



---

**Table of Contents: *Catcher in the Rye***

<b><u>Activity</u></b>	<b><u>Page #</u></b>
Introduction to Unit	<b>3</b>
Unit Template with Learning Plan	<b>5</b>
Student Progress Monitoring	<b>8</b>
Academic Vocabulary	<b>10</b>
Pre-assessment	<b>11</b>
Culminating Assessment: Writing an Analytical Essay	<b>14</b>
Differentiation	<b>16</b>

Note that the majority of the lesson plans and activities are found in the original curriculum packet, which appears at the end of this unit guide. See the Learning Plan for suggested activities.

---

## Introduction

From the original curriculum packet (edited slightly):

Upon learning that The Catcher in the Rye had been selected as a Core Book for the Ninth Grade, all members of our group struggled to suppress the questions: What? How? Freshmen? Thus, we chose to come together and find the answers by developing the curriculum necessary to support this potentially daunting task.

To be clear, all of us believe in rigor and in assisting our students to tap unknown strengths, but we also recognize the impact that Holden Caulfield has on students who are his same age.

For freshmen, new to the experience of high school and only just entering adolescent arrogance, the subtleties of Holden’s struggle may be lost. To make Holden more accessible, we have chosen to begin this unit by focusing on the collective teen experience—weighing and discussing societal and parental expectations, peer pressure, limitations, and privileges. With this base, we then move on to introducing the idea of point-of-view. Students will transition from personally analyzing Holden’s choices in the early chapters of the novel to critiquing his behavior in the mindset of a specific role—parent, doctor, teacher, or peer.

By assuming this role and reading with a purpose, students gain experience with analyzing text and more subtly, critiquing tone. To ensure comfort and familiarity first, we wait until the middle of the unit to actually use the term “tone.” This way, students will have already had multiple opportunities to discuss, write, and even, act “tone” and will, hopefully, find it to be a less elusive concept. The unit concludes with a common grade-level writing assignment—which, for ninth grade, is a literary analysis on tone.

As this is a unit for freshmen on The Catcher in the Rye, there is a caveat: As The Catcher in the Rye is frequently banned, we have included an Opt-Out letter and feel compelled to remind you of the novel’s potentially offensive language and adult situations. Considering our freshmen audience, we have chosen to introduce Holden’s status as patient in a sanatorium from the start of the unit and to focus on Holden’s mindset and the impact of his choices. It is our hope that, by portraying Holden as a person in need, we have downplayed the potential for students to glorify his more rebellious and illegal behavior.

Finally, as teachers who have watched many sixteen-year-olds awaken to the wonder that literacy can offer as a result of reading Catcher, designing this unit was a curious labor of love. We continually wrestled with feeling protective of Holden, protective of the freshmen, and protective of J.D. Salinger. We hope that this result, full of opportunities to write from a variety of viewpoints, role-play, read critically, act, and draw will not

only lead to the enhanced ability to analyze text and craft a coherent essay but also the maturity needed to reflect on the universality of the teen experience.

Original curriculum packet written and compiled in 2007 by:

Maggie Michaels, Jefferson High School  
Keith Higbee, Wilson High School  
Amy Botula, Wilson High School  
Tammy O'Neill, MLC

A note on the revision:

The materials found here are not expected to replace the novel's earlier exceptional materials, but rather to complement them; the page numbers found on the Stage 3 Learning Plan refer to the page numbers of the original materials. The activities highlighted here are those that most closely relate to the unit's identified priority standards and lead most directly to the culminating assessment.

Revised by:  
Anne Dierker, Cleveland  
Alex Gordin, Cleveland

## Catcher in the Rye Template

### Stage 1: Desired Outcomes

<p><b>Priority Standards:</b></p> <p><b>9.05.</b> Infer an author’s unstated ideas, analyzing evidence that supports those unstated ideas and make reasonable generalizations about text.</p> <p><b>9.06.</b> Draw conclusions about the author’s purpose.</p> <p><b>9.07.</b> Analyze characterization</p> <p><b>9.08.</b> Describe the function and effect upon a literary work of common literary devices</p> <p><b>9.11.</b> Develop a thesis, providing connections and insights.</p> <p><b>9.11.</b> Provide details/examples to support ideas developed into separate paragraphs.</p> <p><b>9.13.</b> Support interpretations of literature through the use of textual references</p>	
<p><b>Understandings:</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>• novelists often provide insights about human experience and inner life through fictional means.</li> <li>• writers use a variety of stylistic techniques to engage and persuade their readers.</li> <li>• Holden Caulfield reflects common adolescent experiences but masks deep-seated personal problems about growing up and relating to others.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Does Holden represent adolescence? Is he abnormal, or are all adolescents “abnormal”?</li> <li>• Who is genuine and who is “phony”? Why do people act phony?</li> <li>• How do authors hook and hold readers? How does J.D. Salinger engage you?</li> </ul>
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• the key plot elements of the novel.</li> <li>• the ways that Salinger uses language to create tone and develop characterization.</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• analyze a novel for characterization and tone.</li> <li>• support their analyses with relevant textual examples</li> <li>• write effective topic sentences and thesis statements.</li> </ul>

### Stage 2: Assessment Evidence

<p><b>Culminating Assessment</b> <i>(learning task)</i></p>	<p><b>Other Evidence</b></p>
<p>Students will write an essay in which they analyze the character of Holden, the setting or theme of the novel, or the tone that Salinger or Holden uses and for what effect.</p>	<ol style="list-style-type: none"> <li>1. Dialogue journals</li> <li>2. Observation notebook</li> <li>3. Advice letter for Holden</li> <li>4. You be the shrink</li> </ol>

### Stage 3: Learning Plan

Please note that many of the activities refer to pages in the original curriculum materials for *Catcher in the Rye* found at the end of this guide.

Activity Title	Priority Standards	This Guide	Original Guide
<b>Pre-Assessment</b>	<b>9.06.</b> Draw conclusions about the author’s purpose. OR <b>9.07.</b> Analyze characterization <b>9.11.</b> Develop a thesis, providing connections and insights. <b>9.11.</b> Provide details/examples to support ideas developed into separate paragraphs. <b>9.13.</b> Support interpretations of literature through the use of textual references	<b>11</b>	
<b>Journals</b>	<b>9.06.</b> Draw conclusions about the author’s purpose. <b>9.07.</b> Analyze characterization <b>9.13.</b> Support interpretations of literature through the use of textual references		<b>6</b>
<b>Observation Notebook</b>	<b>9.06.</b> Draw conclusions about the author’s purpose. <b>9.07.</b> Analyze characterization <b>9.08.</b> Describe the function and effect upon a literary work of common literary devices		<b>16</b>
<b>The Line Up</b>	<b>9.07.</b> Analyze characterization <b>9.13.</b> Support interpretations of literature through the use of textual references		<b>22</b>
<b>Variation on Point of View</b>	<b>9.06.</b> Draw conclusions about the author’s purpose. <b>9.07.</b> Analyze characterization <b>9.13.</b> Support interpretations of literature through the use of textual references		<b>27</b>
<b>Dear Abby</b>	<b>9.07.</b> Analyze characterization		<b>28</b>
<b>Tone Analysis</b>	<b>9.08.</b> Describe the function and effect upon a literary work of common literary devices <b>9.13.</b> Support interpretations of literature through the use of textual references		<b>31</b>

Activity Title	Priority Standards	This Guide	Original Guide
<b>Holden’s Theme Song</b>	<p><b>9.07.</b> Analyze characterization</p> <p><b>9.13.</b> Support interpretations of literature through the use of textual references</p>		
<b>You Be the Shrink</b>	<p><b>9.06.</b> Draw conclusions about the author’s purpose.</p> <p><b>9.07.</b> Analyze characterization</p> <p><b>9.13.</b> Support interpretations of literature through the use of textual references</p>		<b>39</b>
<b>Culminating Assessment: Writing an Analytical Essay</b>	<p><b>9.06.</b> Draw conclusions about the author’s purpose.</p> <p>OR</p> <p><b>9.07.</b> Analyze characterization</p> <p><b>9.08.</b> Describe the function and effect upon a literary work of common literary devices</p> <p><b>9.11.</b> Develop a thesis, providing connections and insights.</p> <p><b>9.11.</b> Provide details/examples to support ideas developed into separate paragraphs.</p> <p><b>9.13.</b> Support interpretations of literature through the use of textual references</p>	<b>14</b>	

**Student Progress Monitoring: *Catcher in the Rye* Unit**

Student	9.06. Draw conclusions about the author's purpose.				9.07. Analyze characterization				9.11. Develop a thesis, providing connections and insights.				9.11. Provide details/examples to support ideas developed into separate paragraphs.				9.13. Support interpretations of literature through the use of textual references				
	E	M	D	n/e	E	M	D	n/e	E	M	D	n/e	E	M	D	n/e	E	M	D	n/e	



Student	9.06. Draw conclusions about the author's purpose.				9.07. Analyze characterization				9.11. Develop a thesis, providing connections and insights.				9.11. Provide details/examples to support ideas developed into separate paragraphs.				9.13. Support interpretations of literature through the use of textual references			
	E	M	D	n/e	E	M	D	n/e	E	M	D	n/e	E	M	D	n/e	E	M	D	n/e

---

## **Academic Vocabulary**

The vocabulary used extensively in this unit:

Audience

Characterization

Dialogue

Direct Quotation

Editing

flashback

Narration

Plot

Point of View

Primary research

Revision

Setting

Secondary research

Thesis

Voice

Writing Process

## **Pre-Assessment: *Catcher in the Rye***

This short pre-assessment is designed to give teachers and students a clear sense of the rate and level of students' abilities to analyze literature for theme, characterization, and tone. Teachers will be able to determine which of these elements they will need to target more specifically in their instruction.

The assessment could be given as early as just after Holden has left school, but certainly should be given before students are halfway through the novel.

**Time:** 50 minutes

**Materials:** prompts on following page, copies of novel, paper, and scoring guide.

**Note:** be sure that students have a chance to reflect on their own pre-assessment, both before submitting and afterward, so that they are aware of their own proficiencies at this point.

## ***Catcher in the Rye: Pre-assessment***

1. What do you know about Holden and how the author has developed him as a character. Write a response (1-2 paragraphs) identifying his key features and explaining why the author uses these elements to create him. Be sure to use evidence from the novel to support your response.
  
2. In a similar manner as above, list the major themes from the novel so far. In other words, what is the reader expected to learn from the novel? Focus on one theme and compose a free-write of 2-3 paragraphs in which you explain the theme. Be sure to use evidence from the novel to support your response.
  
3. What does “tone” mean? How do authors develop it? What is the tone of this novel so far? Be sure to use evidence from the novel to support your response.

**Pre-Assessment Scoring Guide: *Catcher in the Rye***

<b>Priority Standard</b>	<b>6-5 Exceeds</b>	<b>4-3 Meets</b>	<b>2-1 Does not yet meet</b>
<b>9.06.</b> Draw conclusions about the author's purpose.	The writer makes an insightful inference of the author's purpose based on a detailed analysis of the evidence from the story.	The writer makes reasonable inference of the author's purpose based on a some analysis of the evidence from the story.	At this point, the writer does not make an inference about the author's purpose or the inference cannot be supported with the evidence.
<b>9.07.</b> Analyze characterization	Through analysis and evidence, the writer demonstrates a sophisticated knowledge of the elements of characterization.	Writer demonstrates an awareness that authors develop characters through various devices, though the analysis and evidence at this point may be somewhat limited.	While the writer may be able to describe the main character, at this point, he or she has not demonstrated an awareness of the craft that authors use to develop characters.
<b>9.13.</b> Support interpretations of literature through the use of textual references	Even in this short response there are several effective examples offered to support the interpretation. The examples are fully explained.	The response includes appropriate, if somewhat limited, examples from the text. The examples may not be fully explained at this point.	At this point, the response does not include any specific examples from the text to support the interpretation.
<b>9.08.</b> Describe the function and effect upon a literary work of common literary devices  <b>Background knowledge about tone.</b>	Response demonstrates a sophisticated and insightful awareness of how tone is created through specific language choices.	Response demonstrates an awareness of how tone is created through specific language choices.	At this time, the response demonstrate little background knowledge of how tone is created through language choices.

---

## **Culminating Assessment: *Catcher in the Rye* Analysis Essay**

**Assignment:** Your assignment is to write an essay in which you explain the theme, tone, or characterization in *Catcher in the Rye* by focusing on the specific choices that author J.D. Salinger makes. Your essay will follow the specified essay format with an introduction, thesis, topic sentences, and a conclusion paragraph. You will also want to be sure that you have provided your readers with enough context about the novel so they can understand your essay. Do not assume that the reader has read the novel, but do not feel that you need to summarize the story in its entirety.

### **Steps in the Assignment:**

1. Look back through your notes and journal entries that you wrote during the unit and brainstorm for ideas of interest to you. Develop your thesis statement in which you make a specific claim about the novel. Be sure that a peer and/or small group reviews your thesis.
2. Create a specific outline for your essay that follows this format:
  - a. Introduction:
    - i. Hook
    - ii. Narrowing
    - iii. Thesis
  - b. Context for reader
  - c. Body paragraphs that support the thesis
  - d. Conclusion
    - i. Brief summary
    - ii. Clincher
3. Write your introduction and conclusion. Have a draft ready to be read by a peer. Be sure that you have enough, but not too much context of the novel.
4. Prepare the final copy of your essay.

## Scoring Guide: Culminating Assessment

Priority Standard	6-5	4	3	2-1
<b>9.08.</b> Describe the function and effect upon a literary work of common literary devices	Draws an exceptionally clear and original connection between the choices the author makes and the intended effect toward theme, characterization, tone or other literary element.	Clearly describes the function and effect of the author's choices	Identifies that the author is making specific choices for particular effects, but the connection is not fully clear.	The response is mainly a summary of the action or the plot of the novel. There is not a connection yet between the choices the author makes and the intended effect.
<b>9.11.</b> Develop a thesis, providing connections and insights.	The thesis and topic sentences are clear and draws an insightful connection between the choices and the effects. Thesis relates directly to the response that follows.	The thesis statement and topic sentences are clear and relevant to the essay.	There is a clear understanding of the purpose of a topic sentences and thesis statements, even if the execution of the sentence is not fully successful because of a lack of connection or a lack of clarity.	Either there are no thesis statements or topic sentence or they do not make a provable statement.
<b>9.13.</b> Support interpretations of literature through the use of textual references	There are several effective examples offered to support the topic sentences and thesis. The examples are fully explained and fully convincing and relevant.	The supporting examples are relevant and generally well explained to support the interpretation.	The response includes appropriate, if somewhat limited, examples from the film. The examples may not be fully explained at this point and is not fully convincing.	The response does not include many specific examples from the film to support the topic sentence. Overall, this is not a convincing essay.

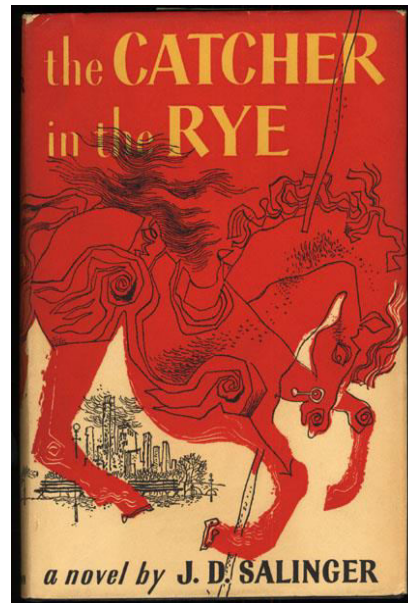
## **Differentiation**

While the language of this novel is not at a particularly challenging reading level, it is a surprisingly difficult novel for some students to read. Perhaps this is because there is little plot or dramatic conflicts, and much of the characterization and thematic elements are implied rather than directly stated. Therefore, a good deal of the differentiation will take place through the dialogue journals that students complete during the reading; a teacher can specify the purpose for reading a particular section of the novel depending on the students' success with the novel.

The pre-assessment is key for this unit because the culminating assessment can take on a variety of topics, each of which can be more or less challenging. For ninth graders, "tone" is a more difficult concept than, say, characterization, so the flexible grouping planning can lead students to the topic most appropriate for their rate and level. This could also be an effective place for a literature circle, in which a group is made up of students all examining the novel for its different literary elements.



# The Catcher in the Rye



**Maggie Michaels, Benson High School  
Keith Higbee, Wilson High School  
Amy Botula, Wilson High School  
Tammy Lite-O'Neill, Wilson High School**

**2007  
DRAFT  
PPS Funding**

## Table of Contents

Introduction	1
Calendar	3
Criteria and Standards Table	4
Parent Opt-Out Letter	5
Journals	6
Pre-Reading: Teens Reflecting on the Teen Experience	9
Teens Overhead	10
Setting the Stage: Viewing “Dead Poet’s Society”	11
Anthropological Wheel, Student Handout	12
Post-Viewing Discussion Questions, Student Handout	13
Imaginative Writing: Four Days in Holden’s Shoes	14
Four Days of Freedom Journal, Student Handout	15
Observation Notebook	16
Observation Notebook, Student Handout Cover	17
Observation Notebook, Point of View Chart	18
Possible Template to Support Narrative Notes, Student Handout	19
Chapter 5: The Sibling Connection	20
Chapter 5/The Sibling Connection, Transparency	21
The Line Up	22
The Line Up, Student Handout	23
Craft Lesson: Point of View Simulation	24
Rewriting the Truth	25
Rewriting the Truth, Student Handout	26
Observation Notebook, Variation of Point of View	27
Dear Abby: An Advice Letter for Holden	28
Advice for Holden, Student Handout	29
Craft Lesson: It’s Time to Rant	30
Craft Lesson: Tone Analysis	31
Craft Lesson: Title It! Creating Effective Titles	32
Title It! Transparency	33
Title Me, Baby! Student Handout	34

Tone in a Tune: Holden's Theme Song	35
Tone in a Tune: Holden's Theme Song Student Handout	36
Analyzing Art: Approaching Tone Visually	38
Craft Lesson: You Be the _____ or You Be the Shrink	39
You Be the _____ Student Handout	41
You Be the Shrink-CITR Final Rubric	46
Revision Support	47
Editing Support	48

## Introduction

Upon learning that The Catcher in the Rye had been selected as a Core Book for the Ninth Grade, all members of our group struggled to suppress the questions: What? How? Freshmen? Thus, we chose to come together and find the answers by developing the curriculum necessary to support this potentially daunting task.

To be clear, all of us believe in rigor and in assisting our students to tap unknown strengths, but we also recognize the impact that Holden Caulfield has on students who are his same age.

For freshmen, new to the experience of high school and only just entering adolescent arrogance, the subtleties of Holden's struggle may be lost. To make Holden more accessible, we have chosen to begin this unit by focusing on the collective teen experience—weighing and discussing societal and parental expectations, peer pressure, limitations, and privileges. With this base, we then move on to introducing the idea of point-of-view. Students will transition from personally analyzing Holden's choices in the early chapters of the novel to critiquing his behavior in the mindset of a specific role—parent, doctor, teacher, or peer. By assuming this role and reading with a purpose, students gain experience with analyzing text and more subtly, critiquing tone. To ensure comfort and familiarity first, we wait until the middle of the unit to actually use the term “tone.” This way, students will have already had multiple opportunities to discuss, write, and even, act “tone” and will, hopefully, find it to be a less elusive concept. The unit concludes with two culminating activities: 1) a performance-based task that furthers students' assigned roles and leads to an expository essay and 2) a common grade-level writing assignment—which, for ninth grade, is a literary analysis on tone.

As this is a unit for freshmen on The Catcher in the Rye, there are a number of caveats:

- 1) Please, please do not begin the year with this novel. No matter how capable your students are, all freshmen need to get acquainted with the hypocrisy of high school's cliques and culture before they can truly be open to Holden's voice.
- 2) As one of the culminating activities is a common grade-level writing assignment tied to the ninth grade prompt for 2007-2008, it is tempting to choose this unit as your means to an end and meet the anticipated December 14 due date. *Please, please use your professional discretion.* As we all know, literary analysis itself is a challenge for freshmen; critiquing tone raises the bar even higher. True, a wealth of support exists in the pages that follow, but it may not be enough during first semester. *Preview this unit first and then make the decision that is best for your students and for you.*
- 3) As The Catcher in the Rye is frequently banned, we have included an Opt-Out letter and feel compelled to remind you of the novel's potentially offensive language and adult situations. Considering our freshmen audience, we have chosen to introduce Holden's status as patient in a sanatorium from the start of the unit and to focus on Holden's mindset and the impact of his choices. It is our hope that, by portraying Holden as a

person in need, we have downplayed the potential for students to glorify his more rebellious and illegal behavior.

Our emphasis on Holden Caulfield as a representative of the adolescent experience leads to the following Desired Results:

- Students will understand that novelists often provide insights about human experience and inner life through fictional means.
- Students will understand that writers use a variety of stylistic techniques to engage and persuade their readers.
- Students will understand that Holden Caulfield reflects common adolescent experiences but masks deep-seated personal problems about growing up and relating to others.

These examples of Enduring Understanding will be framed and guided by the following Essential Questions:

- Does Holden represent adolescence? Is he abnormal, or are all adolescents “abnormal”? Who is genuine and who is “phony”? Why do people act phony?
- How do authors hook and hold readers? How does J.D. Salinger engage you?

Finally, as teachers who have watched many sixteen-year-olds awaken to the wonder that literacy can offer as a result of reading Catcher, designing this unit was a curious labor of love. We continually wrestled with feeling protective of Holden, protective of the freshmen, and protective of J.D. Salinger. We hope that this result, full of opportunities to write from a variety of viewpoints, role-play, read critically, act, and draw will not only lead to the enhanced ability to analyze text and craft a coherent essay but also the maturity needed to reflect on the universality of the teen experience.

*Essential Questions and Enduring Understanding from  
Understanding by Design Professional Development Workbook  
2004*

Calendar for The Catcher in the Rye

Day 1: Freewrite: Teens -Begin <i>Dead Poets Society</i>	Day 2: <i>Dead Poets Society</i> : Note-taking, note-making and discussion	Day 3 Imaginative writing: Being in Holden's shoes.	Day 4 -Introduce Observation Notebook: Intro and practice using Attitude Chart with imaginative piece from day 3	Day 5 -Read out loud chaps. 1 & 2. -POV Chart 1
Day 6 -Chapters 3 & 4 and -POV Chart 2	Day 7 -Chapter 5 "The Sibling Connection"	Day 8 -The Line Up (character illustration)	Day 9 -Share illustrations -Craft Lesson: Point of View HMWK: Chap. 6 & 7	Day 10 -Chapter 8 -Rewriting the truth
Day 11 -Share-out Rewrites -Assign clinical roles -Read Chap. 9 in like clinical groups	Day 12 -Role groups complete master POV Chart 3 and present to class	Day 13 -Students assigned heterogeneous clinical groups. -Chap. 11	Day 14----- ----& -In clinical groups: Read Chap's 12 -14	Day 15----- - -Discussion of reading POV Chart 4
Day 16 -Dear Abby: An advice letter for Holden.	Day 17----- -----& -In clinical groups 15-16	Day 18----- --- -Discussion of reading, POV Chart 5	Day 19 -Read aloud Chap 17 Tone: It's Time to Rant!	Day 20----- -& -Chaps 18-20
Day 21----- ---- -Discussion of reading, POV Chart 6	Day 22----- -----& <i>New Yorker</i> "Slight Rebellion on Madison"	Day 23----- -- Continued from Day 22	Day 24----- -----& Chaps 21-23	Day 25----- ---- -Discussion of reading, POV Chart 6
Day 26 -Title Me Baby!	Day 27----- -----& -Read 24 & 25	Day 28----- ---- -Chap. 26 aloud -Discussion of reading, POV Chart 7	Day 29 -Creative Tone Project: Theme song or Art Analysis	Day 30 -Project continued
Day 31 -Craft Lesson "You be the____"	Day 32 -Final reflection on tone -Craft Lesson: Thesis (Holden's essay page 11,	Day 33 -Drafting essay <i>Write Source</i> pp. 268-284	Day 34 -Continued drafting & Revision <i>Write Source</i> p.595-597	Day 35 -Peer editing -Typing and Revising -Final Draft due Day

	<i>Write Source)</i>			
--	----------------------	--	--	--

# Criteria and Standards for Catcher in the Rye

Criteria	Teaching Outline/ Strategies	Writing Craft Lessons	Literacy Standards
Reading Analysis	Journal Prompts Character Illustration Note taking Analysis Journal Class/Group Discussion Creative Analysis Simulation Quotation Analysis Role Playing	Point of View	9.7.4 Writing strategies & elements of author's craft 9.8.1 ID sequence of events, main ideas, details 9.9.2 Make assertions with evidence 9.9.3 Draw inferences & generalizations, supporting with textual evidence 9.9.5 Qualities of characters 9.9.6 Characterization 9.9.9 Characters actions & motives, plot and theme 9.10.5 Voice & narrators affect on characters, tone, plot 9.10.8 Literary elements: mood, place, time period, cultures 9.10.9 Author's attitude: tone 9.12.4 Word Choice
Imaginative Writing	Journaling		9.13.6 Narrative Writing
Literary Analysis	Note taking Discussion Pre-writing Reading Synthesis Drafting Text Analysis Art Analysis Revising Peer Editing	Titles Essay Organization Thesis Statmnt Tone	9.10.5 Voice & narrators affect on characters, tone, plot 9.9.2 Make assertions with evidence 9.9.3 Draw inferences & generalizations, supporting with textual evidence 9.10.9 Author's attitude: tone 9.13.5 Exp writing: response to literature 9.12.1 Ideas & Content 9.12.2 Organization 9.12.3 Voice 9.12.4 Word Choice 9.12.5 Sentence Fluency 9.12.6 Conventions



Dear Parent/Guardian,

Over the next several weeks, our Language Arts class will read and explore themes within The Catcher in the Rye by J.D. Salinger. The Catcher in the Rye is a hallmark of contemporary American literature that gives a timeless voice to the often turbulent adolescent experience. The novel's main character, Holden Caulfield, provides readers with an exemplar opportunity to study characterization, and analyze the power of tone in a novel.

Through the character of Holden, Salinger poignantly captures the roller coaster that accompanies self-discovery. As a result, the work's language and content is, at times, brash: including the use of profanity, allusions to sex, and the occurrence of suicide. Objectionable as these elements are, they are skillfully utilized by Salinger to develop Holden's character and ultimately, provide the reader a literary experience that is dually humorous and thought provoking. Moreover, the novel allows multiple teaching opportunities and class discussions on topics such as the power and symbolism of language, the struggle for self-definition, and the impact of social pressure on the individual.

I invite you to read The Catcher in the Rye for yourself, to ask your student about the material presented in class, and to engage in your student's critical thinking about the themes and subjects within the novel. I would be happy to discuss this novel and my lesson plans with you in greater detail if you desire. Feedback is always welcome; simply use the contact information below.

If you prefer that your student receive an alternate assignment, please indicate so at the bottom portion of this form. Thank you for your time and response.

Best Regards,

\_\_\_\_ Please call me to further discuss this novel and/or an alternate novel

\_\_\_\_ At this time, I request my student \_\_\_\_\_, be provided with an alternative novel.

\_\_\_\_\_  
*Signature of Parent/Guardian*

\_\_\_\_\_  
*Phone contact*

## **Journals**

**Standard:** 9.8.1 ID sequence of events, main ideas, details  
9.9.5 Qualities of characters  
9.9.9 Characters actions and motifs: Plot and theme  
9.13.5 Expository Writing: Response to literature

**Objective:** Students will demonstrate a general understanding of the text  
Students will interpret characters' qualities by reading inferentially  
Students will critique characters' motives and actions

**Materials:** Observation Notebooks  
Journal Writing Prompts

**Time:** Throughout unit as teacher chooses

**Activity:** The provided journal topics are intended for use at the teacher's discretion throughout the unit. Some journals fit perfectly as class openers, while others work more specifically with the text. Peruse and use as necessitated by the needs of your students.

<b>Chapter</b>	<b>Journal Prompt</b>
Close of 1 & 2	<p>First Impressions:</p> <p>1. Describe Holden’s personality to someone who knows nothing about the novel. Use a simile as part of your description</p> <p>2. Do you like Holden? Why? Why not?</p>
3/4	<p>Without giving their name, describe some qualities of one of your good friends. Include some of their most memorable physical and personality-based traits.</p> <p>Now provide the same description for someone you don’t get along with so well.</p> <p>Which was easier to write and why?</p>
6 &7	<p>1. Holden says he is a “pacifist.” What does that mean, and do you agree that he is/is not? Are you a pacifist?</p> <p>2. What is Holden’s final goodbye to Pency Prep?</p> <p>3. Why do you think Holden was crying when he left?</p>
8	Lying: Is it ever okay to lie? Why/why not? If so, give an example.
After 11	Why do you think Holden liked Jane? What qualities do you look for in someone you would like to date?
12 & 13	<p>(Before reading) 1. Define <i>hypocritical</i></p> <p>(Before reading) 2. Give an example from your life when you have done or said something hypocritical. (No judgment, we’re all guilty!)</p> <p>(After reading) Provide two examples from Chapters 12 &amp; 13 when Holden does or says something hypocritical. Explain exactly how Holden is contradicting himself.</p>

16-17	<p>1. Why do you think Holden is confessing all of this to Sally? (Pg. 130)</p> <p>2. Is your idea of the perfect future and/or “the one” closer to Holden’s or Sally’s? Explain what you want.</p>
After 16	Changes: On page 121, Holden talks about how he went back to the Museum of Natural History, and he was the only thing different. Write about a place that hasn’t changed, but seems different because <u>you</u> have changed.
18 & 19	<p>1. Why does Holden call Carl Luce?</p> <p>2. Carl pretends to very mature. In your opinion, is he? Do you think Holden is mature or immature?</p>
20	<p>1. After reading the chapter’s first line, pause and have students make predictions for what will happen in the remainder of the chapter.</p> <p>2. What information does Holden finally tell us about Allie’s funeral?</p> <p>3. After he leaves the park, where does Holden go?</p> <hr/> <p>1. On page 150, Holden says he is, “concealing that I was a wounded sonuvabitch.” What wounds does he have? How is he trying to cover his wounds?</p> <p>2. Why is alcohol a false escape for Holden, and others?</p>
22-23	Prompt: Would you rather die for a cause and be remembered forever? Or live your life for a cause in obscurity?

## **Pre-Reading: Teens Reflecting on the Teen Experience**

**Standard:** 9.13.5 Expository Writing: Response to Literature

**Objectives:** Students will reflect on their own experience  
Students will consider the effects of societal norms

**Materials:** “Teens” transparency

**Time:** 10-20 minutes

### **Activity:**

1. Students respond to overhead on notebook paper/journal
2. Put transparency on overhead
3. Students respond to questions. Discussing each question as teacher selects.

## Teens

1. How do you think society perceives teenagers today?
2. What is the stereotype for a teen? Consider specifics for males and females.
3. What is difficult about being a teen?
4. What are the advantages of being a teen?

## Setting the Stage for The Catcher in the Rye: Viewing “Dead Poet’s Society”

**Standard:** 9.7.4 Writing strategies & elements of author’s craft  
9.8.1 Identify sequence of events, main ideas, details

**Objective:** Students will create contexts for CTR’s setting—specifically the cultural values and societal expectations of the upper middle class in the 1950s. Students will strengthen understanding of rebellion and conformity within the novel’s time period.

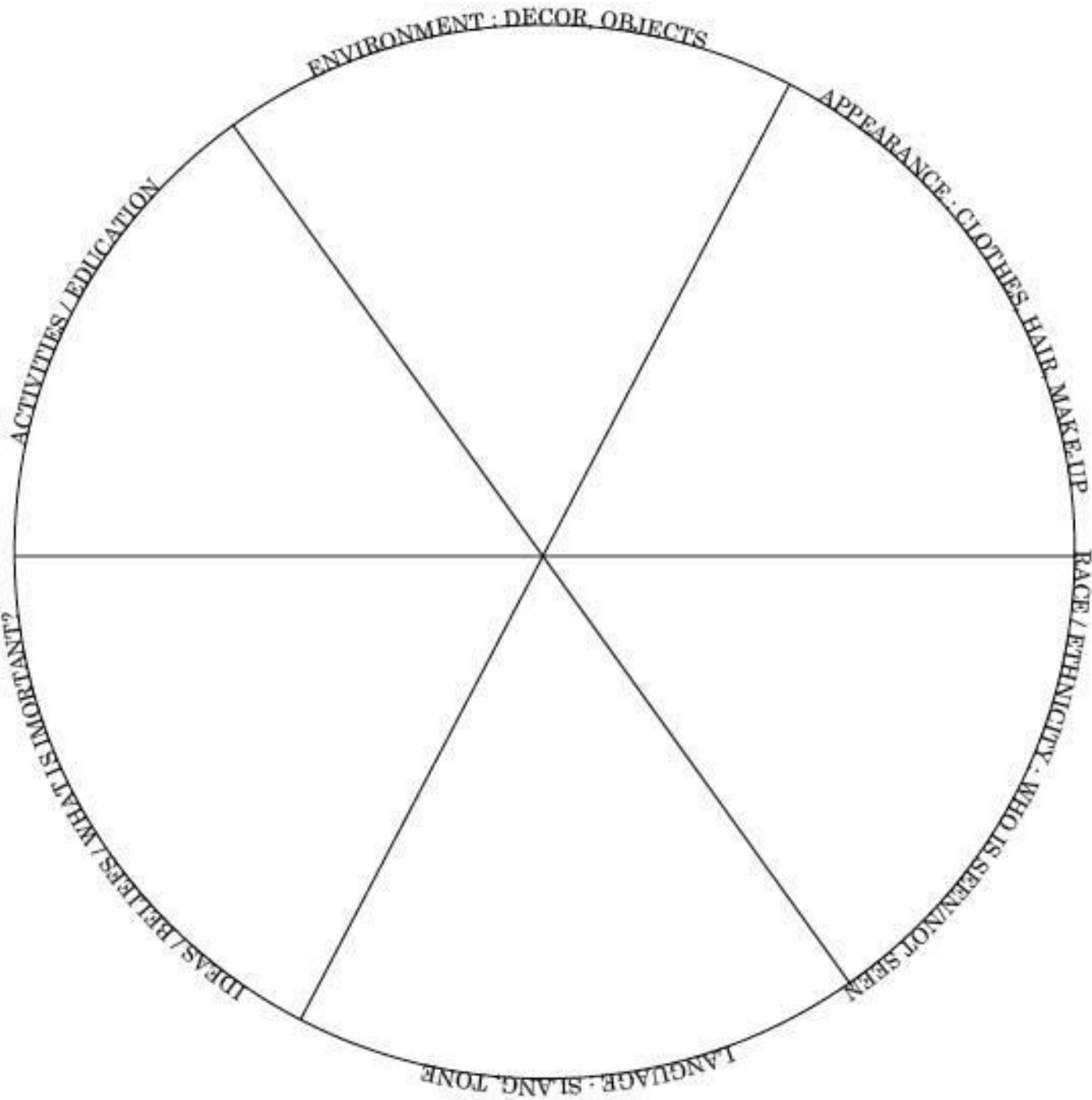
**Materials:** Copy of *Dead Poets Society* VHS/DVD  
Student set of note-taking handouts that follow (Anthropological Wheel, Post-Viewing Discussion Questions)

**Time:** 1-2 class periods (You will not need to watch the entire movie).

### Activity:

1. Hand out copies of note-taking sheets.
2. Students should fill in the Anthropological Wheel while watching the film, seeking multiple examples of each trait. Clarify any unfamiliar terms and give contemporary examples.
3. Offer an overview of the film’s plot.
4. View film through scene where John Keating (Robin Williams’ character) tears the Introduction from the poetry anthology. *If you have time, you may want to continue through the scene when Keating has the students stand on the desk and he forces Todd (Ethan Hawke) to speak.*
5. Stop film. Allow time to add final thoughts to the Wheel. Then, divide class into groups of three to four to share responses and complete Discussion Questions sheet together.
6. Approximately 20 minutes later (depending on need and investment), bring the class together to debrief groups’ responses and general observations.
7. Close by posing this question: Based on what you have seen, what conclusions can we make about upper middle class society in the 1950s?

# ANTHROPOLOGICAL WHEEL





Name:

Date:

Period:

***Dead Poet's Society* Post-Viewing Discussion Questions**

1. What are the four principles of Welton Academy?
2. How are these principles reflected in the school setting? Consider location, surroundings, items in background, and behavior and dress of students.
3. Describe Neil. What are three words that best fit his personality?
4. How does Neil's father treat him?
5. How are Neil's expectations of himself and his father's expectations different?
6. Describe Todd. Why is he so shy?
7. What examples of peer pressure do you see?
8. What are the school's expectations of its teachers?
9. What kind of teacher is John Keating?
10. How does John Keating demonstrate the school's four principles?

## **Imaginative Writing: Four Days in Holden's Shoes**

**Standard:** 9.9.9 Character's actions and motives – plot and theme  
9.10.5 Voice and narrator's affect on character, tone and plot  
9.10.9 Author's attitude – tone  
9.13.6 Narrative Writing (includes imaginary)  
9.12.3 Voice

**Objective:** Students will consider how they might react if placed in a similar situation as Holden.  
Students will explore first-person narrative voice.  
Students will generate a piece of writing with which they can explore tone.

**Materials:** Copies of "Four Days of Freedom Journal" handout

**Time:** 1 class period

### **Activity:**

1. Hand out copies of the "Four Days of Freedom Journal" assignment to the class.
2. Read over the assignment with the class, clearing up any areas of confusion and establishing your criteria for a well-developed journal entry.
3. Give students the rest of the period to write, circulating about the room offering assistance where needed. Emphasize that these entries need to be completed as homework if necessary, since they will be used in the next day's assignment.

## Four Days of Freedom Journal

Christmas vacation is a few days away. Instead of leaving your private boarding school for the standard two-week vacation, you will be leaving for good because you are failing every subject except English, and have been kicked out. It's Saturday, and you have four days before you are expected home, at which time your parents will have received the news about your permanent expulsion.

Your assignment: Write a journal entry for each of the four days (Saturday, Sunday, Monday, and Tuesday) that you'll be on your own. These entries should be well-developed and include your thoughts about your current predicament, fears of what awaits you at home (especially as you get closer to Wednesday), and descriptions of how you are spending your four days. Consider where you'll be spending your days and nights (your friends will be in school and your friends' parents probably know your parents), and what you'll do with the thousand dollars that you have to blow. Freedom as you know it will probably be lost as soon as you arrive home, so what will you do to make the most of these last four days?

## Observation Notebook

**Standard:** 9.10.5 Voice & narrators affect on characters, tone, plot  
9.10.8 Literary elements: mood, place, time period, cultures  
9.10.9 Author's attitude: tone

**Objectives:** Students will analyze the tone of the text by examining setting and characterization.  
Students will examine the author's purpose as illustrated by the setting, characterization, and tone of the text.

**Materials:** Student Notebook packet including 8 POV charts or an overhead of POV chart template.

**Time:** Throughout the unit.

**Activity:** The Observation Notebook, which includes the POV charts, will be completed using various perspectives throughout the unit. The POV chart has been created to guide students to an indirect analysis of the tone of *Catcher*. Teachers should view the chart as a starting place and a support for students as they begin the novel. Once their roles have been assigned, teachers should encourage students to move from the chart and onto composing a more narrative response that still addresses tone, purpose, setting, and character (see lesson plan). The textbook definition of tone is the author's attitude towards a subject. Because teenagers tend to be well-versed in describing "attitudes", we chose this specific terminology. Through his descriptions of setting and characters, Salinger conveys the tone of the novel using Holden's voice as the vehicle.

Introducing the Notebook, Day 4 & 5:

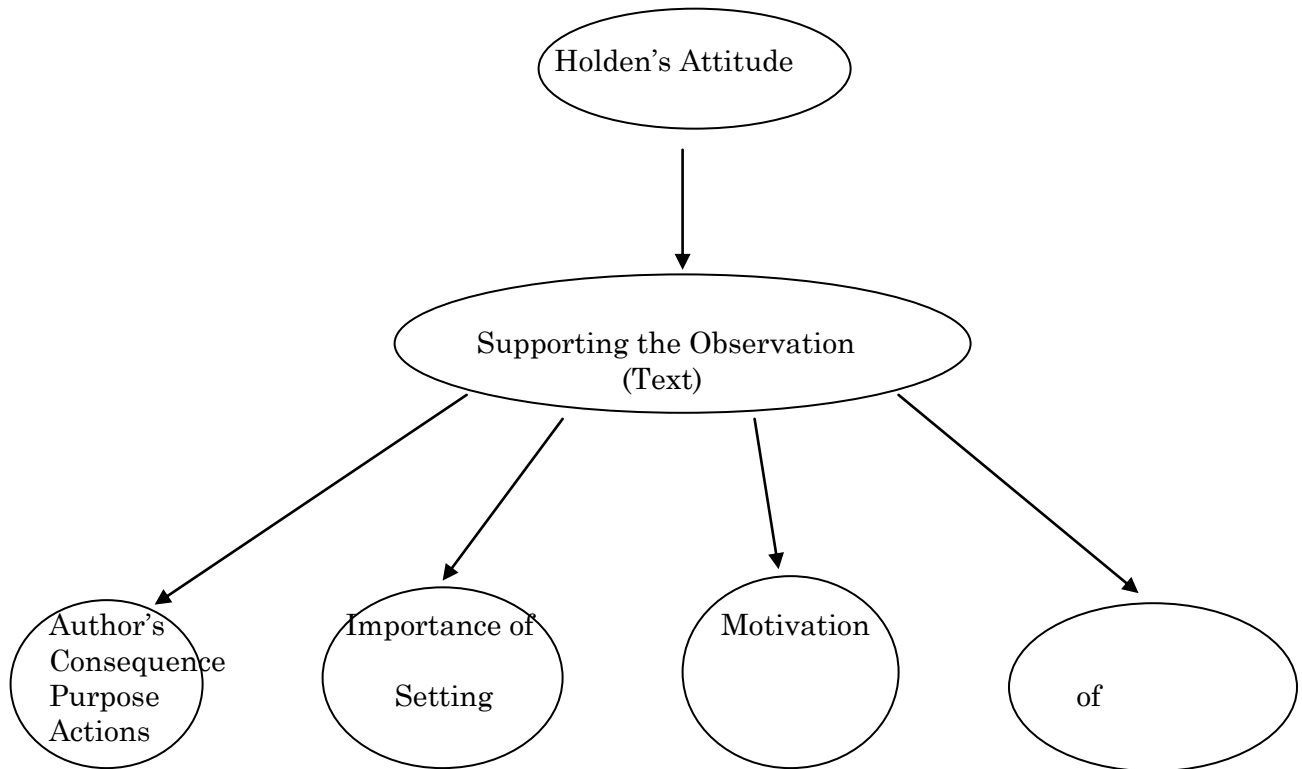
Day 4

1. Handout and discuss the requirements of the Student Notebook.
2. Ask students to trade their Day 3 imaginative papers with a partner. Substituting "Holden" for the writer of the paper, students fill out a POV chart.
3. Students share the completed chart with their partner and then as a class.

Day 5

1. As a class, read Chapters 1 and 2 out loud.
2. Each student should complete a POV chart for the chapters.
3. Students share their entries in pairs or as a class. Teachers should check for understanding.
4. Students will read Chapters 3 & 4 and complete the POV chart individually on Day 6.

Observation Notebook



Date:  
Chapters:  
Point of View:

Summarize: *Describe Holden's Attitude.*

Quotations Supporting This Observation (include page numbers):

Analysis of Author's Purpose: *What do you think Salinger is telling the reader through these passages?*

Analysis of Importance of Place: *How does where the action take place affect Holden's behavior and judgments?*

Analysis of Motivation: *Why does Holden have this attitude? What is his problem? What is his goal?*

Consequence of this Attitude: *How does this attitude impact what happens to Holden, including the response of others to his actions?*

Possible Template to Support Narrative Notes  
***(Once Clinical Roles Have Been Assigned)***

Date:  
Chapters:  
Role:

Quotation(s): [Include page number]

Response:  
(Remember to address Author's Purpose, Importance of Place, Holden's Motivation,  
and the Consequence of Holden's Attitude)

## Chapter 5: The Sibling Connection

**Standards:** 9.9.2 Make assertions with evidence  
9.9.3 Draw inference and generalizations supporting with textual evidence  
9.10.5 Voice and narrators affect on characters, tone, and plot

**Objectives:** Students will utilize information from a clinical perspective to better understand the effects (both long and short term) of Allie's death on Holden.  
Students will use their increased understanding of the aforementioned effects to aide in their developing analysis of point of view and tone.  
Students will be exposed to the genre of medical/clinical writing.

**Materials:** Overhead of Chapter 5/ Sibling Connection (following page)  
One copy of "The Sibling Connection: Experiencing the Death of a Sibling as an Adolescent" ([www.counselingstloius.net](http://www.counselingstloius.net)) for each student.  
Note: Teacher may consider annotating article based upon student literacy level.

**Time:** 1 class period

### Activity:

1. Read Chapter 5 aloud in class.
2. Students respond to first three questions in their observation notebook (or notebook paper as per teacher's organization.)
3. Pass out "The Sibling Connection."
4. Students move into groups of 3-4
5. Teacher begins reading article aloud.
6. Have groups finish reading article in groups.
7. As students are completing article, expose question three on the overhead.
8. Explain: Draw t-chart on page, complete t-chart using a synthesis of information from the novel and "The Sibling Connection" article.



1. What are the facts Holden tells us surrounding Allie's death? Referring back to the text, list what you know.

2. What do we know about Allie? How is he similar/different to Holden? Why did Holden love him so much?

3. How is Allie's death influencing Holden's behaviors and feelings?

Immediate Impact of Allie's Death on Holden	Long-term impact of Allie's death on Holden (Imagine Holden in the future...)

## The Line Up

**Standards:** 9.8.1 ID sequence of events, main ideas, details  
9.9.5 Qualities of characters  
9.9.6 Characterization

**Objectives:** Students will create visual representations of characters from the novel.  
Students will strengthen their literal and inferential understanding of the novel.

**Time:** 1-2 class periods

**Materials:** “The Line Up” ½ sheet handout (follows)  
Teacher’s choice of paper

### Activity:

1. Distribute and read through “The Line Up” handout with class
2. Students divide into pairs, delegating responsibilities between themselves.
3. Offer “line up” background paper if teacher has opted to make it. (See below example, 8 x 14 works best.)
4. Give students art materials and time.
5. Students share drawings and descriptions at the next class meeting

Sample Line Up Page




Catcher in the Rye - The Line Up

Holden Caulfield, Robert Ackley, Ward Stradlater, Mr. Spencer

Chose two characters from the above list. Based primarily on information from the book (you'll use your smatterings of your imagination for the details) complete a "line-up" portrait and profile for each character.

**Portrait (2)**

- Headshot or full body
- Colored
- A visual example of what is described in the text

**Profile (2)**

- One paragraph for each character. (5-7 sentences)
- Describes the character's personality, traits, background, feelings, ideas, likes/dislikes, connections to other characters.

Catcher in the Rye- The Line Up

Holden Caulfield, Robert Ackley, Ward Stradlater, Mr. Spencer

Chose two characters from the above list. Based primarily on information from the book (you'll use your smatterings of your imagination for the details) complete a "line-up" portrait and profile for each character.

**Portrait (2)**

- Headshot or full body
- Colored
- A visual example of what is described in the text

**Profile (2)**

- One paragraph for each character. (5-7 sentences)

-Describes the character's personality, traits, background, feelings, ideas, likes/dislikes, connections to other characters.

**Craft Lesson: Point of View Simulation**

--Adapted from Bill Bigelow's *Rethinking Columbus Unit*

**Standards:** 9.7.4 Writing strategies & elements of author's craft  
9.10.8 Literary elements: mood, place, time period, cultures

**Objective:** Students will understand point of view experientially.  
Students will practice representing an incident from various points of view.  
Students will evaluate benefits and detractors of various points of view.

**Advance Preparation:** As you will be taking a student's backpack or purse and going through it, you will need to make arrangements ahead of time. For the simulation to be successful, the student must act as if they were not expecting it.

**Materials:** Liner paper/notebook for Free-writes

**Time:** 1 class period

**Activity:**

1. **Either** open class with an arbitrary activity and then grab the student's bag **or** take it at the immediate beginning of class.
2. Once you have the bag, amidst the anticipated outcries, start going through it. Exaggerate your actions. If challenged, you could remind your students of teachers' in loco parentis rights. ***Be careful to avoid any items that would be incriminating or embarrassing for the student.***
3. Once you feel impact has been made, you will lead your students through a series of three quick free-writes. First, ask the students to write a description of what has just happened. Emphasize that their retelling should resemble that of a newspaper article or news story.
4. After a suitable length of time, ask students to now write a description of what happened from the student's point of view. In other words, they should retell the incident as if they were the student whose bag was taken.
5. Again, after another suitable length of time, students should write their final free-write from the teacher's point of view.
6. Once the final piece is done, students should pair up and share all of their pieces, listening for differences and similarities.
7. Close by bringing class back together and soliciting volunteers to share. You will need all perspectives represented. Again, listen for and comment on similarities and differences. Challenge the students to consider which point of view was the most accurate and the most effective and then connect to the impact of Salinger's decision to use first person point of view with Holden as the narrator.

## Rewriting the Truth

**Standards:** 9.7.4 Writing strategies and elements of author's craft  
9.10.1 Literary devices' functions

**Objectives:** Students will retell a story, and thereby consider the effects of telling the truth/lying as applicable to both the novel and their own lives  
Students will examine and model author's style  
Students will practice speaking in front of the class

**Time:** 1 class period + homework

### Activity:

1. Read Chapter 8 aloud with class
2. Distribute ½ sheet "Rewriting the Truth"
3. Read through task with students.
4. Using "the train scene" with Mrs. Morrow as their reference, students complete task.
5. If opting to have students rewrite the scene in script form, you may want to provide a model, e.g.

Holden: I can't begin to put into words what a bastard I think your son Ernest is.

Mrs. Morrow: Why you little so-and-so! What in heavens did my little Ernie ever do to you to make you speak so harshly of him?

6. Students may complete their work in either their observation notebook or paper for more ready collection.
7. When the assignment is due, have students select partners and then swap rewrites. Between the two, they select one section of one rewrite to be shared with the class. Pairs decide who will read which role. Allow students some minutes to practice their selections before they "perform" for the class. Have their readings begin with pairs clarifying who will be reading Holden/Rudolf, and who will be Mrs. Morrow.
8. After presentations, discuss responses to "Part I" questions as class.

\*As a compendium to the assignment, students may complete the freewrite, "Lying" (please see **Journals** page) before or after this assignment.

*Rewriting the Truth*

Name \_\_\_\_\_

The Catcher in the Rye Chapter 8

**Refer back to Chapter 8 to respond to the questions, and complete the activity below**

Part I

1. How could the conversation between “Rudolf” and Mrs. Morrow really be about Holden?
2. In your opinion, is Mrs. Morrow’s concern for her own son and “Rudolf” genuine or “phony”?
3. What do you think about Holden’s actions and behaviors? Is he a “phony”? Why or why not?

Part II

Rewrite a portion of the conversation (about one page) between Holden/Rudolf and Mrs. Morrow. This time though, have Holden tell her the truth about himself, Pency Prep, and her son, Ernest.

*Rewriting the Truth*

Name \_\_\_\_\_

The Catcher in the Rye Chapter 8

**Refer back to Chapter 8 to respond to the questions, and complete the activity below**

Part I

1. How could the conversation between “Rudolf” and Mrs. Morrow really be about Holden?
2. In your opinion, is Mrs. Morrow’s concern for her own son and “Rudolf” genuine or “phony”?
3. What do you think about Holden’s actions and behaviors? Is he a “phony”? Why or why not?

Part II

Rewrite a portion of the conversation (about one page) between Holden/Rudolf and Mrs. Morrow. This time though, have Holden tell her the truth about himself, Pency Prep, and her son, Ernest.

## Observation Notebook, Variation of Point of View

**Standard:** 9.9.3 Draw inferences & generalizations, supporting with textual evidence  
9.9.9 Character's actions & motives, plot and theme

**Objective:** Students will examine the impact of a person's frame of reference in analyzing plot.  
Students will reflect upon the text using another perspective.  
Students will draw conclusions regarding character motives.

**Materials:** Observation Notebook  
Butcher paper or blank overheads.

**Time:** 5 class periods

**Activity:** Students will now be reading the novel using an assigned point of view. First, students will practice using their new voice to interpret Holden's actions in homogeneous groups. After master POV charts are presented to the class, an initial conversation distinguishing how and why each person's observations vary should take place. Finally, students will form heterogeneous groups, composed of one of four roles, in which they will discuss assigned chapters USING their particular voice. Holden's actions will, therefore, be judged not only using their own frame of reference but also that of a person Holden may have encountered in his life.

1. Divide students into four "clinical" roles: Doctor, Parent, Peer, and Teacher.
2. Revisit Day 9 discussion of point of view and how the four roles would differ in their observations of Holden's actions.
3. In homogeneous clinical role groups, students read Chapter 9.
4. In groups, students complete a presentation POV chart (on either an overhead or butcher paper) using the perspective of their assigned role.
5. Students present their POV chart to the class.
6. Discuss how the point of view affects the observations.
7. Divide students into heterogeneous groups and read Chapters 11-14.
8. Ask each student to complete a POV chart from the perspective of their assigned role.
9. As a group and in character, students discuss their POV chart entries.
10. As a class, share discussion details, including variations regarding their role's judgments of Holden's behavior.

## **Dear Abby: An Advice Letter for Holden**

**Standard:** 9.9.2 Make assertions with evidence  
9.9.9 Characters actions and motives/plot and theme

**Objectives:** Students will compose a letter from the point of view of an advice-giver  
Students will exemplify literal, inferential, and evaluative comprehension of the novel thus far.  
Students will demonstrate their understanding of the character's motivations and concerns.

**Materials:** "Advice for Holden" handout

**Time:** 1 class period

**Activity:** If students are unaware of the "Dear Abby" column, teacher may want to pull an example from the newspaper, copy onto an overhead, and share with class as a start to this activity.

1. Distribute "Advice for Holden" handout
2. Read through directions with students. Have student volunteers read letter aloud.
3. Students compose letter in Observation Journal or liner paper as per teacher's intentions.



### Advice for Holden

Directions: Read the “Dear Abby” letter Holden has written. As Abby, pen a response to Holden. You want to be specific, realistic (consider 1950’s time period,) and no-nonsense. Your reply letter should include:

- An addressee (Dear....)
- The date
- A closing and signature
- Approximately 3-4 paragraphs

*Dear Abby,*

*I can't seem to do anything right these days. I just got expelled from school--and this has been the 3<sup>rd</sup> school I've been in during my years in high school. I decided to just leave school right away instead of waiting for winter vacation to officially start, and I'm currently hiding out for a few days in New York.*

*While my school problems are certainly bothering me a lot, I also seem to be very confused where girls are concerned. A girl I had a crush on for years just went out with my roommate who is a very sexy bastard, and I felt that something may have happened between them. I just can't seem to get it together with her.*

*Then I was in this club with these three girls, and they treated me awful--they were ignoring everything I said and then let me pick up the check for all three of them! Girls really drive me crazy. Abby, what can I do to start solving some of my problems with girls and school?*

*Signed,*

**ALL REVVED UP WITH NO PLACE TO GO**

## **Craft Lesson: It's Time to Rant!**

**Standard:** 9.10.5 Voice and narrator's affect on characters, tone and plot.

**Objective:** Students will examine how language and structure are used to convey tone.

Student will demonstrate their understanding by composing their own tone-rich text.

**Materials:** Examples of rants  
Highlighters.

**Time:** 1 class period

### **Activity:**

1. Brainstorm the definition and characteristics of tone.
2. Discuss the characteristics of rants and how word choice, details, sentence and paragraph structure are used to convey the author's (usually negative) tone.
3. Read selected examples of rants available on the Internet. Rants from Dennis Miller, for example, are available for the more advanced classes (although some editing for language is usually needed). Direct students to highlight words and phrases illustrating the tone of the piece and then share these as a class.
4. Reread Holden's rant from Chapter 17 in which he argues that going away after college would be "different"—requiring adherence to adult responsibilities. Again analyze how the author's word choice, details, and sentence structure exhibit tone.
5. As a class, brainstorm possible subjects of rants, focusing on complaints worthy enough to write about.
6. Direct students to select a topic and write a short (500 word) rant.
7. Ask for volunteers to share finished work. Discuss the specific language the author used to convey tone.

## Craft Lesson: The Catcher in the Rye Tone Analysis

**Standard:** 9.13.5 Expository Writing: Response to Literature

9.12.1 Ideas and Content

9.12.2 Organization

9.10.9 Author's attitude – tone

9.9.2 Make assertions w/ evidence

9.10.5 Voice and narrator's affect on character, tone and plot

**Objective:** Students will compare first and third person narrative voices  
Students will consider how the author's use of tone affects the story  
Students will craft a well structured paragraph on how Holden's narrative voice affects the tone of the story.

**Materials:** Copies of Catcher in the Rye  
Copies of "Slight Rebellion Off Madison" available at <http://www.freeweb.hu/tchl/salinger/madison.html>  
Highlighters  
Butcher paper / Markers  
Write Source (classroom set or copies)

**Time:** 2 class periods

**Activity:** While there are a variety of definitions for tone out there, the one that works best for this activity is the following: The apparent emotional state, or "attitude," of the speaker/narrator/narrative voice, as conveyed through the language of the piece. Tone refers *only* to the narrative voice; not to the author or characters.

1. Explain to class that in 1945, Salinger had a short story published in The New Yorker involving Holden Caulfield. This story, titled "Slight Rebellion Off Madison," would eventually be developed into The Catcher in the Rye published in 1951.
2. As a class, read the short story, paying particular attention to the mood of the piece.
3. Highlight aspects of the story that stand out as being notably different from The Catcher in the Rye.
4. Once finished, read pages 150 (beginning with "But when I got inside this phone booth") through 153 (ending with "But I didn't feel like getting on a damn bus").
5. Break students up into groups of 3's or 4's and give them a piece of butcher paper and markers. Inform students that they will be creating a Venn diagram comparing and contrasting the two stories. Students should focus on similarities in plot, character and setting, and differences in mood or tone.
6. Once finished, create a Venn diagram on the board and fill it out according to students' group observations. As you are doing this, focus on how there is a distinct shift in the story's tone with Holden as narrator.

7. Using the information gained, students will now write a well-crafted (8-10 sentence minimum) paragraph on how Salinger's decision to use Holden as a narrator changes the tone of this portion of the story. Before doing so, quickly review the parts of a paragraph on pages 562-563 of Write Source.
8. Give students the remainder of the period to complete this assignment.

**Title It!: Creating Effective Titles**

**Standards:** 9.12.2 Organization  
9.9.2 Make assertions with evidence

**Objective:** Students will understand the purpose and power of a title  
Students will craft titles that work to lure a reader's attention  
Students will demonstrate comprehension of assigned reading

**Rationale:** This lesson aims to move students beyond giving superficial, lackluster titles to their writing. Accordingly, this lesson can be modified to work with prose or poetry. A portion of this lesson (steps three and on,) can be used as a comprehension "test," and the teacher can opt to have students work silently on an individual level. Conversely, the same assignment could be done in small groups.

**Materials:** Copy of title minilesson  
Copy of "Title me, baby!" handout for each student  
Copy of the novel

**Activity:**

1. Instructor gives minilessons on titles; students take notes in their log/journal (See following page for minilesson)
2. Explain, "As you may have noticed, the chapters in The Catcher in the Rye are not titled. Looking back through chapters 21-23, decide on a title for each chapter.
3. Distribute handout, read through directions
4. Students complete handout in class/for homework. Start the next class meeting having each student share their favorite title and an explanation for naming it as such.

Transparency

A title serves two main purposes:

1. To **inform** the reader of what the selection will be about
2. To pique the reader's **interest** in the selection

**TITLES THAT DON'T WORK (and why):**

-Friendship (Too broad and fails to grab the reader's attention)

-Romeo and Juliet (Do NOT use the title of the work you are writing about)

-Character and Setting Essay (The title of your essay is *not* the title of the assignment)

**REVISED, TITLES THAT WORK!**

-A Long-Term Adventure (Narrative on friendship)

-For the Love of Your Life or the Love of Your Family (Persuasive essay, Romeo and Juliet)

-Barren Lands, Barren Hearts (Literary analysis, Of Mice and Men)

***Title me, baby!***

**Name**

Give each chapter listed below a title. Consider what happens in the chapter as well as what we learned about the purpose of titles in the title. Below the title, explain how your title fits/relates to the chapter (2-4 sentences.) Feel free to be metaphoric, analytical, serious, or comedic.

Chapter 21/ Your Title \_\_\_\_\_

Explain:

Chapter 22/ Your Title \_\_\_\_\_

Explain:

Chapter 23/ Your Title \_\_\_\_\_

Explain:

## **Tone in a Tune: Holden's Theme Song**

**Standards:** 9.9.3 Draw inferences and generalizations supporting with textual evidence  
9.10.9 Author's attitude: tone

**Objectives:** Students will reinforce their current understanding of tone by applying it to their selection of a theme song for Holden.  
Students will identify tone in both their chosen song and the novel

**Materials:** Copy of "Tone in a Tune" handout for each student  
Access to Internet and printer

**Time:** 1-2 class periods

### **Activity:**

1. Distribute student handout "Tone in a Tune." Read directions.
2. Open with Part I—as a class/in pairs.
3. Students complete part II—share out to class some examples
4. Parts III and IV—have students brainstorm on the back of handout, and pair share ideas. You may choose to use the computer lab for lyric research at this time.
5. Students' complete handout, stapling lyrics to handout. Share with class before collecting.

Optional Extension: A class CD or podcast.

Name\_\_\_\_\_

### **Tone in a Tune: Holden's Theme Song**

Directions: After reviewing the definition and purpose of tone, you will be selecting a song that you think reflects the tone of Holden's narrative voice. For whatever song you choose, you will need to:

- a) *Produce a copy of the song's lyrics*
- b) *Offer three pieces of evidence from the novel and song, that support your interpretation of the tone*

**I. Review Tone** (definition, how does an author express it?)

II. In my opinion, the tone of Holden's narrative voice is\_\_\_\_\_. I think  
this because\_\_\_\_\_.

### **III. The Cut**

Title of song:

Title of recording song is from:

Artist:

### **IV. The Explanation**

Explain why the song you selected reflects Holden's narrative voice. Remember, the song you chose should reflect what Holden says, and how he says it, NOT simply what he does. You will need to provide **three examples** from the song and the novel supporting your selection. **\*\*Attach lyrics of song to this sheet\*\***

#### Example 1

Passage/incident from The Catcher in the Rye (include page number):

Lyrics from song:

Explain relationship/connection (3-4 full sentences)

#### ***Example 2***

Passage/incident from The Catcher in the Rye (include page number):

■

■



Lyrics from song:

Explain relationship/connection (3-4 full sentences)

***Example 3***

Passage/incident from The Catcher in the Rye (include page number):

Lyrics from song:

Explain relationship/connection (3-4 full sentences)

## Analyzing Art: Approaching Tone Visually

**Standard:** 9.7.4 Writing strategies & elements of author’s craft

**Objective:** Students will reinforce current understanding of tone by applying it to how they view selected art pieces.  
Students will visually represent a scene from the novel and convey tone.

**Materials:** Liner paper/notebooks for note-taking (optional as experience can also be discussed).  
Slides/reproductions of Vincent Van Gogh’s *Sunflowers* (1888) and *The Starry Night* (1889)—must be in color.  
Art materials / butcher paper.

**Time:** 2 class periods

### Activity:

1. Open class with a review of what students already know about tone—what it is, how authors express it and so on.
2. Show *Sunflowers*. Solicit immediate reactions from students. Then, segue to a directed discussion on tone by asking questions about the purpose of color, line, shape, and composition and their impact on the viewer.
3. Switch to *The Starry Night*. Again, solicit reactions and discuss. Compare purpose and impact. Emphasize differences.
4. Move on to main task—design a poster that portrays a specific scene from the novel and conveys tone.
5. Explain expectations: Work in groups; select a significant scene from the novel; design a poster that uses basic art elements (color, line, shape, composition); and be prepared to present poster to class justifying choices for scene and design. ***As you and the class have completed the novel at this point, emphasize the importance of considering the entire novel and of doing their best work.***
6. Divide class into groups of four to five and go!
7. When all groups have finished, begin presentations. During the presentations, students should track patterns in representations of tone.
8. Close with posing the following two-part question: What is the overall tone of the novel and how does Salinger convey it?

## Craft Lesson: You Be the \_\_\_\_\_ or You Be the Shrink

**Standards:** 9.8.1 ID sequence of events, main ideas, details  
9.9.2 Predict future outcomes  
9.9.3 Draw inference and generalizations supporting with textual evidence  
9.9.5 Qualities of characters  
9.13.5 Expository writing: Response to literature

**Objectives:** Students will process observation journal notes and compile findings. Students will analyze a character from a point of view other than their own. Students will present their findings in written and oral forms.

**Materials:** Copy of “You Be the \_\_\_\_\_” for each student  
Observation Notebooks from unit  
Copy of the novel  
Library Research & Internet Access

**Time:** 2-3 class meetings

### Activity 1: The Road to the Common Assignment Tone Essay

On this track, you will be using the “You Be the \_\_\_\_\_” handout. This handout functions as the outlining/information gathering portion of students writing. A completed “You Be the \_\_\_\_\_” packet will prepare students to compose their thesis, and move on to drafting.

1. Pass out copy of “You Be the \_\_\_\_\_” to each student.
2. Students fill in blank with the role (doctor, teacher, etc.) they have taken on throughout the unit
3. Allow students to peruse the packet, and note where they have questions. Discuss questions as a class.
4. Students will use their observation notebooks as one source of evidence and begin additional research (1-2 days in library/lab). During this time, students search basic psychological disorders. Considering the symptoms they see in Holden, they will, essentially, determine an appropriate diagnosis. Students will complete remainder of packet.
5. Combining work from observation journals and research, students compose thesis, and then begin drafting essay in response to the Common Assignment prompt:

What is the tone of The Catcher in the Rye, how is this tone achieved, and what is the impact of the reader? Use one to four literary elements/ devices, and specifics from the text to support your thesis.

### Activity 2: The Road to an Alternative Culminating Project

*This path could lead to any number of culminating options, here are two:*

a.) *Impromptu CIM Speech: Students present a summary of their analysis of Holden (white lab coat strongly suggested).*

b) *Expository Essay: A letter, from the POV of an analyst to Holden’s parents explaining what is wrong with*

him (textual evidence required).

1. Distribute copy of “You Be the Shrink” to each student.
2. Explain that they will be analyzing Holden, as if they were the “one psychoanalyst guy” who is working with Holden.
3. Allow students to peruse the packet, and note where they have questions. Discuss questions as a class.
4. Begin research (1-2 days in library/lab). During this time, students will search basic psychological disorders. Considering the symptoms they see in Holden, they will, essentially, determine an appropriate diagnosis. From this point, students complete the remainder of the packet.

**You Be the \_\_\_\_\_**

**Patient Data**

Name of client \_\_\_\_\_  
Date of birth \_\_\_\_\_ Age \_\_\_\_\_  
Nationality \_\_\_\_\_ Place of Residence \_\_\_\_\_  
Family Members/Siblings \_\_\_\_\_  
Hair color \_\_\_\_\_ Eye color \_\_\_\_\_  
Height \_\_\_\_\_ Weight \_\_\_\_\_  
Marital Status \_\_\_\_\_ Occupation \_\_\_\_\_

Physical Symptoms

Mental/Emotional Symptoms

--	--

**Recent Trauma**

--

**Diagnosis (conflict) Holden is suffering from**

--

Explanation of Diagnosis

*Specific examples of symptoms: physical, mental/emotional and results.*

**1. Symptom:**

Example (including textual citation):

Outcome/result

**2. Symptom:**

Example (including textual citation):

Outcome/result

**3. Symptom:**

Example (including textual citation):

Outcome/result

**4. Symptom:**

Example (including textual citation):

Outcome/result

**5. Symptom:**

Example (including textual citation):

Outcome/result

### You Be the Shrink

#### Patient Data

Name of client \_\_\_\_\_  
Date of birth \_\_\_\_\_ Age \_\_\_\_\_  
Nationality \_\_\_\_\_ Place of Residence \_\_\_\_\_  
Family Members/Siblings \_\_\_\_\_  
Hair color \_\_\_\_\_ Eye color \_\_\_\_\_  
Height \_\_\_\_\_ Weight \_\_\_\_\_  
Marital Status \_\_\_\_\_ Occupation \_\_\_\_\_

#### Physical Symptoms

#### Mental/Emotional Symptoms

--	--

#### Recent Trauma

--

#### Diagnosis (conflict) Holden is suffering from

--

**Treatment Plan**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**Release Patient When:**

**After-Care Requirements**

- 1.
- 2.
- 3.
- 4.



Explanation of Diagnosis

*Specific examples of symptoms: physical, mental/emotional and results.*

**1. Symptom:**

Example (including textual citation):

Outcome/result

**2. Symptom:**

Example (including textual citation):

Outcome/result

**3. Symptom:**

Example (including textual citation):

Outcome/result

**4. Symptom:**

Example (including textual citation):

Outcome/result

**5. Symptom:**

Example (including textual citation):

Outcome/result

**You Be the Shrink - CTR Final Rubric**

**Part One/Patient Data**

- Detailed information is based upon text of CTR, and when necessary, imagined information demonstrates understanding and application of 1950's culture covered at the start of unit.
- Symptoms are logically connected to CTR, and evidence knowledge of the events.
- Recent Trauma is explained succinctly, in full sentences, and connected to text.
- Diagnosis complete based upon student opinion and research.

20    15    10    5

**Part Two/ Explanation of Diagnosis**

- Must include textual reference, clear and thoughtful explanation, outcome should reflect how symptom shapes the novel.

Symptom 1	10	7	3
Symptom 2	10	7	3
Symptom 3	10	7	3
Symptom 4	10	7	3
Symptom 5	10	7	3

**Part Three/Treatment Plan & Etc.**

- Nine steps for plan completed. Four after-care requirements fulfilled; both afore mentioned done so using logic and researched information.
- Release for patient illustrates awareness of Holden's life and others in the novel.
- Complete sentences and spelling corrected.

30    25    20    15    10    5

TOTAL \_\_\_\_\_/100

## Revision Support

**Standards:** 9.12.1 Ideas and Content  
9.12.2 Organization  
9.12.3 Voice  
9.12.4 Word Choice  
9.12.5 Sentence Fluency

**Objective:** Students will understand the difference between drafting and revising piece of writing.  
Students will evaluate the effectiveness of their ideas, organization, word choice, voice, and sentence fluency.  
Students will alter original draft so that it reflects a stronger understanding of effective writing.

**Materials:** Student set of *Write Source*  
Teacher Edition of *Write Source*  
Students' Literary Analysis drafts

**Time:** 1-2 class periods

**Overview:** Pages 273 through 284 in *Write Source* discuss, model, and offer activities for revising a literary analysis essay. Note, however, that the sample essay is specific to analyzing a theme, and anticipate making slight adjustments. The Teacher Edition offers suggestions for process and provides support for ELL and reluctant writers as well. For directed lessons on Transitions, Thesis Statements, Writing Beginnings, Developing Endings, and Integrating Quotations, also see pp. 592-597.

**Also consider consulting the 2007 High School Summer Curriculum Institute's Freshman Focus on Literary Analysis Packet that specifically addresses writing an analysis on tone.**

## **Editing Support**

**Standards:** 9.12.1 Ideas & content  
9.12.2 Organization  
9.12.4 Word Choice  
9.12.6 Conventions

**Objective:** Students will proofread their writing to locate conventions errors. Students will make all necessary changes so that their writing reflects final copy quality.

**Materials:** Student set of *Write Source*  
Teacher Edition of *Write Source*  
Students' Literary Analysis revised drafts  
Markers/color pencils/crayons for proofreading

**Time:** 1-2 class periods

**Overview:** Pages 285 through 288 in *Write Source* discuss, model, and offer activities for proofreading and editing a literary analysis essay. Note, however, that the sample essay is specific to analyzing a theme and anticipate making slight adjustments. The Teacher Edition offers suggestions for process and provides support for ELL and reluctant writers as well. It is recommended that in addition to students checking their own writing, you allow them to work in pairs and/or small groups so that students receive objective feedback and support.

***Also consider consulting the 2007 High School Summer Curriculum Institute's Freshman Focus on Literary Analysis Packet that specifically addresses writing an analysis on tone.***

