**Lesson Topic: \_\_\_\_\_\_\_\_\_\_\_\_Introduction to The Outsiders \_\_\_\_\_\_\_\_\_\_\_**

**Grade level:\_\_\_8th\_\_\_\_\_\_\_\_\_**

**Length of lesson: \_\_2 Days\_\_\_\_\_\_\_\_**

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| **Stage 1 – Desired Results** |
| **Content Standard(s):****Reading Benchmarks**8.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 8.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Writing Benchmarks**8.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 8.7.7.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **Speaking and Listening Benchmarks**8.9.1.1 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.  |
| **Understanding (s)/goals**Students will understand:1. That making inferences about a text will aid in the reading process.
2. That an author’s life experience influences their writing (this goal is throughout the unit).
 | **Essential Question(s):*** Why is it important to make inferences about a text? What further understanding can we gain if we make predictions?
* Why should we try to make personal connections to a text that we are reading?
* How does an author’s life experience influence their writing?
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| **Student objectives (outcomes):**All Students will be able to:* Predict what the book is going to be about by completing The Outsiders Prereading Questions.
* Research the history behind *The Outsider’s* through our Web Quest. Students will explore everything from 60's music and fashion to government, cars and even gang life.

Most students will be able to:* Make connections between 1960’s life and what we learn about the novel.

Some students will be able to:* Draw from personal experiences to connect with the text.
* Make modern day connections between how life was life during S.E. Hinton’s time and our own (find similarities and differences to how life was like during the 1960s to how life is today).
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| **Stage 2 – Assessment Evidence** |
| **Performance Task(s):*** Students will research the 1960s.
 | **Other Evidence:*** Pre-reading Activity
* Web quest Questions
* Students 3 articles about 1984 Themes in America Today.
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| **Stage 3 – Learning Plan** |
| **Learning Materials:*** *The Outsiders* by S.E. Hinton
* The Outsiders book trailer

 http://www.youtube.com/watch?v=0izmGO60fW4 * What does the ‘60s mean to you?(Bell Work)
* Web Quest/Computers

www.mrszmsoutsiderswebquest.weebly.com* Poster boards/supplies for posters
* Part III Checklist

**Learning Activities:****Day 1:**Anticipatory Set: (About 30 Minutes)* For bell work have students draw what they think of when they hear “1960s”. (About 5 minutes)
* As a class we will then talk about our drawings and what came to our minds (I will probably participate in this as well) (About 5 minutes).
* We will then watch the book trailer (About 5 minutes).

Developmental Activity (About 60 Minutes): * Students will participate in a web quest researching The Outsider’s historical context. Students will explore everything from 60's music and fashion to government, cars and even gang life. This will take the rest of the hour and part of the next day.
* Part III of the Webquest will have students getting into pairs and creating a poster of a 1960s topic (from the resources section). I will randomly assign students partners by having them draw a topic out of a bowl. Students will be asked to get creative and have pictures and information about their topic on their posters.

Wrap-Up Activity (About 15 Minutes):* Students will share their groups picture boards and explain their findings from their web quest. (About 15 Minutes). We will then read Chapter 1 as a class (this will be on day 2).
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