

The Outsiders: Lesson One

Chapters 1 and 2

SWBAT:

- Define stereotype and judgement
- Identify the difference between cliques and gangs, and relate that to characters in the novel.
- Express their opinions about stereotyping, and relate their experiences in a class discussion.

Hook/Introduction: Tuff Talk

Topic: Write a journal about a time when you felt like an outsider.

-Students will be provided with a handout that has the journal topic outlined at the top, and provides space for writing at the bottom. They will be advised to keep their journals for their portfolio.

10 min.

Teacher Lecture

-I will quickly review the contents of chapters one and two, and highlight key points, which the students will take notes on.

10 min.

Class Discussion

-I will put up overheads of photographs of people from different social groups (ie. 'hoods', rich kids, homeless people, old people, etc.)

Q: How do you feel about the portrayal of these groups?

Q: What do these pictures make you think of?

Q: Are these pictures associated with negative or positive reactions?

Q: Are these portrayals accurate?

Q: What do adults do to teen-agers that classifies/stereotypes them unfairly? (vice versa)

-Provide definition of stereotype and judgement. (Kids write down in study section)

Q: What does it mean to be an outsider? What was it like in September, coming to a new school, going from the leaders of elementary school to the bottom of the food chain in high school?

Q: Do the people represented in the pictures feel like outsiders?

15 min.

Group Work/Presentation

-Gangs vs. Cliques: Get the students into groups of 3-4. Students will be given a topic (gangs or cliques) and they have to brainstorm on poster paper all the words and ideas that they associate with their topic. They will then present their paper to the front of the class, where we will compile a class list to define the two.

Q: Are the Socs a gang or a clique?

Q: Are the Outsiders a gang or a clique?

25 min.