

Learning objective: Explore the identity of one of the characters, finding quotations or events to illustrate ideas.

Starter:

Read chapter 8, up to page 124.

Introduction:

Answer the two questions about Johnny (attached). Discuss the answers that students have decided upon.

Development:

Students choose one of the greaser characters from the novel and prepare a brainstorm, spider diagram or bullet point list about them. This needs doing on paper so that it can be displayed. They should include the following information:

Name

Age

Characteristics (words to describe the character)

Situation / Family background / Job

Likes and Dislikes

Timeline of events that character has been involved in through the novel.

Information or quotations which show their opinion about being a greaser and what they think of socs.

Has the character changed at all through the novel – evidence, such as quotations, to prove this.

Plenary:

Ask students to show what they have got for their character and why they have chosen the quotations that they have. Consider the identities of the characters and how they belong to any group identity. What do they have in common? What is different about them?

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The importance of Johnny Cade

1. "We needed Johnny as much as he needed the gang. And for the same reason" (p.121). What do you think Pony means and what is the reason?
2. What does Pony mean on p. 123 when he says, "we could get along without anyone but Johnny"?

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