

## **Grade 7: Unit 1**

# **The Outsiders: Whole Class Novel Seminars**

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## **Seminar 3: Whole Class Novel**

### **What Does Success Look Like?**

Scholars analyze how Ponyboy, the novel's main character, views himself and others. They explain how Ponyboy's perspective influences the reader's perception of other characters. Scholars analyze how the author characterizes the Greasers and the Socs.

### **Seminar 3:**

***The Outsiders*: Chapters 1–2 (pages 1–36)**

### **Do Now — 10 minutes**

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from yesterday's seminar based on the feedback you gave them.

### **Launch — 2 minutes**

- Tell scholars that as they listen to the opening pages, they should pay close attention to Ponyboy's narration. Tell scholars to consider how Ponyboy's perspective influences their experience as readers.

### **Read and Discuss 1 — 30 minutes**

**Read (10 minutes):**

- **Read Aloud:** Chapter 1, pages 1–9 (stop after paragraph 2, “...kept my mouth shut good.”)

**Discuss:**

- Scholars discuss the following questions in pairs: How does Ponyboy view himself? How does he view others? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do Ponyboy’s opinions influence how the reader views the other characters?

**Read (10 minutes):**

- **Read Aloud:** Chapter 1, pages 9–18

**Discuss:**

- Scholars discuss the following question in pairs: How does Ponyboy’s relationship with Darry compare to his relationship with Sodapop? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

**Write — 10 minutes****Write an essay of no more than 200 words:**

What do we learn about Ponyboy’s perception of himself through his descriptions of others? Justify your argument with at least **two** concrete pieces of evidence from the text.

**Wrap-up — 5 minutes**

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

**Read and Discuss 2 — 25 minutes****Independent Reading (15 minutes):**

- Chapter 2, pages 19–36

**Discuss:**

- Scholars discuss the following question in pairs: How does Johnny’s behavior at the drive-in contrast with the behavior of the other Greasers? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Hinton have Johnny confront Dally rather than having any other member of the group confront him?

### Exit Ticket — 8 minutes

**Write an essay of no more than 200 words:**

- Johnny says, “Dally’s okay...he’s tough, but he’s a cool guy” (page 26). What does this statement reveal about Johnny’s internal conflict? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 4: Whole Class Novel

### What Does Success Look Like?

Scholars understand what leads to the central conflict in the novel. They analyze the altercation between Ponyboy, Johnny, and Bob to explain Hinton’s message about insiders and outsiders.

### Seminar 4:

***The Outsiders: Chapters 3–4 (pages 37–62)***

### Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from yesterday’s seminar based on the feedback you gave them.

### Launch — 2 minutes

- Review the big ideas from yesterday’s reading by having scholars quickly discuss the following question: Johnny says, “Dally’s okay...he’s tough, but he’s a cool guy” (page 26). What does this statement reveal about Johnny’s internal conflict? Then, build excitement for today’s reading and discussion.

### Read and Discuss 1 — 35 minutes

#### Read (7 minutes):

- **Play Audiobook (01:05:15–01:11:59):** Chapter 3, pages 37–41 (stop at the top of page 41, “...the same sunset.”)

#### Discuss:

- Scholars discuss the following question in pairs: What does the conversation between Ponyboy and Cherry reveal about Cherry’s view of the gangs? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does Ponyboy’s story about Mickey Mouse reveal about Sodapop?

#### Read (20 minutes):

- **Play Audiobook (01:11:59–01:32:30):** Chapter 3, pages 41–52

#### Discuss:

- Scholars discuss the following questions in pairs: How is Cherry's conversation with Ponyboy a turning point in the novel? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

### Write — 10 minutes

#### Write an essay of no more than 200 words:

- Why does Ponyboy dream of a different life in the country? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

### Read and Discuss 2 — 20 minutes

#### Independent Reading (15 minutes):

- Chapter 4, pages 53–62

#### Discuss:

- Scholars discuss the following question in pairs: Why does the insult “white trash with long hair” hit Ponyboy so hard? (page 55). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Ponyboy gave us information about a significant change in Johnny on page 34. What information was given to us in Chapters 2 and 3 to prepare us for the fight scene?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- Think about what we’ve already learned about Johnny on page 34. Why does Johnny’s reaction to Bob differ from Ponyboy’s? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Homework

- Read *The Outsiders*: Chapters 4–5 (pages 63–84).

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## Seminar 5: Whole Class Novel

### What Does Success Look Like?

Scholars analyze how Ponyboy’s identity has changed. They describe Ponyboy’s interactions with other characters and think about how these interactions affect his identity.

### Seminar 5:

***The Outsiders*: Chapters 6–7 (pages 85–118)**

### **Do Now — 10 minutes**

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from yesterday's seminar based on the feedback you gave them.

### **Launch — 2 minutes**

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why does the symbol of "hair" continue to reappear throughout the novel?

### **Read and Discuss 1 — 35 minutes**

#### **Read (15 minutes):**

- **Read Aloud:** Chapter 6, pages 85–99

#### **Discuss:**

- Scholars discuss the following questions in pairs: How does S. E. Hinton challenge the idea of what a Greaser is through Johnny and Ponyboy? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: At the end of the chapter, Ponyboy thinks about Darry's silent fear of "losing another person he loved" (page 98). How does this scene reveal Ponyboy's flaws?

#### **Read (10 minutes):**

- **Read Aloud:** Chapter 7, pages 100–110

#### **Discuss:**

- Scholars discuss the following question in pairs: How does S. E. Hinton convey her argument about loyalty to self versus loyalty to others through character interactions? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

### **Write — 10 minutes**

#### **Write an essay of no more than 200 words:**

- How has Ponyboy changed physically and emotionally? Justify your argument with at least **two** concrete pieces of evidence from the text.

### **Wrap-up — 5 minutes**

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

### **Read and Discuss 2 — 20 minutes**

**Independent Reading (15 minutes):**

- Chapter 7, pages 110–118

**Discuss:**

- Scholars discuss the following question in pairs: What does the conversation between Randy and Ponyboy reveal? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How is Randy's anecdote about Bob's family important to our understanding of the Socs?

**Exit Ticket — 8 minutes****Write an essay of no more than 200 words:**

- Ponyboy says: "Greaser didn't have anything to do with it... It's the individual" (page 115). What message is Hinton sending the reader through Ponyboy's dialogue? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 6: Whole Class Novel

**What Does Success Look Like?**

Scholars analyze Hinton's use of language and conventions to convey character traits and development. They explore the interactions between characters to uncover the author's message about loyalty.

**Seminar 6:**

*The Outsiders*: Chapters 8–9 (pages 119–137)

**Do Now — 10 minutes**

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from yesterday's seminar based on the feedback you gave them.

**Launch — 2 minutes**

- Review the big ideas from yesterday's reading by having scholars quickly discuss the following question: Ponyboy says: "Greaser didn't have anything to do with it... It's the individual" (page 115). What message is Hinton sending the reader through Ponyboy's dialogue? Then, build excitement for today's close reading and discussion.

**Read and Discuss 1 — 35 minutes****Read (10 minutes):**

- **Play Audiobook (03:24:40–03:33:30):** Chapter 8, pages 119–124

**Discuss:**

- Scholars discuss the following question in pairs: Why does S. E. Hinton include Johnny's mother in this scene? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is Hinton's message about loyalty?

**Read (12 minutes):**

- **Play Audiobook (03:33:30–03:45:05):** Chapter 8, pages 124–130

**Discuss:**

- Scholars discuss the following questions in pairs: On page 126, Two-Bit says “You know, the only thing that keeps Darry from bein’ a Soc is us.” To what extent is Two-Bit’s statement accurate? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the conversation between Ponyboy and Cherry reveal about Cherry's loyalty?

**Write — 10 minutes**

**Write an essay of no more than 200 words:**

- Which character is most loyal: Cherry, Ponyboy, or Johnny? Why? Justify your argument with at least **two** concrete pieces of evidence from the text.

**Wrap-up — 5 minutes**

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

**Read and Discuss 2 — 20 minutes**

**Independent Reading (10 minutes):**

- Chapter 9, pages 131–137

**Discuss:**

- Scholars discuss the following questions as a whole class: Why did S. E. Hinton decide to have Ponyboy ask questions about fighting now, as opposed to earlier in the novel? How are Ponyboy's views on fighting different from those of others in the gang? Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: For whom is Ponyboy fighting?

**Exit Ticket — 8 minutes**

**Write an essay of no more than 200 words:**

- When Ponyboy decides to fight in the rumble, is he being more loyal to himself or to others? Justify your argument with at least **two** concrete pieces of evidence from the text.

## Homework

- Read *The Outsiders*: Chapter 9 (pages 138–149).

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# Seminar 7: Whole Class Novel

## What Does Success Look Like?

Scholars analyze the characters' internal and external conflicts, and learn more about the relationships between Ponyboy and his brothers. Scholars articulate Hinton's messages about family and loyalty.

## Seminar 7:

*The Outsiders*: Chapters 10–11 (pages 150–166)

### Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from yesterday's seminar based on the feedback you gave them.

### Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why does Johnny tell Ponyboy to "stay gold"? (page 148).

### Read and Discuss 1 — 35 minutes

#### Read (7 minutes):

- **Play Audiobook (04:17:32–04:25:29)**: Chapter 10, pages 150–155

#### Discuss:

- Scholars discuss the following question in pairs: Why does Ponyboy say that Dally "died gallant"? (page 154). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Two-Bit refers to Dallas as having a "breaking point" (page 152). How has the gang reached their own breaking point?

#### Read (12 minutes):

- **Play Audiobook (04:25:29–04:34:25)**: Chapter 10, pages 155–160

#### Discuss:

- Scholars discuss the following questions in pairs: Why is Ponyboy concerned about what he said while he was delirious? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

### Write — 10 minutes

**Write an essay of no more than 200 words:**



- What do Ponyboy's conversations with Darry and Sodapop reveal about their relationships? Justify your argument with at least **two** concrete pieces of evidence from the text.

### Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

### Read and Discuss 2 — 20 minutes

#### Independent Reading (5 minutes):

- Chapter 11, pages 161–166

#### Discuss:

- Scholars discuss the following question in pairs: What unusual behavior does Ponyboy display while he is at home on bed rest? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Darry's interaction with Ponyboy at the end of the chapter prove his worth as a guardian?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- To what extent is Darry a good guardian for Sodapop and Ponyboy? Justify your argument with at least **two** concrete pieces of evidence from the text.

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## Seminar 8: Whole Class Novel

### What Does Success Look Like?

Scholars understand how the ending of the novel sheds light on Hinton's messages. They analyze the final events and discuss why Hinton wrote the novel.

### Seminar 8:

*The Outsiders*: Chapter 12 (pages 167–180)

### Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from yesterday's seminar based on the feedback you gave them.

### Launch — 2 minutes

- Review the big ideas from yesterday's reading by having scholars quickly discuss the following question: To what extent is Darry a good guardian for Sodapop and Ponyboy? Then, build excitement for today's reading and discussion.

## **Read and Discuss 1 — 35 minutes**

### **Read (10 minutes):**

- **Play Audiobook (04:43:39–04:51:47):** Chapter 12, pages 167–171

### **Discuss:**

- Scholars discuss the following question in pairs: How has Ponyboy's attitude changed? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why do people at school behave differently around Ponyboy?

### **Read (5 minutes):**

- **Play Audiobook (04:51:47–04:55:16):** Chapter 12, pages 172–173

### **Discuss:**

- Scholars discuss the following questions as a whole class: Why is Two-Bit confused when Ponyboy picks up the glass, and why *does* Ponyboy do this? In what ways has Ponyboy developed into a true greaser? Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: Why is Two-Bit concerned about Ponyboy?

## **Write — 10 minutes**

### **Write an essay of no more than 200 words:**

- How do Ponyboy's actions on pages 167–173 show a change in his values? Justify your argument with at least **two** concrete pieces of evidence from the text.

## **Wrap-up — 5 minutes**

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they will apply to their own work moving forward.

## **Read and Discuss 2 — 20 minutes**

### **Independent Reading (10 minutes):**

- Chapter 12, pages 174–180

### **Discuss:**

- Scholars discuss the following question in pairs: What is the message of Ponyboy's final English paper? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: In what way does the novel's ending reveal that Ponyboy will get back to his old self?

### Exit Ticket — 8 minutes

#### Write an essay of no more than 200 words:

- Is it true that “nothing gold can stay”? (page 77) Justify your argument with at least **two** concrete pieces of evidence from the text.

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## You Did It!

**Congratulations!** You've reached the end of Literature Unit 1: *The Outsiders*.

#### As a result of teaching this unit, you as the teacher have:

- Helped your scholars fall in love with this thrilling book about the Socs and the Greasers.
- Built your scholars' ability to articulate their understanding of texts both orally and in writing.

#### Your scholars can:

- Envision the setting, characters, and plot in a fiction text.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

**Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit.** Invite scholars to share how much they enjoyed reading about the Greasers and the Socs in *The Outsiders*.

**Reflect on your successes and stretches, as well as those of your scholars.** Look at your Fountas & Pinnell results. Have your scholars grown as readers over the last month? Do you have any readers who are not reading at Level Z? If so, create a plan to target those scholars during the Independent Reading portions of each seminar. Additionally, you must enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars complete their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck below Level Z. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!