

A Peace of History

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Goals and Objectives

The goal for this project is to help students enjoy reading literary and informational passages while increasing their knowledge of citing textual evidence. Exposing students to a variety of passages will allow them to extract the essential message from the piece, analyze and cite evidence as well as compare and contrast a fictional portrayal of a time and place with the historical account of the same period.

Students will:

- ✓ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. LAFS R.L.3.4

- ✓ Analyze how particular elements of a story or drama interact LAFS7.RL.1.3

- ✓ Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. LAFS.7.RL.1.2

- ✓ Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. LAFS.7.RL.3.41

Course Outline

1. Introduce The Outsiders by S.E. Hinton
2. View the 60's movie

<http://objflicks.com/TakeMeBackToTheSixties.htm>
3. Read and discuss the novel
4. View The Outsiders movie (optional)
5. Set up learning centers for students to rotate through
 - A. Fashion
 - B. Music
 - C. Social issues
 - D. Cars
 - E. Web profile - sports
 - F. Art
 - G. On This Day
 - H. Fads
6. Project for station completed
7. Compare the fiction of S. E. Hinton to the reality of the 1960's

Lesson 1: The Outsiders vocabulary

Steps to follow

You and your partner will choose at least five new vocabulary words and use them in a commercial script advertising a product of your choice. The product can already exist or you may make one up.

Be ready to perform in class. If you wish you may bring in school-appropriate props for your commercial.

ONE neatly typed script with all the names and numbers must be handed in BEFORE your presentation. You may use another copy while performing.

_____ Title of your product with your name and number	<i>10 points</i>
_____ Simple stage directions in parenthesis	<i>10 points</i>
_____ Vocabulary bolded / Context clue included	<i>20 points</i>
_____ Context clues to the word's meaning	<i>20 points</i>
_____ Group members participate in the commercial	<i>15 points</i>

Student example of Vocabulary Commercial

Cookoo Coffee Commercial

Student: Hi Mrs. Brand, how are you this morning?

Mrs. B: (Scowling - scrunch up your face) I was up grading papers all night. I feel a little **scatterbrained**. Being absent-minded gives me a weird feeling that something unusual was going to happen today. I am so tired I wish I had something to wake me up.

(say this with your voice **quavering** or shaking a little) Maybe I should just be alone in my classroom.

Student: Oh I know the feeling. I was up late writing my current events report for Mrs. Beames. I had to take a shower to help me stay awake. While I was in there, I **gingerly** just used cold water. I wisely stood there for only five minutes. Then I made myself a cup of coffee. Have you ever had Cookoo Coffee, Mrs. Brand?

Mrs. Brand: Nope, never hear of it. It sounds strange to me.

Student: Why Mrs. Brand, how could you think such a thing? I brought some along in my cup today. (Hand the cup to Mrs. Brand **nonchalantly** with detachment like you believe she will like it) Here, try this.

Mrs. Brand: Wow! This is delicious. Last time I tasted anything this delicious I had first-class accommodations aboard a luxury liner. This Cookoo Coffee helped me wake up. It has a surprisingly good flavor. Where can I find it?

Student: (turns to face the audience) Introducing the all-new Cookoo Coffee!

Mrs. Brand: (holding up her mug of coffee) Get some soon before lack of rest takes its toll on you. I know I will.

Lesson 2 - Who's Inside The Outsiders?

Steps to follow

Direct students to key pages and ask them what key words show how each character differs from the other. Provide supplies on each group's table. Model the way to cut out a paper doll. Students cut out theirs as teacher provides each group with cards of character names.

Students should refer back on notes study guide and novel for description of character they have chosen. Draw a face, clothe it and give it hair according to descriptions on study guide and in novel. On the back of character cut out students will write a non-physical description of the character including character traits and what makes him different from the other characters.

Who's Inside The Outsiders?

Assessment (Rubric)- 20 Points

- _____ Cutout resembles description of character in story (5 points)
- _____ Description of character's personality is on back of cutout (6 points)
- _____ Description includes the way he is different from the other characters (6 points)
- _____ Names and numbers of both people somewhere on cutout (3 points)

Student work



Lesson 3 - Sequence of events

Steps to follow

Have the students copy these events on index cards. Shuffle.
Place the events in the correct order.

Greasers win the rumble	Johnny dies	Rescue the kids from the burning building.	Darry comes to hospital	Socs get mad because Cherry and Marsha are with the greasers
Pony writes his essay	Johnny stabs and kills a Soc (Bob)	Soc's try to jump Pony - Gang rescues Pony	Dally is killed by police	Johnny and Pony run away and hide in Windrixville

Answers to sequence of events

1. Soc's try to jump Pony - Gang rescues Pony
2. Socs get mad because Cherry and Marsha are with the greasers
3. Johnny stabs and kills a Soc (Bob)
4. Johnny and Pony Run away and hide in Windrixville
5. Rescue the kids from the burning building.
6. Darry comes to hospital
7. Greasers win the rumble
8. Johnny dies
9. Dally is killed by police
10. Pony writes his essay

Novel Study Guide



To complete the novel study there are a number of free guides online.

The Outsiders Novel Study

<http://hrsbstaff.ednet.ns.ca/enramja/outsider.html>

Spark Notes

<http://www.sparknotes.com/lit/outsidere/>

The Best Notes

http://thebestnotes.com/booknotes/Outsiders_Hinton/The_Outsiders_Study_Guide01.html

Cliff Notes

<http://www.cliffsnotes.com/literature/o/the-outsiders/book-summary>

Learning Stations



Fashion

Examine websites and books on the subject. Take notes on the styles that you find interesting. Design clothing in 1960's style. Make an original outfit for both a man and woman. Your doll must have the hairstyle, clothing, and accessories (shoes, belts, jewelry and makeup etc.) of the decade.

You may create your own paper doll or the [paper doll template](#). Print out two copies. Use this method to design each of your outfits. You may color or cut the outfits out of construction paper.



Student work



Music

Create an album or CD cover for a single from a 60's song. Find a song that was popular anytime between 1960 -1969. Listen to the lyrics. Print out ONE copy of a song that inspires you. After reading these lyrics, prepare notes on the **mood** the author is expressing and what (s)he means to say with the words.

Take a piece of white construction paper and cut out a square. On one side - draw an illustration that represents both the lyrics and the mood. Include a title and the artist here too. Do not use anything from the original cover or their logo. Remember only a song from the 60's. On the back, paste the lyrics along with your interpretation of their meaning and the mood.



Vietnam

Research any battle fought in Vietnam. You may also interview a Vietnam veteran. Collect and record five of the battles most important facts to support/explain your work. Just listing how many were killed is not acceptable. Be sure to rewrite the information in your own words.

Honor a veteran by creating a medal based on that battle. Explain the significance of the colors in the medal and any other features you have included. For example, if you made a gold star on a purple, red and blue ribbon, you need to explain the reasons for the color choices and the shape of the star. What do they signify? How does this relate to the battle?



Student work



Cars

Compare and contrast a car made in the '60's to the same car being made today. Find a picture of each car. Print them out. Next, find out as much information as you can about each car. Include the price, look, style, colors, gas, acceleration speeds, etc of each. You have learned a variety of methods to complete this activity so feel free to use a Venn diagram or T-chart.

Using a Word document type up two paragraphs (one comparing and one contrasting) the two cars. Now cut out and paste the pictures of the cars on this paper. Please label each one with the name and year it was made. Paste the graphic organizer on the back.

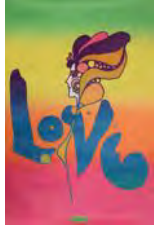


Web profile

After researching your favorite famous figure from the 1960's, you will create a computer-generated profile. As you click through the website read the directions BUT take notes on your own piece of paper.

Open a Word document and the profile link. Jot down notes based on the directions you see on the profile link. You do not need statistics, but do need five fun facts to put in the "Interesting" section. Birth and death are NOT fun facts. Find an image you like.

Once you have all the notes, you will use your classroom laptop to make this. [PROFILE LINK](#) - Choose Fictional Character



Art

Choose one to complete

In the 1960's there were two major artists to examine. You are only permitted to select one of these. Look at a picture drawn by **Andy Warhol**. This assignment is for you to create your own based on his style. . While keeping it simple is important, you need to have the background, one major pattern and at least two accents.

Look at a picture in **Peter Max's** posters. Now sketch your design with a pencil. Make sure the pictures are **simple and bold**. Think about commercial art - art that will be mass-produced. Create a clean, bright visual message.



Student work



On This Day

Use books ([Time](#), [The Century](#), [On This Day](#) etc.) or look at a variety of websites. Find an article that catches your attention. Be sure it happened on any day in the 60's.

Pretend you can travel back in time and you are there. State the date. Write a diary entry about the event. What happened to you, your hopes, your fears, and the outcome? You may give your diary a name, but it is not necessary. It needs to long enough to explain the event and the outcome clearly.



Fads

Investigate one fad. Devise a marketing strategy for selling the fad to a wealthy investor. Your goal is to arouse interest and convince the investor to give you \$50,000 to make a commercial. Put this information into a Prezi or PowerPoint of no more than nine slides.



Resources

60's websites

<http://kclibrary.lonestar.edu/decade60.html>

<https://sites.google.com/a/pennridge.us/the-culture-of-the-1960-s/home>

Fashion

Paper Doll template

<http://familycrafts.about.com/od/paperdolls/ig/Paper-Doll->

[Accessories/Paper-Doll-Body.htm](http://familycrafts.about.com/od/paperdolls/ig/Paper-Doll-Accessories/Paper-Doll-Body.htm)

Mens clothing

<http://www.dressthatman.com/view-PANT969.htm>.

<http://www.fiftiesweb.com/fashion/mens-fashion.htm>

Womens clothing

<http://www.fiftiesweb.com/fashion/fashion-trend.htm>

<http://www.fiftiesweb.com/fashion/cool-clothes.htm>

<http://www.fiftiesweb.com/fashion/sixties-fashion-w.htm>

Music

1960's lyrics

<http://www.jacquedee63.com/sixtiesmusic.html>

<http://www.lyricsmode.com/>

<http://www.songlyrics.com/news/top-songs/1960/>

<http://pitchfork.com/features/staff-lists/6400-the-200-greatest-songs-of-the-1960s/>

Vietnam

Battles

http://en.wikipedia.org/wiki/Category:Battles_and_operations_of_the_Vietnam_War

Cars

60's <http://www.retrowaste.com/1960s/cars-in-the-1960s/>

60's <http://auto.howstuffworks.com/classic-cars11.htm>

Kelley Blue Book <http://www.kbb.com>

Graphic Organizers

<http://www.eduplace.com/graphicorganizer/>

Web Profile

Profile link

<http://www.readwritethink.org/files/resources/interactives/profile/>

Famous people

<http://www.fiftiesweb.com/pop/famous-people60.htm>

<http://www.fiftiesweb.com/pop/famous-artists60.htm>

Pro football profootballhof.com/history/general/draft/1960s.aspx

Lee Harvey Oswald <http://www.famoustexans.com/leeharveyoswald.htm>

Rachel Carson <http://www.rachelcarson.org/>

Malcolm X <http://www.hartford-hwp.com/archives/45a/466.html>

Wilt Chamberlain http://www.biography.com/people/wilt-chamberlain-9243766_

World Series <http://m.mlb.com/postseason/history>

Top 10 events of the 60's <http://www.mademan.com/mm/top-10-sports-figures-1960s.html>

Alan Shepard

<http://www.jsc.nasa.gov/Bios/htmlbios/shepard-alan.html>

Sports figures

<http://www.fiftiesweb.com/pop/sports.htm> (right side of page)

Art

Andy Warhol

<http://www.warhol.org/collection/art/>

Andy Warhol Art project

<http://artsmarts4kids.blogspot.com/2008/10/create-your-own-warhol-masterpiece.html>

Peter Max Posters

http://rogallery.com/Max_peter/max-posters.htm

<http://www.petermax.com/>

<http://www.artnet.com/artists/peter-max/>

On This Day

On This Day - <http://www.on-this-day.com/>

Famous people/ moments

<http://www.factmonster.com/ipka/A0005251.html>

Year by Year

<http://www.infoplease.com/yearbyyear.html>

The Official 1960 site

http://the60sofficialsite.com/The_Headlines_and_Key_Facts_of_the_1960s.html

A Walk on the Moon

http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid_2635000/2635845.stm

Fads

Fads of the 1960's - <http://www.crazyfads.com/60s.htm>

Eight Crazy Fads - <http://people.howstuffworks.com/8-groovy-fads-of-the-1960s.htm>

Fads and Trends - <https://sites.google.com/a/pennridge.us/the-culture-of-the-1960-s/tasks/fad-s-and-trends-of-the-1960-s>

Culture of the 60's <https://sites.google.com/a/pennridge.us/the-culture-of-the-1960-s/home>

Web generation - <http://www.wgeneration.com/1960.html>

Evaluation

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School Improvement Goal(s)	Student Activities Related to the School Improvement Goals	Targeted Results or Outcomes of Student Activities	How Results or Outcomes will be Measured	Person Responsible	Time Frame
Reduce Reading Achievement Gaps for Low Income and Minority Students	Provide interaction with text experiences to low-income minority students (underlining, product creation, example chart, category chart.)	90% of participating students will report learning something they did not know before the field experience.	Students will complete KWL (Know, Want to Know, Learned) charts relevant to the field experience	Teacher with support ESE, Media Specialist	K and W portion of chart = Before the field experience L portion of the chart = After the field experience

Evaluation

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	4	3	2 - Area Of Concern	1- Assistance required
Attendance	Present 90% of the marking period.	Absent less than 7 days/marki ng period; rarely late.	Absent/late 2-3 times per week.	Often absent or late to class.
Behavior	No behavior issues.	Infrequent disruptions.	Varied social behaviors that require redirection.	Often disrupts teaching and learning and is affecting others.
Class Participation	Shows classroom involvement; focused; ask insightful questions.	Participates; demonstrates effort in answering and asking questions.	Attempts made to perform class work; infrequently asks or answers questions.	No work done; often inattentive with teacher redirection.
Classroom projects	Correct, completed work is on time. Students individually mets or exceeded expectations. Student may have gone beyond required directive for assignment.	Work is complete, on time, and effort is seen throughout the work or justified through the student.	Work is incomplete or does not display effort.	Does not do the work with teacher reminders and support.