



# Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**O**ur literature kit is designed to give the teacher a number of helpful ways of making the study of this novel a more enjoyable and profitable experience for the students. Our guide features a number of useful and flexible components, from which the teacher can choose. It is not expected that all of the activities will be completed.



One advantage to this approach to the study of a novel is that the student can work at his or her own speed, and the teacher can assign activities that match the student's abilities.

Our literature kit divides the novel by chapters and features reading comprehension and vocabulary questions. Themes include social prejudices, family relationships, honor, courage, identity, and social conventions. **The Outsiders** provides a wealth of opportunity for classroom discussion because of its vivid portrayal of the social conventions of the time presented in the novel.

## How Is Our Literature Kit™ Organized?

### STUDENT HANDOUTS

**Chapter Activities** (in the form of reproducible worksheets) make up the majority of this resource. For each group of chapters, there are BEFORE YOU READ activities and AFTER YOU READ activities.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.
- The AFTER YOU READ activities check students' comprehension and extend their learning. Students

are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the *Graphic Organizers*.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

### PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



#### Teacher Guide

- Information and tools for the teacher



#### Student Handout

- Reproducible worksheets and activities



#### Easy Marking™ Answer Key

- Answers for student activities

### EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns—just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

**Every question matches up with its answer!**



# Chapter Two

Answer the questions in complete sentences.

1. In the previous Chapter you were introduced to Ponyboy's world as a Greaser. How does his portrayal compare to your original impression of Greasers or Hoods? What are your initial thoughts on the Socials at this time?

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2. In the upcoming Chapter, we learn more about social segregation. Do you think this separation helps minimize the conflict or increase it? Explain your reasoning.

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## Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	fumed	Grimace out of pain or distress	A
2	slyly	Lacking definite shape, form, or character; indistinct	B
3	roguishly	Craftily; in an artful manner	C
4	ligament	A composed and unconcerned manner	D
5	wincing	Unwilling or unable to believe something	E
6	incredulous	Make changes in order to improve	F
7	nonchalantly	Emit smoke	G
8	incidentally	Deceitful; unprincipled	H
9	vaguely	A remark unconnected to the current subject; by the way	I
10	reform	Tissue that connects bones, cartilages, or joints	J

NAME: \_\_\_\_\_



# Chapter Five

Answer each question with a complete sentence.

1. How does Johnny think Ponyboy's family is 'funny'?  
\_\_\_\_\_  
\_\_\_\_\_
2. Why was altering their hair such a traumatic moment for Ponyboy and Johnny?  
\_\_\_\_\_
3. What does each side get should they win in the battle between the Socs and the Greasers?  
\_\_\_\_\_  
\_\_\_\_\_
4. How does Johnny compare Sodapop and Dally to the Southern gentlemen in *Gone with the Wind*?  
\_\_\_\_\_  
\_\_\_\_\_
5. What's the biggest difference between the country and the city that Johnny discovered?  
\_\_\_\_\_  
\_\_\_\_\_
6. It is revealed that Cherry has been acting as a spy for the Greasers. Why would a Soc help the Greasers, especially when it was her boyfriend who was killed? What does this reveal about Cherry?  
\_\_\_\_\_  
\_\_\_\_\_

SAMPLE



**In this Chapter, Ponyboy vividly describes his surroundings while watching the sunrise from the back of the church. Re-read this passage and form a mental picture in your mind of what Ponyboy was seeing. Think of an experience you've had that evoked some kind of emotion from you. Re-create that moment in your journal entry, vividly describing the experience similar to how Ponyboy has.**

# The Use of Language in *The Outsiders*

In the novel, *The Outsiders*, the author uses the language of the Greasers through Ponyboy's voice. In Chapter 12 he says, "I know I don't talk good English (have you ever seen a hood that did?)". This includes improper grammar and many slang words. Find examples in the text where the following slang words are used, then find the meaning of each word using context clues. Write another word, example and its meaning in the last row.

Word

**Rumble**

Example:

Meaning

**Tuff**

Example:

**Weed**

Example:

**Heater**

Example:

Example: