

Identity: Coming to Know One's Self Through Literature
Seventh Grade Unit of Study
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I. Rationales

Identity is a major issue with most adolescents. Students are moving from the identity they have formed in relation to their parents, and embracing an identity of their very own. “The onset of cognitive thinking triggers a host of emotional tasks to be completed, not the least of which is the development of a positive self-esteem and some degree of autonomy from their parents” (Irvin 25). In this time of great change, emotionally, psychologically and physically, children should be able to feel comfortable with their metamorphosis. Adolescents should be given the opportunity to understand and comment on their own change as well as the change of others through reading, discussing, writing, research and other forms of expression. Reading literature that addresses these great changes opens the door for a dialogue between students, their peers and teachers on difficult topics related to the formation of students’ identities.

In this unit of study we will be working with literature in which identity is addressed. The centerpiece of our study of identity will be S.E. Hinton’s *The Outsiders*. This novel, which Hinton wrote as an adolescent herself, addresses several issues paramount with a teenager’s identity. The main character of the novel is negotiating his way through difficult situations in relation to his identity, as part of his family, as a student, as a loner and as a part of a clique. Many of the predicaments that the character enters into are in relation to the identity he has made for himself or has been made for him by others. Many students could be

going through these same emotions the character encounters, so this gives the students an opportunity to see that it is a universal theme of their age group. If students are able to see this through the literature, then they are able to comment on their feelings about the situation. They will realize that their identity is many faceted and in the process of being formed, just like the character's identity in the novel.

Often one's identity is formed from a combination of these many different identities. We will look at literature, some of which is written by young adults, that addresses the idea of students having or developing several different identities. Some of the works are written about individuals whose identity is partially decided by society, and the individual must negotiate this identity. The unit will include the reading of the poem "My Mother Tells the Story of Her Alabama Childhood" by Elizabeth Gorey, a young adult writer. This poem will give the students an opportunity to see the importance of one's identity and the way in which they negotiate how their identity is seen to society at large. The character in the poem is confronted with the opportunity to ignore her true identity or to embrace it. The poem deals with this struggle. Through the study and discussion of this poem, students are able to consider their own experiences with these types of situations.

A large portion of our study on identity will be based on group discussion of the literature. Adolescents must be able to negotiate their identity. They can begin to understand how to better do this through the discussion of the literature they read.

The young adolescent is egocentric; but the emerging formal thinker is able to consider the thoughts of others. Discussion and debate helps student to consider issues that are important to them and resolve conflicting viewpoints; they are forced to reexamine their own views in light of the views of others. Students may, for the first time, conceive of what might be possible or what might occur rather than merely what is. This process of social interaction enables young adolescent to mature both socially and intellectually. (Irvin 26)

With Irvin's thoughts in mind, one can see that it would be beneficial for students to discuss issues dealing with identity in literature to better understand their own identity by reexamining their initial thoughts in relation to the thoughts of their peers.

It is important to realize that part of our identity is related to our own culture and our interaction with other cultures. With this idea in mind, we will enter this unit with a multicultural perspective. Since the students will be given the opportunity to discuss the literature they read in this unit, they will be able to better understand their own identity in relation to culture. Many different cultures mix in our society today, so students must think of their own identity in relation to their culture as well as their identity with other cultures. According to Jerry Adler's article in Newsweek Magazine, "High-school kids are more tolerant of differences than they were a generation ago. Minority kids, penetrate deep into the heartland" (56). As students enter into groups their identity will change: "As

adolescents spend less and less time with their parents, cliques increasingly fill the emotional vacuum, and the...game of acceptance or rejection is being played for even higher emotional stakes” (Adler 56). Many of these groups could easily include students from different cultures than their own, thus affecting their own identity.

Although adolescents are in the process of creating their own identity, separate from their parents, they are in an act of push and pull between these two often-conflicting identities. Another multicultural work this unit covers is Amy Tan’s “Fish Cheeks”. In this short memoir Amy Tan must stand on both sides of the chasm between the identity of her Chinese family and the American identity she is attempting to create. Teens often find themselves in conflict with their parents and their cultural identity: “Youth from a cultural minority have an especially difficult time forming an identity when the values of their culture may clash with the values and standards of the dominant culture” (Irvin 23). A great deal of this conflict erupts out of the conflict they are experiencing between these two cultural identities. After reading “Fish Cheeks” students will be able to realize that the conflict they often have with their parents could be related to their conflicting identity, again opening a dialogue to discuss their own experiences.

Students will not only use classroom discussion to further express and investigate their feeling on identity related issues; they will also use journal writing. Journals are a very important for students’ writing. They will be able to practice and perfect their writing skills by writing in their journals. “Simply stated, the journal is the most consistently effective tool for establishing fluency I

have found” (Kirby and Liner 57). Then, they will select pieces from their journal to expand upon and use to write formally or creatively. Students will become better writers, while also gaining a deeper understanding of the literature they are reading. “The journal provides opportunities for students to write through their questions, experiences, and imaginings” (Kirby and Liner 57). Students are at the same time learning to be better writers and better understanding their own growth of identity.

Some might ask, “Why would a class devote an entire unit to the study of identity?” My answer to this can be summed up by Erik Erickson’s comment on adolescent identity:

They are sometimes morbidly, often curiously preoccupied with what they appear to be in the eyes of others as compared with what they feel they are. In their search for a new sense of continuity and sameness, which must now include sexual maturity, some adolescents have to come to grips again with crises of earlier years before they can install lasting idols and ideals as guardians of a final identity. Now a larger group unit, vague in its outline and yet immediate in its demands, replaces the childhood milieu—“society”. (Erikson 128).

Students are going through a great deal of turmoil during their adolescent years and are trying desperately to be what they are expected to be, while at the same being themselves. These students must be able to express themselves on these issues. Students will be able to relate to the literature and make connections about

the issues that are paramount to their development. “Individual meanings have intrinsic worth for the students. Linking events in the text to their own lives helps to build meaning and aids memory retention” (O’Keefe 123). While addressing issues that are important to them, students are increasing their abilities in the language arts content area including learning and exhibiting all seven strands of the Georgia Department of Education’s Quality Core Curriculum through their reading, writing, discussion, research and many other forms of expression.

Works Cited

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- Kirby, Dan, and Tom Liner. Inside Out. Portsmouth, NH: Boynton/Cook Publishers, Inc, 1998.
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II. Texts

The Outsiders by S. E. Hinton

"My Mother Tells the Story of Her Alabama Childhood" by Elizabeth Gorey

"Fish Cheeks" by Amy Tan

"Names / Nombre" by Julia Alvarez

"The Frog Who Wanted to Be a Singer" by Linda Goss

III. Goals and Rubric

Assessment---Reader Log

Students will keep a readers log while reading for this unit. Students should be working out their personal responses to better understand the literature using the reader's log. The logs will be useful in helping the students with topics for discussion in their reading groups and to come up with topics for their analytic response papers. Reader logs will be graded weekly as homework grades. Students will be aware that they will either be assigned a complete, an incomplete, or no credit on their reader logs.

Complete will get them full points for the weekly homework grade.

- Complete logs will have three entries for every day of reading assigned that week and will include thoughtful responses or questions to quotes from the reading.

Incomplete will give them half-credit for their weekly homework grade.

- Incomplete logs will have less than three entries for every day of reading or their entries will not have thoughtful questions or responses to quotes that are possibly not relevant to the reading.

No Credit will give them a zero for their weekly homework grade.

- No Credit logs will have no entries for the week's readings.

Assessment---Analytical Response Paper

Students will choose a response from their reader's log and will expand upon it. This will be related to the concept of their identity and in their identity in relation to their relationship to either their family and/or a social group. They will explore the topic further with connections either to their own personal experiences in relation to the experiences of a character from the literature in the unit. The paper should consist of two page typed that includes quotations from the literature and their own experiences with identity. They will show growth in their knowledge of identity and evidence of peer critique.

An "A" will be assigned to papers that:

- Show understanding of the concept of identity's relationship to peer groups and/or family through examples and explanations.
- Show good understanding of the process of identity formation.
- Give several clear examples from the first text.
- Give several clear examples from the second text or from personal experiences.
- Are very well organized.
- Contain clear ideas that are very well organized..

- Contain some errors in grammar and spelling but do not interfere with what the writer is trying to say.

A “B” will be assigned to papers that:

- Show some understanding of the concept of identity’s relationship to peer groups and/or family through examples and explanations.
- Show some understanding of the process of identity formation.
- Give some clear examples from the first text.
- Give some clear examples from the second text or from personal experiences.
- Are well organized.
- Contain fairly clear ideas that are organized.
- Contain several errors in grammar and spelling, but does not interfere with what the writer is trying to say.

A “C” will be assigned to papers that:

- Show vague understanding of the concept of identity.
- Show vague understanding of the process of identity formation.
- Give some examples from the first text but are not very clear.
- Give some examples from the second text or from personal experiences but are not very clear.
- Are not very well organized.
- The ideas are there but are unclear and/or not very well organized.
- Contain a great deal of errors in grammar and spelling that cause interference with what the writer is trying to say.

A “D” will be assigned to papers that:

- Show little understanding of the concept of identity.
- Show little understanding of the process of identity formation.
- Give no examples from the first text.
- Give no examples from the second text or from personal experiences.
- Are not organized at all.
- Contain so many errors in grammar and spelling that what the writer is trying to say cannot be understood.
- Show little to no evidence of effort.

An “F” will be assigned to papers that:

- Are not turned in.

Assessment---Creative Project / *The Outsiders*

Students will prepare a creative project on the book *The Outsiders*. They will be given the option of several genres or they may come up with something on their

own. They will also be able to work on the project in groups or alone. The projects will be related to a character, event or theme that comes from the novel in relation to identity. If the student's project does not involve writing the students will be required to present their project to the class by giving a five-minute speech or writing a two-page paper about their learning through the production of the project.

An "A" will be assigned to projects that:

- Are related to text and identity.
- Show a great deal of effort.
- Show a great deal creativity.
- Are not a written project, but have an oral presentation portion to present to class or a two-page paper is included that shows a great deal of effort, and connectivity to topic.

A "B" will be assigned to projects that:

- Are related to text and identity.
- Show effort.
- Show creativity.
- Are not a written project...an oral presentation to class or two-page paper was included that shows effort, and connectivity to topic.

A "C" will be assigned to projects that:

- Are difficult to see the relation to text and identity.
- Show little effort.
- Show little creativity.
- Are not a written project...an oral presentation to class or a paper was included that showed little effort, and connectivity to topic.

A "D" will be assigned to projects that:

- Have little or no relation to the text and/or identity can be seen.
- Show very little effort.
- Show very little creativity.
- Are non-written project that have no oral presentation or paper.

An "F" will be assigned to projects that:

- Are not turned in.

IV. Introductory Activity: What is Identity? Who are you in relation to others?

1. Teacher will write Identity on the board.
2. Students will be told to use magazines to cut out pictures of what makes up their idea of their personal identity is.
3. Students will work on their own to take these pictures and make a collage of what makes up their personal identity.
4. Once the collages are made teacher will pose questions to the students about their personal identity collages.
5. What makes up your identity? How is your identity made up of your relationship with other people? How do you think that this influence of your involvement with groups such as peer groups, sports groups, and/or family work together and against each other to make up who you are?
6. Students will have a classroom discussion about their responses to these questions.
7. Teacher will explain that a great deal of one's identity is made up of who you are in relation to others. The students will be assigned homework of a personal response paper to their identity in relation to others and the questions discussed in class and their collages.
8. The teacher will explain that the students will be reading selections related to the concept of identity in relation to others throughout this unit. At the end of the unit, once the students have read selections related to identity, the students will come back to their collages and response papers to comment on their growth, as far as knowledge on their own identity as it is related to others.

V. Lesson Plans

This school works on a 50-minute class schedule.

Week One

II. Day One

- **Grammar made easy lesson and housekeeping (5 min)**
 - Each day there will be a mini lesson on whatever the students might need to work on in relation to papers recently graded or from a recent newspaper article. For

extra credit, students will be allowed to bring in items from their own lives that I may in turn use as example for this activity. Students will be given time to try to work on the problem while I attend to housekeeping needs (attendance, issues etc.)

- **Introductory Activity on Identity (40 min)**
 - Write the word “Identity” on the board.
 - Students will be told to use magazines to cut out pictures of what makes up their idea of their own personal identity.
 - Students will work on individually to take these pictures and make a collage of what makes up their personal identity.
- **Cleanup (5 min)**

☐ **Day Two**

- **Grammar made easy lesson and housekeeping (5 min)**
- **Introductory Activity on Identity (40 min)**
 - Once the collages are made, teacher will pose questions to the students about their personal identity collages.
 - What makes up your identity?
 - How is your identity made up of your relationship with other people?
 - How do you think that this influence of your involvement with groups such as peer groups, sports groups, and/or family work together and against each other to make up whom you are?
 - Students will have a classroom discussion about their responses to these questions by getting into groups and comparing their identities. The class will then come together as a whole and discuss what was discussed in the small groups.
 - Homework assigned—students will write a personal response to their experiences making the identity collage and their discussions of identity in class.
- **Students will display collages on the classroom wall (5 min)**

☐ **Day Three**

- **Grammar made easy lesson and housekeeping (5 min)**
- **Teacher introduction of Identity unit in relation to their collages (15 min)**

- Teacher will explain that a great deal of one’s identity is made up of who you are in relation to others.
- Teacher will explain that the students will be reading selections related to the concept of identity in relation to others throughout this unit. At the end of the unit, once the students have read selections related to identity, the students will come back to their collages and response papers to comment on their growth, as far as knowledge on their own identity as it is related to others.
- **Read Amy Tan’s “Fish Cheeks” aloud in class (15 min)**
- **Read Meet The Writer section on Amy Tan (5 min)**
- **Write a reaction to Amy Tan in relation to this story she wrote as homework. (10 min)**
 - Write a reaction paper. How do you relate to this story? What do you think about the story? How does it make you feel?

☐ Day Four

- **Grammar made easy lesson and housekeeping (5 min)**
- **Discuss reaction papers (30 min)**
 - I will talk about the different reactions I had to the story and what I thought about it. Then I will allow the students to raise their hands and give their own reactions. This will be a very informal discussion centered around the questions or reactions the students had to the literature.
- **Pass out and discuss the “How to Be an Active Reader” handout (15 min)**

☐ Day Five

- **Grammar made easy lesson and housekeeping (5 min)**
- **Applying “Active Reader Skills” while reading today (10 min)**
 - Suggest note taking while reading etc.
- **Read Julia Alvarez’s “Names/Nombres” aloud in class...round robin style (20 min)**
- **Active Reader Skills use in reading “Names/Nombre” (15 min)**
 - Talk through my thought process of reactions to the text and my use of “Active Reader Skills”. Discuss how students might have used the “Active Reader Skills”. Allow students to raise their hands and explain their experiences of being “Active Readers”. Explain that we will use our notes from active reader skills when discussing this story on Monday in groups. These groups will be used from now on to discuss all literature in this unit.

Week Two

☐ Day One

- **Grammar Made easy and housekeeping (5 min)**
- **Talk again about “Active Reader Skills” and explain applying them to use in a group discussion. Cover points... (15 min)**
 - Be good listeners. Listen to your peers and attempt to understand what they are saying. Ask questions for clarification or attempt to answer questions that your peers pose.
 - Do not interrupt one another. Wait and let someone finish their thoughts. They may answer your question before they are finished talking.
 - Ask open-ended questions. Questions that are worthy of “discussion”. Answer all who, what, when etc. etc. etc. (understanding what’s going on) kind of questions first to get them out of the way. Then move on to the things you can discuss.
- **Allow students to get into their reading groups (5 min)**
 - Students can choose their own group. The optimal group will be 4-5 students. Remind students that these will be their reading groups for the semester. We will first discuss in these groups and then come back to the class as a whole to discuss each text. You will use your “active reader” responses in your readers log to discuss the texts with your group.
- **Fish bowl discussion using one of the groups (15 min)**
 - Students will arrange the desks in a fashion in which one of the groups will be at the center of the room. The other students will place their desks around the outside and will participate by only listening to the group in the middle. The students will begin their conversation. The teacher will watch the discussion and make comments and suggestions about what makes for a good discussion, although this should be done sparingly so that students should see the workings of a good discussion.
- **Short discussion about the fish bowl (10 min)**
 - Teacher will ask the students what they feel was good or could be improved about the discussion. The students who were observing as well as the students who participated in the discussion will comment. Teacher will do a recap to be sure student understand what they should be doing in their groups.

☐ Day Two

- **Grammar made easy and housekeeping (5 min)**
- **Read “My Mother Tells the Story of Her Alabama Childhood” aloud to students. (15 min)**
 - Have students make notes after reading the poem.
- **Discuss reading logs (10 min)**
 - Handout “Reading Log” / Go over handout

- Explain that “Active reader responses go into log. You will need to have three entries for this poem. Just as you will for every day of reading we do.
- **Students will break up into their reading groups (15 min)**
 - Students will discuss in their groups what they wrote in their reading logs about the poem.
 - Teacher will circulate through the room and take notes about the conversations going on in the room.
- **Whole class will reconvene. Teacher and students will share and recap what the discussions were like in the groups. (5 min)**
 - Teacher will mention any conversations that students had in relation to identity in the poem. Possibly how the daughter saw her mother.
 - Students should begin to learn the pattern of discussion in the class. This form will be used throughout the unit.
- **Homework read “Names / Nombre” by Julia Alvarez**

☐ Day Three

- **Grammar made easy and housekeeping (5 min)**
- **Students will get into their reading groups and discuss “Name / Nombre” by Julia Alvarez. (30 min)**
 - Teacher will circulate and take note of the conversations going on in the different groups.
 - Remind students to use their reading logs to help with their discussion.
- **Class as a whole will reconvene for discussion. (15 min)**
 - Teacher will then recap what she learned from listening to the groups and the students will comment on anything that they felt was good conversation in the group.
 - Teacher will ask for any relevance of the story to the overarching concept of identity.
 - How do the characters in the story identify themselves?
 - Do they have conflict with their identity?
 - Does the struggle between identities become relevant in the story? Is it solved?
 - The author of this poem was your age do you ever feel like your identity is tied up in the identity of your family?

☐ Day Four

- **Grammar made easy and housekeeping (5 min)**
- **Explain the Analytical Response Paper for the unit. (15 min)**
 - Handout “Analytical Response Paper”.
 - Explain that students will choose a question from their reading log to expand upon and write a two-page paper about.

- Students should begin to think about the questions that they put in their logs as well as the conversations they have in their groups so they will have ideas for this paper.
- The topic should be related to identity, a piece of literature we have studied, and one of your reading log entries.
- It will be due the last day of the unit. This paper will need to be your final copy, meaning that you have three weeks to choose a topic, write and rewrite this paper. You will be working on your own, but your group may also help with proofreading, editing and such.
- I will have three days in the unit in which we will have time to work on our papers in class. You should come to class prepared to talk with the teacher about what you need help on.
- **Read “The Frog Who Wanted to Be a Singer” by Linda Goss aloud to the class.**
- **Homework**
 - Students should read the story again at home and write three entries in their reading logs.

☐ **Day Five**

- **Grammar made easy and housekeeping (5 min)**
- **Break into reading groups and discuss “The Frog Who Wanted to Be a Singer” by Linda Goss. (25 min)**
 - Teacher will circulate and take notes of any conversations that would be relevant to the overarching concept or examples of good open-ended topics for discussion.
- **Whole class will reconvene for discussion of the story. (15 min)**
 - Teacher will bring up comments from her tour of the class discussions and will invite students to bring up any topics they thought were extremely relevant to the theme of identity or were questions that were not solved in their groups.
 - Teacher will address the overarching questions
 - How do the characters in the story identify themselves?
 - Do they have conflict with their identity?
 - Does the struggle between identities become relevant in the story? Is it solved?
- **Take up reading logs from students to be graded (5 min)**

Week Three

☐ **Day One**

- **Grammar made easy and housekeeping (5 min)**
- **Pass out text *The Outsiders* and graded reading logs. (5 min)**
- **Discuss the cover of the novel (15 min)**

- What do we know about these characters by looking at the cover? Is this their identity? Do we think that the author intended them to look this way?
 - **Discuss S. E. Hinton (10 min)**
 - She was a young adult when she wrote this novel.
 - She was writing based on friends of hers and their experiences.
 - Do you think that you could write about experiences you've had and others would read it?
 - Do you think that you have struggles with identity?
 - **Read first paragraph aloud in class (5 min)**
 - **Assign first two chapters for homework. Must also respond in reading log. Three entries.**
- ☐ **Day Two**
 - **Grammar made easy and housekeeping (5 min)**
 - **Break into reading groups to discuss the text and reading logs. (30 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
 - **Whole class will reconvene for discussion (15 min)**
 - Discuss the types of conversations going on in the different groups.
 - Discuss the relevance to the overarching concept of identity.
 - How many different identities does the main character have? How are these intertwined? Do you see any conflict ahead? How can one relate this to one's self?
 - **Homework read chapters 3 and 4 and write three responses in the reading log.**
- ☐ **Day Three**
 - **Grammar made easy and housekeeping (5 min)**
 - **Break into reading groups to discuss the text and reading logs. (30 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
 - **Whole class will reconvene for discussion (15 min)**
 - Discuss the types of conversations going on in the different groups.
 - Discuss the relevance to the overarching concept of identity.
 - How do you feel these different social groups came to exist? How do you feel Ponyboy has come to belong where he does? How might you think that social groups are necessary or inevitable as Ponyboy suggests?

- **Homework read chapters 5 and 6 and write three responses in the reading log.**

☐ **Day Four**

- **Grammar made easy and housekeeping (5 min)**
- **Discuss Creative Project on *The Outsiders*. (10 min)**
 - Handout on genres for the project and suggested topics.
 - Projects will be presented the last few days of the unit.
- **Break into reading groups to discuss the text and reading logs. (20 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
- **Whole class will reconvene for discussion (10 min)**
 - Discuss the types of conversations going on in the different groups and the connection to the topic of identity.
 - Discuss the relevance to the overarching concept of identity.
 - How does Pony feel about his identity when he's alone? Is he lonely? How is one part of a group but still lonely at the same time?
- **Homework**
 - Remind students they will need to look through their reading logs and come up with a topic for their final paper on this unit. Tomorrow's class time will be dedicated to working on those papers. You must have a topic selected to discuss with me tomorrow.

☐ **Day Five**

- **Grammar made easy and housekeeping (5 min)**
- **Individual conferences with students to discuss topics and needs for the papers. Other students should begin either prewriting or writing their papers (45 min)**
- **Homework read chapters 7 and 8 in the novel and make responses to add to reading log.**
- **Take up this weeks reading logs for grading.**

d. Week Four

☐ **Day One**

- **Grammar made easy and housekeeping (5 min)**
 - Remind students that they should be working on their creative projects for the novel.
 - Pass back reading logs.
- **Break into reading groups to discuss the text and reading logs. (20 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
- **Whole class will reconvene for discussion (10 min)**

- Discuss the types of conversations going on in the different groups and the connection to the topic of identity.
- **Discuss the relevance to the overarching concept of identity.**
 - How did Pony's idea of the importance of identity change after his traumatic experiences? What kind of differences did you see in him? What kind of differences do you see in these groups and groups in your own school? What kinds of conflicts do they have?
- **Homework Read chapter 9 and respond in reading log.**

☐ Day Two

- **Grammar made easy and housekeeping (5 min)**
- **Break into reading groups to discuss the text and reading logs. (20 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
- **Whole class will reconvene for discussion (10 min)**
 - Discuss the types of conversations going on in the different groups and the connection to the topic of identity.
- **Discuss the relevance to the overarching concept of identity.**
 - Is Johnny's death justified? Is it possible to die for a cause? How do you feel this is or is not related to Johnny's identity/identities? As a Greaser, as a person, as a young person, as a person with little future? How do you think Pony will respond? What do you think Johnny means when he says, "Stay gold, Ponyboy. Stay gold"?
- **Homework**
 - Rough draft of Analytical Response Paper is due tomorrow. Can be in the form of an outline or an actual paper, however you work best.
 - We will work on them in class in our groups tomorrow.

☐ Day Three

- **Grammar made easy and housekeeping (5 min)**
- **Students will break into groups to review each other's papers.**
 - Teacher will circulate and help with anything they need.
 - Students will be expected to review at least two other people's papers and come up with some sort of constructive criticism. Students should be looking for

content mostly. Does it make sense? Do you get the idea that the student is trying to make? We will work on grammar later.

- **Homework read chapter 10 and respond in reading log.**

☐ **Day Four**

- **Grammar made easy and housekeeping (5 min)**
- **Break into reading groups to discuss the text and reading logs. (20 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
- **Whole class will reconvene for discussion (10 min)**
 - Discuss the types of conversations going on in the different groups and the connection to the topic of identity.
- **Discuss the relevance to the overarching concept of identity.**
 - How does the identity of the group change after Johnny's death? How does the strength of the group change? Does Ponyboy's strength come from his family/ the group or himself? Can you think of how your identity might be related to where you go for strength in times that are tough?
- **Homework final copy of Analytical papers due on Monday. Read chapter 11 and respond in reading log.**

☐ **Day Five**

- **Grammar made easy and housekeeping (5 min)**
- **Break into reading groups to discuss the text and reading logs. (20 min)**
 - Teacher will circulate to observe and record comments for whole class discussion.
- **Whole class will reconvene for discussion (10 min)**
 - Discuss the types of conversations going on in the different groups and the connection to the topic of identity.
- **Discuss the relevance to the overarching concept of identity.**
 - What do you see different in Ponyboy by the end of the novel? Is his identity different? Do you think it will change more? How do you think this novel relates to your experiences with identity in and out of school.
- **Homework Final Analytical Response Paper is due on Monday. Try your best to make it polished, we will work on any grammar issues then. Also, finish up any work on your creative projects. They will be due Thursday and Friday.**
- **Take up reading logs for grading.**

e. Week Five

☐ Day One

- **Grammar made easy and housekeeping (5 min)**
 - Return reading logs.
- **Work in groups with final drafts of papers. (45 min)**
 - Teacher will rotate among the groups helping to point out any grammar issues that are important.
 - Each group will focus on two of the four members papers today.
 - Stress to the students that the problems with grammar we will be focusing on will be only when they interfere with the ability to read and understand the papers.
 - After they are graded the students will be given an opportunity to revise again, once they see what the teacher expects of them.
- **Homework, make any revisions necessary to papers.**

☐ Day Two

- **Grammar made easy and housekeeping (5 min)**
- **Work in groups with final drafts of papers. (45 min)**
 - Teacher will rotate among the groups helping to point out any grammar issues that are important.
 - Each group will focus on the other two of the four members papers not focused on yesterday.
 - Again stress that the problems we will be focusing on will be only if they interfere with the ability to read and understand the paper.
 - After they are graded the students will be given an opportunity to revise again, once they see what they teacher expects of them.
- **Homework, make any revisions necessary to papers. All final, final drafts will be due tomorrow!!**
- **Projects will be due tomorrow and will be presented over the next three days.**

☐ Day Three and Four

- **Presentations of Creative *The Outsiders* Projects!**

☐ Day Five

- **Grammar made easy and housekeeping (5 min)**
- **Review of Identity / Write the word Identity on the board again. Have students to pull down their collages from the wall and take to their seats.**
 - Discuss collages from introductory activity. Have students break into their groups and discuss and

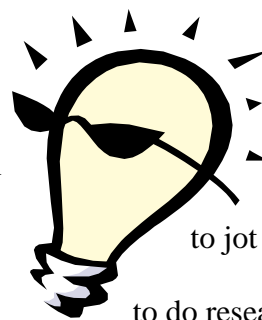
then we will reconvene as a whole to discuss what the class consensus on these questions is.

- How have your ideas of identity changed?
 - Do you think any differently since you've read these selections?
 - How do you feel you have learned from these selections?
 - Do you think that Identity is stable? Explain?
 - Do you feel that you have more than one identity?
-
- Do you think that there are different things you would add to your collage now? What? Why?

VI. Handouts

How to Be An Active Reader

While reading today, choose two of the five skills of an active reader to use. As you read, use a piece of paper your questions, pictures, comments, etc. If you decide



to jot down

to do research,

tonight when you get home use this same sheet of paper to write down your findings. We will use your active reader responses for our discussions.

☐ Active Reader Skill 1: Find Connections

- This means finding connections between **your** own life (possibly experiences) and the book.
 - These experiences might have happened to you or someone you know, and are related or similar to characters' experiences in the book.
 - You may have similar feeling to those of a character in the book.
- How does the book make **you** feel?

☐ Active Reader Skill 2: Ask Questions

- Do you have questions about something you read in the book?
 - What are **you** asking yourself while reading?
 - Questions about the characters...
 - Questions about what you think might happen next...
 - Questions about what happened in a certain scene...
 - Questions about what a word might mean...

- **Active Reader Skill 3: Be a Passage Finder**
 - Locate a few special lines in the book that **you** think are really important.
 - Make a note of the passage and why you picked it.

- **Active Reader Skill 4: Be an Illustrator**
 - Reading a book often allows you to make pictures in **your** mind.
 - Just transfer these pictures to paper.

- **Active Reader Skill 5: Be a Researcher**
 - Find extra information about the book.
 - This is **not** formal research by any means, just find out something extra about the book.
 - About the setting of the book. (culture, history, geography, weather, etc.)
 - Information about the time period the book is set in.
 - Music that reflects the book or the time of the book.
 - Pictures, objects or artifacts that represent or relate to the book.

Adapted from the book *Literature Circles* by Harvey Daniels.

Reading Log Handout

- **What is a reading log?**
 - It's a place for you to write down your thoughts while you read.

- **What kind of things do I write in my log?**
 - Look at your "How to Be an Active Reader" handout. You will use your active reader skills.
 - You should write down a quote from the book and then make a response to the quote or either ask an open-ended question of the quote that is worthy of discussion.

- **What is my reading log going to do for me?**

- It will help you to be more active while you read. Thinking and reading go hand in hand.
- You will be able to better remember what you have read.
- You will be a master at discussion, because you will have amazing things to talk about since you've been thinking while reading.

□ How much should I write?

- You can write as much as you like but the minimum to get full credit is three entries each with a quote and response for each day of reading assigned.
 - For example if you were assigned three days worth of reading in a week you must complete nine entries!
 - Any extra entries will give you extra credit to be applied to your paper or to your project at the end of the unit. A maximum of ten extra credit points can be added.

□ What kind of grade do I get for this?

- You will get a homework grade each week.
 - You will also use your reading log entries to select your topic for the paper we do for this unit. It is important to remember this when writing your entries. You will need this information later. It's not just for a grade.
-

Response Paper Handout

□ In this paper you will choose an issue that arose in your reading log and you will expand upon this topic. The topic will relate to the concept of identity in relation to peer groups and or family.

- You can write about the identity of a character in relation to your own experiences with identity.
- You can write about the concept of identity and how an individual might have more than one identity in relation.
- You can write about how the character's identity may possibly have change or not changed in the story.
- You may write about any other issue with identity, as long as we discuss and agree upon the topic.

Your paper must...

- Be two pages double spaced.
- Show that you have a clear idea of identity and it's formation.
- Show relation to the text by giving examples.
- Give examples from personal experiences or from one of the other texts.
- Be well organized and neat.
- Contain clear ideas and effort.

We will have time in class to discuss your topics and work on editing. This paper is a process. You will be given several opportunities to perfect this process.

Rubric

An "A" will be assigned to papers that:

- Show understanding of the concept of identity's relationship to peer groups and/or family through examples and explanations.
- Show good understanding of the process of identity formation.
- Give several clear examples from the first text.
- Give several clear examples from the second text or from personal experiences.
- Are very well organized.
- Contain clear ideas that are very well organized..
- Contain only a few errors in grammar and spelling.

A "B" will be assigned to papers that:

- Show some understanding of the concept of identity's relationship to peer groups and/or family through examples and explanations.
- Show some understanding of the process of identity formation.
- Give some clear examples from the first text.
- Give some clear examples from the second text or from personal experiences.
- Are well organized.
- Contain fairly clear ideas that are organized.
- Contain several errors in grammar and spelling, but does not interfere with what the writer is trying to say.

A “C” will be assigned to papers that:

- Show vague understanding of the concept of identity.
- Show vague understanding of the process of identity formation.
- Give some examples from the first text but are not very clear.
- Give some examples from the second text or from personal experiences but are not very clear.
- Are not very well organized.
- The ideas are there but are unclear and/or not very well organized.
- Contain a great deal of errors in grammar and spelling that cause interference with what the writer is trying to say.

A “D” will be assigned to papers that:

- Show little understanding of the concept of identity.
- Show little understanding of the process of identity formation.
- Give no examples from the first text.
- Give no examples from the second text or from personal experiences.
- Are not organized at all.
- Contain so many errors in grammar and spelling that what the writer is trying to say cannot be understood.
- Show little to no evidence of effort.

An “F” will be assigned to papers that:

- Are not turned in.
-

Creative Project / *The Outsiders*

- You may chose any of the following project ideas or you may come up with something of your own.
- You may work in groups or individually.
 - Do remember though that this will count as a test grade, so you should choose your group wisely. I will not hear complaints about groups not working well together once you have chosen.
- The projects will be due at the end of the units and will be presented in front of the class. If you do not do a project that involves writing, I will expect a two-page paper or an extra five minutes added to your speaking time.
- Everyone will present their projects in front of the class. You must speak at least three minutes about what you learned through doing the project and how it is related to our theme of identity.
- Ideas for Projects**

- Write a diary from two different characters' perspectives (three if your group has three members). "Crawl into the skin" of your characters and write as if you were him/her. Although the entries will be largely fictitious, they should be based on that character's actions and personality. The dialect and writing style of that character should be maintained. Create an artistic cover for your diaries.
- Draw or pain (or whatever medium you prefer) a scene or series of scenes that show a turning point or theme in the novel.
- Write and perform a song (duet or 2 solos if there are two or you) from a main character's perspective that expresses his or her emotions and/pr demonstrates the conflicts he/she faces within the novel. (Can be videotaped or live)
- Create a board game that is based on the plot and theme(s) of the novel, to be played in class.
- Write and perform a one-act play that either summarizes the plot of the novel or focuses on a specific theme or critical incident within the novel. Included props and appropriate attire.
- If you have your own creative idea then talk to me and we will try to work something out.

Rubric

An "A" will be assigned to projects that:

- Are related to text and identity.
- Show a great deal of effort.
- Show a great deal creativity.
- Are not a written project, but have an oral presentation portion to present to class or a two-page paper is included that shows a great deal of effort, and connectivity to topic.

A "B" will be assigned to projects that:

- Are related to text and identity.
- Show effort.
- Show creativity.
- Are not a written project...an oral presentation to class or two-page paper was included that shows effort, and connectivity to topic.

A "C" will be assigned to projects that:

- Are difficult to see the relation to text and identity.
- Show little effort.
- Show little creativity.

- Are not a written project...an oral presentation to class or a paper was included that showed little effort, and connectivity to topic.

A “D” will be assigned to projects that:

- Have little or no relation to the text and/or identity can be seen.
- Show very little effort.
- Show very little creativity.
- Are non-written project that have no oral presentation or paper.

An “F” will be assigned to projects that:

- Are not turned in.

* Creative project ideas adapted from Tara Star Johnson.