



# Boulder County Latino History Project

## Lesson Plans

### Title: *The Outsiders*, *Longmont Times*, and Stereotypes in Informational Texts

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#### Overview

<b>Lesson Overview</b>	<p>The structure of written texts plays an important role in perpetuating stereotypes and manipulating information and stories. In this lesson (one class period) students will investigate, as well as compare and contrast, how writers structure newspaper clippings in order to maintain stereotypes and manipulate story. The central primary document for this lesson is a photocopy of an actual newspaper from the Longmont Times written in 1932. For the purposes of this lesson, the other newspaper clipping will come from chapter 7 in <i>The Outsiders</i>. However, it is important to note that this second newspaper clipping can be easily substituted for any other newspaper clipping, real or imagined. The structure and format of this lesson will work just the same.</p> <p>Students will produce re-written article titles as an exit-ticket for the assessment portion of this lesson.</p> <p>This lesson was carefully constructed so it could fit within one class period. Teachers adapting this lesson should feel free to extend both the scope and assessment of this lesson to meet their students' needs.</p> <p>Final note: Students ought to have prior awareness of the word "stereotype" as well as a basic understanding of deportation.</p>
<b>Author(s) &amp; School</b>	Collin Currier Casey Middle School (BVSD)
<b>Grade Level/ Course</b>	Middle School (7th grade)
<b>Standards</b>	<p>Use Craft and Structure to: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)</p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)</p>



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<b>Time Required</b>	One class period (45 minutes)
<b>Topics</b>	Deportation, Racism/discrimination/segregation Outline topics: Repatriation and deportation of Mexicans, 1932-1936
<b>Time Period</b>	1920s-1930s
<b>Tags (key words)</b>	Deportation, stereotype, Mexicans, outsiders, newspapers

### Preparation *(Links to worksheets, primary sources and other materials):*

<b>Materials</b>	<i>The Outsiders</i> , Student journals/notebooks, access to internet and computer (teacher only), projector, document camera
<b>Resources/Links</b>	<p><b>Longmont Times article about deportation</b>  <a href="http://bocolatinohistory.colorado.edu/newspaper/train-load-of-mexicans-will-leave-for-homeland-tonight-1932">http://bocolatinohistory.colorado.edu/newspaper/train-load-of-mexicans-will-leave-for-homeland-tonight-1932</a></p> <p><b>Statement from Emma Gomes Martinez</b>  <a href="http://bocolatinohistory.colorado.edu/document/mexican-deportation-in-the-1930s-by-emma-gomez-martinez">http://bocolatinohistory.colorado.edu/document/mexican-deportation-in-the-1930s-by-emma-gomez-martinez</a></p> <p><b>Digital copy of <i>The Outsiders</i></b>  <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/01/S.E.-Hinton-The-Outsiders-Full-Text-1.pdf">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/01/S.E.-Hinton-The-Outsiders-Full-Text-1.pdf</a></p> <p><b>Mock Newspaper article from <i>The Outsiders</i></b>  <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/01/Mr.-Currier-Newspaper-article-Outsiders.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/01/Mr.-Currier-Newspaper-article-Outsiders.docx</a></p> <p><b>Longmont Times Notecatcher and <i>The Outsiders</i> exit ticket</b>  <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/01/Longmont-Times-Note-Catcher-and-The-Outsiders-Exit-Ticket.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/01/Longmont-Times-Note-Catcher-and-The-Outsiders-Exit-Ticket.docx</a></p>

### Lesson Procedure *(Step by Step Instructions):*

<p><b>1) WARM-UP (10 min):</b> Briefly let students know that as the class explores “stereotype” through <i>The Outsiders</i> it is important we recognize and tune ourselves into the fact that “stereotype” is not just something that happens in books.</p> <p>a) Show students Emma Gomez Martinez’ statement.</p> <p>b) As a class (teacher included) journal silently concerning the two of the following prompts:</p> <p>i) What phrases or sentences suggest that the police were acting based on</p>
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- stereotype?
    - ii) Her statement is similar to me because...
    - iii) Her statement is different from me because...
    - iv) Reading this makes me want to...
  - c) Briefly share out as a class using particular protocols that suit class needs.
    - i) Be sure to especially share phrases that suggest stereotype.
  - d) Lesson Extension: Rather than directly share out as a class, use a “Think-pair-share” model to reflect on journal entries. This exercise will allow students to share evidence of their thinking and writing in a smaller setting before they share out as a class.

**2) Learning Guide (5 min):** Transition to newspaper article from *The Outsiders*

- a) Read the Learning Guide on the projector:
  - i) “SWBAT individually expose how an author’s craft/structure can reveal stereotype and point of view.”
- b) Re-read pg. 90 (chapter 7, attached PDF) beginning with the Newspaper Heading
  - i) Teachers can also show students an adapted version of the newspaper article, such as this [example](#).
- c) Inform students that they will return to this article at the end of class and re-write both the Headline and the beginning of the article.
  - i) First, though, they need investigate how the structure of a written piece reveals its purpose.

**3) Exploration Activity (20-30 min):** Teacher can choose to either print out [this](#) newspaper clipping from 1932 in Longmont or display it on the projector or underneath the document camera.

- a) First, read the headline together as a class. “Train load of Mexicans will leave for homeland”
- b) Allow a couple minutes for students to wonder and document their way through observation questions using the [notecatcher](#). Students can work individually, in groups, or as a whole class.
  - i) (Typed on projector/board) What can you observe about this headline?
    - (1) Positive? Negative? Are there any stereotypes?
    - (2) What words support your conclusions from question 1?
  - ii) (Typed on projector/board) How does this headline paint a different picture than what Emma Gomez Martinez shared?
  - iii) (Discussion question) Put your thumb up if you believe the “Mexicans” are voluntarily returning home. Put your thumb down if you don’t think the “Mexicans” are voluntarily returning home. (Based on thumbs, call on various students to support why they placed their thumb in the direction they did).
  - iv) Lesson Extension: Students can find someone with their thumb pointed in the opposite direction in order to discuss their difference in opinions.
- c) Through students’ observations and discussion (above), they will most likely reach and support the conclusion that the newspaper clipping is structuring the title in order re-frame deportation of Latino people in a more positive light.
- d) Once students reach this point, in pairs, students will re-phrase the Headline Title so that it does not overtly re-frame deportation of Latino peoples.
  - i) Teacher will ask students to display their new titles, and teacher can then transcribe a couple under the document camera and elicit student responses on why they changed the title the way they did.
  - ii) Teacher can now let students know that we use critical reading to expose stereotype and that we can use writing to restore dignity.



e) At this point, if time allows, students can engage in a focused write on the following prompt:

i) Why might the *Longmont Times* write the headline the way they did?

**4) Exit Ticket (5-10 min):** Finally, at the end of class, students will return to *The Outsiders* News Headline. As an [exit ticket](#) and a tangible piece of formative assessment, students are to re-write the Headline for the newspaper article written about Ponyboy and Johnny so that it does not contain overt stereotypes and manipulative language.

a) Collect their exit ticket as they leave class.

#### **Extension Activities:**

Explore "bias" as a vocabulary word:

1. Have students choose to write a totally biased or completely neutral title for a chapter/event.
2. Collect the titles and randomly select to share them using the DocCam
3. See if the class can identify bias/neutrality.

Find a current event, omit the title, and see if students can come up with a new (un)biased title.

### **Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

#### **Informal Formative assessments:**

1. Monitor partner work during "Exploration Activity"
2. Moderate larger whole class discussions at the end of "Exploration Activity"

#### **Formal Formative assessment:**

1. Evaluate student "exit Tickets" of re-written Headline titles for *The Outsiders* article.



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