

The Outsiders Literature Circle Novel Study

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ELA 9 Conflicts, Challenges, Issues, and Choices Unit

*Note: this can be adapted to any grade level and any novel. I suggest using this for middle years and senior levels.

There are several other handouts, if you would like them please contact me.

Outcomes:

CR 9.1--View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., *The Search for Self*), social responsibility (e.g., *Our Shared Narratives*), and efficacy (e.g., *Doing the Right Thing*).

CR 9.5--Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.

CC 9.6a--Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, and celebrating special events and accomplishments).

AR9.1b

Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them.

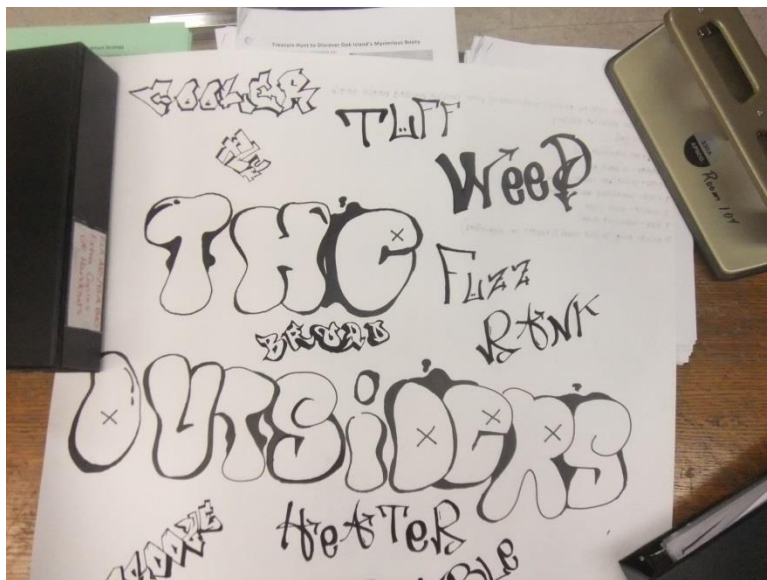
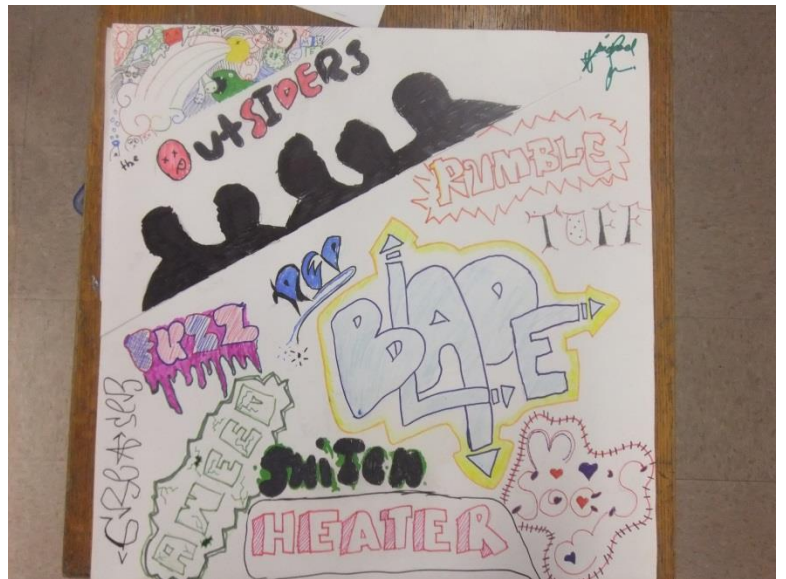
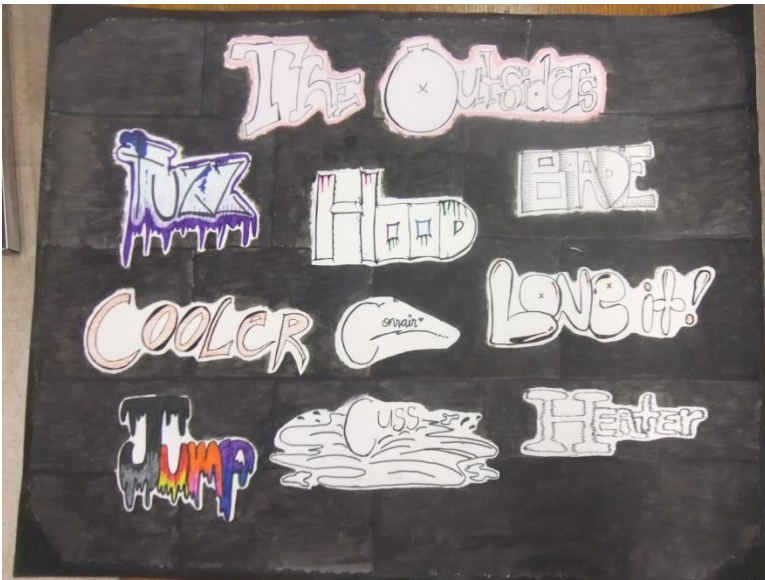
AR9.2a

Assess own and others' work for clarity, correctness, and impact.

Summary:

Students read *The Outsiders* in a Literature Circle setting. Students use creativity, collaboration, and critical thinking throughout the novel study to complete assignments and work with one another focusing on comprehending and responding to the novel, creative writing pieces relating to the novel, and assessing and reflecting their work and other work.

Evidence: Students concluding activity (creative portion)



Procedure:

1. Unit Introduction—Students answer the questions; class discussion with the questions
2. Literature Circles Novel Study Introduction—PowerPoint
3. Handout all the sheets they will need—journal prompts, roles. (I only gave them one copy each for the role sheets—once they used them they can look at them as a template and write on a piece of loose leaf)
4. Discussion/explanation of literature circles—use a short story to model this with the students. I used “The Dog that Wanted to Die.”
5. Literature Circle Novel Study The Outsiders—PowerPoint; hand out group binder (planning guide, contract, copy of role sheets, etc.)
6. Students begin planning who will be doing what roles, who will share first, signing and discussing contract, how many pages they will read at a time. Hand out the Portfolio Rubric—discuss what is expected, what they will hand in.
7. Hand out the assess and reflect handouts (I pick and choose the ones I want to use with my class)
8. Students read “50 years of West Side Story: the real Gangs of New York” and answer the BDA questions.
9. Before students begin reading and doing the literature circles, we discuss the poem “Nothing Gold Can Stay” by Robert Frost—we also discuss this at the end of the novel.
10. Every day have the Daily Routine on the board—students will begin reading and doing their literature role tasks.
11. Every day I, the teacher, will sit with a group of students and give them tips to make their literature groups successful.
12. Once the novel is finished, review “Nothing Gold Can Stay” and discuss the meaning of it in the novel.
13. Students will hand in their roles and journal entries—refer to the rubric.
14. At the end of the novel there is a concluding activity where students have choice in their assignments. They must complete one comprehend and respond assignment and one compose and create assignment.
15. We then watch the movie.

Reflection:

The students really enjoyed the variety of options with the literature circle roles, as well as the options in the concluding activity. One thing that needs more development is timing. Some students did not finish what they were meant to for their literature circles, which did not benefit those that did complete their roles. However, when students assess their group members based on contribution and cooperation, it evens things out. Something I might change would be how much time I give them to read, prepare and deliver. I would give one entire class to read, the next to prepare, the third day to get in their groups and share, and read for the remainder of the third class. Students often felt rushed, which affected the overall quality of their work and understanding.

[Literature Circle Novel Study Introduction PPT](#)

[Literature Circle Novel Study The Outsiders PPT](#)

[Literature Circle Daily Routine PPT](#)

[Extension Activities – The Outsiders](#)

[Literature Circle Portfolio Rubric](#)