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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Rumble Fish

based on the book by

S. E. Hinton

Written by

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A FEW NOTES ABOUT THE AUTHOR

Courtesy of Compton's Learning Company

Hinton, S. E. (Susan Eloise Hinton) (born 1950), U. S. Author, born in Tulsa, Oklahoma, in 1950. As a young writer, Hinton decided to write under her initials in order to deflect attention from her gender. She set out to write about the difficult social system that teenagers create among themselves. Her books struck a chord with readers who saw in her characters many elements of this system that existed in their own schools and towns.

In 1967, while she was still in high school, Hinton published her first book, *The Outsiders*. The story of confrontation between rival groups of teenagers was immediately successful with critics and young readers, and it won several awards. There was some controversy about the level of violence in the novel and in her other works, but Hinton was praised for her realistic and explosive dialogue. The success of *The Outsiders* enabled Hinton to continue her education in college.

She graduated from the University of Tulsa in 1970. Her other novels for young adults include *That Was Then, This Is Now* (1971), *Rumble Fish* (1975), *Tex* (1979), and *Taming the Star Runner* (1988). *Tex*, *The Outsiders*, *Rumblefish*, and *That Was Then, This Is Now* were all made into movies.

Each of Hinton's books featured a cast of characters that suffered from society's ills. Young people alienated from their families and from their peers were seen to veer into criminal paths.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *Rumble Fish* by S. E. Hinton. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel, the problems of delinquent youths, through a bulletin board activity. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 5 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 5 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing

a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express a personal **opinion**: students will give their opinion on one of the topics dealt with in the novel (drugs, alcohol, stealing, gangs). The second assignment is to **inform**: students will write a cinquain poem about the novel. The third assignment is to **persuade**: Students will prepare a talk to give to Rusty-James to persuade him to change.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Rumblefish*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit resource section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *Rumble Fish*

1. Through reading *Rumble Fish* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Rumble Fish*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
 - a. To check the students' reading comprehension
 - b. To make students think about the ideas presented by the novel
 - c. To make students put those ideas into perspective
 - d. To encourage critical and logical thinking
 - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

UNIT OUTLINE - *Rumble Fish*

1 Introduction PV 1-2	2 R 1-2 ??s 1-2 Mini Lesson Flashback	3 PVR 3 Oral Reading Evaluations	4 PVR 4-5 ??s 4-5 Minilesson: Conflict	5 Quiz 1-5 Writing Assignment 1 Personal Opinion
6 PVR 6-7 Mini Lesson: Character Sketch	7 Study ??s 6-7 PVR 8-9	8 Study ??s 8-9 Writing Assignment 2 Cinquain Poem	9 Writing Conference PVR 10-12	10 Mini Lesson: Story Elements Study ??s 10-12
11 Extra Discussion ??s	12 Writing Assignment 3 Persuade	13 Group Work	14 Vocabulary Review	15 Unit Review
16 Test	17 Non-fiction Assignment	18 Movie/Audio Discussion		

Key: P = Preview Study Questions V = Prereading Vocabulary Worksheet R = Read

READING ASSIGNMENT SHEET - *Rumble Fish*

Date Assigned	Chapters Assigned	Completion Date
	1-2	
	3	
	4-5	
	6-7	
	8-9	
	10-12	

LESSON ONE

Student Objectives

1. To preview the *Rumble Fish* Unit
2. To receive books and other related materials (study guides, reading assignment)
3. To relate prior knowledge to the new material
4. To become familiar with the vocabulary for Chapters 1&2
5. To preview the study questions for Chapters 1&2

Activity #1

Before beginning the book, make a bulletin board display of city areas, such as downtown buildings, houses and apartments close together, and the city lights at night. Also include pictures of teenagers in leather jackets and blue jeans, and tough looking, gang-like teens. Ask students to describe what they see.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for which events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can duplicate copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Unit Outline You may find it helpful to distribute copies of the Unit Outline to your students so they can keep track of upcoming lessons and assignments. You may also want to post a copy of the Unit Outline on a bulletin board and cross off each lesson as you complete it.

Extra Activities Center The Unit Resource portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. Bring the

WRITING ASSIGNMENT #1 *Rumble Fish*
Writing to Express a Personal Opinion

PROMPT

Rusty-James and the Motorcycle Boy have definite opinions about drugs, gangs, and alcohol. Steve had an opinion about stealing. Rusty-James was angry that Biff was doped up for the fight. The Motorcycle Boy put an end to the gangs. He also told Rusty-James he would break his arm if he ever did drugs, and broke up with Cassandra because she was using heroin. Steve was angry with Rusty-James for stealing the hubcaps. Drugs, alcohol, gangs, and stealing are topics that affect students of your age. What is your opinion about these topics? Your assignment is to choose one and write about it.

PREWRITING

Make a two-column list on a piece of paper. In one column, list drugs, alcohol, gangs, stealing, and any other topics on which you have an opinion. Next to each, briefly jot down your opinion. Then choose the one you want to write about in more depth. Before you begin writing, spend some time thinking about the topic and your opinion. You may want to do some reading so you have evidence to support your opinion. You may also want to talk to others, such as guidance counselors, law-enforcement officials, other adults, or friends.

DRAFTING

Your opening statement should state the topic and give your opinion about it. Give a little bit of background about the topic, and why you chose to write about it. In the next paragraph, state your most important reason. Explain your reason with personal experiences or facts about the topic. Write one paragraph for each reason. In your closing paragraph, state your topic and opinion again.

PEER CONFERENCE/REVISING

When you finish the rough draft, ask another student to look at it. You may want to give the student your brainstorm list so he/she can double check for you and see that you have included all of the information. After reading, he or she should tell you what he/she liked best about your opinion paper, if you stated your opinion clearly and supported it, which parts were difficult to understand or needed more information, and ways in which your work could be improved. Reread your opinion paper considering your critic's comments and make the corrections you think are necessary.

PROOFREADING/EDITING

Do a final proofreading of your opinion paper, double-checking your grammar, spelling, organization, and the clarity of your ideas.