

“Bullying: Awareness, Prevention, and the Media”

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Rationale

Bullying is a theme that is very prominent in our youth. I chose to create a 4 week unit that incorporates classic literature, poetry, music lyrics, writing, and drawing that all revolves around bullying and ways to stop it. I particularly love this unit because I think it can be taught with almost any age group. I chose this unit for my regular 8th grade English classes because I felt not only would they enjoy the variety of educational activities that the unit includes, but also learn a great deal of facts and tips to prevent and stop bullying all together.

The first 2 weeks of this unit, the class will be reading S.E. Hinton's classic novel, *The Outsiders*. I chose this novel to state a fact that bullying is a reoccurring theme throughout our history. No matter what time period- themes and people do not change. I thought since the 8th graders will be moving to high school very shortly, it would be a great opportunity to take a look into how race, class, and popularity has a roll in bullying. Not only is this book a classic, and every student should have the opportunity of reading it, but it teaches many life lessons that students should be aware of.

During the course of reading *The Outsiders*, students will be expected to complete chapter study questions along the way. Each student will be assigned a specific chapter, in which, they will do a close reading and answer the chapter discussion questions. This assignment is put in place to have students follow closely to the reading and have a chance to lead the class in a book discussion. By completing the discussion questions, the students will be forced to read critically and it will also prepare them for the final "Outsiders" test.

Also, during the unit we will be taking a look at many different resources with the units overall theme. The students will look at poetry and musical lyrics and discuss the elements within it. By incorporating poetry and lyrics into this unit, students are still learning how bullying affects others, while learning poetic techniques and elements such as tone, diction, and symbols that are within the content. Another way this unit was designed to grab student's attention, is to incorporate the affects of media. I included many celebrity and athletic figures who are taking a stand against bullying such as (Kristin Cavallari, Desean Jackson, etc.) By viewing real stories and the stand that some of their favorite celebrities are taking against bullying will hopefully inspire them to take a stand as well.

For the final grade of the unit, students will be completing a research project. The research project is different from a "research paper" but it will be a great way for students to learn the steps of creating a research paper. The first assignment of the final project is for the students (in groups) to create an annotated bibliography. This assignment is crucial because it will prepare students for not only future high school English assignments, but college assignments as well. The students will learn how to go about research, how to cite it correctly, and how to use it within their Public Service Announcement video, which is the second portion to their final unit grade.

After the students have completed their annotated bibliography, they will create their very own PSA video, which incorporates the research they found. In the course of the unit, students will have viewed examples of "bullying" PSA's to get an idea of what PSA's are, and how they are meant to affect student's emotions. The class will get an ample amount of time to create their very own PSA video about the effects of bullying and ways to stop it. This assignment is not only fun for students, but a great way to

create a meaningful message. The class will vote for their favorite PSA video that the students created to be played over the school's announcements. The competition factor will encourage students to do a great job in making a very creative and insightful bullying PSA video.

Although some of the content that we will be taking a look at might be hard to read or watch, students must know that it is reality. By looking at the hard facts of how bullying can play a huge roll in other's life will be the only way to make this unit real and successful. At the end of the unit, hopefully students will see how teasing, taunting, and bullying is not funny, and it can really alter someone's life. This unit is not only educationally loaded with reading, writing, and research, but it is full of life lessons that could ultimately change a life.

Goals & Objectives

Goals:

- To be conscious of bullying in literature, lyrics, media, and in their everyday lives.
- To learn the facts and statistics about bullying behavior and ways to prevent it, and report it.
- To conduct a well written and effective annotated bibliography.
- To create bully awareness by creating an original PSA video to display to classmates.

Objectives (that coincide with Florida's Common Core Standards)

- SWBAT: RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- SWBAT: RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- SWBAT: RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- SWBAT: RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- SWBAT: RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- SWBAT: RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- SWBAT: W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
- SWBAT: W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- SWBAT: W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- SWBAT: W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- SWBAT: W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SWBAT: W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
- SWBAT: SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SWBAT: SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SWBAT: L.8.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- SWBAT: L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Outline

Tick-Tock (50 minute class)

Week 1 (Bullying: Introduction)

Day 1: Monday

Materials: School Bully Survey worksheet, Computer/projector, 48 hours clip, and paper.

Time: 5 Minutes

Anticipatory Set: (Intro to Unit) Have students take a sheet of paper and crumple it up. Instruct them to bang it on the desk and beat it in their hands. After a few seconds of having them do this- ask them to flatten their sheet of paper on their desk to its original form. Start discussion of “bullying” by asking the following:

A) After beating up on this paper, is it the same piece of paper that you originally had?

B) Even though the paper is back to its original form, can you still see the scars and marks from where you beat it up?

C) How are the effects of messing up this piece of paper the same to bullying another person?

D) We are all victims of bullying. How does bullying leave scars on us emotionally or physically?

Time 25-30 Minutes

Activity: Put students in either pairs or small groups and have them define the word “bullying” in their own words. While in pairs/groups, the students should also list examples of bullying. Once students are done defining the word and coming up with examples, have them share with the class to generate a whole class discussion. *Make sure to address verbal, physical, and cyber bullying in the discussion.

Time: 5 Minutes

Activity: Pass out the “School Bully Survey” (10 points). Have students fill out the survey and then talk briefly about their view on how the schools bullying has affected their lives.

Time: 7 Minutes

Activity: 48 Hours Video Clip: Prepare students for the clip that is going to be played. Warn them of the offensive content and remind them how words can hurt just as bad as physical violence. Play clip.

<http://www.cbsnews.com/video/watch/?id=7381364n>

Time: 3 Minutes

Activity: (Exit Slip) Write 2-3 sentences on your raw emotions after viewing the clip. (5 points)

Day 2: Tuesday

Materials: *The Outsiders* book, Power Point/ Prezi, computer, discussion question handout, assigned discussion group list.

Time: 2-3 Minutes

Activity: Housekeeping, roll, etc.

Time: 10 Minutes

Activity: Introduce the novel *The Outsiders* by S.E. Hinton. Present Prezi/Power Point on the background info of the 1960's time period.

Time: 10 Minutes

Activity: Assign students to specific chapters in the book. Students will be held responsible for completing the discussion questions for their assigned chapter. (There should be approximately 2-3 students assigned to each chapter depending on how many students there are.) Go over discussion question rules with the class and pass out the discussion question handout.

Time: Rest of Class

Activity: For the remainder of the class period begin reading *The Outsiders*. Read the book aloud and stop for necessary discussions.

Homework: Finish through Chapter 2 if not finished in class. Discussion Questions for Chapters 1 & 2 are due the next day.

Day 3: Wednesday

Materials: Computer, poem, paper, *The Outsiders*, list of discussion questions.

Time: 5-10 Minutes

Activity: Poem/Free Write

<http://circle.nypo.org/bisi.html> Have students write their raw emotions about the poem and how they felt about it. After a few minutes of writing, discuss the

poem and its tone and language throughout it. Have students volunteer to read their “free write”.

Time: 10-15 Minutes

Activity: Whole group discussion/Chapter 1 & 2 D.Q.’s

The teacher should instruct the discussion question leaders to lead the class in the chapter’s discussion. The teacher should not lead, but guide the discussion about the chapters themes and other elements that are important for test purposes.

Time: 25-30 Minutes (remainder of class)

Activity: Students should begin reading chapters 3 & 4 until the end of class

Homework: Finish through chapter 4. Find 10 words that were new to you from chapter 1-4 (highlight or underline them for tomorrow’s activity.) Chapter’s 3 & 4 discussion questions are due the next day.

Day 4: Thursday

Materials: *The Outsiders*, dictionary, paper, discussion questions.

Time: 15 Minutes

Activity: Vocabulary review. To make sure that the students comprehend the language throughout *The Outsiders* and to practice grammar, have students write down the words they highlighted or underlined from the night before.

Have students pair up and discuss what words were unfamiliar to them. Students may use a dictionary or computer to look up the definitions of words. Have students define their words and use it in a sentence. (Ask students to share their vocabulary words aloud, and use some of them later for test questions.)

Time: 10-15 Minutes

Activity: Discussion questions. Leaders for chapters 3 & 4 should lead the class in a discussion and summary of chapters 3 & 4 of the book.

Time: 30 Minutes (Rest of Class)

Activity: Begin reading chapters 5 & 6. Teacher should stop for discussions as necessary (tone, symbols, etc.)

Homework: Finish through Chapter 8 for homework. Discussion questions for chapters 5-8 will be due tomorrow (Friday.)

Day 5: Friday

Materials: Discussion questions, *The Outsiders*.

Time: 15-20 Minutes

Activity: Chapters 5-8 discussion leaders should read their questions and discuss their answers as well as a summary of the chapter.

Time: 25-30 Minutes (Rest of Class)

Activity: Reading Day. For the remainder of the class, students should find a comfortable spot around the room to silently read for the rest of the period.

Homework: Students should read the rest of the novel by Monday. All discussion questions should be completed and turned in by Monday to receive full credit.

*****PLAN B for WEEK 1: If for some reason the reading schedule needs to be altered due to any outside interruptions or not enough time- the daily schedule can be pushed back or more reading can be assigned for homework.***

Week 2 (From Novel to Film- What's the Difference?)

Day 6: Monday

Materials: The Outsiders (movie)

Time 2 Minutes

Activity: Collect all discussion questions /take roll

Time: 50 Minutes

Activity: The students will view "The Outsiders" movie during class. They should be taking notes on the similarities and differences.

****10 Extra Credit points will be available to students who write a well developed 5 paragraph compare/contrast essay of the book and movie.**

Day 7: Tuesday

Materials: The Outsiders movie, paper, pencil.

Time: 5 minutes

Activity: Housekeeping, roll, etc.

Time: 45 Minutes

Activity: Finish the movie. Have students finish their notes.

Homework: Work on compare/contrast essay for 10 points EXTRA CREDIT (DUE ON THURSDAY)

Day 8: Wednesday

Materials: *The Outsiders*, poster board, markers, pencils, paper, computers.

Time: 2-3 Minutes

Activity: Housekeeping: Remind students that the EXTRA CREDIT compare/contrast essay is due TOMORROW (Thursday.)

Time: 5 Minutes

Activity: Assign students into groups of 3 or 4.

Time: 45-50 Minutes

Activity: Each group will get a poster board and markers. The groups will come up with their own album for the novel, *The Outsiders*. To be able to complete this assignment, students will have to know the summary of each chapter to choose a song that coincides with that chapter. The students can use the computers to look up songs titles or artists. There should be 12 songs (1 representing each chapter) and the poster should represent the actual album cover (a picture and list of songs.) These are due at the end of class. They can be used to decorate around the room or in the hall.

Day 9: Thursday

Materials: The Outsiders review questions, white board, dry erase markers, bells or buzzers.

Time: 5 Minutes

Activity: Housekeeping, Collect compare/contrast essays from students to receive extra credit points on *The Outsiders* test.

Time: 40-45 Minutes

Activity: Set the room up like a “game show.” The class should be split up into 2 “teams.” The teacher will call up a representative from each team and ask them questions from *The Outsiders* to help them review for their test. The teacher will keep score on the white board and the winning team will receive a prize (candy, extra credit, homework pass, etc.)

Day 10: Friday

Materials: *The Outsiders* Exam, computer, projection screen, bullying in the media clips.

Time: 2-3 minutes

Activity: Housekeeping

Time: 30-35 minutes

Activity: The teacher will pass out *The Outsiders* exam to wrap up that portion of the unit. All students will take the exam and turn in once completed.

Time: 10- 15 minutes

Activity: The teacher will introduce the next portion of the “bullying” unit, in which involves the influence of the media. The teacher will play clip from the movie Hocus Pocus and have students answer a couple of questions about it as an exit slip.

<http://www.youtube.com/watch?v=qznSLUNQDm8>

*****Plan B for WEEK 2: If the previous schedule needs to be altered due to outside influences, the test can be moved to the following week. If for any reason a television/DVD player is not available for classroom use, the media center should be rented out to complete the viewing of the film.***

Day 11: Monday (Reacting to Bullying)

Materials: Kristin Cavallari on Dr. Phil clip, computer, projector, paper, pencils

Time: 5 Minutes

Activity: The teacher will play the clip of Dr. Phil. This particular clip is important because it shows students how to react to bullying. The students will watch the clip and note how to stand up to bullies.

Time: 10-15 Minutes

Activity: After watching the clip students will get into groups of 3 or 4. Once in groups, they will come up with different scenarios, in which they are confronted with a bully.

Time: 30 Minutes

Activity: Students will put their scenarios in a cap and draw one to act out. The students can practice their scenarios in their groups before acting out in front of the class. (ex. John, a husky boy, is in the cafeteria line purchasing ice cream when confronted by Ray, the class bully. Ray teases him about eating ice cream because he is “fat”. How should John react? What should be John’s next step?)

Day 12: Tuesday

Materials: Paper, Pen/Pencil

Time: 5 Minutes

Activity: Housekeeping

Time: 45 Minutes

Activity: To prepare for FCAT writes or other standardized timed writing, the students are going to showcase their persuasive writing on the topic of bullying. The teacher should have the prompt on the board and instruct students that today is a writing day to prepare for timed writings. The students should take most of the class period to write/edit their timed writings and turn them in at the end of class.

(Example: Many people believe that television violence has a negative effect on society because it promotes violence. Do you agree or disagree?
Use specific reasons and examples to support your response.)

Day 13: Wednesday (Knowing the Facts & Taking a stand)

Materials: DeSean Jackson anti-bullying clip, bullying facts presentations, ribbon, hot glue, markers

Time: 3 Minutes

Activity: To begin the class, the teacher should play the DeSean Jackson anti-bullying clip. The students should sit quietly and watch the clip.

<http://espn.go.com/video/clip?id=7189591>

Time: 40 Minutes

Activity: While the teacher discusses some of the statistics about bullying, the students should be making ribbons to wear around school that promotes Anti-Bullying.

Time: 10 Minutes

Activity: The students should finish up their Anti-Bullying ribbons and clean up the classroom before the bell rings.

Day 14: Thursday

Materials: paper, markers, crayons, “Don’t laugh at me” Youtube/Lyrics

Time: 10 Minutes

Activity: The teacher will play the Youtube song, “Don’t laugh at me”. The students will listen to the song and have the option of either drawing out their interpretation or writing about it to get class started.

Time: 40 Minutes

Activity: Public Speaker (paid motivational speaker, and/or cop)

For the remainder of the class, a public speaker will talk to the class about bullying and the affects it has on society.

Day 15: Friday

Materials: Annotated Bibliography example, FINAL bullying project sheet, PSA example, student group sheet, computer, projector, pens

Time: 3 Minutes

Activity: Students should come in to class and sit immediately with their group members (3-4.) Desks can be already placed together with name tags, or put them together when class begins.

Time: 5-10 Minutes

Activity: The teacher should pass out the final assignment sheet to the class. The teacher will read and discuss the assignment sheet.

Time: 10 Minutes

Activity: The teacher will go over what exactly an annotated bibliography is and show examples of how to do one. The students can ask questions at any time.

Time: 5-10 Minutes

Activity: The teacher will show examples of PSA videos to help the students think of ideas for their own.

<http://www.youtube.com/watch?v=wKB9HRgkKRA&feature=related>,
<http://www.youtube.com/watch?v=wY7GvqOP4hc>

Time: Rest of Class

Activity: The groups will brainstorm ideas for research (annotated bib) and research for their PSA videos.

*****Plan B for Week 3: If for any reason the above schedule cannot go as planned, such as the guest speaker cancelling, have students begin their final projects a day early .***

Day 16: Monday

Materials: Library, computers, books, notebooks, pens/pencils, assignment sheet

Time: 2 Minutes

Activity: Housekeeping/Take roll

After roll, instruct students to meet in the library until instructed not to.

Time: 2 Minutes

Activity: Walk to the library/ LRC/computer lab

Time: 5 Minutes

Activity: Instruct students to research facts about bullying in books, computers, online data bases. Students will refer to their assignment sheet to reference and cite sources.

Time: 40 Minutes

Activity: The students will disperse in the library and begin their research for the annotated bibliography.

*****Remind students to meet in the library tomorrow to finish up their annotated bibliographies***

Homework: To get a head start on creating their PSA videos, the groups might want continue working on their annotated bibs to get them finished OR start thinking of creative video messages for their PSA.

Day 17: Tuesday

Materials: Library, computer, books, pens, pencil, printer

Time: 50 Minutes

Activity: The students should come directly to the library to work on their annotated bibliography. The students should be diligently working in the library, while the teacher should be roaming and helping students stay on task.

Homework: Finish up final touches to the annotated bibs. Print out 2 copies and be ready to turn in 1 tomorrow.

Day 18: Wednesday

Materials: Video cameras, computers, annotated bibs

Time: 5 Minutes

Activity: The teacher will go around and approve each group's PSA topics and sign off for them to begin videotaping/working on their assignment.

Time: 40 Minutes

Activity: All students will "sign out" a video recorder to record a PSA announcement. Today will be the only FULL day that the students get to record their video.

Time: 5 Minutes

Activity: Students will return to the library and turn in their video recorder.

Day 19: Thursday

Materials: Computers, video cameras, assignment sheet

Time: 2 Minutes

Activity: Roll & Reminders

Time: 10 Minutes:

Activity: The students will have 10 minutes to finish up all recording.

Time: 35-40 Minutes

Activity: Students will spend the majority of the class editing their videos, adding music, and captions. The teacher will walk around and make sure that the students' are on task and finishing up their major assignment.

Homework: If students are not able to finish editing their PSA, they will be allowed to take it home to finish- but FINAL PSA's are due on Friday for voting.

**Remind students to report to the classroom on Friday for the presentations of the PSA videos and snacks.

Day 20: Friday

Materials: FINISHED PSA videos, score sheets, voting tabs, popcorn, sprite, T.V, computer, DVD player

Time: 5-10 Minutes

Activity: Roll & Reminders: The teacher will begin class by giving each student a small snack of popcorn and sprite as a reward for their hard work during the Bullying unit.

Time: 40 Minutes

Activity: For the remainder of the class, we will watch each PSA video and the teacher will grade it, while the students vote on each one. There will be one winner from each class (5 classes) and their PSA video will play over the school announcements for the next week.

Time: 2 Minutes

Activity: As a last minute touch to the unit, the teacher will pass out a mission statement for each student that vows to never bully OR report bullying whenever they have witnessed it. The students will sign and turn in as their ticket out of class.

*****Plan B for Week 4: Even though you should reserve to use the library far in advance, if there are conflicting schedules, have students take turns on the classroom computers. Split up students to work on their annotated bibliographies and push back the due date if absolutely necessary.***

Unit Points

Assignment	Points Possible
Bullying Survey	10 points
Video Exit Slip	5 points
Poem free write	10 points
Vocab HW/Class activity	10 points
Discussion Questions	30 points
Movie Participation/ Taking Notes	15 points
C.D. Album Cover	20 points
Test Review Participation	15 points
The Outsiders Exam	50 points
Compare/Contrast Essay Novel to Movie	EXTRA CREDIT 10 points
Hocus Pocus Clip Questions	5 points
Bullying Scenario/ Class Participation	10 points
Timed Writing/Class Activity	25 points
Anti-Bullying Craft Activity	10 points
Lyric Drawing/Free Write	10 points
Library Participation/Research	30 points
Annotated Bibliography	50 points
PSA videos	50 points
Mission Statement	10 points
	Total ____370 EXTRA CREDIT____10 FINAL _____

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Appendix

School Bullying Survey:

*Directions: Read the statement and check Agree or Disagree.

1. Bullying is a problem at my school. _____ Agree _____ Disagree
2. Someone I know is sometimes afraid to come to this school because of harassment. _____ Agree _____ Disagree
3. My school is unsafe for some students. _____ Agree _____ Disagree
4. I'm not sure what the procedures are for reporting bullying in my school. _____ Agree _____ Disagree
5. I've heard adults in my school make negative comments about a student or particular group of students. _____ Agree _____ Disagree
6. I feel uncomfortable reporting bullying and harassment.
_____ Agree _____ Disagree
7. At my school, there are no consequences for bullying.
_____ Agree _____ Disagree
8. In my opinion, I feel some kids deserve to be picked on or bullied.
_____ Agree _____ Disagree

Total
 _____ Agree
 _____ Disagree

Bully Free-Write Poem

Thorn In My Side

by Bisi Akinola-Arutoghor

Like a thorn in my side

I've nowhere to hide

You've got a sting in your tail

And you'll get me without fail

Is it my hair, my size or my shoes?

Whatever it is I'll always lose

Tell me what's wrong I'm sure we can sort it out

But you'd rather get angry, lash out and shout

Trials and tribulations are all part of life

But why do I have to put up with your trouble and strife?

You suppress and repress me and laugh at my woes

I'd like to see how you'd react if someone bigger stepped on your toes

There's a name for your kind you're a B.U.L.L.Y.

If I'm not to your liking you'll tell me why and make me cry

It's not just the verbal but the physical and mental abuse

Do you know how many times

I've wanted to end it all with my head in a noose?

My brother says be strong, you'll get bored and it will all come to an end

I want the end now, don't need an enemy but a friend

School years are long and there're supposed to be fun

This seems like a battle that can never be won

You've never been strong just aggressive and weak

You've never liked me because I'm kind and meek

My self respect and confidence have been taken away

But I pray to God that they will come back soon, someday

I'm now older and wiser and even have respect for myself

Doing well in my career and I even have wealth

Saw you the other day walking up and down the street

You should have concentrated on studying not bullying

Then you would be able to make ends meet

No more do I have that thorn in my side

It is now your turn, to run away and hide

Go on bend your head down in embarrassment and shame

Like a newly planted flower, I'll never be the same again.

Name _____

Date _____

Class _____

My Chapter _____

The Outsiders by S.E. Hinton

Discussion Questions (30 Points)

** You are responsible for your ASSIGNED chapter. HOWEVER, it would be wise to take notes and answer other chapter's answers when your classmates lead discussions.

Answer your specific chapter's questions in a complete sentence(s) and be ready to share with the class.

Chapter 1:

Chapter One

1. Describe each of the characters and their relationship with one another.
2. Who are the socs? Who are the greasers?
3. How do Ponyboy's relationships with Darry and Sodapop differ? Explain.
4. Why is the 'gang' important to Johnny?
5. How does Ponyboy react to what Sodapop tells him about Darry?
6. Do you think Darry loves Ponyboy? Why does he treat Ponyboy the way he does?
7. What does Ponyboy mean on page 8 when he says, "I lie to myself all the time"? Do you ever lie to yourself? Why?

Chapter Two:

1. Who is the fuzz? (p. 20)
2. Are the names Ponyboy and Sodapop nicknames? Explain.
3. Who are Cherry and Marcia?
4. Why doesn't Ponyboy like referring to Sodapop as a dropout?
5. What is Ponyboy comparing Two-Bit to when he calls him a "chessy cat" on page 27? What figure of speech is this besides a simile?
6. What is "a weed" slang for in 1967?
7. Why does Dally look sick now (p. 33)?
8. What literary device does the author use to describe Johnny's mugging (pgs. 31-34)?

Chapter Three:

1. What does Cherry explain as the difference between the socs and the greasers?
2. What does Ponyboy mean on p. 39 when he says "Johnny and I understood each other without saying anything"? Have you ever had a relationship with someone who you understood, or who understood you, without having to say anything?
3. When and how did Pony's parents die?
4. What happens when Pony comes home after his curfew?
5. Why does Johnny like it better when his father is hitting him?
6. At the end of the chapter, how does the author foreshadow that bad things are to come?

Chapter Four:

1. What does Pony mean when he says the socs were "reeling pickled" on page 54?
2. What major event happens in this chapter?
3. How did the author foreshadow that Johnny would use his knife in chapter 2?
4. What did Bob say a Greaser was?
5. What would your advice be to Johnny and Ponyboy if they'd come to you for help instead of Dally? Explain.
6. Who is Buck Merrill?
7. Who did Johnny say Pony Boy looked like?

Chapter Five:

1. Why does Pony have a problem with Johnny's idea to disguise themselves?
2. What does pony mean when he says, "I was supposed to be the deep one" (p. 75)?
3. Why does Johnny think is a hero (p. 76)? Do you think Dally is a hero based on what he did?
4. Why does Pony realize he doesn't like Dally? Can you explain what he means by this?
5. On page 78, Johnny compares Pony and his brothers to their parents. Which one of your parents are you most like? What similarities do you share?
7. What does pony mean when he says he drinks Pepsis like a friend (p.78)?
8. What's a 'heater'? Why does Dally have one?

Chapter Six:

1. Do you think Dally's parents have influenced the way he is; his personality? Explain.
2. Why doesn't Dally want Johnny to turn himself in?
3. What "other side" of Dallas is revealed in this chapter?
4. What's your own definition of a hero? Do the three boys prove themselves to be heroes, according to your definition? Explain.
5. Why do you think Johnny wasn't scared, despite the obvious danger, on page 92?
6. Why did Dally almost gag?
7. What is Dally's silent fear?

Chapter Seven:

1. Explain what Pony means when he says Soda "reminds me of a colt" on p. 101.
2. What condition is Johnny in after the fire?
3. Why would being crippled be worse for Johnny than someone else?
4. "Maybe people are younger when they are asleep" (p.104). What do you think about this comment?

5. What is a juvenile delinquent (p. 107)? Find a definition on the internet, in a dictionary, or create your own based on your own knowledge.
6. Why would Two-Bit think Johnny, Dally, and Pony were heroes all along; before they saved the kids?
7. What was Bob's 'real' problem, according to Randy (p.116)?
8. Why did Pony think it was better to see socs as "just guys" on p. 118? What do you think he means by this?

Chapter Eight:

1. How does what the doctor first says, on page 119, foreshadow Johnny's condition?
2. "We needed Johnny as much as he needed the gang. And for the same reason." (p.121.) What do you think Pony means, and what is the reason?
3. What does Pony mean on p. 123 when he says, "we could get along without anyone but Johnny"?
4. If Darry didn't have Soda and Pony, why would he be a soc?
5. What does Cherry mean when she says Bob "wasn't just anyone" on p.129?

Chapter Nine:

1. On the bottom of p.133, when Pony asks what kind of a world it is, what comment is he making about how society judges people?
2. Why do the boys fight? Why is Pony different?
3. What is the difference between Tim Sheppard's gang and Ponyboy's? Explain how Pony feels this difference might give his group the upper hand?
4. What do you think Johnny's last words to Pony mean?
5. Why is it significant that Paul Holden is the Soc who steps forward to accept Darry's challenge?

Chapter Ten:

1. How does Pony's dreaming, or lying to himself, finally work in this chapter?
2. Why was Johnny's death so difficult for Dally to handle?
3. Why do you think Dally would have wanted to die?
4. Why does Dally want the gang to meet him in the park?
5. List and explain the most important events that happened in this chapter, and talk about its significance throughout the novel.

Chapter Eleven:

1. Explain why Pony might rather anyone's hate than their pity (p.162)?
2. What do you think is going on with Ponyboy when he says, "Johnny didn't have anything to do with Bob's getting killed" (p.166)?
3. Why won't Pony believe Johnny is dead? Use quotes from the book to explain your answer.
4. Why does Ponyboy think he killed Bob?

Chapter Twelve:

1. What 'circumstances' do Ponyboy's teacher refer to? What circumstances does Ponyboy think his teacher is referring to?
2. Why doesn't Ponyboy feel scared when the socs approach him and he threatens them with a broken bottle (p.170-171)? How is this a dramatic change from the ponyboy we have seen up until this point?
3. What does Darry mean when he says, "you don't just stop living because you lose someone" (p.173)?
4. How do we know Sandy didn't love Soda as much as he loved her?
5. Explain how Darry and Ponyboy play tug of war with Soda.
6. What do we learn was so special about Johnny (p.178)?
7. Who did Jonny say Ponyboy looked like?

The Outsiders by S.E. Hinton
Test Review Questions

1. Who is the protagonist in *The Outsiders*?
2. Name the two “gangs” in the novel.
3. List the members of the Greasers.
4. Why doesn’t Ponyboy like referring to Sodapop as a drop out?
5. How does Cherry explain the difference between the Socs and the Greasers?
6. When and how did Pony’s parents die?
7. What “other” side of Dally is revealed in Chapter 6?
8. Who is the second youngest member of the Greasers?
9. What is the name of the town in which Ponyboy and Johnny hide in an abandoned church?
10. What sport does Ponyboy play?
11. What’s the name of Sodapop’s horse?
12. What does Ponyboy say is visible on both the East Side and West Side?
13. What is the name of the book Ponyboy and Johnny read in the church?
14. Who kills Dally?
15. How does Darry know Paul Holden?
16. Who is Randy?
17. Why does Sandy move to Florida?
18. Who is the father of Sandy’s baby?
19. What does Ponyboy threaten the Socs with when they approach him outside of the convenient store?
20. How does Ponyboy get a concussion?
21. Name the character that dies first in the novel.
22. Name Randy’s girlfriend.
23. What is Two-Bits “most prized possession”?
24. How old is Darry?
25. Why are Cherry and Marcia alone at the drive-in?
26. When did Ponyboy’s nightmares begin?
27. Name the type of car Cherry drives.
28. Who bleaches Ponyboy’s hair?
29. What is Ponyboy’s real name?
30. Where did Dally live before he moved to Ponyboy’s town?
31. Define: ornery, premonition, defiance

Name _____
 Date _____
 Class _____

The Outsiders Exam

Matching

Directions: Match the "Greaser" with his description. (1 point each)

- | | |
|-----------------|------------------------|
| 1. ____ Dallas | A. Wise-Cracker |
| 2. ____ Sodapop | B. Tough, Cold, Mean |
| 3. ____ Darry | C. Frightened, Abused |
| 4. ____ Johnny | D. Serious, Determined |
| 5. ____ Two-Bit | E. Attractive |

Directions: Match the vocabulary word to its definition. (1 point each)

- | | |
|-----------------------|--|
| 6. ____ madras | A. cool, carefree, casually concerned |
| 7. ____ roguishly | B. a cotton cloth of fine texture |
| 8. ____ ornery | C. bold resistance to an opposing force |
| 9. ____ premonition | D. stately, majestic, a man attentive to women |
| 10. ____ defiance | E. a presentiment of the future; foreboding |
| 11. ____ nonchalantly | F. of a stubborn and mean spirited nature |
| 12. ____ gallantly | G. dishonest; unprincipled, playfully mischievous |
| 13. ____ elite | H. distant, especially in one's relationship with others |
| 14. ____ smoldering | I. a small privileged group |
| 15. ____ aloofness | J. to manifest repressed anger or hatred |

True or False

Directions: Write out the word TRUE or FALSE next to the statement. (1 point each)

16. ____ Ponyboy finds it easier to talk to Darry than Sodapop.
17. ____ Cherry, Marcia, Bob, Randy, Johnny, Two-Bit, and Ponyboy go to the same school.
18. ____ Greasers usually start most of the fights with the Socs.
19. ____ Ponyboy and Johnny hide out in a church for two weeks.

20. _____ Ponyboy and Johnny think their cigarettes probably started the church fire.

Short Answer

Directions: Answer the following questions in complete sentences. (2 points each)

21. Who is the author of the story?
22. What is the plot of the story?
23. What is a Greaser?
24. What is a Soc?
25. Who are the protagonists?
26. Name at least three Greasers?
27. Name three Socs?
28. Where did Johnny and Ponyboy meet Marcia and Cherry?
29. In the order that things happened, describe the scenes after the movie until Bob was killed.

30. Why does Johnny kill Bob?

Essay Questions

Directions: Answer the following questions in complete sentences. Use evidence from the novel to help complete your answers. (Each answer should be a paragraph, 5-7 sentences.) 5 points each

31. Explain the meaning of Johnny's last words, "stay gold."

32. How do you think this story pertains to your life today?

HOCUS POCUS Clip Questions:

1. In what ways did Jay and “Ice” display bullying tendencies?
2. What did they take from Max?
3. How did taking something from him ultimately affect them?

Persuasive Essay : Persuasive Essay

Teacher Name: **Sidney Rutledge**

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Transitions	A variety of thoughtful transitions are used. They clearly show how ideas are connected	Transitions show how ideas are connected, but there is little variety	Some transitions work well, but some connections between ideas are fuzzy.	The transitions between ideas are unclear OR nonexistent.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

Name _____
 Group # _____
 Title of PSA _____

FINAL ASSIGNMENT SHEET

You will be creating your own PSA video, but in order to create a valid and accurate one, you must know facts about bullying to put in the video. This assignment sheet is your guide through the next week's assignments. This sheet will guide you through creating an annotated bibliography and the steps you must take to create an effective PSA video.

Annotated Bibliography: An annotated bibliography is a summary and/or evaluation of a particular source (book, magazine, article, newspaper, video, etc.) that is referenced. *Basically, you will research facts/statistics about bullying from online databases or articles. Once you have found an article that is worthy of the topic, you must read the article, summarize and/or evaluate its helpfulness and then cite the source.*

Example of an annotated bib:

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Wal-Mart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

GUIDELINES FOR THE ANNOTATED BIBLIOGRAPHIES:

1. There must be ATLEAST 4 sources for your final annotated bibliographies.
2. The sources must be dated NO EARLIER than 2002.
3. Annotated bibliographies MUST be in APA format. (Ask Ms. Rutledge or the librarian for an APA guideline book if you need help formatting.)
4. Each source must be valid and accurate to be able to use in your PSA video.
5. There is not a word count for each annotated bibliography, BUT they must be a full summary/evaluation of the completed article.

TURNING IN YOUR ANNOTATED BIBLIOGRAPHIES:

1. Put each group members name on ONE copy to turn in, along with your given group number.
2. **PRINT OUT 2 COPIES** for the assigned day to turn them in. (ONE copy to turn into me, and the OTHER copy to keep to create the PSA video.)
3. The annotated bibliography is due: _____

CREATING YOUR PSA VIDEO:

1. PSA videos must be between **1 and 3 minutes**.
2. Each member of the group must have a significant role in the creation of the PSA (videographer, actor/actress, writer, etc.)
3. You must incorporate ATLEAST 4-5 FACTS/STATISTICS from your annotated bibliography in the video.
4. YOU MUST CITE YOUR SOURCES AT THE END OF THE VIDEO. USE YOUR ANNOTATED BIBLIOGRAPHY TO HELP YOU.
5. Think about the examples we watched in class and come up with a new and affective bullying PSA video that will impact students.
6. Have fun! Be creative: Your classmate WILL be voting on the BEST!

*****Please be responsible 8th graders while creating these videos. The purpose of the PSA's is to make a conscientious and mature statement. ALL videos must be of appropriate content. IF there is any complaint about making these videos from any other teacher or faculty member due to loud noises or disruptions the group will receive a ZERO for not following directions.***

PSA CHECKLIST:

Group # _____

Group Members:

Title:

1: _____

2: _____

3: _____

4: _____

PSA Video Title: _____ Time: _____

Facts/Statistics:

1. _____

Source: _____

2. _____

Source: _____

3. _____

Source: _____

4. _____

Source: _____

Song(s):

Annotated Bib Rationale

CATEGORY	10	7	4	1
Sources	Group has 4 or more sources that are cited accurately.	Groups has 3-4 sources, but are not cited accurately.	Group has not enough sources and is not cited accurately.	Group has no sources.
Date of Source	Each cited source is dated from 2002 or later.	There is 1 cited source dated earlier than 2002.	There are more than 1 source cited that dates earlier than 2002.	Every source is dated earlier than 2002.
APA format /Grammar	The annotated bibliography is in the appropriate APA format with no mistakes.	The annotated bibliography is in the correct APA format with few technical errors.	The annotated bibliography is in the wrong format, but has no errors.	The annotated bibliography is in the wrong format with errors.
Summary	The summary of the annotated bibliography is accurate according to the summary and is apparent that the research was completed.	The summary of the annotated bibliography is not quite fully developed according to the original article.	The summary of annotated bibliography does not accurately depict the original source.	The summary of the article has nothing to do with the original, or there is no summary at all.
Completed and On Time	The annotated bibliography was completed and turned in on time.	The annotated bibliography still needed editing/proofreading but was still turned in on time.	The annotated bibliography was 1 day late due to it not being completed.	The annotated bibliography was more than 1 day late.
				TOTAL____/50

Teacher rubric for PSA videos (planning & actual video)

CATEGORY	10	7	4	1
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meetings are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meetings are not held AND/OR some team members do not contribute a fair share of the work.
Concept	Team has a clear picture of what they are trying to achieve. Each member can describe what they are trying to do and generally how his/her work will contribute to the final product.	Team has a fairly clear picture of what they are trying to achieve. Each member can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final product.	Team has brainstormed their concept, but no clear focus has emerged for the team. Team members may describe the goals/final product differently.	Team has spent little effort on brainstorming and refining a concept. Team members are unclear on the goals and how their contributions will help them reach the goal.
Script	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.
Research	Annotated Bib indicates that the group members consulted at least 4 reference sources, developed a position based on their sources, and correctly cited their sources.	Annotated Bib indicates that the group members consulted at least 3 reference sources, developed a position based on their sources, and correctly cited their sources.	Annotated bib indicates that the group members consulted at least 2 reference sources, developed a position based on their sources, and correctly cited their sources.	There are fewer than two sources and are incorrectly cited.
Creative	Students have created an over and beyond PSA. They were creative, used the required amount of sources, effective in impacting student emotion, and between 1-3 minutes.	Students created a good PSA, used 3 out of the 4 required sources, but not as successful in creating an effective and creative PSA. Time was more or less than the required time.	The students created a PSA but did not use all of the required sources, nor did it look like much effort was put in to it. The time was not within the limits.	The students created a poor PSA video not using any of the required sources. The video was unprofessional and not centered around the main point. Time was more or less than the specified time requirement.
				TOTAL_____/50

Mission Statement:

I, _____ promise to never be involved with any act of teasing, taunting, or form of bullying. After completing this unit on bullying, I am fully aware of the repercussions that bullying has on others. If I come across bullying, I vow to try and stop it and report it to an authority figure.

Signed,

Anti-Bully Believer _____