Song) or <http://www.youtube.com/watch?v=Xyuiqaz66Lw>
- Computer with internet
- *13-Year-Old Commits Suicide After Harassment on MySpace* article (Appendix M)
- Ball of Confusion (That's What the World is Today) lyrics sheet (Appendix N)

8 minutes: Attendance/Housekeeping. Have students respond to Prompt #8 while collecting previous night's homework of Dual Entry Diaries (Appendix L).

7 minutes: Have some students share their responses to the prompt. Begin questioning who students believe have the power to take action when a wrong is committed including questioning individuals, the government, a higher power. Call on students to answer what they believe the difference is between justice and revenge. Record answers on white board.

15 minutes: Read aloud *13-Year-Old Commits Suicide After Harassment on MySpace* article.

7 minutes: Have students free write a response to the article answering: how the article makes them feel? What do they think of the parent who made the fake profile? Do they believe this could happen within the school? If you were the daughter to the mother who harassed Megan, how would you feel? How has what occurred affected the family?

7 minutes: Hand out Ball of Confusion (That's What the World is Today) lyrics sheet and have students listen to song.

6 minutes: Have students respond to song. What do they think of the lyrics? Do they believe the government enforces justice adequately? If yes, how and where do they see it? If no, how are they lacking?

Homework: Read Chapter 8 from *The Outsiders*.

**Day Nine:**

## Materials:

- *The Outsiders*
- Overhead projector
- Prompt #9 (Appendix B)
- *The True Story of the Three Little Pigs* by John Scieszka
- Different Perspectives worksheet (Appendix O)

8 minutes: Have students complete Prompt #9 while collecting homework/housekeeping.

7 minutes: Have some students share responses to Prompt #9 and discuss responses.

15 minutes: Explain how there can be multiple perspectives to a story and begin reading *The True Story of the Three Little Pigs* that shows the classic story from the wolf's perspective.

20 minutes: Have students complete a narrative essay (Different Perspectives worksheet)

Homework: Complete narrative essay from different perspective.

**Day Ten:**

## Materials:

- Compare/Contrast diagram (Appendix P)
- *The Outsiders*
- Dry erase markers
- Narrative essays from different perspectives (Appendix O) completed

10 minutes: Have students volunteer to share their essays from another perspective while taking attendance.

25 minutes: Have students break up into groups of four and hand out Compare/Contrast diagram. Have students work together completing the worksheet and looking for evidences in the text of how the greasers and socs are different and similar.

15 minutes: Have groups share responses and write them on the board for the other classmates to record.

Homework: Remind students to study and look over the chapters 5-8 for quiz Tuesday (Day 12).

**Day Eleven:**

## Materials:

- *The Poison Tree* by William Blake (Appendix E)
- Prompt #10 (Appendix B)
- Overhead projector

7 minutes: Have students respond to Prompt #10 while taking attendance/housekeeping.

5 minutes: Have students share responses to prompt. Discuss the prompt as a class.

5 minutes: Read *The Poison Tree* aloud. Hand out the poem.

20 minutes: Students will construct their own poem for or against revenge using William Blake's style.

13 minutes: Allow some students to share their poems. Collect all poems when finished.

Homework: Review Chapters 5-8 for quiz the following day.

**Day Twelve:**

## Materials:

- *The Outsiders* quiz Chapters 5-8 (Appendix F)
- *The Outsiders*
- KWL worksheets (Appendix D)

15 minutes: Attendance/Housekeeping. Hand out quiz and allow students time to complete quiz.

7 minutes: Review what has occurred during *The Outsiders* and complete the K and W of the worksheet. Have them break into groups to read chapter 9.

20 minutes: Students read aloud chapter 9 in their group.

8 minutes: Have students record the L part of the worksheet with what they have learned from the chapter.

Homework: Have any students who could not finish L part of worksheet at home.



**Day Thirteen:**

## Materials:

- Prompt #11 (Appendix B)
- Overhead projector
- Character on Trial Worksheets (Appendix Q)

10 minutes: Respond to Prompt #11 while taking attendance/housekeeping.

5 minutes: Have students share responses.

20 minutes: Break students into groups of 4. Have them put a character on trial stating whether their actions are right or wrong and what should be done as punishment. Make sure they use textual evidence.

15 minutes: Have groups present the character they put on trial and what they have decided whether he is guilty and his punishment.

Homework: Have students write a response to their character on trial answering what they think went right and what more could have been presented. Include the group they felt presented the best arguments for/against their character and why.

**Day Fourteen:**

## Materials:

- Prompt #12
- Overhead Projector
- Literature Circles Worksheet (Appendix G)
- *The Outsiders*

10 minutes: Verbally check for reading. Have students respond to Prompt #12.  
Attendance/housekeeping.

25 minutes: Have students break into groups of four and assign each a literature worksheet. Be sure to give each student a different position than what he/she had last time. Have the students read Chapter 11 and 12 completing their roles in the literature circles.

15 minutes: Have students discuss roles in worksheets. Make sure each group is on task, presenting their part of the literature circle.

Homework:

**Day Fifteen:**

## Materials:

- Computers
- *The Outsiders*
- Overhead projector
- Prompt #13 (Appendix B)
- Mini Project Research Worksheets (Appendix R)

8 minutes: Have students respond to Prompt #13 in their journals.

7 minutes: Allow students to discuss their answers to Prompt #13.

5 minutes: Explain student assignment for Mini Project.

30 minutes: Allow students time in library to research articles and themes based on revenge and complete worksheet.

Homework: Complete assigned worksheet to present for following day.

**Day Sixteen:**

## Materials:

- Dual Entry Diaries Worksheets (Appendix L)
- Completed homework from previous night.
- *The Outsiders*

25 minutes: Have each student present his/her article they found and how the article fits with the theme of revenge along with how they responded to the worksheet.

25 minutes: Complete last two chapters of *The Outsiders*. Have students take turn reading aloud as a class and filling out the Dual Entry Diary.

Homework: Choose groups for following day. Allow students to know the following day they will have an essay to answer about to do with *The Outsiders* which will be worth points. Each student must also have a group. If students have problems forming groups of four, take away privilege and make the groups. Hand out worksheets explaining final project.

**Day 17:**

## Materials:

- Final Essay Prompt(Appendix R)
- Guidelines for Bare book (Appendix S)
- Bare books
- Markers
- Colored pencils
- Crayons

25 minutes: Allow students to answer the essay prompt.

10 minutes: Read *If You Give a Mouse a Cookie* to the class to explain to them how to form this children's book showing what happens when taking revenge. Let them know they don't need to follow the exact format but that this is only an example.

15 minutes: Students are allowed time to join their groups and collaborate what they will do for their bare book.

Homework: Keep working on bare books.

**Day Eighteen:**

Materials:

- Markers
- Crayons
- Colored pencils
- Bare books

50 minutes: Allow students to work with one another in groups. Answer any questions/help students with bare books.

Homework: Keep working on bare books.

**Day Nineteen:**

Materials:

- Bare books
- Colored pencils
- Markers
- Crayons

50 minutes: Allow students to finish working on their bare books for the 2<sup>nd</sup> grade. Continue to help students who need help.

Homework: Finish bare books.

**Day Twenty:**

Materials:

- Completed books for Elementary School

50 minutes: Travel to 2<sup>nd</sup> grade to present the books to the class. Read aloud books to students.



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**Appendices****Appendix A****Letter to Parents**

Dear Parents,

I would just like to inform that \_\_\_\_\_ will be embarking on a new unit based on issues that deal with social pressures geared around the concept of revenge. The students will be reading *The Outsiders*, in which the book discusses pressures of gangs as well as peers and how the individuals are affected in the story. Besides this I will have those discussing articles, short stories, movie clips, and poems that may seem controversial dealing with how others constantly use the concept of revenge. However, the purpose of the unit is to reveal to the students how this concept can damage others as well as have them search for alternative beneficial responses when feeling attacked. I reassure you the works within the unit will provide purpose and respect in order to reinforce your child's learning and eventually help gear towards working to promote a beneficial society.

Please sign the bottom of the sheet in order that we may start the unit without delay and thank you so much for your cooperation and patience.

Cordially,  
Ms. Sallenbach

---

Parental Signature

Date

## Appendix B

## Prompts for Journals

**Prompt #1:**

**Has there ever been a time in which you've felt hurt, betrayed, or angry towards someone for something he/she did? What happened? How did it make you feel? Did you take any action to get even? If so, what was the result? If not, why not?**

**Prompt #2: Respond to the following quote giving reasons in which you either believe/disbelieve the author.**

**'In taking revenge a man is but even with his enemy; but in passing it over, he is superior'  
-Francis Bacon**

**Prompt #3: Respond to the following quote. What do you think the author is saying? Do you agree with this? Can revenge ever end? Once revenge starts, what can be done to finally end it?**

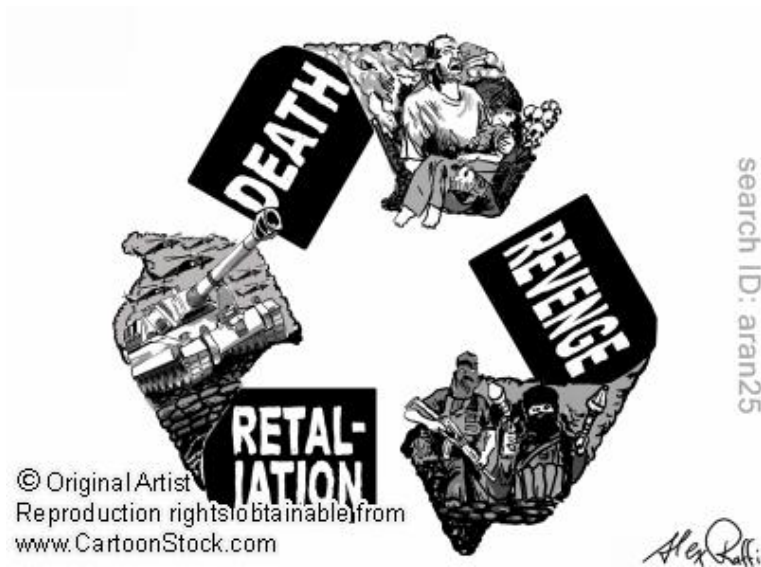
**'One good act of vengeance deserves another.'-John Jefferson**

**Prompt #4:**

**Mean Girls clips: (Aaron Samuels Halloween clip); (Plot to revenge Caty by destroying Regina); (Caty turns Regina)**

**How would you respond if a friend did this to you? Would you set up the 'get even' approach, or would you do something different? How did Caty's approach turn out?**

**Prompt #5: Looking at the picture below, what do you think this artist is trying to portray? Do you think the artist is right in how revenge is a factor of war? Do you see revenge in war in the past? Do you see it today? If so, where?**



**Prompt #6:** Respond to the prompt below. Take a few minutes to think about what the quote means. What do you think this quote means? Do you think there are moments where it is ok to take revenge? If so when?

**‘Revenge, at first though sweet, Bitter ere long on itself recoils’- John Milton from *Paradise Lost***

**Prompt #7:** Explain the quote below. What does this mean to you? Have you ever felt guilty in taking revenge? Do you think the statement is true?

**‘Little, vicious minds abound with anger and revenge, and are incapable of feeling the pleasure of forgiving their enemies.’- Earl of Chesterfield**

**Prompt #8:** Respond to the below prompt. Do you believe this statement is true? Have you seen this happen before? In what situation?

**‘Those who plot in the destruction of others, often perish in the attempt.’- Thomas Moore from *Lalla Rookh—The Veiled Prophet of Khorassan***

**Prompt #9:** Looking at previous prompts in the journal, how do you feel this quote is different from the others? Do you agree with this quote more? Explain why or why not.

**‘Don’t get mad, get even.’- Robert F. Kennedy**

**Prompt #10: Respond to the quote below. What do you think Weckler is saying about revenge? Do you agree with the statement? Why or why not? What do you think the proper response is when being harmed by another?**

**‘Revenge has no more quenching effect on emotions than salt water has on thirst’ –Walter Weckler**

**Prompt #11: Respond to the quote below. What do you think the author means by this quote? Do you agree? Would this change your perspective at all when debating about taking action against another you feel wronged you?**

**‘Revenge is often like biting a dog because the dog bit you.’- Auistin O’Malley**

Prompt #12: With what you’ve read from *The Outsiders*, do you believe that Johnny’s acts of stabbing Bob was an act of revenge? If so, what constitutes it as revenge? If not, what do you think it was out of? What would you have done in Johnny’s position? Do you think the rumble that is occurring is The Socials trying to gain revenge? Explain why or why not.

## Appendix C

Questionnaire Survey

1. **When you feel someone has hurt you, your immediate response is to take action against the person.**
2. **The best form of action in revenge is no action.**
3. **Taking revenge can morally be right.**
4. **Wars can occur out of revenge.**
5. **Only the government should be able to enforce justice.**
6. **Only a higher power should be able to enforce justice.**
7. **The saying 'an eye for an eye; tooth for a tooth' should be enforced.**
- 8.

## Appendix D

## KWL Worksheets

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## Understanding KWL...

What does KWL mean?

**K=What we Know that has occurred in the text...this could include**

- Events that have occurred
- Character situation, appearance, emotions
- How the characters are involved with one another

We discuss what we already know so that we can use our metacognition to remember what we already understand about the book. Remembering what we know, we can also come up with predictions that could happen later in the text.

**W= What do we Want to Know...this could include**

- What event could/will occur next
- How will characters later interact with one another
- What will happen to the characters/how will they react to future occurrences

**L= What have we Learned... this could include**

- Answers to what we wanted to know
- Something that the author let you know
- Something new about the character you learned

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**KWL Chart**

<b>K= What we Know</b>	<b>W= What we want to Know</b>	<b>L=What we learned</b>



## Appendix E

**A Poison Tree****William Blake**

I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe;  
I told it not, my wrath did grow.

And I water'd it in fears,  
Night & morning with my tears;  
And I sunned it with my smiles  
And with soft deceitful wiles.

And it grew both day and night,  
Till it bore an apple bright;  
And my foe beheld it shine,  
And he knew that it was mine,

And into my garden stole  
When the night had veil'd the pole:  
In the morning glad I see  
My foe outstretch'd beneath the tree

**Appendix F**

Name: \_\_\_\_\_

***The Outsiders Quiz: Chapters 5-8***

Multiple Choice: 1 pt each

1. What book does Johnny bring Ponyboy?
  - a. *Great Expectations*
  - b. *Gone with the Wind*
  - c. *Wuthering Heights*
  - d. *Jane Eyre*
  
2. Who goes to visit Johnny and Ponyboy at the church?
  - a. Soda Pop
  - b. Darry
  - c. Dally
  - d. Two-Bit
  
3. What social is trying to help the greasers?
  - a. Cherry
  - b. Two-Bit
  - c. Darry
  - d. Maria
  
4. What does Dally ask for Two-Bit while in the hospital?
  - a. His gun
  - b. A switchblade knife
  - c. *Gone with the Wind*
  - d. Cigarettes

True or False: 1 pt each

5. Ponyboy confesses to the Jerry that Johnny is wanted for murder. \_\_\_\_\_
  
6. Soda Pop and Ponyboy may be taken away from Darry to live elsewhere. \_\_\_\_\_

7. Randy tells Ponyboy he has to show at the rumble. \_\_\_\_\_

8. Johnny's mother comes to visit him. \_\_\_\_\_

Short Answer: 2 pts each

9. What does Randy claim will happen whether the greasers win or not in the rumble?

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10. Why can't Cherry visit Johnny?

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Appendix G

Literature Circles

Name: \_\_\_\_\_

**Discussion Director: Get the discussion started! Make sure everyone contributes to conversation. Ask questions from the story such as: What is happening? Who do you relate to from the novel so far? Why? And post the questions below to ask the members of the group. After asking questions, direct the next person in your group you wish to speak.**

Name: \_\_\_\_\_

**Literary Luminator:** What important quotes do you see in the chapter? What sections/actions that have occurred are important? Record your responses below and discuss them with the group after reading the text.

Name: \_\_\_\_\_

**Connector: How is what happened to the text connected to the outside world? Do you see situations occur like this in the news, media, and your own life? Where?**

Name: \_\_\_\_\_

**Illustrator:** Draw a picture below that shows what's occurring in *The Outsiders*. After, share with the group your picture and what is happening.

## Appendix H

Name: \_\_\_\_\_

*The Outsiders* Quiz 1: Chapters 1-4**Multiple Choice: 1 point each****10. Who is the youngest member of ‘The Greasers?’**

- a. Ponyboy
- b. Soda Pop
- c. Johnny
- d. Two-Bit

**2. Who is Soda Pop’s best friend?**

- a. Ponyboy
- b. Steve
- c. Dally
- d. Two-Bit

**3. Where do Johnny and Pony boy meet Cherry and Maria?**

- a. drive in movie
- b. mall
- c. street corner
- d. school

**4. Who helps Ponyboy and Johnny escape?**

- a. Darry
- b. Soda Pop
- c. Dally
- d. Two-Bit

**10. What does Cherry say separates the ‘greasers’ from the ‘socs?’**

- a. Money
- b. Feeling
- c. Attitude
- d. Social status



**True or False: 1 point each**

**10. Ponyboy is in the social group of ‘The Socials.’ \_\_\_\_\_**

**10. Darry and Soda Pop help raise Ponyboy. \_\_\_\_\_**

**8. Johnny has an abusive father. \_\_\_\_\_**

**Short Answer: Answer in one or two sentences. 2 points each**

**9. Why is Johnny afraid of ‘The Socials?’**

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**10. Why do Ponyboy and Johnny run away to a church?**

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## Appendix I

## Fishbowl Discussion

**Fishbowl Discussion:** In a fishbowl discussion, a few of you will be selected to be placed in the center of the classroom around a circle. I will begin with a question. When raising your hand, I will let you answer. You may not speak while another student is speaking. Those outside of the circle may 'tap' another student on the arm (if the student has already participated in a question) and take his place to answer the discussion question asked.

**Teacher Discussion Questions:**

**Did Johnny have the right to stab Bob?**

**Do you think Johnny could get the death penalty for his actions?**

**Do you think Ponyboy was right in running away with Johnny?**

**Is it right that Dally helped the two escapes?**

**What would you have done if you were a 'Greaser' and a 'Soc' came up to threaten you?**

**Was there anything else Johnny could have done?**

**Do you think Darry really dislikes Ponyboy?**

**Do you think Cherry had any responsibility for what happened?**

## Appendix J

### The Cask of Amontillado

THE THOUSAND INJURIES of Fortunato I had borne as I best could, but when he ventured upon insult I vowed revenge. You, who so well know the nature of my soul, will not suppose, however, that I gave utterance to a threat. *At length* I would be avenged; this was a point definitely, settled—but the very definitiveness with which it was resolved **precluded** the idea of risk. I must not only punish but punish with **impunity**. A wrong is unredressed when **retribution** overtakes its redresser. It is equally unredressed when the avenger fails to make himself felt as such to him who has done the wrong.

It must be understood that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my wont to smile in his face, and he did not perceive that my smile *now* was at the thought of his **immolation**.

He had a weak point—this Fortunato—although in other regards he was a man to be respected and even feared. He prided himself on his **connoisseur**-ship in wine. Few Italians have the true **virtuoso** spirit. For the most part their enthusiasm is adopted to suit the time and opportunity, to practice imposture upon the British and Austrian *millionaires*. In painting and **gemmary**, Fortunato, like his countrymen, was a quack, but in the matter of old wines he was sincere. In this respect I did not differ from him materially;—I was skilful in the Italian vintages myself, and bought largely whenever I could.

It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He **accosted** me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was **surmounted** by the conical cap and bells. I was so pleased to see him that I thought I should never have done wringing his hand.

I said to him—“My dear Fortunato, you are luckily met. How remarkably well you are looking to-day. But I have received a pipe of what passes for Amontillado, and I have my doubts.”

“How?” said he. “Amontillado, A pipe? Impossible! And in the middle of the carnival!”

“I have my doubts,” I replied; “and I was silly enough to pay the full Amontillado price without consulting you in the matter. You were not to be found, and I was fearful of losing a bargain.”

“Amontillado!”

“I have my doubts.”

“Amontillado!”

“And I must satisfy them.”

“Amontillado!”

“As you are engaged, I am on my way to Luchesi. If any one has a critical turn it is he. He will tell me—”

“Luchesi cannot tell Amontillado from Sherry.”

“And yet some fools will have it that his taste is a match for your own.”

“Come, let us go.”

“Whither?”

“To your vaults.”

“My friend, no; I will not impose upon your good nature. I perceive you have an engagement. Luchesi—”

“I have no engagement;—come.”

“My friend, no. It is not the engagement, but the severe cold with which I perceive you are afflicted. The vaults are insufferably damp. They are encrusted with **nitre**.”

“Let us go, nevertheless. The cold is merely nothing. Amontillado! You have been imposed upon. And as for Luchesi, he cannot distinguish Sherry from Amontillado.”

Thus speaking, Fortunato possessed himself of my arm; and putting on a mask of black silk and drawing a **roquelaire** closely about my person, I suffered him to hurry me to my **palazzo**.

There were no attendants at home; they had **absconded** to make merry in honour of the time. I had told them that I should not return until the morning, and had given them explicit orders not to stir from the house. These orders were sufficient, I well knew, to insure their immediate disappearance, one and all, as soon as my back was turned.

I took from their **sconces** two **flambeaux**, and giving one to Fortunato, bowed him through several suites of rooms to the archway that led into the vaults. I passed down a long and winding staircase, requesting him to be cautious as he followed. We came at length to the foot of the descent, and stood together upon the damp ground of the catacombs of the Montresors.

The gait of my friend was unsteady, and the bells upon his cap jingled as he strode.

“The pipe,” he said.

“It is farther on,” said I; “but observe the white web-work which gleams from these cavern walls.”

He turned towards me, and looked into my eyes with two filmy orbs that distilled the rheum of intoxication.

“**Nitre**?” he asked, at length.

“**Nitre**,” I replied. “How long have you had that cough?”

“Ugh! Ugh! Ugh!—ugh! Ugh! Ugh!—ugh! Ugh! Ugh!—ugh! Ugh! Ugh!—ugh! Ugh! Ugh!”

My poor friend found it impossible to reply for many minutes.

“It is nothing,” he said, at last.

“Come,” I said, with decision, “we will go back; your health is precious. You are rich, respected, admired, beloved; you are happy, as once I was. You are a man to be missed. For me it is no matter. We will go back; you will be ill, and I cannot be responsible. Besides, there is Luchesi—”

“Enough,” he said; “the cough’s a mere nothing; it will not kill me. I shall not die of a cough.”

“True—true,” I replied; “and, indeed, I had no intention of alarming you unnecessarily—but you should use all proper caution. A draught of this Medoc will defend us from the damp.

Here I knocked off the neck of a bottle which I drew from a long row of its fellows that lay upon the mould.

“Drink,” I said, presenting him the wine.

He raised it to his lips with a leer. He paused and nodded to me familiarly, while his bells jingled.

“I drink,” he said, “to the buried that **repose** around us.”

“And I to your long life.”

He again took my arm, and we proceeded.

“These vaults,” he said, “are extensive.”

“The Montresors,” I replied, “were a great and numerous family.”

“I forget your arms.”

“A huge human foot d’or, in a field azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel.”

“And the motto?”

“***Nemo me impune lacessit.***”

“Good!” he said.

The wine sparkled in his eyes and the bells jingled. My own fancy grew warm with the Medoc. We had passed through long walls of piled skeletons, with **casks** and puncheons intermingling, into the inmost recesses of the catacombs. I paused again, and this time I made bold to seize Fortunato by an arm above the elbow.

“The **nitre!**” I said; “see, it increases. It hangs like moss upon the vaults. We are below the river’s bed. The drops of moisture trickle among the bones. Come, we will go back ere it is too late. Your cough—”

“It is nothing,” he said; “let us go on. But first, another draught of the Medoc.”

I broke and reached him a flagon of De Grâve. He emptied it at a breath. His eyes flashed with a fierce light. He laughed and threw the bottle upwards with a **gesticulation** I did not understand.

I looked at him in surprise. He repeated the movement—a **grotesque** one.

“You do not comprehend?” he said.

“Not I,” I replied.

“Then you are not of the brotherhood.”

“How?”

“You are not of the masons.”

“Yes, yes,” I said; “yes, yes.”

“You? Impossible! A mason?”

“A mason,” I replied.

“A sign,” he said, “a sign.”

“It is this,” I answered, producing from beneath the folds of my **roquelaire** a trowel.

“You jest,” he exclaimed, recoiling a few paces. “But let us proceed to the Amontillado.”

“Be it so,” I said, replacing the tool beneath the cloak and again offering him my arm. He leaned upon it heavily. We continued our route in search of the Amontillado. We passed through a range of low arches, descended, passed on, and descending again, arrived at a deep crypt, in which the foulness of the air caused our flambeaux rather to glow than flame.

At the most remote end of the crypt there appeared another less spacious. Its walls had been lined with human remains, piled to the vault overhead, in the fashion of the great catacombs of Paris. Three sides of this interior crypt were still ornamented in this manner. From the fourth side the bones had been thrown down, and lay promiscuously upon the earth, forming at one point a mound of some size. Within the wall thus exposed by the displacing of the bones, we perceived a still interior crypt or recess, in depth about four feet, in width three, in height six or seven. It seemed to have been constructed for no especial use within itself, but formed merely the interval

between two of the colossal supports of the roof of the catacombs, and was backed by one of their circumscribing walls of solid granite.

It was in vain that Fortunato, uplifting his dull torch, **endeavored** to pry into the depth of the recess. Its termination the feeble light did not enable us to see.

“Proceed,” I said; “herein is the Amontillado. As for Luchesi—”

“He is an **ignoramus**,” interrupted my friend, as he stepped unsteadily forward, while I followed immediately at his heels. In **niche**, and finding an instant he had reached the extremity of the niche, and finding his progress arrested by the rock, stood stupidly bewildered. A moment more and I had fettered him to the granite. In its surface were two iron staples, distant from each other about two feet, horizontally. From one of these depended a short chain, from the other a padlock. Throwing the links about his waist, it was but the work of a few seconds to secure it. He was too much astounded to resist. Withdrawing the key I stepped back from the recess.

“Pass your hand,” I said, “over the wall; you cannot help feeling the **nitre**. Indeed, it is *very* damp. Once more let me *implore* you to return. No? Then I must positively leave you. But I must first render you all the little attentions in my power.”

“The Amontillado!” ejaculated my friend, not yet recovered from his astonishment.

“True,” I replied; “the Amontillado.”

As I said these words I busied myself among the pile of bones of which I have before spoken. Throwing them aside, I soon uncovered a quantity of building stone and mortar. With these materials and with the aid of my trowel, I began vigorously to wall up the entrance of the **niche**.

I had scarcely laid the first **tier** of the masonry when I discovered that the intoxication of Fortunato had in a great measure worn off. The earliest indication I had of this was a low moaning cry from the depth of the recess. It was *not* the cry of a drunken man. There was then a long and obstinate silence. I laid the second **tier**, and the third, and the fourth; and then I heard the furious vibrations of the chain. The noise lasted for several minutes, during which, that I might hearken to it with the more satisfaction, I ceased my labours and sat down upon the bones. When at last the clanking subsided, I resumed the **trowel**, and finished without interruption the fifth, the sixth, and the seventh tier. The wall was now nearly upon a level with my breast. I again paused, and holding the **flambeaux** over the mason-work, threw a few feeble rays upon the figure within.

A succession of loud and shrill screams, bursting suddenly from the throat of the chained form, seemed to thrust me violently back. For a brief moment I hesitated, I trembled. Unsheathing my **rapier**, I began to grope with it about the recess; but the thought of an instant reassured me. I placed my hand upon the solid fabric of the catacombs, and felt satisfied. I reapproached the wall; I replied to the yells of him who **clamoured**. I re-echoed, I aided, I surpassed them in volume and in strength. I did this, and the **clamourer** grew still.

It was now midnight, and my task was drawing to a close. I had completed the eighth, the ninth and the tenth tier. I had finished a portion of the last and the eleventh; there remained but a single stone to be fitted and plastered in. I struggled with its weight; I placed it partially in its destined position. But now there came from out the niche a low laugh that erected the hairs upon my head. It was succeeded by a sad voice, which I had difficulty in recognizing as that of the noble Fortunato. The voice said—

“Ha! Ha! Ha!—he! He! He!—a very good joke, indeed—an excellent jest. We will have many a rich laugh about it at the palazzo—he! He! He!—over our wine—he! He! He!”

“The Amontillado!” I said.

“He! He! He!—he! He! He!—yes, the Amontillado. But is it not getting late? Will not they be awaiting us at the palazzo, the Lady Fortunato and the rest? Let us be gone.”

“Yes,” I said, “let us be gone.”

*“For the love of God, Montresor!”*

“Yes,” I said, “for the love of God!”

But to these words I hearkened in vain for a reply. I grew impatient. I called aloud—

“Fortunato!”

No answer. I called again—

“Fortunato!”

No answer still. I thrust a torch through the remaining aperture and let it fall within. There came forth in return only a jingling of the bells. My heart grew sick; it was the dampness of the catacombs that made it so. I hastened to make an end of my labour. I forced the last stone into its position; I plastered it up. Against the new masonry I re-erected the old rampart of bones. For the half of a century no mortal has disturbed them. *In pace requiescat!*



Appendix K

Name: \_\_\_\_\_

*The Cask of Amantadillo* Vocabulary

**Directions:** In groups of four, take turns reading *The Cask of Amantadillo* aloud. Definitions for highlighted vocabulary words are given below along with some translation to French phrases. Below the vocabulary definition, write what hints in the text are given towards the definition of the vocabulary words.

**Precluded:** to make impossible; prevent from occurring

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**Impunity:** exempt from punishment

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**Retribution:** consequence or reward as a result of judgment

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**Immolation:** Sacrifice

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**Connoisseur:** able from knowledge to pass critical judgments in an art, particularly one of the fine arts, or in matters of taste

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**Virtuoso:** a person who has special knowledge or skill in a field

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**Gemmary:** pertaining to gems or jewels

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**Accosted:** approach with a question, greeting, or remark

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**Surmounted:** get on top or over an obstacle

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**Nitre:** the chemicals potassium nitrate

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**Roquelaire:** knee length cloak worn around 18<sup>th</sup> and 19<sup>th</sup> century

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**Palazzo:** impressive public building or private residence

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**Absconded:** to depart in a sudden secret manner

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**Sconces:** brackets for holding candles

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**Flambeaux:** lit torches

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**Repose:** those at state of peace or tranquility

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**Nemo me impune lacessit:** 'no one harms me with impunity' French

**Casks:** containers or barrels for holding liquids such as the wine

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**Gesticulation:** a gesture

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**Grotesque:** odd or unnatural shape, thing, or character

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**Endeavored:** made an effort or strive to do something

---

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**Ignoramus:** being extremely ignorant

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---

**Niche:** vocation in the wall for an ornament or statue

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**Tier:** one of a series of ranks one behind the other; a layer

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**Trowel: tool that has a flat blade with a handle**

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**Rapier: small sword that has a narrow blade**

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**Clamoured/clamourer: loud uproar or shouted; the person yelling or shouting**

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**In pace requiescat: Rest in Peace**

## Appendix L

Name: \_\_\_\_\_

Dual Entry Diary Worksheets

**Directions:** Below, there are two columns. In the left column, record passages you feel connected to or feel are significant. In the right column, either give a personal response, an interpretation, or a question that could help you understand the passage better if you knew the answer.

Page # and Quotation	Response
1.	
2.	
3.	
4.	
5.	

<b>6.</b>	
<b>7.</b>	
<b>8.</b>	
<b>9.</b>	
<b>10.</b>	

## Appendix M

**13-Year-Old Teen Commits Suicide After Harassment on MySpace**

Posted Nov 19, 2007 by ■ Pamela Jean

Megan Meier hanged herself after being the victim of a cruel hoax. A fight with her best friend had the best friend's mom seek revenge. They set up a site on My Space, invented a fake boy, and had him start a relationship with Megan. It cost her her life.

Megan's parents won't release the name of the family that started the hoax that cost them their daughter's life, in an effort to keep the name of Megan's former 16-year-old girlfriend private.

According to authorities, the family that perpetrated the hoax did nothing "illegal" and have not been charged with a crime. Megan's parents, however, are still pursuing justice for their daughter's death, and police have yet to officially close the file.

Megan Meier took her own life on October 16, 2006. Described as a "bubbly, goofy" girl, she loved spending time with her friends, watching movies and fishing with her dad.

She had suffered with ADHD, had weight issues, and had suffered from bouts of depression most of her young life. When she and her friend, a girl reportedly aged 16, had a falling out, the 16-year-old's mother decided to play a trick on Megan.

Together with her daughter, she opened up a fake account on MySpace.com and created a 16-year-old boy named "Josh Evans". He was supposedly new in town, having just moved to the area from Florida, was home schooled, and his family had yet to have phone service installed.

What followed was an ongoing, online romance between the insecure Megan and the "cool" new boy, Josh.

Megan's mom was concerned. Although her daughter was under the legal age limit for accessing MySpace.com, her mom had allowed it. When she began the friendship with Josh, mom warned her to be careful.

“Megan, c’mon, we don’t even know this person. Let’s not get too excited.’ She’d say, ‘Oh, Mom, you don’t understand.’ So I did talk to her daily about that. But children at this age, they don’t think that.” Tina Meier said.

Once "Josh" had gained Megan's trust, and it had become apparent that she was crushing on him, things took an ugly turn.

Instead of pleasant conversations, suddenly Josh sent a message essentially saying he didn't want to be her friend anymore, and that he had heard she wasn't nice to her friends.

What followed was described as "vile" by Megan's parents. Someone accessing Josh's account started sending messages that read "Megan is a slut", "Megan Meier is fat"

Megan called her mother, distraught, and told her how someone was sending out messages vilifying her and insulting her. When Megan's mom returned home, she checked on the communications that were ongoing, and was shocked to see that her daughter was also using extremely foul and vulgar language in an effort to defend herself. She told her daughter that she was disappointed in her behavior, and Megan ran off to her room, and shut the door. She was visibly upset and shaken over the entire incident.

20 minutes later she was discovered in her bedroom, where she had hung herself. She died the next day.

Her father said he found a message the next day from "Josh", which he said law enforcement authorities have not been able to retrieve. It told the girl she was a bad person and the world would be better without her, he has said.

Another parent, who learned of the MySpace account from her own daughter, who had access to the Josh profile, told Megan's parents about the hoax in a counselor's office about six weeks after Megan died. That's when they learned Josh was imaginary,

Currently there are no laws in place that prohibit what happened to Megan from happening to another teen. It is not illegal to create a phony profile online. The case remains open, though, and the Meiers continue to hope that criminal charges can be filed under a federal law passed in January 2006 that prohibits online harassment.

They have taken their story public in an effort to warn other parents about people whom claim to be your friend online.

"Continue to monitor your children," Tina Meier said. "Take an extra step. Ask the question. Look at their computers, know what they're doing. To kids, don't trust anybody online that you do not know is your true friend."



The family responsible for creating the fake profile have never approached the Meiers with an apology for what happened. Although the Meiers don't believe it was ever their intention to have Megan commit suicide, evidence of sorrow on the family's part would have been appreciated.

Since Megan's death, her parents have filed for divorce.

What a sad and tragic story. And to think an adult woman participated in this, actually devising the scheme with her 16-year-old daughter. Just too sad.

## Appendix N

**Sister Act 2 Cast - Ball Of Confusion ( That's What The World Is Today) Lyrics**

People moving out, people moving in  
Why, because of the color of their skin  
Run, run, run but you sure can't hide

An eye for an eye, tooth for a tooth  
Vote for me and I'll set you free  
Rap on, sisters, rap on

Well, the only person talkin' 'bout love, my brother is the preacher  
And it seems nobody's interested in learning but the teacher  
Segregation, determination, demonstration, integration  
Aggravation, humiliation, obligation to our nation

Ball of confusion (oh, yeah, yeah)  
That's what the world is today  
Woo, hey, hey (let me hear it, let me hear it, let me hear it, say it)

The sale of pills are at an all time high (say it)  
Young folks walking 'round with their heads in the sky (oh, say it)  
The cities ablaze in the summer time!  
And oh, the beat goes on

Evolution, revolution, gun control, sound of soul  
Shooting rockets to the moon, kids growing up too soon  
Gloria (round and around and around we go)  
Gloria (where the world's headed nobody knows)  
Alleluia ([Whoopi] Play Alma, go ahead girl)

Oh, great googaloooga, can't you hear me talking to you?  
Just a ball of confusion  
Oh yeah, that's what the world is today  
Oi vay

Fear in the air, tension everywhere  
Unemployment rising fast, hip hop music's a gas  
And the only safe place to live is on the Indian Reservation

And the band played on

Eve of destruction, tax deduction, city inspectors, bill collectors  
Mod clothes in demand, population out of hand, suicide, too many bills  
Yuppies moving to the hills  
People all over the world shouting, "End the war!"  
And the band played

Ball of confusion (that's what the world is today)  
Ball of confusion (that's what the world is today)  
Ball of confusion (that's what the world is today)  
Great googaloooga, can't you hear us talking to you  
Sayin'...Ball of confusion

## Appendix O

### **Different Perspectives from *The Outsiders***

Directions: *The Outsiders* shows the story from Ponyboy's point of view. However, there are many other characters throughout the story including but not limited to: Johnny, Soda Pop, Cherry, Bob, Darry, Dally, Two-Bit, Randy, etc... Looking at *The True Story of the Three Little Pigs*, you can see how a story can look completely different from another character's point of view. On a separate sheet of paper, write a narrative from one of the scenes in the novel from another character's perspective.

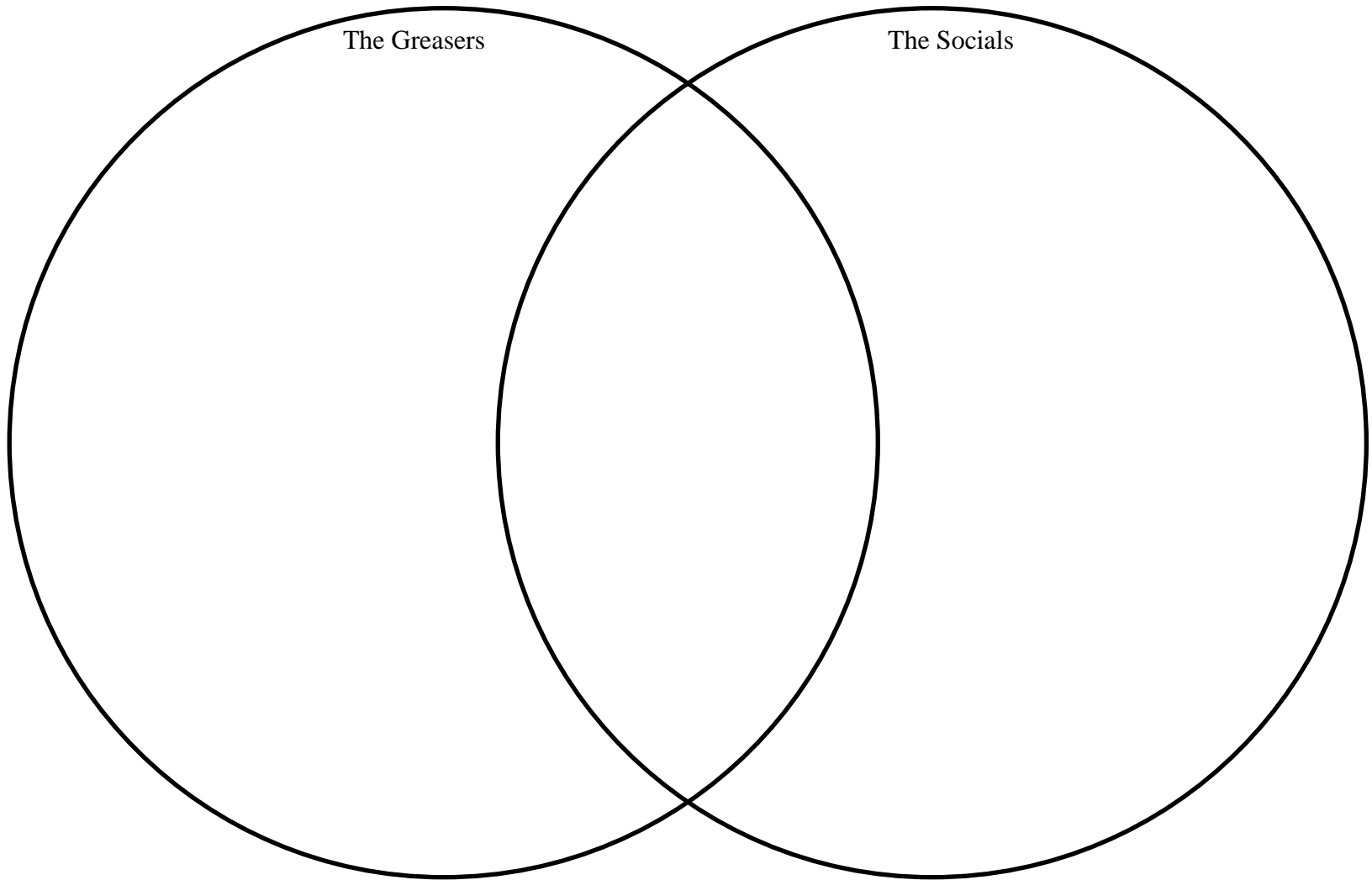
**Appendix P**

**Venn Diagram Worksheet**

Name: \_\_\_\_\_

The Outsiders:

Directions: Compare and contrast the greasers and the socs looking for textual evidence to support your answer. Give 5 contrasts and 3 similarities.



## **Appendix Q**

### Character on Trial

Directions: In your group, decide on a character that should be placed on trial (i.e. Johnny, Two-Bit, Dally, Darry, Soda Pop, Ponyboy, Cherry, etc...) What is the character's offense? Is he or she guilty of the offense? What should the punishment be for the offense he/she

## **Appendix R**

### **Mini Research Based Project**

Directions: Research an article or media that deals with certain types of revenge. This can be a song, article, newspaper, etc... Explain how the action affects others around including friends, family, and the community. How do you see revenge/violence affect others in *The Outsiders*? Compare the book with the article/media found to the book and be prepared to present the text in class.

## **Appendix S**

### **Final Prompt**

Directions: Choose one of the following essays and prepare a thought out response. Responses should be at least a page and a half long on a separate sheet of paper.

1. Compare and contrast two characters from the novel explaining how they are similar/different and how their choices affect their outcome.
2. Choose two of the texts we have read from the unit and compare and contrasts the point of view towards theme. Texts could include: 'The Cask of Amantidillo,' *The Poison Tree*, *The Outsiders*, etc... it MUST be a text we read as a class.



## Appendix T

### Revenge Themed Bare book Guidelines

Directions: In your groups of four, construct a book based on the theme revenge. Think of the example used of *If You Give a Mouse a Cookie*. Below are the guidelines and how you will be graded on by the work. Be prepared to present this to the class of the 2<sup>nd</sup> grade.

#### 25 points-Preparations

Book must be completed on time without any unfinished pages.

#### 25 points-Book details

Book must show organization along with details. Handwriting must be legible. Text and pictures must meet children's book criteria. Language must be at 2<sup>nd</sup> grade reading level.

#### 25 points-Participation

Student shows active participation within group including giving ideas, collaborating, etc...

#### 25 points- Presentation at Elementary School

Student participates with 2<sup>nd</sup> Graders and shows him/herself in a respectable manner towards students and teacher.

**\*\*\*your books MUST be completed on time and ready to present for middle school Friday (Day 20). Because of this it is very important you finish on time. You MAY take the books home to work with one another. However, lost books will result in a lower grade. These books are your responsibility so be sure to keep them safe if you choose to work on them at home.**

## Appendix U

### Rubrics for Unit

Journals 5 pts each X 12 Prompts= 60 points

5 points	2.5 points	0 points
Journal response is complete and thought out.	Student limits response to only a few sentences (1 or 2)	Student is missing journal

KWL Worksheets 10 points each X 3= 30 points

10 points	7 points	4 points	0 points
Responses on worksheet are thought out and complete. Each section is complete.	Some sections seem to be lacking. One whole section is missing or chart shows little response.	Response is very limited. Student either has one complete chart or very little response in charts.	Chart is incomplete and has not been turned in.

Dual Entry Diary Worksheets 10 points each X 2= 20 points

10 points	5 points	0 points
Worksheet is complete with all questions answered.	Only half of the worksheet is complete.	None of the worksheet is complete and/or has not been turned in.

Vocabulary sheet 20 pts each X 1= 20 points

20 points	10 points	0 points
Vocabulary sheet is mostly complete with few missing.	Vocabulary sheet has half or close to half answers missing.	Work is incomplete or not turned in.

Quizzes 12 pts each X 2= 24 points (rubric revealed on test)

Greasers vs. Socials Diagram sheet 10 pts each X 1= 10 pts

10 points	5 points	0 points
Chart is complete and follows instructions.	Chart is missing a few comparisons/contrasts.	Char is incomplete or not turned in.

Character on Trial Speech 16 pts each X 1= 16 points

16 points	10 points	4 points	0 points
Student actively participates with groups and collaborates for reasons in which the character should be put on trial, provides evidence from text, and proposes solution.	Student at times lacks participation in group and/or does not provide enough detail to put the character on trial.	Student constantly fails to stay on task and participate with group and provides no details for placing character on trial.	Student constantly does not participate and refuses to help group collaborate putting character on trial.

Homework in reading/response: 5 pts each X 9 = 45 points

5 points	0 points
Complete	Incomplete

Mini research Project: 25 points each X 1=25 points

25 points	15 points	0 points
Student answers all questions in worksheet and finds an adequate article that deals with the theme of revenge. Student explains article in front of class and connects the themes from both the book and the media. Student uses time to find article in class adequately.	Students fail to make connections with theme and/or finds article that does not relate to theme. Student fails to use class time accurately in researching.	Student is asked to leave due to disruptive behavior. Student fails to stay on task. Student fails to present work in front of class.

Final Prompt: 50 points each X 1= 50 points

Final Project Bare books: 100 points each X 1= 100 points

**Total: /400**

