The Catcher in the Rye Theme Unit:
The Teenage Experience: Conformity, Rebellion and Identity

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EED 5200
5 December, 2012
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The Catcher in the Rye Theme Unit:
The Teenage Experience: Conformity, Rebellion and Identity

OBJECTIVES AND RUBRICS

This unit plan is intended for a 10th grade class. The main goal of this unit is for students to critically think about the texts and the world around them. This unit is built on students responding to and exploring elements within the texts through both large and small group discussion and writing responses. Students are guided in their reading and viewing of the texts, but are also encouraged to decide for themselves which aspects of the texts are significant and relevant to the unit and our discussion. The unit will culminate with a Multimedia Essay that will incorporate the three texts from this unit, as well as the writing students have done throughout the unit. The Multimedia Essay is intended to demonstrate student’s understanding of the unit’s themes and their ability to apply these themes to a broader context.

Reading
Catcher in the Rye, Ghost World
Reading notes for comprehension and vocabulary (6)
Short reading responses (5)

Writing
Reading notes for comprehension and vocabulary (6)
Short reading responses (5)
Multimedia essay

Speaking
Small group discussion
Regular class discussion

Listening and Viewing
Active listening during discussion (participation)
Pleasantville film screening
Ghost World reading/viewing

Film viewing notes (CE 2.1.7, CE 3.4.1)

Objective: Students will demonstrate understanding of a visual text by summarizing and critiquing the film Pleasantville. Students will use methods of close and contextualized viewing to examine, interpret, and evaluate the film. Students will be given a list of themes and ideas to take note of while watching the film. The notes will be used for class discussion and may also be incorporated into the comparative essay/multimedia project.

Rubric: Film notes will be checked in the day after the film is viewed. Notes will be graded as complete, incomplete or no credit. Complete notes will have a thoughtful and thorough response
for ¾ of the prompts or questions and will earn a student full credit. Incomplete notes will have a thoughtful and thorough response for less than ¾ of the prompts or questions and will earn a student half-credit. No credit notes will have no responses and will earn zero credit.

**Graphic novel reading notes (CE 2.1.8, CE 3.4.1)**

**Objective:** Students will recognize the conventions of visual presentations and how they carry or influence messages as well as use methods of close and contextualized reading and viewing to examine, interpret, and evaluate the graphic novel *Ghost World*. Prior to reading, students will be given a list of questions and prompts that they will respond to as they read. The notes will ultimately ask students to compare and contrast elements of *Ghost World* with *The Catcher in the Rye*. The notes will be used for class discussion as well as for the comparative essay/multimedia project.

**Rubric:** Reading notes will be checked in the day the reading is due. Notes will be graded as complete, incomplete or no credit. Complete notes will have a thoughtful and thorough response for ¾ of the prompts or questions and will earn a student full credit. Incomplete notes will have a thoughtful and thorough response for less than ¾ of the prompts or questions and will earn a student half-credit. No credit notes will have no responses and will earn zero credit.

**Novel Reading Notes (CE 2.1.7, CE 3.1.1, CE 3.1.8)**

**Objective:** Students will demonstrate understanding of *The Catcher in the Rye* by summarizing and critiquing, interpreting literary language, and demonstrating an understanding of historical, cultural, and philosophical themes and questions raised by the literary work through their reading notes. For each reading assignment (a total of 6), students will be given a list of questions and vocabulary words for each chapter. As students read, they will answer the assigned questions, find and define vocabulary words. Additionally, students will make note of any additional points of interest or important quotes in the reading. This will allow the students to critically think about and process what they have read. It also teaches students how to pick out important concepts within literature. Having students choose what they think is important will help them feel a connection with the literature. Students will bring their reading notes to class and use them to aid in discussion. The reading notes are intended to better prepare students for class discussion and to help focus their reading of the novel.

**Rubric:** Reading notes will be handed in halfway through the unit. Notes will be graded as complete, incomplete or no credit. Complete notes will have a thoughtful and thorough response for ¾ of the questions and will earn a student full credit. Incomplete notes will have a thoughtful and thorough response for less than ¾ of the questions and will earn a student half-credit. No credit notes will have no responses and will earn zero credit.

**Short Reading Responses (CE 1.2.1, CE 1.2.4, CE 1.3.1, CE 4.1.5)**
Objective: Students will write to understand and discover complex ideas; compose written compositions in a range of genres; demonstrate conventions of grammar, usage and mechanics in written texts; and assess strengths, weaknesses and development as a writer by examining a collection of own writing through short essay reading responses. Students will be assigned to write five short essays to correspond to the assigned readings. Essays are to be posted on the class website. Essays will ask students to further explore an element from the readings through a variety of writing styles, such as short essay or creative writing. Students are encouraged to comment on each other’s responses via the class website and to refer to the responses during class discussion.

Rubric: Short reading responses will be graded for a maximum of 25 points. Students can earn up to 5 points for spelling, correct use of grammar and style conventions and 20 points for content. The emphasis of this assignment is on how well the student expresses and supports his or her ideas, not on a single correct answer or idea. A full 20 content points will be given for a thoughtful and well-reasoned response.

Multimedia Essay (CE 1.1, CE 1.3.1, CE 2.1.7, CE 3.1.5, CE 3.1.9, CE 4.1.5)

Objective: Through the multimedia essay, students will understand and practice writing as a recursive process; demonstrate understanding of written and visual texts; comparatively analyze two or more literary texts; analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience; and demonstrate use of conventions of grammar, usage and mechanics in written texts. The multimedia essay is intended to demonstrate students’ knowledge of the themes of the unit and to relate the themes and texts to a broader context. Students will have two tasks: they will compare and contrast The Catcher in the Rye with the graphic novel Ghost World, focusing on how the themes of phoniness, conformity and coming of age are represented in each. They will also relate the themes from these texts to the world of today, looking for similar themes in modern culture or their own lives. The essays are to be multimedia: video clips, images, songs and other such media should be incorporated into the essay in a way that enhances the reader’s experience and understanding of the content. Students are encouraged to draw on the film Pleasantville, their short responses and class discussions.

Rubric: The multimedia essay will be graded on a 100 point scale. A maximum of 15 points will be given for spelling, correct use of grammar and style conventions. A maximum of 35 points will be given for creative, appropriate and meaningful use of multimedia. A maximum of 50 points will be given for content that is thoughtful, well-reasoned, and relevant to the themes of the unit.

In-class discussion: small and large groups (CE 1.3.7, CE 3.2.4, CE 3.2.5)

Objective: Students will respond to literature in a variety of ways by participating collaboratively and productively in groups both large and small. Using their reading notes, students will be expected to actively participate in discussions. Regular classes will consist of
group discussion, but at least once a week, the class will break out into small groups of 3-4. This is intended to switch up class routine and to get more reluctant students to participate.

**Rubric:** During regular class sessions, students will receive one point for participating actively and constructively that day. During small group sessions, students will be evaluated for participation by the teacher and can receive up to three points for participating actively and constructively that day. Participation includes not only speaking, but listening.
**LESSON PLANS**

**WEEK ONE**

Wayne State College of Education Lesson Plan Format

<table>
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<tr>
<th>Name: Sydney Redigan</th>
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<tr>
<td>Date: Days 1-3</td>
<td>Topic: <em>Pleasantville</em> viewing and discussion</td>
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GLCE or HSCS: CE 2.1.7, CE 3.4.1, CE 1.3.7, CE 3.2.4, CE 3.2.5

Objective: Students will demonstrate understanding of a visual text by summarizing and critiquing the film *Pleasantville*. Students will use methods of close and contextualized viewing to examine, interpret, and evaluate the film. Students will be given a list of themes and ideas to take note of while watching the film. Using their reading notes, students will be expected to actively participate in a large group discussion after the film.

Materials Needed: DVD of film Pleasantville, viewing notes handout (Appendix B), projector/TV on which to view DVD

Teacher Procedure/Development:

**Introduction:** Explain to students that we will begin a new unit on the novel *The Catcher in the Rye*. As it is a theme unit, we will be looking at the ideas of conformity, rebellion, “phoniness,” and the teenage experience. The film *Pleasantville* is meant to introduce these themes.

**Methods/Procedures:** Provide brief introduction on the film and pass out viewing notes handout. Instruct students to take notes carefully as their observations will be used in class discussion and potentially in the unit’s final project, a multimedia essay.

**Accommodations/Adaptations:**

Differentiated Instruction: Viewing the film *Pleasantville* is meant to help introduce the themes of the unit in a way that is highly visible and evident to all students, particularly those who may struggle with reading. Students who need a second viewing in order to answer discussion questions will be encouraged to either rent or borrow a copy of the film or may be able to view a school copy during a study hour as scheduling allows. The viewing notes guide should prompt students to observe the key aspects of the film, but its open format also allows more visually-inclined or advanced students to make their own observations and go beyond the assigned prompts. The following class discussion may help students who had more difficulty with the notes understand the intended concepts.

**Practice:**

Guided: The viewing notes handout guides the students to observe relevant themes and aspects of the film.
Independent: Students will complete the viewing notes independently and will have the opportunity to make their own observations on the film.

Check for Understanding: Student participation in following class discussion will convey whether or not students completed/understand the assignment.

Closure: Discussion on the viewing notes will segue into the introduction to *The Catcher in the Rye*. By the end of the discussion, students will understand that the themes present in *Pleasantville* are also present in *The Catcher in the Rye*.

Outcomes/Assessment/Evaluation: Viewing notes will be checked in the day after the film is viewed. Notes will be graded as complete, incomplete or no credit. Complete notes will have a thoughtful and thorough response for ¾ of the prompts or questions and will earn a student full credit. Incomplete notes will have a thoughtful and thorough response for less than ¾ of the prompts or questions and will earn a student half-credit. No credit notes will have no responses and will earn zero credit. It is expected that students will utilize their viewing notes throughout the length of the unit.

Teacher Reflection: After Day 3, reflect on whether or not the viewing notes helped students understand the intended concepts, how well students responded to the film and the following discussion, and whether or not the film viewing was a successful introduction to the theme unit.

**Week One – Day Four**

- Housekeeping (3 minutes)

- Distribute handout on J.D. Salinger and *The Catcher in the Rye* and select students to read aloud in class (Appendix E) (15 minutes)

- Distribute all Reading Notes in a package and explain procedures and expectations (Appendix C) (12 minutes)

- Begin reading *The Catcher in the Rye* aloud in class (20 minutes)

- Assign the rest of Chapter 1-4 for homework

**Materials:** Salinger/*The Catcher in the Rye* Handout (Appendix E), Reading Notes (Appendix C), Copies of *The Catcher in the Rye*
Week One – Day Five
  o Housekeeping (3 minutes)

  o Large group discussion on Reading Notes Chapters 1-4 (47 minutes)

Materials: Reading Notes Key (Appendix D)

WEEK TWO

Week Two – Day One
  o Housekeeping (3 minutes)

  o Break into small groups for:
    o Discussion on Reading Response 1 (32 minutes)
    o Discussion on Readings Notes Chapters 5-9 (15 minutes)

  o Observe small groups and give students 1-3 points for active listening and speaking

Materials: Reading Notes Key (Appendix D)

Week Two – Day Two
  o Housekeeping (3 minutes)

  o Large group discussion on Reading Notes Chapters 5-9 (47 minutes)

Materials: Reading Notes Key (Appendix D)

Week Two – Day Three
  o Housekeeping (3 minutes)

  o Individual reading of The Catcher in the Rye (47 minutes)

  o Meet with half of class individually to check in Reading Notes and observe progress (47 Minutes)

No additional materials required

Week Two – Day Four
  o Housekeeping (3 minutes)

  o Break into small groups for discussion on Reading Notes Chapters 10-13 (47 minutes)
Observe small groups and give students 1-3 points for active listening and speaking

Materials: Reading Notes Key (Appendix D)

Week Two – Day Five
  o Housekeeping (3 minutes)
  
  o Large group discussion on:
    o Reading Response 2 (27 minutes)
    o Reading Notes Chapters 10-13 (20 minutes)

Materials: Reading Notes Key (Appendix D)

WEEK THREE

Week Three – Day One
  o Housekeeping (3 minutes)
  
  o Break into small groups for:
    o Discussion on Reading Response 3 (32 minutes)
    o Discussion on Readings Notes Chapters 14-17 (15 minutes)
  
  o Observe small groups and give students 1-3 points for active listening and speaking

Materials: Reading Notes Key (Appendix D)

Week Three – Day Two
  o Housekeeping (3 minutes)
  
  o Large group discussion on Reading Notes Chapters 14-17 (47 minutes)

Materials: Reading Notes Key (Appendix D)

Week Three – Day Three
  o Housekeeping (3 minutes)
  
  o Individual reading of The Catcher in the Rye (47 minutes)
  
  o Meet with other half of class individually to check in Reading Notes and observe progress (47 Minutes)
No additional materials required

**Week Three – Day Four**
- Housekeeping (3 minutes)
- Break into small groups for discussion on Reading Notes Chapters 18-21 (47 minutes)
- Observe small groups and give students 1-3 points for active listening and speaking

**Materials:** Reading Notes Key (Appendix D)

**Week Three – Day Five**
- Housekeeping (3 minutes)
- Large group discussion on:
  - Reading Response 4 (27 minutes)
  - Reading Notes Chapters 18-21 (20 minutes)

**Materials:** Reading Notes Key (Appendix D)

**WEEK FOUR**

**Week Four – Day One**
- Housekeeping (3 minutes)
- Break into small groups for:
  - Discussion on Reading Response 3 (16 minutes)
  - Discussion on Readings Notes Chapters 14-17 (16 minutes)
- Observe small groups and give students 1-3 points for active listening and speaking
- Introduce Multimedia Essay with handout (Appendix G) (15 minutes)

**Materials:** Reading Notes Key (Appendix D), Multimedia Essay handout (Appendix G)

**Week Four – Day Two**
- Housekeeping (3 minutes)
- Distribute handout on how to read a graphic novel (Appendix H) (10 minutes)
- Distribute *Ghost World* reading notes handout (Appendix I)
- Individual in class reading of *Ghost World* (37 minutes)
o Assign rest of reading for homework

Materials: “How to Read a Graphic Novel” handout (Appendix H), Ghost World Reading Notes (Appendix I), Copies of Ghost World

Week Four – Day Three
- Housekeeping (3 minutes)
- Large group discussion on Ghost World notes (30 minutes)
- Individual brainstorming for Multimedia Essay (17 minutes)

No additional materials required

Week Four – Day Four
- Housekeeping (3 minutes)
- Work on Multimedia Essay in computer lab/on laptops (47 minutes)

Materials: Computer lab/laptops

Week Four – Day Five
- Housekeeping (3 minutes)
- Work on Multimedia Essay in computer lab/on laptops (47 minutes)
  - Assignment due before next class

Materials: Computer lab/laptops

WEEK FIVE

Week Five – Day One
- Housekeeping (3 minutes)
- Discussion/presentation of Multimedia Essays (37 minutes)
- Unit wrap up discussion (10 minutes)

Materials: Projector on which to view Multimedia Essays
# ASSIGNMENT CALENDAR

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APPENDIX A
Film Advisory Form
Dear Parents/Guardians:

Students in my class will be viewing the film *Pleasantville* to introduce concepts and themes of our unit on the book *The Catcher in the Rye*. This film has an MPAA rating of PG-13 for some thematic elements emphasizing sexuality and language.

If you do not wish for your student to view these films, please complete this form and return with your student. I will assign an alternate assignment that he or she can complete in the library.

I hope you trust that I only have the best intentions for your student. I do not want to expose your student to anything you would not want him/her to see or hear.

Regards,

Sydney Redigan

I DO NOT grant permission for ___________________________ to view the film *Pleasantville*.

(Student’s Name)

____________________________________

Parent/Guardian Signature

____________________________________

Parent/Guardian Name

____________________________________

Date
APPENDIX B

Pleasantville Viewing Notes
Pleasantville Viewing Notes

Note the differences between David and his sister Jennifer at the beginning of the film. How do these two personalities change over the course of the film? Why do they change?

What are some words that describe the town of Pleasantville when David and Jennifer arrive there? What are some words that describe it by the end of the film?

How is 1950s American portrayed in the film Pleasantville?

What type of gender roles and expectations are present in the town of Pleasantville?

What is education like in the town of Pleasantville?

What is the symbolic significance of color—especially red—in the film?
What behavior leads the people of Pleasantville to change from black and white to Technicolor? Is it merely sexual activity that causes this?

David (“Bud” in Pleasantville) tries to prevent his sister from changing the Pleasantville universe, and eventually he and Jennifer (“Mary Sue”) argue about it. What does Jennifer believe that David’s real concern or motivation is? Is there any indication that David has changed by the end of the film?

How does David teach the owner of the soda shop, Mr. Johnson, that life doesn’t have to follow a certain pattern, that life can be different?

When David and Jennifer first enter Pleasantville, the locals know nothing of a world outside their city. By the end of the film, they see images of other countries on TV. What does this symbolize?

The enlightenment that David and Jennifer bring to Pleasantville also provokes crimes and hatred in people who had been so wholesome earlier. Why?
Other observations:
APPENDIX C
Reading Notes
Teacher’s Pet Publications, Inc.
The Catcher in the Rye Reading Notes
Chapters 1-4

Vocabulary:
Hemorrhages
Ostracized
Qualms
Compulsory
Groping
Sadistic
Ironical
Exhibitionist

Questions:
1. Who is Holden Caulfield?
2. Where is Holden as he narrates the story?
3. Why wasn't Holden at the big football game?
4. Why wouldn't Holden be back to Pencey after Christmas vacation?
5. What "dirty trick" did Mr. Spencer pull on Holden?
6. Who was Robert Ackley?
7. Who was Stradlater?
8. Identify Jane Gallagher.
9. Why doesn't Holden go down to see Jane?

Additional Observations:
**The Catcher in the Rye Reading Notes**  
**Chapters 5-9**

**Vocabulary:**  
Unscrupulous  
Pacifist  
Lavish  
Conscientious  
Unanimous  
Incognito

**Questions:**

1. About what did Holden write Stradlater's composition?

2. Why did Holden tear up the composition he had written for Stradlater?

3. Why did Stradlater hit Holden?

4. Where did Holden decide to go?

5. Who did Holden meet on his train ride? Why did Holden lie to her about Ernie?

**Other Observations:**
The Catcher in the Rye Reading Notes
Chapters 10-13

Vocabulary:
Putrid
Intimately
Humble
Capacity
Nonchalant
Frock

Questions:
1. Who is Phoebe?

2. Identify Bernice, Marty and Laverne.

3. Describe Holden's relationship with Jane Gallagher.

4. Why did Holden have to leave Ernie's?

5. What do we learn about Holden from his diversion about his gloves being stolen at Pencey?

6. What was the "big mess" Holden got into when he got back to the hotel after being at Ernie's?

Other Observations:
The Catcher in the Rye Reading Notes
Chapters 14-17

Vocabulary:
Random
Bourgeois
Swanky
Blasé
Raspy

Questions:
1. Why did Maurice hit Holden?
2. Holden said he felt like committing suicide. Why didn't he?
3. Identify Sally Hayes.
4. Why did Holden check out of the hotel, and where did he go?
5. Who did Holden meet at the "little sandwich bar" after he locked his bags at the station? What did they talk about?
6. What record did Holden get for Phoebe? Why?
7. What made Holden "not so depressed anymore" on his way to the record store?
8. Why didn't Holden like actors?
9. Why did Holden like the museum so much?
10. What did Holden think of "George something--"?
11. How did Holden's feelings for Sally change from the beginning of the date to the end?

Other Observations:
The Catcher in the Rye Reading Notes
Chapters 18-21

Vocabulary:
Inferiority
Louse
Aristocratic
Boisterous
Sophisticated
Halitosis

Questions:
1. What did Holden think of the show at Radio City?

2. Why did Holden call Carl Luce even though he didn't like him much?

3. What did Holden and Luce discuss?

4. Why did Holden go home so early (before Wednesday)?

5. What was Phoebe's reaction when she first saw Holden? What was her reaction when she found out that he had been expelled?

Other Observations:
**The Catcher in the Rye Reading Notes**  
**Chapters 22-16**

**Vocabulary:**  
Expel
Frequently
Digresses
Pedagogical
Stenographer
Reciprocal

**Questions:**  
1. What was Holden's reply when Phoebe asked him why he "got the ax again"?

2. Identify James Castle.

3. Why did Holden go to Mr. Antolini's house?

4. Why did Holden leave Mr. Antolini's home before morning?

5. What advice did Mr. Antolini give Holden?

6. How did Phoebe surprise Holden? What was Holden's reaction?

7. Why did Holden sit on the bench in the rain even though it was coming down in buckets?

8. How did Holden explain his catcher in the rye daydream?

**Other Observations:**
APPENDIX D
Key to Reading Notes
Teacher’s Pet Publications, Inc.
Key to Reading Notes
Teacher’s Pet Publications, Inc.

Chapters 1-4
1. Who is Holden Caulfield?
He is the main character, the narrator telling us about the things that happened to him.

2. Where is Holden as he narrates the story?
He is in a California rest home undergoing some treatment.

3. Why wasn't Holden at the big football game?
He had just returned with the fencing team and he had to go see his history teacher, Mr. Spencer.

4. Why wouldn't Holden be back to Pencey after Christmas vacation?
He has been kicked out because he failed four out of five subjects.

5. What "dirty trick" did Mr. Spencer pull on Holden?
He orally read back Holden's exam essay answer and the note Holden had written to him, truly embarrassing Holden.

6. Who was Robert Ackley?
He lived in the room next to Holden at the dormitory. He had a pimply face and he didn't go anywhere often. Holden said he was nasty and thought he was a nuisance.

7. Who was Stradlater?
He was Holden's roommate. Holden said he was good looking but conceited.

8. Identify Jane Gallagher.
Jane lived next door to Holden before he came to Pencey. They played checkers together and became friends. One can tell he really liked her. Stradlater had a date with her.

9. Why doesn't Holden go down to see Jane?
He wasn't "in the mood."

Chapters 5-9
1. About what did Holden write Stradlater's composition?
He described his dead brother Allie's baseball glove, which had poems written on it in green ink.

2. Why did Holden tear up the composition he had written for Stradlater?
Stradlater complained that it was about a baseball glove instead of a room or some more typical composition topic. He insulted Holden, so Holden ripped up the paper.

3. Why did Stradlater hit Holden?
Holden got mad because of Stradlater's attitude towards Jane Gallagher, and he started calling Stradlater a moron. Holden threw the first punch in the fight, but Stradlater hit
Holden in the face, knocked him down and gave him a bloody nose.

4. Where did Holden decide to go?
He decided to leave Pencey early to go to a hotel in New York and wait until Wednesday to go home to give his parents time to get the letter from school and get over the fact that he has been kicked out of yet another school.

5. Who did Holden meet on his train ride? Why did Holden lie to her about Ernie?
He met the mother of a schoolmate. He didn't like Ernie, but since his mother seemed nice, he wanted her to feel proud of her son and wanted to tell her what she wanted to hear.

Chapters 10-13
1. Who is Phoebe?
She is Holden's little sister. He likes her a lot and apparently they communicate well.

2. Identify Bernice, Marty and Laverne.
They were three young women from Seattle on vacation in New York. Holden met them and danced with them in the Lavender Room.

3. Describe Holden's relationship with Jane Gallagher.
They seem to have been good friends, playing checkers and going to movies and talking. There was no advanced romantic involvement between them.

4. Why did Holden have to leave Ernie's?
He met Lillian Simmons there and chatted with her for a while. Rather than sitting with her and her date for the evening, he told her he was just about to leave, anyway. Then he felt like he had to leave so she wouldn't think he was lying.

5. What do we learn about Holden from his diversion about his gloves being stolen at Pencey Prep?
We know he doesn't like to fight because he doesn't like to look at the other guy when he hits him. He calls himself a coward -- "yellow" -- but he is really just too humane to hurt someone else.

6. What was the "big mess" Holden got into when he got back to the hotel after being at Ernie's?
The elevator operator, Maurice, set him up with a prostitute. When she arrived, he didn't want her services. They talked for a little while, then he paid her the $5 he owed her. She insisted the fee was $10. Holden refused to pay the extra $5.

Chapters 14-17
1. Why did Maurice hit Holden?
Holden refused to give Maurice the extra $5 for Sunny. After Sunny had taken the money from his wallet, Maurice "snapped his fingers very hard on [Holden's] pajamas . . . it hurt like hell." Holden called Maurice a dirty moron, so Maurice slugged him in the stomach.

2. Holden said he felt like committing suicide. Why didn't he?
"I didn't want a bunch of stupid rubbernecks looking at me when I was all gory."
3. Identify Sally Hayes.
Holden called her for a theater date for Sunday afternoon. "She gave me a pain in the ass, but she was very good looking."

4. Why did Holden check out of the hotel, and where did he go?
He didn't want to meet Maurice again, so he checked out. He went to Grand Central Station and checked his bags in one of the lockers there.

5. Who did Holden meet at the "little sandwich bar" after he locked his bags at the station? What did they talk about?
He met two nuns. They talked mostly about literature and Holden's thoughts about *Romeo and Juliet*.

6. What record did Holden get for Phoebe? Why?
He bought "Little Shirley Beans" which was about a "kid who wouldn't go out of the house because two of her front teeth were out, and she was ashamed to." He liked it and thought Phoebe would, too.

7. What made Holden "not so depressed anymore" on his way to the record store?
He heard a kid singing "If a body catch a body coming through the rye."

8. Why didn't Holden like actors?
He thought actors were the biggest phonies of all.

9. Why did Holden like the museum so much?
"The best thing, though, in that museum was that everything always stayed right where it was."

10. What did Holden think of "George something--"?
He thought George was a snobby phony and resented his butting in on his date.

11. How did Holden's feelings for Sally change from the beginning of the date to the end?
He started out saying he loved her and they talked of marriage. By the end of the date, he hates her and she hates him.

**Chapters 18-21**

1. What did Holden think of the show at Radio City?
He thought the "Christmas thing" was phony and stupid, and the picture was "so putrid [he] couldn't take [his] eyes off it."

2. Why did Holden call Carl Luce even though he didn't like him much?
Holden was desperate for a companion with whom to pass the time. He also thought that since Carl Luce was quite intellectual, Luce might be able to help him.

3. What did Holden and Luce discuss?
They mostly talked about Luce's romantic life and Holden's lack of one.
4. Why did Holden go home so early (before Wednesday)?
He wanted to see Phoebe.

5. What was Phoebe's reaction when she first saw Holden? What was her reaction when she found out that he had been expelled?
At first she was glad to see him and gave him affectionate hugs. When she found out that he had been expelled, she said, "Daddy'll kill you!"

Chapters 22-26
1. What was Holden's reply when Phoebe asked him why he "got the ax again"?
"... A million reasons why. It was one of the worst schools I ever went to. It was full of phonies. And mean guys. You never saw so many mean guys in your life."

2. Identify James Castle.
He was a student who happened to borrow a sweater from Holden. He committed suicide.

3. Why did Holden go to Mr. Antolini's house?
He didn't want to stay at home, and he was out of money for hotels. It was really his last resort.

4. Why did Holden leave Mr. Antolini's home before morning?
Because he woke up to find Mr. Antolini stroking and patting his head, he thought Mr. Antolini might be making advances towards him; he thought Mr. Antolini might be a "flit."

5. What advice did Mr. Antolini give Holden?
"The mark of the immature man is that he wants to die nobly for a cause, while the mark of a mature man is that he wants to live humbly for one."

6. How did Phoebe surprise Holden? What was Holden's reaction?
She had packed her bags to go with Holden and she said she would not go back to school. Holden told her she could not go with him, which made her angry. He later said he wasn't going anywhere, either.

7. Why did Holden sit on the bench in the rain even though it was coming down in buckets?
He was enjoying watching Phoebe ride the carousel; it made him happy.

8. How did Holden explain his catcher in the rye daydream?
"Anyway, I keep picturing all these little kids playing some game in this big field of rye and all. Thousands of little kids, and nobody's around -- nobody big, I mean -- except me. And I'm standing on the edge of some crazy cliff. What I have to do, I have to catch everybody if they start to go over the cliff -- I mean if they're running and they don't look where they're going I have to come out from somewhere and catch them. That's all I'd do all day. I'd just be the catcher in the rye and all. I know it's crazy, but that's the only thing I'd really like to be."
APPENDIX E
J.D. Salinger/The Catcher in the Rye Handout
Jerome David Salinger (January 1, 1919 – January 27, 2010) was an American author, best known for his novel, *The Catcher in the Rye* (1951), and his reclusive nature. He last published an original work in 1965, and gave his last interview in 1980.

Raised in Manhattan, Salinger began writing short stories while in secondary school, and published several in Story magazine in the early 1940s before serving in World War II. In 1948 his critically acclaimed story "A Perfect Day for Bananafish" appeared in The New Yorker magazine, which became home to much of his later work. In 1951 his novel *The Catcher in the Rye* was an immediate popular success. His depiction of adolescent alienation and loss of innocence in the protagonist Holden Caulfield was influential, especially among adolescent readers. The novel remains widely read and controversial, selling around 250,000 copies a year.


Afterward, Salinger struggled with unwanted attention, including a legal battle in the 1980s with biographer Ian Hamilton and the release in the late 1990s of memoirs written by two people close to him: Joyce Maynard, an ex-lover; and Margaret Salinger, his daughter. In 1996, a small publisher announced a deal with Salinger to publish "Hapworth 16, 1924" in book form, but amid the ensuing publicity, the release was indefinitely delayed. He made headlines around the globe in June 2009 when he filed a lawsuit against another writer for copyright infringement.
resulting from that writer's use of one of the characters from The Catcher in the Rye. Salinger died of natural causes on January 27, 2010, at his home in Cornish, New Hampshire.

The Catcher in the Rye

The Catcher in the Rye is a 1951 novel by J. D. Salinger. Originally published for adults, it has since become popular with adolescent readers for its themes of teenage confusion, angst, alienation, and rebellion. It has been translated into almost all of the world's major languages. Around 250,000 copies are sold each year, with total sales of more than 65 million books. The novel's protagonist and antihero, Holden Caulfield, has become an icon for teenage rebellion.

The novel was included on Time's 2005 list of the 100 best English-language novels written since 1923, and it was named by Modern Library and its readers as one of the 100 best English-language novels of the 20th century. It has been frequently challenged in the United States and other countries for its liberal use of profanity and portrayal of sexuality. It also deals with complex issues of identity, belonging, connection, and alienation.

Between 1961 and 1982, The Catcher in the Rye was the most censored book in high schools and libraries in the United States. In 1981 it was both the most censored book and the second most taught book in public schools in the United States. According to the American Library Association, The Catcher in the Rye was the tenth most frequently challenged book from 1990–1999. It was one of the ten most challenged books of 2005 and although it had been off the list for three years, it reappeared in the list of most challenged books of 2009.

The challenges generally begin with Holden's frequent use of vulgar language, with other reasons including sexual references, blasphemy, undermining of family values and moral codes, Holden's being a poor role model, encouragement of rebellion, and promotion of drinking, smoking, lying, and promiscuity. Often the challengers have been unfamiliar with the plot itself.

APPENDIX F
Short Reading Response Prompts
Short Reading Responses

Reading Response prompts will be posted on the class website the day they are assigned. Students will be required to complete and post their responses on the class website by the due date and come to class prepared to discuss their response with the rest of the class.

Reading Response 1 (Chapters 1-4)
Assigned: Day 1.5
Due Day: 2.1

In the second chapter of *The Catcher in the Rye*, old Spencer tells Holden, “Life is a game, boy. Life is a game that one plays according to the rules.” What do you think this quote means? Why do you think life is described as being a game? To what extent do you think that you are in control of your “game of life”? As a teenager how do the “invisible rules” or expectations put on you by society, your parents, your teachers, or your friends make you feel?

(Source: theredhuntinghat.wordpress.com)

Reading Response 2 (Chapters 5-9)
Assigned: Day 2.1
Due: Day 2.5

What impact does the setting of the novel, 1950s America, have on the novel and/or on Holden? Please use your viewing and discussion notes from *Pleasantville*, or other appropriate resources, in your answer.

Reading Response 3 (Chapters 10-13)
Assigned: Day 2.4
Due: Day 3.1

Now that you’ve read more than 10 chapters of *The Catcher in the Rye*, one thing about Holden is perfectly clear:
  a. He is an annoying, spoiled punk who needs his mouth washed out with soap.
  b. He is a misunderstood guy who is a victim of the selfishness of those around him.
  c. He is a normal guy just going through some tough times. He has somewhat similar thoughts as everyone, we just happen to read those thoughts.

Choose one of the following statements and defend it - this means you should write persuasively. Include at least four specific incidents/thoughts/examples to support your defense.

(Source: Geneva Scully, CITR Unit)
Critic David D. Galloway said, “Wherever Holden turns, his craving for truth seems to be frustrated by the phoniness of the world.” Analyze Holden’s use of the word phony. What does the word mean in the context of the book, and does Holden offer any alternative to phoniness? Is Holden himself guilty of being a phony?

(Source: Andrea Chen, CITR Unit, Curriki.com)

Throughout the novel, Holden is a tormented adolescent. He feels alienated and isolated and wants to run away and cut himself off from all other people. Yet, in spite of Holden’s pain, the novel is funny. Why do you think Salinger choose humor as the tone for the novel? How does Salinger’s use of humor contribute to the book’s overall meaning and effect? Consider how the book’s overall meaning would be different if Salinger did not use so much humor.

(Source: Andrea Chen, CITR Unit, Curriki.com)
APPENDIX G
Multimedia Essay Instructions
The multimedia essay is intended to demonstrate your knowledge of the themes of the unit and your ability to relate the themes and texts to a broader context. **You have two tasks:**

1) Compare and contrast *The Catcher in the Rye* with the graphic novel *Ghost World*, focusing on how the themes of phoniness, conformity, rebellion, and the teenage experience are represented in each. As your *Ghost World* reading notes have asked you to do, consider how the issues Enid and Rebecca struggle with are similar to or different from the struggles Holden deals with. Consider what might account for these differences, including the setting, gender and socioeconomic status of characters, and genre of the texts.

2) Relate the texts to the world of today, looking for similar themes in contemporary culture or your own life. You may find a character or text (song, film, television series, book, etc...) that addresses similar issues as those in *The Catcher in the Rye* and *Ghost World*, or reflect about your own experience with these types of issues.

Because we have dealt with both written and visual texts during this unit, the essay must incorporate multimedia. Video clips, images, music files, your original artwork, or other such media, should be incorporated into the essay in a way that enhances the reader’s experience and understanding of the content. For example, you could include an image of a significant panel from *Ghost World* or a film clip that illustrates the themes of the unit. Be sure to address why you are incorporating these works into your essay.

While writing your essay, you are encouraged to draw on your reflections and notes from the film *Pleasantville*, your short response essays, and class discussions.

The essays should be roughly 1000 words (about 4 typed, double spaced pages). They should be published on the class website by the time class meets on Day 5.1.

The essay will be graded on a 100 point scale. A maximum of 15 points will be given for spelling, correct use of grammar and style conventions. A maximum of 35 points will be given for creative and meaningful use of multimedia. A maximum of 50 points will be given for content that is thoughtful, well-reasoned, and relevant to the themes of the unit.
APPENDIX H
“How to Read a Graphic Novel”
getgraphic.org
How to Read a Graphic Novel

Some Graphic Novel Basics

• Graphic novels use text and pictures to present information

• Graphic novels use the same format as comic books

• Graphic novels differ from comics in that they usually contain stand-alone stories with complex plots

Parts of a Graphic Novel

A graphic novel consists of:

cover and inside pages
A Graphic Novel Page
Pages consist of a variety of elements:
• **Panels** - squares or rectangles that contain a single scene
• **Gutters** - space between panels
• **Dialog Balloons** - contain communication between/among characters
• **Thought Balloons** - contain a character’s thoughts
• **Captions** - contain information about a scene or character
• **Sound Effects** - visual sound clues i.e., Wonk! Pow!
How to Read a Graphic Novel Page

Graphic novels are read left to right, just like traditional texts.

Dialog Balloons

dialog balloons are read left to right or top to bottom as is appropriate.

Source: getgraphic.org
(Check out their site for more information on reading graphic novels)
APPENDIX I

Ghost World Reading Notes
Ghost World Reading Notes

The following notes will assist you in preparing for our Multimedia Essay. Part of the essay assignment will be to compare and contrast *The Catcher in the Rye* and *Ghost World*. As you read *Ghost World*, take notes on how the issues Enid and Rebecca struggle with are similar to those Holden struggles with. Pay particular attention to how the themes of phoniness, conformity and coming of age are represented in each work. Use the provided prompts to get started.

1. Most stories have some kind of hero. Is anyone in this story deserving of that title? Is any character even particularly moral?

2. How does the book use irony to communicate its message?

3. Why does Enid visit Cavetown, USA and what does she discover when she gets there? Does this tell us anything about life in general? If so, what?

4. What is the significance of the title of this book?

5. Both Rebecca and Enid seem to pride themselves on being different from normal, American society. Are they different from most Americans? Why or why not?
Other Observations: