

Catcher in the Rye Unit Plan

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Catcher in the Rye unit for Grade 11 BY CHARLES COX

Over a four and a half week period

Global Rationale

My overall goal is to move students from an initial response to a sophisticated one. To do so, I have created many assignments which require the students to manipulate their ideas and ideas from the text into various forms. This allows them to process the text more deeply and in a variety of different ways. I require students to use varied speaking, writing, critical thinking, collaboration, reflection, and visual representation skills to interact with the text more deeply.

Production is important to my teaching. Students will have a portfolio at the end with at least 22 pages of writing. This accomplishment will be something they can feel proud about.

Catcher in the Rye is a highly moving story about growing up and the loss of innocence. It is entertaining and poignant in its portrayals of some of life's absurdities. The issues raised in the novel are relevant to adolescents and provoke the reader to question himself/herself. I will help my students to question the text in a sophisticated way and hopefully to recognize their own intricacies in the process.

General Learning Outcomes

Students will be able to

- demonstrate an understanding of the main ideas, events, or themes of a novel
- organize details and information that they have read, heard, or viewed using a variety of written or graphic forms
- develop coherent and plausible interpretations of abstract, complex, or specialized materials and texts
- make connections between the ideas and information presented in literary and mass media works and their own experiences
- make connections among the themes and ideas expressed in various materials
- synthesize information and ideas that are appropriate to their purpose, media, and audiences
- demonstrate confidence in their abilities to communicate effectively in a variety of formal and informal contexts

OVERVIEW

LESSON 1	LESSON 2	LESSON 3
Loss of innocence Brainstorm, write stories Share with class Intro novel Read	Chps. 1-3 Response #1 due Discussion questions Censorship debate	Chps. 4-7 Discussion questions Reading Quiz Descriptive Essay
LESSON 4	LESSON 5	LESSON 6
Chps. 8-11 Response #2 due Discussion questions Dear Abby Essay talk	Chps. 12-15 In class essay	Chps. 16-19 Dramatization assignment Work on scripts
LESSON 7	LESSON 8	LESSON 9
Chps. 20-23 Response #3 due Perform plays Begin groups project	Chps. 24-end End quiz Discussion of book Group project	Last day for project work
LESSON 10	LESSON 11	LESSON 12
Group project due Essay topics handed out Obituaries, what happens after,	In class essay Finish rough copy today Typed version due next	Typed essay due with rough copy Fun day

Lesson 1

Rationale:

Students will relate their own experiences to a literary text

Learning outcomes:

- Students will know more about New York, its cultures, its history, its landmarks
- Students will know what loss of innocence means
- Students will know some background information about J. D. Salinger

Method:

- Brainstorm on NYC, pass around souvenir from World Trade Centre (10 min)
- New York 'tawk' (notes on history) (5 min)
- Discuss innocence vs. experience using historical example (911) and personal example (my New York story) (10 min)
- Write/Pair/Share on loss of innocence (growing up) (15 min)
- Introduce novel, author (5 min)
- Handout package, review and expectations (field questions) (5 min)
- Read beginning aloud (20 min)
- Homework up to chapter 4, response journal due next class

Closure:

- Leave 5-7 minutes for questioning on how far we read and how it relates to loss of innocence

Lesson 2

Business:

- Collect response journals (5 min)

Hook:

- Bring in Atlantic Monthly to show them what Old Man Spencer reads

Rationale:

Students will make connections between the ideas and information presented in literary and mass media works and their own experiences.

Students will demonstrate confidence in their abilities to communicate effectively in a debating context.

Learning Outcomes:

- Students will learn what numbered heads together is
- Students will review plot of novel
- Students will learn about arguments and counter arguments
- Students will learn to debate in an organized manner
- Students will have more knowledge about censorship

Method:

- Explain numbered heads together, number people (5 min)
- Groups at table discuss questions on board about the reading (2 min/question)
- Call on numbers to answer questions (5 questions, 5 numbers) (15 min)
- Review plot so far using visual (skyscraper, windows are scenes.) (5 min)
- Introduce notes on censorship of novel (5 min)
- Explain debate rules and groups; 4 groups: 2 pro and 2 con (5 min)
- Groups write down arguments and counter arguments. I assist. (10-15 min)
- Debate (15 min)

Closure:

- Summary of main debate points at end of debate (5-7 min)
- Summary of censorship and its reasons
- Reading quiz next class up to chapter 7

Lesson 3

Hook:

- Tell how I “picked up and left” like Holden; elicit other stories (5-10 min)

Rationale:

Students will make connections between the ideas and information presented in the story and their own experiences

Learning outcomes:

- Students will have a better understanding of what they know and do not know about the readings (i.e. quiz)
- Students will know what a descriptive passage is
- Students will understand more of a character’s psychology

Methods:

- Reading Quiz (see appendix) students mark and hand in (20 min)
- Discussion questions in groups (1 question per group), share with class (15 min)
 1. Why does Holden leave Pencey suddenly? Explain.
 2. Why does Holden fight Stradlater?
 3. What does Jane mean to Holden? Why won’t he talk to her?
 4. What does Allie mean to Holden? Is Holden still upset? How does this affect the novel?
- Read aloud Allie section (pp. 38-9) (10 min)
- Discuss question 4 in detail including how it might psychologically motivate his character (5 min)
- Like Holden’s memory, write a strong memory that something in the book reminds you of. Spend a few minutes searching then write a short descriptive passage of that memory (explain with examples on board) due at end of class (20 min)

Closure:

- Read up to chapter 11
- Response #2 is due next class, incorporate description

Lesson 4

Business:

- Response #2 due

Hook:

- Read fan lit about Holden (bring from net) Discuss voice, persona, mood

Rationale:

Students will organize details and information that they have read using a variety of written forms

Learning outcomes:

- Students will become up to date with the plot and character
- Students will practice assuming a persona in their writing
- Students will understand how an advice column works

Methods:

- Discussion questions about the reading (think/pair/share) (15 min)
 1. What does Holden think about the three women he meets in a bar? Why?
 2. What do you think Holden's ideal woman would be like? Refer to text and Jane.
 3. What does Phoebe mean to Holden? Why does he like her so much?
- Dear Abby activity. Divide paper down the middle. One side write for advice from Holden's point of view. Use his language wherever possible. (7 min)
- Pass your paper to the left. With new paper, write on other half the advice (10 min)
- Share with class (10 min) Keep in portfolio
- Discussion of in class essay, thesis, conclusion etc. Brainstorm theses (15-20).

Closure:

- In class essay next class
- Easy review questions to class for 5 min with essay questions in mind

Lesson 5

Method:

In class essay (up to chapter 15)

Students will write a four page essay interpreting the novel while employing critical thinking skills and writing skills.

Essay Questions:

1. Is Holden mentally deranged, or is he a normal teenager? Explain why or why not discussing specific examples from the story.
2. Create a male character who is a role model for Holden. Give him a name and describe how he behaves. Refer to other male characters to describe things Holden likes and doesn't like (e.g. Stradlater, Ackley, Allie, D. B., Maurice etc.)
3. Explain why you think Holden flunks out of or quits so many schools. Refer to moments in the story for examples.
4. If you were Holden, what would you have done the same? Different? Write an essay describing your decisions and compare them with Holden's. Write a conclusion summarizing your main points.
5. Write your own growing up story. Refer to your own life or invent a character.

Hand in at end of class with your portfolio

Lesson 6

Hook:

- Talk about books and movies, lead into asking if they think *Catcher* would make a good movie

Rationale:

Students will organize details and information that they have read, heard, or viewed using a variety of written or graphic forms
Students will synthesize information and ideas that are appropriate to their purpose, media, and audiences

Learning outcomes:

- Students will be able to write a script for a play
- Students will be able to put on a one act play
- Students will understand that Holden is having a “breakdown”

Methods:

- Review reading (especially pp. 130-134) (15 min)
- Discuss findings and the meaning of “breakdown” (10 min)
- In groups of 4, choose a medium length scene from story to act out in a play in front of the class next period
- Write out a script (each need a copy of each others’ lines for portfolio)
- Go over play format on board
- Can use props, questions and discussion about selection after performance
- Have the rest of class to work on scripts and practice
- I help students make dramaturgical decisions

Closure:

- Perform play next class

Lesson 7

Perform plays

Give handout for group assignment (see appendix), explain

Rest of class to work on them

Lesson 8

Rationale:

Students will develop coherent and plausible interpretations of novel

Students will demonstrate an understanding of the main ideas, events, or themes of a novel

Students will make connections between the ideas and information presented in the story and their own experiences

Learning outcomes:

- Students will have substantial knowledge of themes and issues in the novel
- Students will make connections with text, their life and their society

Methods:

- End quiz, mark, hand in (10 min)
- Go over ending of the book to make sure everyone is on board (5 min)
- Assignment: free-write 2 pages about the meaning of the book. Bring in personal experiences or ideas about how the book applies to modern day teens and problems. Think about if book is multi-cultural and universal, or exclusively North American. (15 min)
- Write/pair/share (15 min)
- Continue discussion in a few classes to have time to digest.
- Rest of class on project.

Closure:

- Give them things to think about over the next few days about ending

Lesson 9

Whole class for group project, due next class.

If students are done, they can read, or work on either assignment: Holden's Obituary or Holden's Future

Lesson 10

Business:

- Group projects due

Rationale:

Students will synthesize information and ideas that are appropriate to their purpose, media, and audiences

Students will demonstrate confidence in their abilities to communicate effectively in a variety of formal and informal contexts

Learning outcomes:

- Students will know what an obituary is
- Students will know how to write a song
- Students will make assumptions about characters according to what they know about them
- Students will experiment using language that is not their own

Methods:

- Stations work. Each table has an assignment on it. Group sits at one station. When I make the signal, each group gets up and moves to the next table. (3 min each) (15 min total) (Lay instructions sheet on each table)
- Table 1: Fictional journal entries for characters other than Holden (Phoebe, Stradlater, Jane, Maurice, etc.)
- Table 2: Describe your day using Holden's language. Start: "If you really want to hear about it, the first thing you'll probably want to know is what my lousy day was like"
- Table 3: Write an obituary for Holden
- Table 4: Write a chapter that takes place a year later from the point of view of Holden, Phoebe, or any other character.
- Table 5: Write a song or a rap about one of the characters.
- Reconvene and share things from each table (15 min)
- Rest of class presenting projects

Closure:

- Final in class essay next class, good copy due the following day with rough attached

Lesson 11

In class final essay (open book)

Good copy due next class with rough copy attached.

Topics:

1. What would be different if Holden were a woman? Explain using specific examples from the story.
2. Is Holden a flat character or a round character? A round character learns things and changes, a flat character does not change. If flat, show how Holden does not change; if round, show how Holden does change and what is different. Both use specific examples from the text.
3. What is the significance of Holden's wish to become a 'catcher in the rye'? What purpose is this part of the novel (p. 173) and how does it relate to the theme of loss of innocence?
4. Could this story happen in another culture? Write a similar story that takes place in another culture but changing it to make it match that culture.
5. Compare the male characters in the novel to Holden and describe what he wants in himself and what he does not want. Come to a conclusion about your findings.
6. Look closely at the female characters in the novel and summarize how they are represented. What does this say about Holden? What does this say about the meaning of the novel?

Lesson 12

Business:

Typed essay due with rough copy
Portfolios due
Chance for students to catch up

Method:

Holden Caulfield found poetry (30 min)

Encourages students to reflect further on story
Reviews quotation skills

Teaches them about found poetry

- Explain found poetry, example together on board (5 min)
- Write their own individual found poem (10-15 min)
- Share with the class (10 min)

Charades of scenes from the novel (30 min)

Reviews important scenes from the novel

Encourages students to see story through different medium

- Groups of 4, with a name that relates to the book
- Demonstrate memorable scenes from the novel
- Winner goes up front
- Results are tallied on board

Heads down thumbs up quiz (15-min)

Review of material from entire unit

- Heads down eyes closed thumbs up
- Three students pick a thumb
- Person stands up, answers an easy question, then gets to choose who did it
- Right choice and student gets up

Appendix 1

Resources

- <http://www.nths.newtrier.k12.il.us/academics/english/catcher/catcher.html> has Salinger biography, activities, images, and info on censorship
- <http://www.cwrl.utexas.edu/%7Eailise/teaching/lesson/catcher/index.html> has lesson plans and useful handouts
- http://ps044.k12.sd.us/Forms%20of%20Fiction/catcher_in_the_rye.htm some lesson ideas
- <http://www.fsu.edu/~CandI/ENGLISH/webq/catcher/PIAcatcher.htm> web quest with activities about censorship, J. D. Salinger, and images
- <http://edweb.sdsu.edu/t2arp/quest/image/liz.quest> web quest with some travel info about NYC
- <http://www.cardhouse.com/x07/catcher2.gif>,
<http://www.cardhouse.com/x07/catcher1.gif> Two comic book style summaries
- http://www.geocities.com/exploring_citr/ amazing site with huge index of book, links to maps, old private school ads, essays on Catcher, links, etc.
- <http://www.levity.com/corduroy/salinger.htm> biography

Book Reviews

- <http://www.nths.newtrier.k12.il.us/academics/english/catcher/catcher.html> has reviews in Time, N. Y. Times, Christian Science Monitor, Herald Tribune, Newsweek, and Saturday review

Timeline

Saturday:

- Starts on hill overlooking football game--Pencey Prep. with Holden speaking retrospectively from the institution.
- Holden goes to Spencer's house--his history teacher--and gets angry because Spencer reads Holden's bad essay to him.
- Holden goes to dorm. Talks to Ackley. Tells him about leaving the fencing team's stuff on the subway.
- Stradlater home. Wants Holden to write essay. Tells him he has a date w/ Jane Gallagher.
- Holden to town to see movie w/ Ackley and Mal Brassard. Don't see movie. Eat, go back to dorm. Holden tells us about Allie. Thinks about Jane.
- Stradlater back. Gets mad because Holden wrote essay about Allie's baseball glove. Holden asks about Jane and tries to hit Stradlater. Stradlater hits him.
- Holden leaves Pencey that night after going to see Ackley one last time. Ackley just doesn't want Holden to sleep in his roommate's bed.
- Holden walks to the train station.
- Takes train to New York City. On it is Mrs. Morrow, whose son Holden talks up even though Holden thinks he's a jerk who has no friends--snaps people w/ towels in the hall .
- Gets off at station and gets cab to hotel.
- Calls Faith Cavendish, who's supposed to be easy. Doesn't get a date w/ her.
- Goes to Lavender Room in hotel and meets Bernice--who's a great dancer--and her "witch" friends. They disrespect Holden although he pays for their drinks.
- Bar closes. Holden sits in lobby thinking of Jane.
- Takes cab to Ernie's in Greenwich Village and meets DB's old girlfriend Lillian.
- Leaves Ernie's alone and walks back to hotel.
- Gets a hooker--Sunny--but has no sex.
- Gets hit and robbed of five bucks by Sunny and her pimp, Maurice.

Sunday:

- Calls Sally Hayes in the morning and makes a date.
- Gets cab to Grand Central Station. Has breakfast with two nuns, to whom he gives 10\$.
- Walks toward Broadway, buys Phoebe "Little Shirley Beans" record, and buys ticket to Broadway play "I Know My Love," starring the Lunts.
- Gets cab to Central Park to see if Phoebe's there. Doesn't go into museum.
- Goes to Biltmore to wait for Sally. Watches all the girls and thinks about "boring" people, viz. that guy who was a great whistler.
- Sally arrives and they go to show. Sally loves it. Holden hates it. Talks about genuineness and acting.
- After show, they go to Radio City to iceskate.

- Go in to get drinks and Holden asks Sally to run away w/ him. Sally asks him twice to stop shouting. He tells her she's a pain in the ass and she gets so mad that she won't leave with him. He leaves alone.
- Has sandwich and malt at drugstore and wants to call Jane.
- Calls Carl Luce for drinks later.
- Goes to Radio City to see a film about a war veteran with amnesia, who's really a duke but doesn't know it. Movie ends happily ever after. Talks about war and DB.
- Goes to Wicker Bar in the Seton: "swanky hotel."
- Luce shows up and Holden talks immaturely about sex. Shouts again. Luce tells him he needs to see a psychoanalyst and leaves.
- Holden gets really drunk at bar.
- Calls Sally to tell her he'll trim the Xmas tree with her.
- Leaves bar and goes to Central Park. Breaks Phoebe's record accidentally, but keeps pieces.
- Looks for ducks, but they aren't there. Sits on bench and thinks about dying.
- Decides to go home to Phoebe. Sneaks into apt. and goes to Phoebe's room. Talks about James Castle's suicide. Phoebe accuses Holden of not liking anything. He says he likes to be with her. Catcher in the Rye stuff.
- Calls Mr. Antolini. Goes over, and Antolini gives Holden advice about men who can't find what they're looking for in their own environment. Tells Holden to explore.
- Holden goes to sleep on couch but wakes up to Mr. Antonlini patting his head and freaks out. Thinks he's making sexual advances.
- Takes subway to Grand Central and sleeps there for rest of night.

Monday:

- Wonders if he was too hasty re: Antolini, but doesn't go back.
- Starts walking around town and gets scared that he'll disappear every time he steps off a curb (198).
- Goes to Phoebe's school to leave her a note to meet him at museum in park.
- Goes to museum. Meets Phoebe, who's ready to run away w/ Holden, but he's mean to her about it and she won't speak to him.
- They walk along to the zoo on separate sides of the street and Holden finally wins her back over when she realizes how sick he is. She rides on the Carousel and he talks about the gold ring--gotta let kids reach for it, even if they fall.
- Switches to the present. Holden at some kind of hospital. Anticipating going back to another school in the fall. Analyst wants to know if he plans to "apply" himself.

PORTFOLIO

Each student must prepare a portfolio in which to place all written material.

Will be handed in at end of unit for evaluation.

Contains,

1. Growing up piece
2. Response #1
3. Descriptive passage
4. Response #2
5. Dear Abby (ask Rhona)
6. In class essay
7. Response #3
8. Play script
9. Copy of group project written material
10. Final essay (rough and good copies)

Please, **no binders or heavy materials**. I'll be lugging around 60 of them at times, so keep that in mind. Place in duotang, plastic file, large envelope, or make your own creative folder.

All assignments will be explained thoroughly when it is assigned.

RESPONSE JOURNALS

There will be three response journals during the unit. They should centre around the story and include quotations with page numbers in brackets like so: Holden talks about Jesus and disciples and claims they were picked at random (99). I think this is funny because... etc.

Response journals should stay focussed on a particular issue or problem, but are more for asking questions than giving answers. They are an informal piece of writing that should include your own thoughts about an event, a character, a sentence, an idea, etc. in the novel.

GROUP PROJECT

A copy of all written materials shall be handed in with portfolios.

Topics

1. Create a large map of Manhattan including familiar landmarks (e.g. central park, Empire State Building, ground zero, statue of liberty, etc.) Trace out where Holden goes during his weekend in New York. Include hotels, bars, Radio city, museum, grand central station, etc. Include a brief text from the point of view of a literary tour guide explaining the locations (2-3 pages; to be read in class)
2. Create a movie poster for *Catcher in the Rye*. Use details from the novel in your representations of characters (e.g. Holden's red hunting hat, Phoebe's suitcase). Choose modern actors to play different parts. Include a plot-summary (1 page), an explanation of why you chose which actors (1 page), and an explanation of the poster including why you depicted the characters the way you did (1 page).
3. You and a partner are Ebert and Roper giving a review of the book. Each person gives a short explanation about what they like and dislike about the novel, then give the thumbs up, thumbs down verdict. After, compare your explanations and decisions. Plan questions to ask each other during your discussion. (Hint: don't tell each other before hand if you'll give a thumbs up or a thumbs down. When you find out, your reactions will be more natural). To be performed in front of class on day projects are due. Explanations and questions to be included in portfolio (2-3 pages each person).
4. Create a sociogram in colour of Holden and his relationships to other characters (at least). Draw arrows between characters and have text explaining how they relate with examples from the text (with page #'s). 2-3 pages of text in total.
- 5.

Evaluation

TOTAL /100

- 3 Response Journals /21
- Group project /20
- Small assignments /20
(growing up, dear Abby,
descriptive passage,
obituary)
- In class essay /10
- Final essay /10
- Participation (debate,
attendance, discussions,
play) /10
- Play script /5
- 2 Reading quizzes /4