

The 60s and “The Outsiders”

Grade Level	8 th Grade EC
Subject	English/ Language Arts
Curriculum Objective	<p>Objective 5.01</p> <p>Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of interest to the individual. • reading literature and other materials selected by the teacher. • assuming a leadership role in student-teacher reading conferences. • leading small group discussions. • taking an active role in whole class seminars. • analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. • discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. • analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. • extending understanding by creating products for different purposes, different audiences, and within various contexts. • analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.
Guiding Question	What events would relate to the time /setting of the novel <u>The Outsiders</u> ? (1960’s)
Lesson Summary	Students will explore the events, fashion, music and technology of the 1960’s as they relate to the setting of <u>The Outsiders</u> .
Activating Strategy	<ul style="list-style-type: none"> • Set up stations in Computer labs for • Carousel Brainstorming <ol style="list-style-type: none"> 1. Before class place chart paper taped around the room each with a different topic at the topic and number 1-5. The ‘60’s <ul style="list-style-type: none"> -fashion -music -events -technology -sports 2. As students come into class assign a number to each student

	<p>depending on how many students in your class. (3-4 per group if possible).</p> <ol style="list-style-type: none"> 3. Direct each group to stand in front of the number of paper to which they are assigned and choose one person to write. Have different colored markers close by. One color per group. 4. Inform groups, they will have 2-3 minutes to brainstorm ideas and write on paper. At the end of 2-3 minutes students will rotate to the next station in sequence and repeat the steps as before. 5. Continue until all stations have been covered. 6. At the last station, students will then select the top 3 answers and each group will share with the entire class. (ET 10- 15 minutes)
Cognitive Strategy	<ol style="list-style-type: none"> 1. Give students a record sheet with directions and the web site. Students will proceed to the computers in their groups and pull up the given website. (See record sheet and directions) 2. Go over the directions to make sure all is clear. 3. As students are viewing website and writing down information walk around and monitor. (ET 30 minutes)
Summarizing Strategy	<ol style="list-style-type: none"> 1. After students have completed their record sheet, ask each group to choose one area they would consider themselves the expert. Making sure each topic is covered. 2. Depending on the number of groups and the amount of time left, each group will report on their topic to the other student. (ET 10-12 minutes)
Evaluation	<p>Oral evaluation of each groups presentation of information Record sheets</p>
Resources	<p>Large sheets of write paper, markers Computers record sheet and pencil Website information</p>

Objective: What were the major events and trends during the 1960's, the setting for the novel The Outsiders?

Directions:

In your team, decide who will write, who will read, who will report and who will operate the computer.

Using the website: <http://www.kyrene.org/schools/bri5as/sunde/decade/1960.html>

Record information in the appropriate column according to the heading.

Be prepared to give an oral report to your other peers from the information you have gathered.

Music	Fashion	Sports	Events	Technology