

***Mullens***

***Language Arts 8***

***Virus Pack Assignments***

***Beginning 3-16-20***

**Instructions:**

Use your online website **esl-bits.net** to continue reading the novel *The Outsiders*, chapters 6-12.

Complete all assignments shown here, on notebook paper or typewritten, labeling your work with the titles and pages shown, as well as your name.

Follow ALL instructions exactly, using clear and legible handwriting (or proper type), complete sentences, and correct capitalization and punctuation.

Name \_\_\_\_\_

Date \_\_\_\_\_

1

### Creating with the Story Elements

**Directions:** Thinking about the story elements of character, setting, and plot in a novel is very important to understanding what is happening and why. Complete **\*one** of the following activities based on what you've read so far. Be creative and have fun! *\* on notebook paper*

#### Characters

Tell the story of going to the hospital from Darry's perspective. What is he feeling and how is he coping with what has happened to his little brother? Write his side of the story and make an audio recording.

#### Setting

If Ponyboy's home situation had been different, how might events in the story have changed? Create a comic strip to show how the novel would be different if, for example, Ponyboy's parents were still alive.

#### Plot

Write the full newspaper article titled, "Juvenile Delinquents Turn Heroes." Tell the story from the exciting perspective of the outside world looking at two boys who unexpectedly became heroes.

Name \_\_\_\_\_

Date \_\_\_\_\_

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# Understanding Vocabulary Words

**Directions:** The following words appear in this section of the book. Use context clues and reference materials to determine an accurate definition for each word.

Word or Phrase	Definition
juiced up (ch. 8)	
no-count (ch. 8)	
ornery (ch. 8)	
panicky (ch. 8)	
reformatory (ch. 9)	
skin rumble (ch. 9)	
menace (ch. 9)	
blow at the first sign of trouble (ch. 9)	
ruefully (ch. 9)	
detached (ch. 9)	

**During-Reading Vocabulary Activity**

3

**Directions:** As you read these chapters, record at least eight important words on the lines below. Try to find interesting, difficult, intriguing, special, or funny words. Your words can be long or short. They can be hard or easy to spell. After each word, use context clues in the text and reference materials to define the word.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Directions:** Respond to the following questions about the words in this section.

1. Explain why seeing Dally act like his usual **ornery** self in the hospital makes Ponyboy feel better.

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2. Why does Tim Shepard grin **ruefully** when he talks about his younger brother being sent to the reformatory?

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**Analyzing the Literature**

(4)

**Directions:** Think about the section you just read. Read each question and provide a response that includes textual evidence.

1. Why does Two-Bit say that the gang could get along without anyone but Johnny? What makes Johnny so special?

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2. Johnny does not want to see his mother. Why do you think that is?

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3. Johnny's life on the streets has been difficult in many ways. How does this make his injury even more tragic?

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4. How does Cherry feel about Bob now that he is dead?

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## Reader Response

**Directions:** Choose one of the following prompts about this section to answer. Be sure you include a topic sentence in your response, use textual evidence to support your opinion, and provide a strong conclusion that summarizes your opinion.

### Writing Prompts

- **Narrative Piece**—Johnny’s parents don’t seem to care that he goes missing for a week. On the other hand, Ponyboy’s brothers are worried sick. Imagine that you take off with a friend for a week. Write a scene that describes the reunion with your family upon your return.
- **Informative/Explanatory Piece**—Choose a Soc and a greaser, and explain how they are the same and different. As you compare them, think about how they might be if they each lived in the opposite part of town.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Creating with the Story Elements

6

**Directions:** Thinking about the story elements of character, setting, and plot in a novel is very important to understanding what is happening and why. Complete **one** of the following activities based on what you've read so far. Be creative and have fun!

### Characters

Dally tells Ponyboy to get tough so he won't get hurt and to look out for himself so nothing will touch him. What is Dally really trying to say to Ponyboy? Is this good advice for Ponyboy? Write a letter from Ponyboy to an advice column asking for help understanding Dally. Then write a letter back to him as the advice expert.

### Setting

The big fight takes place at a vacant lot under street lamps. What other places would be fitting locations for this kind of fight, and how might the new setting change the outcome of the fight? Give at least three new scenarios and their consequences. Use pictures or drawings to show your ideas along with your written explanations.

### Plot

Johnny's last words are to tell Ponyboy to "stay gold." What does Johnny mean by this and why is it fitting that these would be his last words? Create a blog post from Johnny in the hospital. In this post, have Johnny talk about those words and Robert Frost's poem in relation to Ponyboy.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Understanding Vocabulary Words

7

**Directions:** The following words appear in this section of the book. Use context clues and reference materials to determine an accurate definition for each word.

Word or Phrase	Definition
dryly (ch. 10)	
wreck (ch. 10)	
grim (ch. 10)	
delirious (ch. 10)	
indignantly (ch. 10)	
racked up (ch. 11)	
lousing up (ch. 12)	
living in a vacuum (ch. 12)	
what's the sweat (ch. 12)	
beefs (ch. 12)	

**Analyzing the Literature**

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**Directions:** Think about the section you just read. Read each question and provide a response that includes textual evidence.

1. At first, Ponyboy doesn't believe Johnny is dead. Why doesn't he accept what has happened?

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2. What effect did Bob's death have on Randy?

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3. Why does Soda want Ponyboy and Darry to stop fighting so much?

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4. What message does Ponyboy hope to convey when he writes his story?

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Name \_\_\_\_\_

Date \_\_\_\_\_

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## ▲ Analyzing the Literature

**Directions:** Think about the section you just read. Read each question and provide a response that includes textual evidence.

1. How does Ponyboy's initial refusal to accept Johnny's death help him cope with what happened?

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2. Ponyboy doesn't understand what Randy could possibly have to lose. Use the text to explain what Randy could lose.

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3. Soda is distressed about his brothers arguing. He says that they will end up like Dally before he died, which was worse than being dead. What does he mean?

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4. After getting Johnny's note, Ponyboy realizes that he has a message to give to others. How could telling his story help change his community?

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# Reader Response

*Follow all directions!*

**Directions:** Choose one of the following prompts about this section to answer. Be sure you include a topic sentence in your response, use textual evidence to support your opinion, and provide a strong conclusion that summarizes your opinion.

- Writing Prompts** *\*Attach a sheet of notebook paper to this page. Your response should be 3 paragraphs. (see above)*
- **Argument Piece**—In what ways have you personally changed after reading this novel? When you think about your community, do you view situations differently?
  - **Informative/Explanatory Piece**—Compare a character from this novel to a character from another work of fiction (a novel, a play, a film, or a short story). Which character do you admire more and why?

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