

Pat Flynn and Anna DiGiacomo: LANGUAGE ARTS, GRADE 8: THE OUTSIDERS

BIG IDEA: Whether one is an insider or an outsider depends upon one's point of view.

Enduring Understanding: People frequently define themselves, and find confidence, through membership in a group of people with whom they share something in common.

Essential Question: Why do people form groups that exclude others?

Class Description: Students will break up into small groups and select a scene from THE OUTSIDERS that they wish to dramatize. Through the creation of tableaux vivants, or still shots, they will recreate the scene.

Students perform their tableaux. Discussion: from whose perspective is the incident told? Who are the protagonist and antagonist in each scene? How does the perspective influence our thoughts about what is happening in the scene? Students then depict the same scene from the perspective of the other group. What has changed? What remains the same? Are there facts? Is there interpretation?

We think of Outsiders as looking in, but do Insiders look out? Are there drawbacks to being on the inside? List the good and bad points about belonging to each group. Do circumstances influence who is out and who is in?

Connections: Under what circumstances have you felt like an outsider? An insider? What have you learned from each perspective? Do you think one is better than the other in terms of creative energy?

READING - Grade 8

CCSS.ELA.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.

CCCSS for Visual and Performing Arts

1. Creative Process

2. Performance

Aesthetic Response and Critique Methodologies