



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Catcher in the Rye

based on the book by

J. D. Salinger

Written by

Mary B. Collins

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ABOUT THE AUTHOR

J. D. SALINGER

SALINGER, J. D. (born 1919). Although he is one of the most widely read authors in the English language, J. D. Salinger successfully kept himself out of the public eye for most of his career. His preference for seclusion made his life a matter of speculation among fans and his literary output a subject of controversy among critics.

Jerome David Salinger was born in New York City on Jan. 1, 1919. After studying at Columbia and New York universities, he turned to writing. His first short story appeared in *Story* magazine in 1940. After service in World War II his stories appeared regularly in *The New Yorker* magazine. Major recognition and a large following came with his novel, *'The Catcher in the Rye'*, published in 1951. This touching and humorous story about a rebellious teenager became a cult book among university students. It was followed by *'Nine Stories'* (1953), *'Franny and Zooey'* (1961), *'Raise High the Roof Beam, Carpenters; and Seymour: an Introduction'* (1963). The last three are mostly stories about the Glass family.

Altogether Salinger produced 13 short stories and one novel. Some of the stories made use of his wartime experiences, as in *"For Esme-With Love and Squalor"* (1950). *"A Perfect Day for Bananafish"* (1948) concerns the suicide of veteran Seymour Glass. Salinger seemed at his best in dramatizing the lives of children. Much of his work concerns the lost innocence of childhood.

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Catcher in the Rye* by J. D. Salinger. It includes seventeen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main theme of the novel through the first writing assignment of the unit. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a good understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students tell about the person they would most like to be like (picking up on the phony/pretending/acting theme). The second assignment is to inform: students introduce their characters for the character project, set up the scene they will be performing, and also write a post-performance conclusion. The third assignment is to persuade: students persuade Holden that everyone is not a "phony."

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *The Catcher in the Rye*. Most students will combine this with the reading they have to do for their character projects. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. In addition there is an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **extra activities packet** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the

teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

UNIT OBJECTIVES - *The Catcher in the Rye*

1. Through reading J. D. Salinger's *The Catcher in the Rye*, students will study the theme of illusion vs reality and the idea of things or people being "phony."
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will study characters, setting, conflicts, motivations, and symbolism.
4. Students will study one character's confusion and uncertainty as he experiences the process of "growing up."
5. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
6. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Catcher in the Rye* as they relate to the author's theme development.
7. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
8. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
9. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *The Catcher in the Rye*

Date Assigned	Chapters Assigned	Completion Date
	1-4	
	5-9	
	10-13	
	14-17	
	18-21	
	22-26	

UNIT OUTLINE - *The Catcher in the Rye*

1 Introduction Writing Assignment #1 PV 1-4	2 Read 1-4	3 Study ?s 1-4 PVR 5-9	4 Study ?s 5-9 PVR 10-13	5 Study ?s 10-13 Character Project PVR 14-17
6 Study ?s 14-17 Library PVR 18-21	7 Study ?s 18-21 PVR 22-26	8 Study ?s 22-26 Extra ?s	9 Vocabulary	10 Writing Assignment #2
11 Group Activity	12 Reports & Discussion	13 Character Project	14 Character Project	15 Writing Assignment #3
16 Review	17 Test			

P = Preview Study Questions V = Prereading Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce *The Catcher in the Rye* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-4
4. To familiarize students with the vocabulary for chapters 1-4
5. To give students the opportunity to express their personal opinions
6. To give the teacher the opportunity to evaluate students' writing skills

Activity #1

Distribute Writing Assignment #1. Discuss the directions in detail, and give students about 30 minutes to complete the assignment. Collect the papers for grading.

TRANSITION: Ask students for some of their definitions for the word phony.

"In the book we are about to read, the main character, Holden Caulfield, thinks just about everyone is a phony."

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

WRITING ASSIGNMENT #1 - *The Catcher in the Rye*

PROMPT

Sometimes when we read books or watch movies, a particular character will appeal to us. We think, "Gee, I wish I could be more like that person" or "Wow! Would I like to be that person--even for a day!"

Your assignment is to write a composition in which you tell what person you would most like to be like, describe that person, and tell why you would like to be like him or her. You may choose a character from fiction or a real person from the past or present.

PREWRITING

Maybe you know right away who you would like to be. Great! Write that person's name down on a piece of paper and skip to the next paragraph. If you don't have the slightest idea, grab a piece of paper and a pencil. Make a list of your favorite books, plays, movies, television shows, sports figures, television actors, and people in history. Next to the books, plays, movies, and television shows, write down the names of your favorite characters from each. You should now have a whole list of people's names in front of you. Simply choose the one you would most like to be like! Write that person's name at the top of a fresh sheet of paper (or on the back of the paper you've already started.)

Under your person's name, make three columns. In the left-hand column, make a detailed list of that person's physical characteristics: physical build, hair color and style, kind of clothing he/she wears, etc. On the middle column, make a list of that person's character traits: super-strong, really intelligent, bubbly personality, great sense of humor, etc. In the right-hand column make a list of reasons why you would like to be like this person.

DRAFTING

Write an introductory paragraph in which you introduce the idea that you would like to be like the person you have chosen. Follow that with one paragraph describing the physical and character traits of your person. Then, write one paragraph for each of the reasons you would like to be like this person. Then write one paragraph for each of the reasons why you would like to be like this person. Use a topic sentence to state the reason, and in the rest of the paragraph explain your reason using specific examples. Sum it all up with a concluding paragraph in which you bring together your ideas and bring your composition to a close.

PROOFREADING

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.