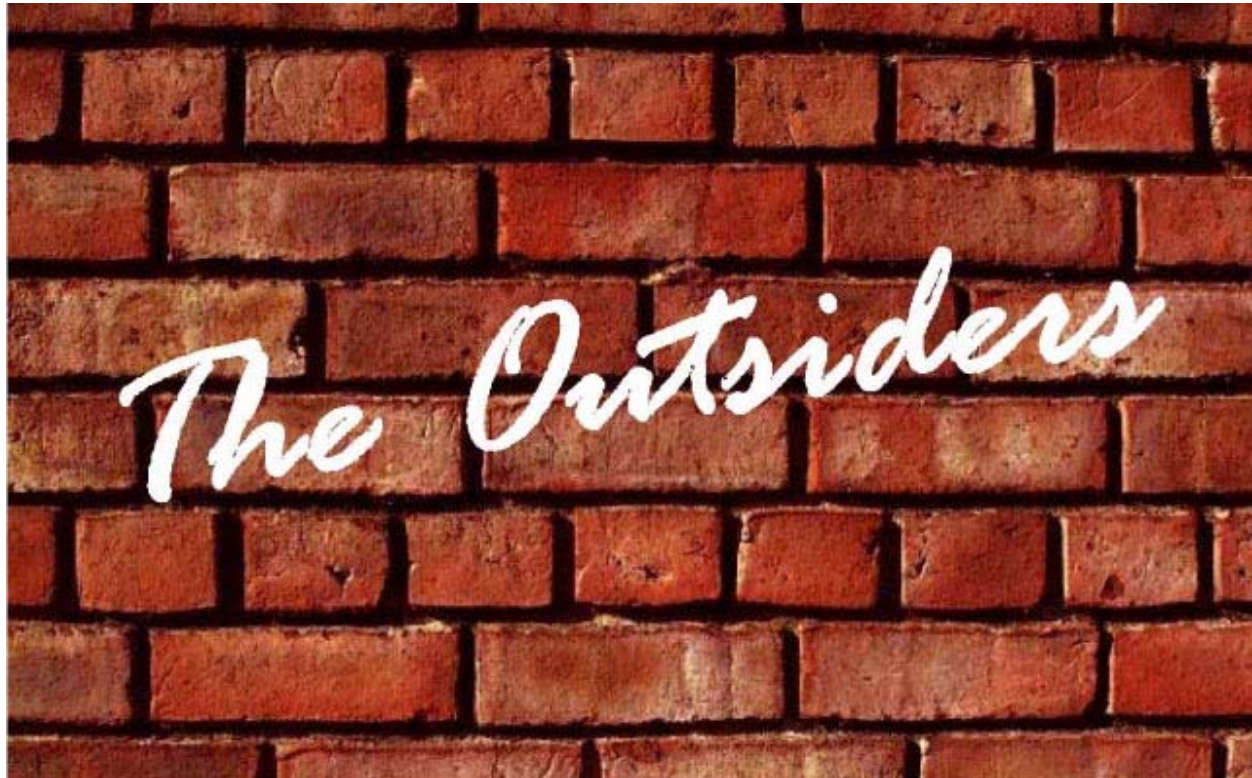


Prime Stage Theatre



Teacher Resource and Tour Guide

May 3 – May 11, 2008

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Wayne Brinda, Ed.D, Artistic Director

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EQUITABLE
RESOURCESSM

Introduction & How to Use this Guide

This guide was based on continual research conducted by the Prime Stage Artistic Director on reluctant and struggling readers and the results of a study Prime Stage conducted with students and teachers from two schools that explored how to “Connect kids to literary classics” through the theatre and in the classroom. The study’s participants made the following significant recommendations:

- Provide resources that help students connect the literature, the play, and their lives
- Provide resources that help teachers create engaging and enriching experiences
- Change the name of the curriculum or study guide to a “Resource and Tour Guide”
- Introduce the world of literature and the world of the play to help students and teachers
- Adequately prepare for the experience of seeing literature come to life on stage

Reluctant and Struggling Readers – Much research is conducted on students designated as reluctant and struggling readers. There are many websites devoted to this subject; Links to some of these can be found on the education pages of our website. In summary, reluctant readers want choice; help navigating through complex literature, and experiences to share their responses with peers and adults (Baker 2002; Gambrell 1996; Ivey 2002; Reeves 2004; Sumara 2002; Tovani 2000). Struggling readers need support with vocabulary, “chunking” ideas rather than decoding words, visualizing, expressing what they see, and how to ask questions as they read.

This guide addresses those concerns by providing a range of information that reluctant readers can choose to explore, read, and discuss as they discover *The Outsiders*. For struggling readers, complex or unfamiliar vocabulary is highlighted to help you create “word walls” or other strategies that address comprehension and, ultimately, enjoyment of the literature.

Visualization, Imagery & Imagination – Wilhelm (2004), in *Reading is Seeing*, proposed addressing visualization can:

- Heighten motivation, engagement, and enjoyment of reading
- Enhance comprehension of both narrative and expository texts
- Stimulate prior knowledge
- Provide a “template” for more sophisticated strategies, such as inferring
- Develop awareness of one’s reading processes (metacognition)
- Increase reader’s ability to share, critique, and revise what is learned with others
- Improve test scores

Imagery – *Recreating in one’s mind the sights, sounds, smells, tastes, and touches described by an author* (Clewell 2006). Pictures in this guide can help your students visualize and describe what they read and see.

How to use this guide – This guide is not just a collection of lesson plans. While you will find lesson suggestions throughout the guide, the material is designed to provide material that will enrich your lessons with students, encourage them to read the literature, improve their vocabulary with words **highlighted in bold** that may be unfamiliar to them, and comprehension of the literature, and stimulate an enjoyment of reading and exploring literature. The guide is designed to help you find ways of helping your students see the literature, not just as words on pages, but as vibrant images, character, settings, conflicts, and ideas that relate to their lives today.

We hope you find this **Resource and Tour Guide** useful, helpful, and enjoyable. Thank you.

Statement of Prime Stage Theatre's Commitment to Literacy

Literacy, in relation to adolescent learners, is defined by Jetton and Dole (2004) as constructive, fluent, strategic, motivated, and a lifelong pursuit.

Theater has demonstrated its effectiveness as a strategy to teach reading, speaking and listening skills, focus, discipline, teamwork and patience as well as any sport. On the middle school and high school level, it helps teachers build a better understanding of the world, an enjoyment of English, languages, and reading. Good teachers strive to help their students connect to the literature by connecting it to their own world. This puts the literature into a framework for students to understand and appreciate. Good actors bring the characters from the pages to life, giving them full dimension, providing a multi-sensory experience, allowing students to "see" and vicariously "live in" the literature. The mission of Prime Stage to 'Bring Literature to Life' provides the best of both disciplines. Prime Stage Theatre has the privilege, through generous funding from local foundations, to realize its mission of addressing adolescent literacy through theatrical productions and educational programs. Our distinctive Adopt-a-School Program, Resource Guides, Teacher Workshops, and Mentor Program make theater accessible to middle school and high school educators, students and their families. Through theatre, students connect literature to their lives, and to the larger community in which they live.

We hope you will take full advantage of the materials provided so that your students have fun and valuable experiences with many teachable moments.

A Word about the Lessons

Our Educator Resources include activities that we suggest you do with your class to enhance your fieldtrip to Prime Stage. Some activities and lessons are appropriate for doing in-class before attending the play, on the bus ride to the theatre, and after you come home.

The lessons, which have been designed by fellow teachers and culled from on line resources, meet PA Humanities and National Standards for Arts Education. Please let us know which sections are most helpful as you prepare your students for a fieldtrip to Prime Stage.

Please view our website and use us as a resource for teaching literature in your classrooms.

Prime Stage, Where Literature Comes to Life! www.primestage.com

Wayne Brinda, Ed.D, Artistic Director and Founder of Prime Stage Theatre

Deborah H. Wein, Education Director

Mimi Botkin, Educator

The Outsiders

The Book/the Author

Published in 1967, *The Outsiders* is considered a modern American classic. Written by Susan Eloise Hinton, it is the story of two proto-gangs, the delinquent Greasers and their privileged enemies, the Socs (pronounced “Soshs”). They hate each other for their differences. They fight, sometimes with deadly consequences. *The Outsiders* is about friendship, cliques, fighting, and loyalty, fitting in, struggling to understand who you are, courage, and redemption. Set in the Southwest (Oklahoma) in the 1960s, the story provides an interesting glimpse into the lives of people who are typically overlooked when learning about the 1960s. The kids in this story are not affected by the turmoil over war, price inflation, political corruption, and the Civil Rights Movement. The Greasers represent a sub-culture of 1950s rockabilly types with leather jackets and greased hair, while the Socs represent the more affluent groups that focused on material success.



S.E. Hinton was born in 1948, and has spent most of her life in Tulsa, Oklahoma. She wrote *The Outsiders* as a sixteen year old at a high school where almost everyone belonged to one group or another. She decided to tell the world about life in her hometown after a local boy (not unlike Dallas Winston) was killed by the police. Hinton was also motivated to write because she loved to read, and found few books that really described what her life and those of



her classmates was like. She wanted to tell the world about her environment from a realistic perspective, and shed light on the realities of high school in her time. The book was published under the name S.E. Hinton, because it was written from the perspective of a boy, and the publishers did not want to turn boys off to reading it if they knew that the author was female.

For more information about S.E. Hinton:

www.sehinton.com

Plot Summary

Ponyboy Curtis and his brothers, Sodapop and Darry, belong to a group of poor teenage boys called greasers. Many of them have led hard lives already, and they are tough, angry and unforgiving. They often fight with the Socs, the group of wealthy, privileged boys who beat them up for fun. Ponyboy is shy and quiet. He gets good grades and likes to draw and read. His oldest brother Darry takes care of the family, since their parents died in a car crash. He is very serious, works most of the time, and is very hard on Ponyboy. He often yells at him to do better in school. Soda, the middle brother, is happy most of the time, and is very handsome and likable. The family often gets into fights over Ponyboy's future.

There are a few other members of their gang, including Dally and Johnny. Dally is one of the oldest, and certainly the toughest. He seems to enjoy being a criminal. He thinks the law is a joke. Johnny is even shyer than Pony. His parents abuse him, so he always seems scared. He is the pet of the group. Recently, Johnny was beat up very badly by a Soc wearing heavy rings. One night, Dally, Johnny and Pony meet two beautiful Soc girls, Cherry and Marcia. Cherry is smart and dreamy like Ponyboy, and they have a good conversation. On the way home, the girls' boyfriends catch them all together. It turns out that Cherry's boyfriend is Bob, the same boy who beat Johnny up. Later that night, Ponyboy comes in late and gets into such a fight with Darry that he runs to the park with Johnny just to get away from the house. Bob and his friends find Pony and Johnny there, and nearly drown Pony in a fountain. Terrified and angry, Johnny stabs Bob to death. The two boys run to find Dally, knowing he will know what to do. He gives them money and tells them to hide in a church a short distance out of town. They stay there for a few days, reading to each other and talking about poetry and sunsets. (Johnny is thoughtful like Pony, and they get along very well.) When Dallas comes to find them, they tell him they want to turn themselves in. Before they can, however, the church catches fire and several small children are trapped inside.

Without thinking, the boys rescue them, and a large piece of burning wood falls on Johnny and breaks his back. Pony spends a short time in the hospital, and then gets to go home. That evening there is a big fight between the greasers and the Socs, which the greasers win. One of Bob's friends does not fight, because he is sick of all the hate and anger around him. Cherry, meanwhile, has become a spy for the greasers, which pleases Ponyboy but also angers him: he doesn't want charity. After the rumble, Dally and Ponyboy go to see Johnny, who dies, telling Pony never to lose his spirit. Dally is overwhelmed, and runs out of the hospital. Soon after, back at home, Darry and the others get a phone call from Dally. He has robbed a liquor store. The boys run out to find him and hide him, but the police are chasing him. He pulls out a gun. Ponyboy knows it isn't loaded, but he knows that Dally knows the police think it is. The police shoot Dally, and Pony knows Dally wanted to die. Pony faints and stays sick for nearly a week. Ponyboy is so upset by Johnny's death that for weeks he pretends to himself (and everyone else) that he himself killed Bob, and that Johnny is still alive. After the trial, however, when the judge decides that Ponyboy did nothing wrong, Pony begins to admit to himself that Dally and Johnny are both dead. He decides to write about himself for a class assignment, so he can let other people know what life for a greaser is like. He is sure that there are many boys across the country just like him. He also recognizes, finally, that Darry loves him. He sees that Darry was just being overprotective when he yelled at him. He feels that, for the first time, he and his two brothers form a family.



The author, S.E. Hinton, had a cameo as the nurse in the film version of *The Outsiders*

March 28, 2008 was the 25th Anniversary of the opening of the movie!

Some of the cast from the movie

Name the stars:

Tom Cruise

Patrick Swayze

Matt Dillon

Ralph Macchio

Rob Lowe

Emilio Estevez

C. Thomas Howell



Major Characters in *The Outsiders*

Ponyboy Curtis: A dreamy fourteen year old boy who belongs to a gang of greasers. He is the most thoughtful of his gang, and the story is told from his point of view. He wonders why life is so much more difficult for him and his friends than it is for their rivals, the Socs. He wishes his parents were alive again to take care of him. He loves his brother Sodapop, who is kind and loving and understanding, but he doesn't get along with his older brother Darry, who he sees as a bully. Though he wants to be a part of the gang, he doesn't always agree with their violent ways: he is quiet and shy, and prefers talking to a Soc names Cherry about sunsets. He knows he is innocent and naïve—he doesn't always know what to say or do—but he believes it is important to be tough, and to belong. Still, he doesn't take his situation for granted: when Johnny and Dally die, he writes the story of their lives—which becomes the book *The Outsiders*.

Sodapop Curtis: Ponyboy and Darry's brother. Sodapop is sixteen and very likeable: he is handsome, kind, fun loving and understanding. He loves horses and wants to take care of Ponyboy. He hates it when Ponyboy and Darry fight. He wants to marry his girlfriend Sandy, even when he finds out she is pregnant by another man, but she rejects him. Even then, however, he is pretty easy-going. He is hurt by Sandy, but he is able to forget her. He has no attention span and tons of energy.

Darrel (Darry) Curtis: Twenty years old and the head of the family since their parents died, Darry is overworked and over serious. He desperately wants Ponyboy to have the opportunities he doesn't have, so he pushes him until he begins to act like a bully. Still, he loves both his brothers. Taking care of them is his greatest priority. He likes to fight because he likes feeling strong (which he is). He is also very handsome, like Sodapop.

Johnny Cade: Small, frightened, and childlike, Johnny is the baby of the gang even though he isn't the youngest. His parents abuse him, and the gang always wanted to take care of him. No one can get mad at him, not even Dally. He is one of Pony's closest friends. They look at sunsets together, and talk about poetry—something neither of them can do with anyone else. Johnny understands why Pony likes Cherry Valance. He rescues children from the burning church and thinks it's worth it when he dies from his injuries.

Dallas (Dally) Winston: Tough and angry, Dallas is the most dangerous member of the gang. He lived as a serious criminal in New York City for a while. Though he cares about Johnny, he believes it is important to be tough and mean so that you won't get hurt, so he tries not to be emotional about anything. However, he is so hurt by Johnny's death that he gets himself killed.

Minor Characters in *The Outsiders*

Steve Randle: Soda's best friend, and a member of the Curtis brother's gang. Steve can be sensitive—he cries when Dally dies— but he usually just tries to be tough. He thinks of Ponyboy as a baby, calling him a tag-along when Soda invites Pony places. Because of this, Pony sometime hates him.

Two-Bit Mathews: A member of the Curtis brother's gang. Two-Bit, whose real name is Keith, loves to tell jokes—he can't help himself. Pony likes him because he is both funny and realistic. He can take a simple fact and see the funny side of it.

Cherry Valance: Bob's girlfriend. From the first moment they meet, Pony and Cherry realize they have a lot in common. They are both smart and like poetry and sunsets. Neither of them likes fights. Still, Cherry tells Pony she cannot be his friend, because they are from different social classes. However, once Bob is killed, she becomes a spy for the greasers, telling them what the Socs will do next.

Tim Shepard: An associate of Ponyboy's gang, if not a friend. Tim is likeable, but his gang is violent and more uncontrollable than Ponyboy's. They are only part of the same crowd because they are both poor and they both hate the Socs. They just use Tim's gang as backup when they need them—although Dally and Tim are close.

Bob: Cherry's boyfriend, Randy's best friend. Bob wears several rings on his hands and he uses them to beat Johnny very badly. When he tries to drown Pony after Pony talks to Cherry, Johnny stabs him to death. Though all the greasers hate Bob at first, Pony know that there must be a reason why Cherry and Randy liked him.

Randy: Bob's friend. After Bob dies, Randy wants the fighting to stop forever. He visits Ponyboy when he is sick and talks to him like a friend. He also refuses to fight in the rumble.

Buck Merril: Dallas' friend. Ponyboy has promised never to go near this cowboy/criminal, and he has no problem with that. He doesn't like anything about Buck, including his taste in music. Still, after Pony and Johnny kill Bob and need to see Dallas, they go to Buck because they know Dallas is with him.



Ponyboy and Johnny

References from the book

Greasers: The gang of young boys that Ponyboy and his friends belong to. They are poor, and many of them are abused. They are called greasers because of the **hair oil** they use. Most of the town thinks they are bad, even though they are no worse than their rivals, the clean-cut Socs.

Socs: The rich enemies of the greasers. The Socs, or 'Socials,' are often considered an asset to society even though they are violent, immature, and misdirected. They are often crueler than the greasers, attacking boys much smaller than themselves. However, Ponyboy is able to make friends with a few of them.

Mickey Mouse: Sodapop's horse. Though the horse belonged to Soda's boss, Soda felt like he was his, because he only obeyed Soda. When the boss sold the horse, Soda cried for days. Ponyboy sees this as terribly unfair: Soda cared about the horse, but the boss had the power to sell him anyway.

Blue Mustang: Like many Socs, Bob drives a Mustang. His is blue, and it is a source of great fear for Johnny and Ponyboy. Johnny recognizes it because Bob beat him up before.

Church: The abandoned church in Windrixville is where Johnny and Pony hide after Johnny kills Bob. They sleep on the cold floor and eat baloney sandwiches. They play cards and, most importantly, read *Gone with the Wind*. They also watch the sunset from the steps of the church.

Gone with the Wind: The book that Johnny and Pony read together when they are hiding in the church. Johnny love's the idea of the Southern gentleman, and Ponyboy realized that Johnny idolized Dallas, thinking of him as a gallant gentleman. Johnny gives Pony the book before he dies, with a note that tells him not to give up.

Themes from *The Outsiders*

As the title indicates, *The Outsiders* is a theme in itself. Looking at life as an outsider and feeling as though one is being treated as an outsider is a matter of perspective or point of view. Someone who always feels like an outsider might believe that life is unfair.

Family Relationships/Friendships

This is a recurrent theme in the novel. The home life situations that these boys find themselves in are often abusive. They have turned to the gang for the love and support that should have come from parents.

QUESTIONS TO PONDER AND WRITE ABOUT:

How does the problem of child abuse affect the outcome of the story? What is the life a homeless person like? How is family important in this story?

The use of color in a black and white world

Adolescents have a tendency to embrace people and events as absolutes. Someone or something is either right or wrong; there can be no middle ground. People are rich or poor, good or bad, Socs or Greasers.

Early in the book, Hinton associates warm colors with the Socs and cool colors with the greasers. Warmth is usually equated with inside and cool with outside, and the colors reflect the characters' positions in society: The greasers view the Socs as insiders and themselves as outsiders.

WHAT ABOUT THE BLACK/WHITE ISSUE?

The book is an all-white story about teenagers reflecting the segregated Tulsa, Oklahoma at the time of its writing. S.E. Hinton has said that it hasn't hurt the book's continuing popularity because "today black and minority kids identify with the Greasers" as outsiders". Do you think this is true?

Youth

It is important to “stay gold”, that is to keep your youth with its innocence, wonder at the beauty of the world, and understand that we are all related.

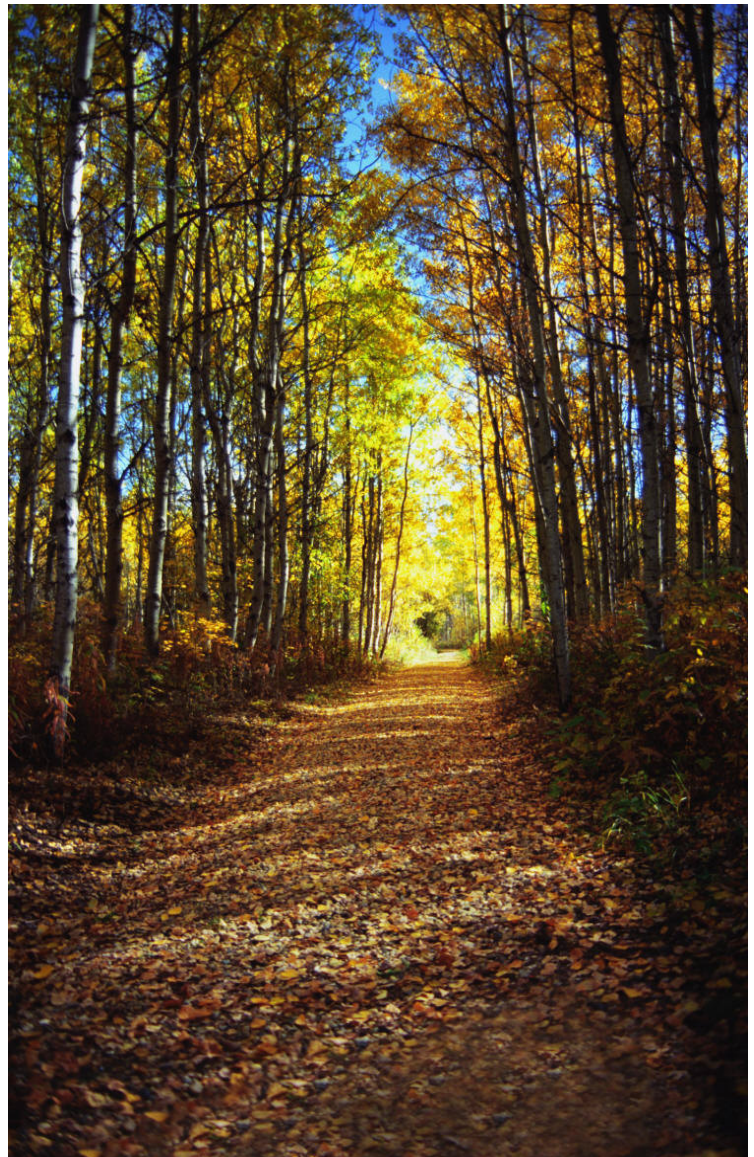
Lesson Suggestion:

Have your students read the poem ‘Nothing Gold Can Stay’, by Robert Frost. Explain that the first shoots of plants, especially in New England, are golden in color. Then they turn to green. How does this poem relate to the themes of the book?

Nothing Gold Can Stay

By Robert Frost

**Nature’s first green is gold,
Her hardest hue to hold.
Her early leaf’s a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.**



Divisions in Society

The divisions between these two groups, like the divisions between most cliques of kids and most groups in society are artificial and based on circumstances of birth and random events in life. Socs, like Greasers, have sorrows, problems, difficulties in coming of age, dreams for the future. Divisions between people are harmful because they interfere with friendships and relationships that would normally develop if the divisions were ignored.

Appearance is often different from reality

Johnny was stronger than Dally. Dally played tough but was brittle and cracked under the strain of Johnny's death. The Greasers are shown to be more genuine people with better friendships than the Socs. Some of the Greasers were in many ways innocent children who took on the trappings of tough guys.

Do you make assumptions about people based on the way they appear? Do their choices of clothing and hair style affect what you think about them? How do you want to be viewed? What message does your appearance send to others?

Lesson Suggestions:

1. Have students write an alternative ending to the book, describing what happened to Ponyboy and his family over the next five years. A good submission will include whether Ponyboy went to college, what Darry did after both Ponyboy and Sodapop reached 18, and what happened to Sodapop. A good submission will also bring in other characters like Cherry, Randy and Two-Bit.
2. Divide the class in half. Have one half brainstorm "cliques" and one brainstorm "gangs". Have students write down their ideas on a chart on the wall. Students will see that cliques and gangs are quite similar. Discuss the similarities and differences. Draw the connection of gangs having a "turf" and cliques ostracizing students in the classroom. (Each clique has a set table that they sit at.) Discuss that in *The Outsiders* the main characters belong to a gang. Hopefully, students will look at gangs and cliques differently as they read the book.

Richard Cory

by Edwin Arlington Robinson

Whenever Richard Cory went downtown,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favoured and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good-morning," and he glittered when he walked.

And he was rich – yes, richer than a king –
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat and cursed the
bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Explain the irony.

Which character(s) from *The Outsiders* could be compared to Richard Cory?

CONNECTING TO THE TEXT: AMERICA IN THE 1950s AND 1960s

Music of the 1950s and 1960

The Winter Dance Party Tour,
January 23 to February 15, 1959

The concert tour was scheduled to send Buddy Holly, Ritchie Havens, and the Big Bopper to 24 cities in 3 weeks. Tragedy struck just 10 days into the tour, when a plane crash claimed the lives of all 3 headliners. This would forever be known as *the day the music died*.



In 1951, Cleveland disk jockey Alan Freed coined the term *rock & roll*. He hosted stage shows and teen dances that were famous throughout Ohio. In 1954, he became a dee-jay at WINS in New York City, where he continued to hold rock & roll shows that were extremely popular among teenagers and extremely unsettling for their parents.

The great changes in music in the 1960s

In 1960, Elvis returned from the US Army and back into music. He joined top charters: Bobby Darin, Neil Sedaka, Jerry Lee Lewis, Paul Anka, Del Shannon and Frankie Avalon.



However, change was in the air. The Tamla Motown Record Company came on the scene. Their specialty was rhythm and blues. They were aided by the emergence

of female groups such as Gladys Knight and the Pips, Martha and the Vandellas, the Supremes, and Aretha Franklin, as well as the male counterparts, including Smoky Robinson, James Brown, Jimi Hendrix, and the Temptations.

A folk music revival was helped by Bob Dylan, Joan Baez and Peter, Paul & Mary. As for those in high school, the appeal came in the form of The Beach Boys.

The Beatles, from England had innovative rock music that appealed to all ages. The Righteous Brothers were a popular white duo who used African American styling to create a distinctive sound.

In the mid-1960s the music was heavily influenced by the drug scene. Acid Rock, highly amplified and improvisational, and the more mellow psychedelic rock gained prominence. The Beatles turned to acid rock and their audience narrowed to the young. Jefferson Airplane and the Grateful Dead grew out of the counterculture in 1967. The musical phenomenon of the decade was Woodstock, a three day music festival that drew 400,000 hippies and featured peace, love, and happiness...and LSD. Folk music contributed to the counterculture.

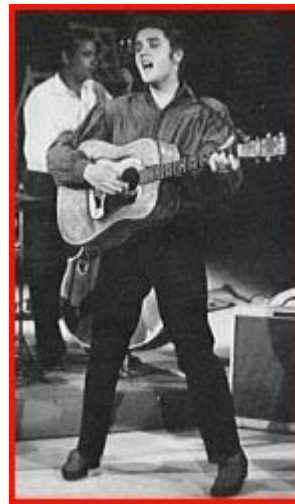
A major change in serious music was marked by the modular synthesizer (aka moog synthesizer), developed in 1960 by Robert Moog and Donald Buchla. Innovative composers were already experimenting with electro-acoustic music. Computers were used in music composition and sound synthesis, notably Max Mathews' Music IV and Music V. By the end of the decade, popular music was also using synthesizers and other electronic devices.



Elvis

When Elvis Presley appeared on The Ed Sullivan Show, he was not shown from the waist down. It was thought to be too provocative.

The Ed Sullivan show was the longest running variety show in television history.



The Beatles with Ed Sullivan in 1964 on The Ed Sullivan Show.



Chubby Checker invented and was famous for "The Twist".

Television in the 1950s and 1960s



Everyone remembers getting their first TV in the 50's...getting your first *color* TV in the 60's was a similar experience.

In 1953, the FCC chose the RCA color system as the industry standard. During the 50's, a limited number of color programs were aired by NBC, who adopted the *NBC peacock* as their color logo in 1956.

Because many network affiliates didn't have the proper equipment for broadcasting in color, most TV shows were in black & white until the mid 60's.

In 1965, the networks were each broadcasting a varying amount of shows in color: ABC at 35 percent, CBS at 50 percent and NBC at 95 percent. The three major networks went "all-color" in 1966.

When the networks aired color programs, they used it to their full advantage. The NBC peacock and shows like *Disney's Wonderful World Of Color* made sure you knew that this show was **IN LIVING COLOR**

Ask a family member or friend if they remember watching only black and white television. Do they remember when they got their first color television? Do they remember seeing The Beatles and Elvis on The Ed Sullivan Show?



Clothing/Hair Styles of 1950s and 1960s

the

Madras Shirt



DA Haircut



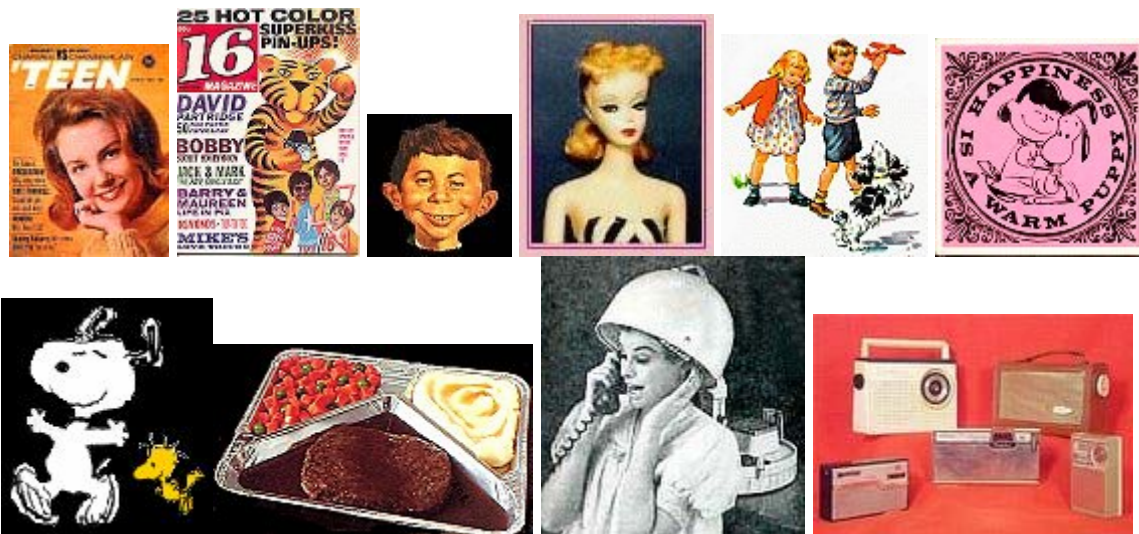
WHAT WAS MEN'S FASHION LIKE IN THE 50'S?

While women's clothes were being transformed from drab to glamour, men on the other hand were left with a very dull image even though personalities such as the Fonz depicted otherwise. The look for men in the 50's was often called "**Ivy League**" or **preppy**.

HAIRCUTS

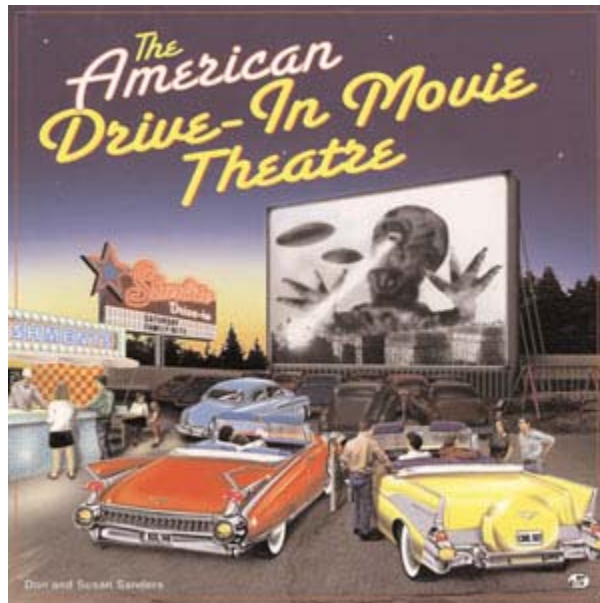
The D.A. (short for Ducks Ass) was the haircut of the 1950s for cool white males. Formed by combing the hair back on the side of the head and holding it with place with hair grease (hence the term greasers), the hairstyle was created by Philadelphia barber Joe Cirella in 1940 and took off when it was worn by television, movie and musical stars.

Teen Pop Culture in the 1960s





Popular Magazines (Teen, 16 Magazine, and Mad Magazine's Alfred E. Newman), Barbie, Dick and Jane, Peanuts, TV Dinners, Home Hair Dryers, Transistor Radios with Batteries, Fred Flintstone Cartoon, Cassius Clay (who later renamed himself Muhammad Ali), Gas Pump, Ronald McDonald was developed by the McDonald Corporation in 1963.



Paul Newman and Drive in Movie Theaters

OPEN



NOW OPEN

Enjoy a "taste of SPRING"

Come in and enjoy your first "Taste of Spring." You'll find it in your favorite Dairy treat. Dairy Queen tastes better, tastes fresher. It's frozen just before you eat it! We're ready to serve you promptly, efficiently, courteously—and often. Bring the family and make Dairy Queen a regular stop for cool, smooth refreshment.

CONES
SUNDAES
MALTS
SHAKES
QUARTS
PINTS

DAIRY QUEEN

518 UNION AVENUE

A TREAT FOR TASTE  A FOOD FOR HEALTH

MORE BOUNCE TO THE QUINCE



Pepsi-Cola

fresh up with **7up**

A REAL THIRST QUENCHER



MorningTreat

WATCH FOR THE PERSONALITY OF THE MONTH AS SELECTED BY THE BUYER

COFFEE



Billboards from the 1960s



Hula Hoop!

In 1957, an Australian company began making wood rings for sale in retail stores. The item attracted the attention of Wham-O, a fledgling California toy manufacturer. The next year Richard P. Knerr and Arthur K. Melin, of Wham-O, manufactured a plastic hoop in a variety of bright colors. The Hula-Hoop was an instant success.



Kids played with troll dolls, built balsa wood airplanes, and watched very little television, since there were only 3 stations, ABC, NBC and **Dolls**



Television in the 1960s



Balsa Wood Airplanes

Economy

President: Lyndon B. Johnson
Vice President: none

Population: 191,888,791
Life expectancy: 70.2 years

Dow-Jones

High: 891
Low: 776

Federal spending: \$118.53 billion
Federal debt: \$316.1 billion
Inflation: 1.2%
Consumer Price Index: 31
Unemployment: 5.7%

Prices

Cost of a new home: \$20,500.00

Cost of a first-class stamp: \$0.05
Cost of a gallon of regular gas: \$0.30
Cost of a dozen eggs: \$0.54
Cost of a gallon of Milk: \$0.95

These were the prices in 1964. How do they compare with prices today? Try to guess what these things would cost today, and then do some research and get the actual costs.

2008 Prices

Cost of a new home:

Cost of a first class stamp:

Cost of a gallon of gas:

Cost of a dozen eggs:

Cost of a gallon of milk:

What is the current life expectancy of men and women in 2008?

What is the current population of the United States in 2008?

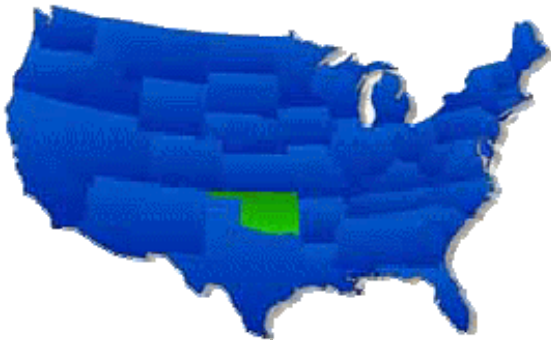
Oklahoma



State Flag



State Seal



Oklahoma Facts

- The name "Oklahoma" comes from the Choctaw words: "okla" meaning people and "humma" meaning red, so the state's name literally means "red people."
- Oklahoma has the largest American Indian population of any state. Many of the 252,420 American Indians living in

Oklahoma today are descendants from the original 67 tribes inhabiting Indian Territory.

- Thirty-nine of the American Indian tribes currently living in Oklahoma are headquartered in the state.
- The governor of Oklahoma is Brad Henry (took office in January 2003); the lieutenant governor is Mary Fallin.
- Oklahoma's bipartisan state government houses a bicameral legislature.
- Oklahoma has 43 colleges and universities.
- The highest point in the state is Black Mesa in Cimarron County (4,973 feet); the lowest is due east of Idabel in McCurtain County (287 feet).
- Oklahoma has more man-made lakes than any other state, with over one million surface acres of water and 2,000 more miles of shoreline than the Atlantic and Gulf coasts combined.
- Oklahoma is the third largest gas-producing state in the nation.
- Oklahoma ranks fourth in the nation in the production of all wheat, fourth in cattle and calf production; fifth in the production of pecans; sixth in peanuts and eighth in peaches.

- Oklahoma's four mountain ranges include the Ouachitas, Arbuckles, Wichitas and the Kiamichis.
- Forests cover approximately 24 percent of Oklahoma
- Oklahoma is bordered by six states: Texas to the south and west, Arkansas and Missouri to the east, Kansas to the north and Colorado and New Mexico at the tip of the northwestern Oklahoma panhandle.
- Oklahoma is comprised of 77 counties.
- Oklahoma has a land area of 69,919 square miles and ranks 18 in the nation in size.
- According to 1990 U.S. census data, Oklahoma's population is 3,258,000. Of those, 82.1 percent are white, 8 percent American Indian, 7.4 percent African American, 2.7 percent Hispanic and 1.1 percent Asian.
- Oklahoma's two most populous cities are Oklahoma City, with 463,201 residents, and Tulsa with 374,851. The next largest cities are Norman, with a population of 87,290 and Lawton, which has 86,028 people.

State Song

OKLAHOMA!

Lyrics by OSCAR HAMMERSTEIN II

Music by RICHARD RODGERS

Oklahoma, where the wind comes sweepin' down the plain
 And the wavin' wheat can sure smell sweet
 When the wind comes right behind the rain.
 Oklahoma, Ev'ry night my honey lamb and I
 Sit alone and talk and watch a hawk Makin' lazy circles in the sky.

We know we belong to the land
 And the land we belong to is grand!
 And when we say
 Yeeow! Ayipioeeay!
 We're only sayin'
 You're doin' fine, Oklahoma!
 Oklahoma O.K.



Gang Violence in Other Pieces of Literature/Conflict Resolution

Gang, team and group violence is portrayed in many pieces of literature. This is designed to get students to study the actions of these groups and create conflict/resolution strategies to help prevent future violence.



Gangs throughout Literature

Task

Your job is to research conflicts that have occurred between characters or groups in the stories of Romeo and Juliet and the Hatfields and McCoys. You will then research methods of **conflict resolution** to find alternative ways of dealing with the conflicts in the stories that may have prevented violence or ended the conflict. Then, you will create your own example of modern day conflicts that could be prevented. Finally, you will create a presentation that identifies the conflicts, actions, outcomes and alternative outcomes for each of the stories, as well as your modern day example of a conflict and possible ways to prevent violence or stop the conflict.



HATFIELD vs. McCOY



Gangs throughout Literature

Process

1 - You will be required to create groups of four to fill the following positions.

A - Side A - This team member will be responsible for identifying and recording one side of a conflict in the chosen pieces of literature. You will need to identify the cause of the conflict and actions your side took in perpetuating the violence or continued conflict.

B - Side B - This team member will be responsible for identifying and recording the opposing side of a conflict between a character or characters in the chosen pieces of literature. You will need to identify the cause of the conflict and actions your side took in perpetuating the violence or continued conflict.

C - Conflict Outcomes - This team member will be responsible for identifying and recording the outcomes of each conflict identified for each piece of literature.

D - Conflict/Resolution Solutions - This team member will be responsible for identifying and recording conflict/resolution solutions that could have stopped the conflicts in each piece of literature. Your job is to stop the violence.

2 - Now, you must review websites for the following works:

A - **Romeo and Juliet** - Read through the following websites and identify at least one conflict. You may choose an external conflict between the House of the Montagues and the House of the Capulets, individual characters (i.e. Paris, Romeo, Tybalt, Mercutio, etc...), or internal conflicts (Romeo, Juliet, Capulet, Lady Capulet, the Nurse, etc.). Be as creative as you like here. There are many conflicts within this story, so you will have a variety from which to choose.



<http://library.thinkquest.org/19539/randj.htm>

<http://www.bardweb.net/plays/romeo.html>

<http://www.sparknotes.com/shakespeare/romeojuliet/themes.html>



SIR FRANCIS DICKSEE *Romeo and Juliet*, 1884

B - ***The Hatfields and the McCoys*** - These two families lived on opposite sides of the Tug river. The Hatfields lived on the West Virginia side, while the McCoys lived on the Kentucky side. Both families owned lots of land and participated, somewhat in the American civil war. From the fight over a pig to the fight over a daughter's love, you will surely find many conflicts within this storyline. Check out the links below to discover what a little misunderstanding can turn into.



The above picture is a reunion of sorts of the children of the Hatfields and McCoys

http://en.wikipedia.org/wiki/Hatfield-McCoy_feud

<http://www.blueridgecountry.com/hatmac/hatmac.html>

<http://www.wvculture.org/history/crime/hatfieldmccoy01.html>



C - **Conflict/Resolution strategies** - In order to implement and learn about conflict resolution the Conflict Resolver must have an understanding of what Conflict Resolution is. Below is a definition/description and following that is several links to sites that provide numerous strategies for conflict resolution.



What is conflict resolution?

Conflict resolution is about teaching people new ways to work through and resolve disputes that don't involve violence. Many schools and community groups offer conflict resolution programs for teens.

How does conflict resolution work?

Most conflict resolution programs follow a series of steps that include (Crawford and Bodine 1996):

1. **Setting ground rules.** Agree to work together and set rules such as no name-calling, blaming, yelling or interrupting.
2. **Listening.** Let each person describe their point of view without interruption. The point is to understand what a person wants and why they want it.
3. **Finding common interests.** Establish facts and issues that everyone can agree on and determine what is important to each person.
4. **Brainstorming possible solutions to the problem.** List all options without judging them or feeling that they must be carried out. Try to think of solutions where everyone gains something.
5. **Discussing each person's view of the proposed solutions.** Negotiate and try to reach a compromise that is acceptable to everyone involved.
6. **Reaching an agreement.** Each person should state his or her interpretation of the agreement. Try writing the agreement down and checking back at a later time to see how it is working.

Taken from: <http://www.safeyouth.org/scripts/teens/conflict.asp>

Additional links: <http://www.peacegames.org/index.html>

http://www.teach-nology.com/teachers/lesson_plans/health/conflict/

http://www.bam.gov/sub_yourlife/yourlife_conflict.html

<http://www.ncjrs.gov/pdffiles1/ojdp/178999.pdf>



3 - Now that you have your information, you need to reflect on a current example of gang, team, or group violence. As a group create at least three examples of how the situation can be handled so that there is a peaceful solution.

4 - As a group, you will create a presentation giving examples of conflict from each piece of literature, to include the reason, actions of each side, outcomes and other possible solutions that could have stopped the conflict. You will also include your current example with at least three possible conflict/resolution solutions. You may do a power point presentation, storytelling, create a written piece to be presented to the class, or be creative and come up with your own idea. If you choose to create your own, you will need to get your idea approved prior to working on it.

Gangs throughout Literature

Conclusion

There are many aspects of violence that can be prevented by a simple conflict resolution: however it must start with you and the way you feel about and understand violence. The belief is that no one truly likes violence, but it surrounds us in many different aspects. When you consider the story of Romeo and Juliet, love is what triggered a series of violent events that really never culminated into anything except angst and frustration. Essentially because of "love"

many people are dead that will never know what true love can feel like again. Is it possible that love is such a strong feeling to provoke someone to lead to violent measures that inevitably leads that person to lose the moral and ethical human sense? The Hatfields and McCoys rivalry is based on people not being able to get along, which inevitably led to many deaths and constant strife for all family members.



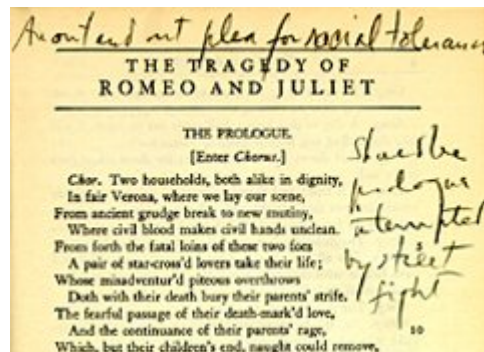
We now look at people lives like Martin Luther King Jr. and Mahatma Gandhi, whom became some of the most politically and socially renowned people in the world because of their non-violent approaches toward their causes. These two people only show you that violence is not the answer, it is not easy, but yes it can be done.

There have been many cases in everything around us: such as television, news, and movies, which surround us with the thought or action of violence. It is no doubt extremely hard for a student of any age to understand that violence is a horrible concept when it is so prevalent in society. However it is the individual themselves that must distinguish good from bad, and right from wrong: more importantly entertainment form real life. This is why as educators we feel this assignment is more than just a grade. You now have the tools and the knowhow to act against violence, but will you?

Looking into your future you must know that there are certain feelings and ideas that are always running through your minds just like everyone else. Yet you are different because you have the ability inside you to make a difference in this violent world we now live in. You can stand-up and start today right now. Violence is everywhere especially in schools, but it is you that make the DIFFERENCE, will you?



Bernstein's inspiration from Romeo and Juliet

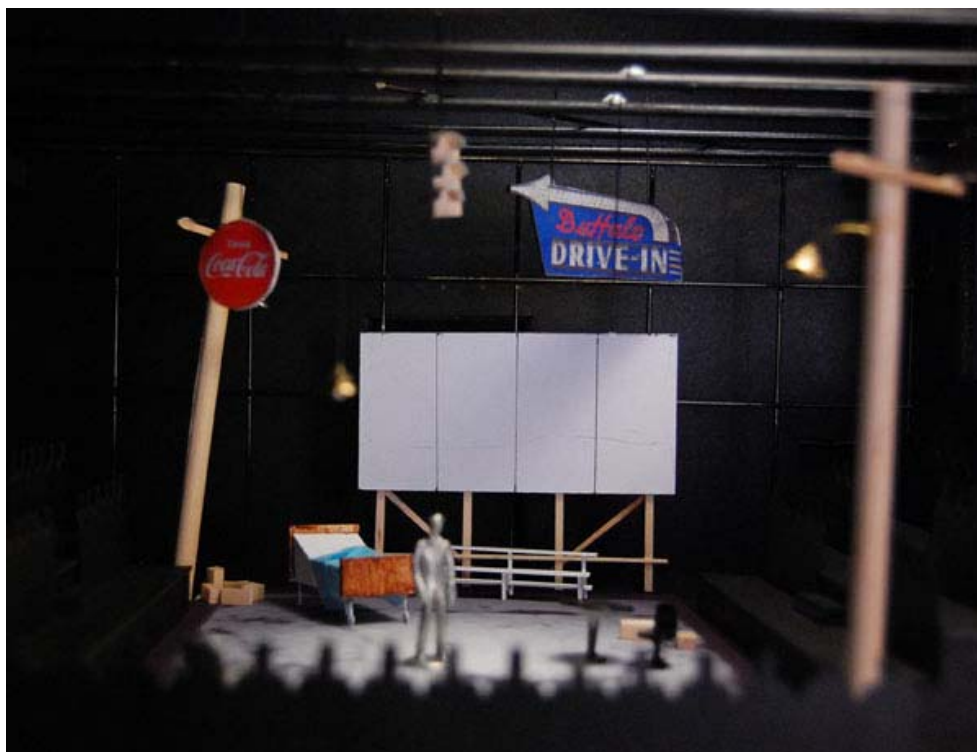


This is Bernstein's copy of Shakespeare's Romeo and Juliet, with his annotation "An out and out plea for racial tolerance" at the top of the first page.

The Prime Stage Production of *The Outsiders*

Dr. Wayne Brinda: Director

When asked about *The Outsiders*, S.E. Hinton wrote "What I like most about it is how it has taught a lot of kids to enjoy reading." Although published over 40 years ago, it continues to be one of the bestselling books for young adults. With Prime Stage's commitment to creating experiences that stimulate the enjoyment of reading, this production is designed to connect you, whether a teen or adult, to the story through its characters who encounter a range of familiar or unfamiliar situations. You may see yourself or someone you know in Ponyboy, Johnny, Darry, or the other Greasers. Or maybe you will relate more to the Socs. Whatever the connections you make, this timeless story encourages us to look beyond the leather jackets, rolled-up t-shirts, greased hair, madras shirts, Mustangs, and switchblades. As you watch this story come to life, listen to the words of Ponyboy, Cherry, Randy, and Dally. They challenge us to see people as they really are instead of how we think they are. Who are *The Outsiders*? What can they teach us? What can we do when we encounter an Outsider? I trust the words, people, and ideas in *The Outsiders* will satisfy your interests and questions today, regardless of your age. Thank you for visiting us and supporting literature coming to life.



Set Designer: Gianni Downs

The play of *The Outsiders* poses a couple of challenges for the scenic designer. First, there are many different locations (upwards of 10 or more). Second, several of the locations are only used once, and/or the characters are in them for only a short amount of time. Third, any transitions between the scenes must be quick in order to keep the pace of the show moving towards the major scenes. Fourth, the design must allow for wide open scenes like empty parking lots and streets, as well as for small scenes like a hospital room and living room. In order to meet these challenges, Wayne Brinda (the director) and I chose to keep the scenery spare and slightly abstract. This allows for multiple scenes to occur in the same space without saying too much about any of the individual locations. Each location is set on the main acting area and is created by the introduction of a specific prop, piece of furniture, or by a practical light. This method allows for easy and fast transitions while giving each scene the support it needs in order for them to make sense to the audience and propel the story along. The basic set on which each location occurs is based on a rundown empty parking lot. In addition to the concrete of the empty lot, there are small elements that serve as emblems of several of the locations we will visit throughout the play. Hanging from the air or growing from the concrete are emblems such as telephone poles for the street scenes, a drive-in movie theatre sign for its scene, a hanging light for the living room scene, etc. These emblems serve to give an overall feel for the run-down; wrong-side-of-the-tracks feel we were looking for, while giving specific clues to some of the individual locations of the play.

What was/were your favorite images or characters when you saw the play?

Selected Website resources for “reluctant readers”

About- Children’s books, “reluctant readers”: <http://childrensbooks.about.com/od/reluctantreaders/>

This site contains a detailed series of links that can guide and support parents and teachers of “reluctant readers”. It contains booklists, advice, and a wealth of resources.

Books for “reluctant readers”: http://www.the2rs.com/Books_For_Reluctant_Readers/ This is a comprehensive site with multiple links to authors, titles, and resources. Books for “reluctant readers” would be a good place to start a search for appropriate literature to use in the classroom, and it shows what could be produced on stage to capture the interests of this population.

Monroe County Public Library, Children’s Services – Books for “reluctant readers”:

<http://www.monroe.lib.in.us/childrens/reluctantbib.html> This site contains a basic bibliography of suggested books, as well as additional links to other sources.

Random House website: <http://randomhouse.com/teachers/tgindx/reluctant.html> This excellent site is a wonderful resource for teachers and Artistic Directors. It lists titles that meet the needs and interests of “reluctant readers” for suspense and excitement. The books range in readability from fourth to eighth grades.

Random House 2002: Top 10 Quick Picks for Young Adults: <http://www.greatschools.ca/Power-Reading%20Webs.pdf> This website, from the Plymouth Library, contains an excellent bibliography of suggested websites for “reluctant readers”.

Rip Roaring Readers: Middle School Titles: <http://www.srv.net/~gale/rrr.html> While this site contains book lists, it also presents an overview of what this population of readers enjoys to read or the subjects of interest.

Scholastic Publishers: This is an excellent and very comprehensive resource for teachers, parents, and those wanting to produce work for this population. It features specific grade levels and links for “books which hook ‘reluctant readers’”.

TeachersFirst.com: This site, hosted by the National Education Association, contains Kids' Top 100 Books, a list tabulated from an online survey from November 1999 through February 2000. The "teachersfirst" site also contains a link for suggested sixth grade reading level books.

University of Minnesota College of Curriculum and Human Development: Curriculum and Instruction- New Books for Young Readers: <http://education.umn.edu/CI/K12books/default.asp> This is an excellent resource with a detailed annotated bibliography of books in an alphabetical order. The site also contains other links for grade levels and appropriate topics such as Multicultural interests.

The Word Pool: <http://www.wordpool.co.uk/rr/rrcontents.htm> This site, from England, is an excellent resource, in addition to it being amusing and entertaining. In addition to providing a wealth of resources about "reluctant readers," the home page contains many other resources.

Young Adult Library Services Association: This excellent source for finding a wealth of material on the subject of "reluctant readers" including their interests. A significant feature is its yearly "Quick Picks" for top titles that are appropriate for "reluctant readers" 39

Notes

Additional Resources for *The Outsiders*

<http://www.bookrags.com/notes/outs/>

<http://www.cliffsnotes.com>

<http://www.lessonplanspage.com/LAComprehendingTheOutsiders79.htm>

<http://en.wikipedia.org/wiki/1960s>

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

<http://www.1990sflashback.com/1999/Economy.asp>

<http://www.crazyfads.com/60s.htm>

<http://www.filmsite.org/60sintro.html>

<http://members.tripod.com/lisawebworld2/60s.html>

<http://www.enotes.com/outsiders/>

<http://trackstar.4teachers.org>

<http://www.cliffsnotes.com/WileyCDA/LitNote/The-Outsiders>

http://www.lotl.com/fifties_history/Drive-In_Theatres.htm

http://www.lotl.com/sixties_cars/1965-66_Ford_Mustang.htm

<http://www.edhelperclipart.com/clipart/books/THEOUTSIDERS.pdf>

<http://www.giannidesigns.net>

<http://questgarden.com/51/74/3/070524161336/t-index.htm>

<http://falcon.jmu.edu/~ramseyil/hinton.htm#B>

<http://www.eduref.org/index.shtml>

<http://english.byu.edu/Novelinks/Novel%20Pages/Outsiders.htm>

<http://www.lotl.com/cars.html>

Theatre Etiquette

Going to a play is a special experience. We offer these Theatre Etiquette suggestions to make the experience a positive one that you and the people seating near you will remember for a long time.

If you came with a group, please stay together. Wait for the ushers to help find your seat - they want to make sure everyone is in the right place.

Once you are ushered to your seat, make yourself comfortable, enjoy reading the playbill, and look over the theatrical space. Imagine what you will be seeing during the play.

Please silence all cell phones and pagers before the performance. And please do not use them during a performance. If you have to take a call, please go to the lobby.

Photographs and the use of recording devices are strictly prohibited in the theatre. They are disturbing to the actors and the audience.

Chewing gum or eating during the performance can be disturbing to others sitting near you. So, please leave all gum and food in the lobby before the play begins.

When the house lights dim and the play begins, you will be ready to enjoy the show.

Remember that live theatre requires active listening. The actors can see, hear and sense you. Although we welcome laughter and applause, we ask that you do not talk with your neighbor during the performance.

Please stay in your seat until the break between acts (intermission). One goes to the bathroom or gets a drink before the performance or at intermission.

Intermission is the time for you to visit the restrooms, enjoy refreshments in our lobby and discuss the show with your friends and family.

Food and drinks are permitted only in the lobby and outside the theatre.

Show appreciation by clapping. The actors love to hear applause. This shows how much you enjoyed it.

Be polite and attentive. These suggestions can help you play your part to make the experience special for everyone.



[The New Hazlett Theatre](#)

***The Outsiders* Resource and Tour Guide Teacher Evaluation Form**

Prime Stage constantly assesses the work provided by its education department. Your feedback is important. May we add you to our e-mailing list? If so, please include your email address. You may use additional pages to make further comments and suggestions. Once complete, please return your form and your students' forms by mail or fax. Thank you.

YOUR NAME: _____

NAME OF SCHOOL: _____

ADDRESS OF SCHOOL: _____

CONTACT NUMBER (DAY): _____ OTHER: _____

EMAIL ADDRESS: _____

How did you learn of the Resource and Tour Guide? _____

Were you told of it when you booked tickets? _____ Did you find it on the website? _____

Which subjects are you using the Guide for?

Which sections of the Guide have been most useful?

How could we improve the Guide for future programs?

Please add any further comments on a second page. Thank you for your time.

Please mail or fax your comments to:

Prime Stage Theatre, P.O. Box 1849, Pittsburgh, PA 15230

Telephone: 724.773.0700

***The Outsiders* Resource and Tour Guide Student Evaluation Form**

We are very interested in what you thought of the book and the play. Please write your answers on this page and draw a picture of your favorite moment on the back of this page or on another sheet of paper. Your teacher will collect your responses and send them to us. Thank you.

YOUR NAME: _____

NAME OF SCHOOL: _____

GRADE: _____ NAME OF TEACHER: _____

What part/parts of *The Outsiders* did you enjoy when you read the book?

What part/parts of *The Outsiders* confused you when you read the book?

What part/parts of the play version of *The Outsiders* did you enjoy?

What part/parts of the play version of *The Outsiders* helped you understand the book?

What was/were your favorite images or characters when you read the book?