



STUDENT PACKET

GRADES 9-12

Caught-22

Joseph Heller

READ, WRITE, THINK, DISCUSS AND CONNECT

Catch-22

Joseph Heller

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-464-8

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Synonyms

emaciated	impregnable	derisive	paroxysms
syndicate	pernicious	bourgeois	sanguine
impresario	inexorable	predestination	trepidation

Directions: Write the letter of the word or phrase closest in meaning to the vocabulary word as it is used in the novel. Then, on a separate sheet of paper, use at least five of the words in a two-paragraph analysis of a character from *Catch-22*.

- ___ 1. emaciated: (a) superior (b) gaunt (c) suffocated (d) authoritative
- ___ 2. impregnable: (a) feminine (b) unlikely (c) secret (d) secure
- ___ 3. derisive: (a) cheerful (b) mocking (c) careless (d) determined
- ___ 4. paroxysms: (a) outbursts (b) obligations (c) reservations (d) infestations
- ___ 5. syndicate: (a) criminal (b) combination (c) association (d) member
- ___ 6. pernicious: (a) damaging (b) invigorating (c) delicious (d) harmless
- ___ 7. bourgeois: (a) middle-class (b) working-class (c) royalty (d) poverty-stricken
- ___ 8. sanguine: (a) negative (b) hopeful (c) unsure (d) talented
- ___ 9. impresario: (a) nobleman (b) prosecutor (c) worker (d) promoter
- ___ 10. inexorable: (a) avoidable (b) reputable (c) relentless (d) existential
- ___ 11. predestination: (a) free will (b) fate (c) shock (d) upheaval
- ___ 12. trepidation: (a) hopefulness (b) exuberance (c) grief (d) uneasiness

Directions: On a separate sheet of paper, write a brief answer to each question as you read the novel at home or in class. Use the questions to guide your reading, prepare for class discussions, and review for quizzes and tests.

Chapters 1–5

1. Why is Yossarian in the hospital, and why is he able to stay?
2. Who is “the Texan,” and what effect does his presence have?
3. What do Yossarian and Clevinger discuss? What proof does Yossarian have of his claim?
4. How does Orr annoy Yossarian?
5. What is ironic about the soldiers having to watch the U.S.O. troupes?
6. In what ways do Yossarian and Havermayer differ when it comes to serving as lead bombardier? Whom do the men prefer to fly with, and why?
7. Who are Gus and Wes, and what do they do?
8. What does Yossarian collect? Which of these is most upsetting, and why? Why is Group Headquarters alarmed?
9. What is Dunbar attempting to do by shooting at the skeet range? What does he tell Clevinger?
10. Briefly describe Chief White Halfoat. What does he decide his fate will be?
11. What is Catch-22?
12. Of what does Yossarian have plenty, and for what is it needed?

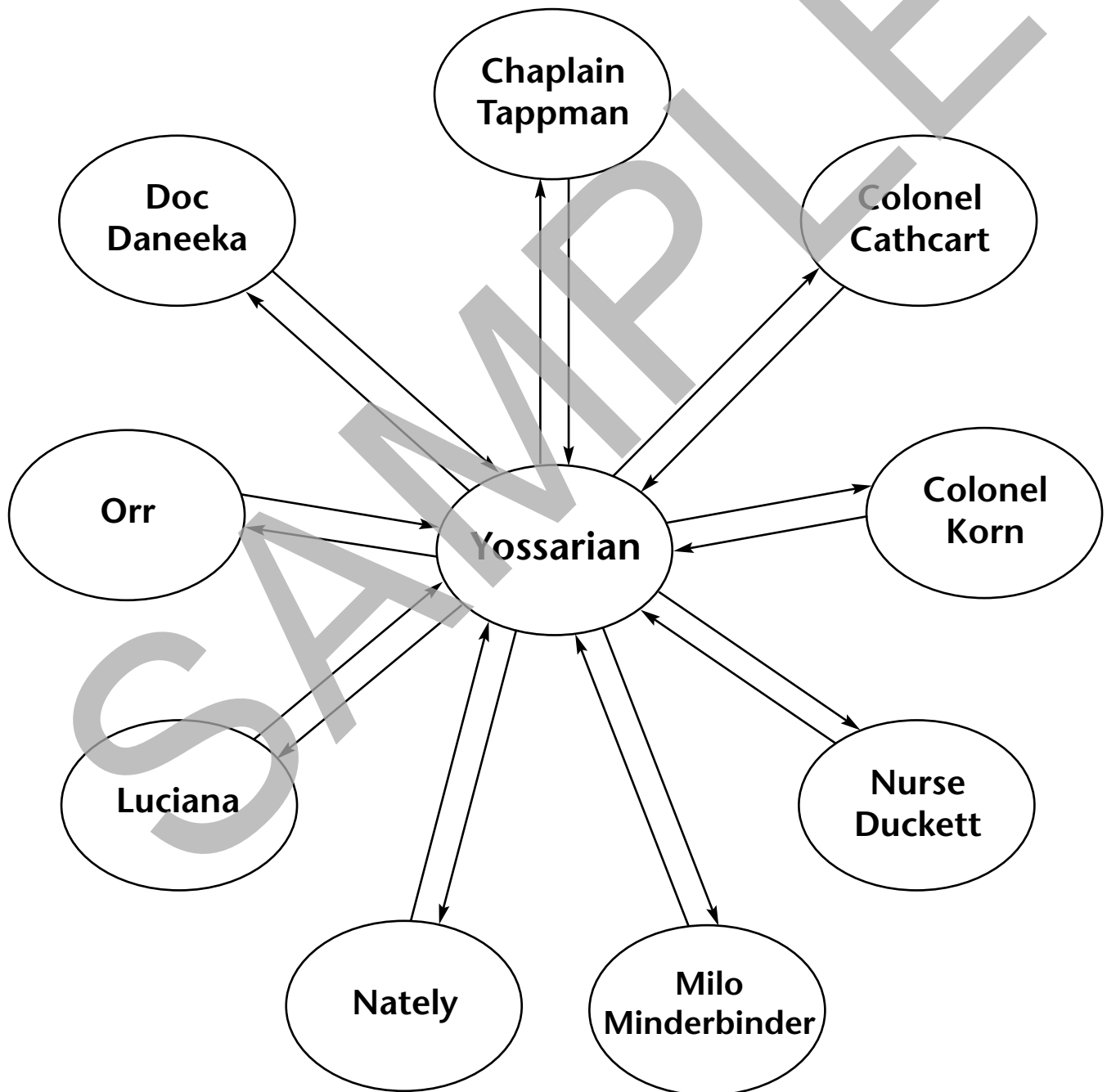
Chapters 6–9

1. What types of things enrage Hungry Joe? Give examples. What is Hungry Joe’s background, and why is he a hero?
2. When do Hungry Joe’s nightmares stop? How is his face like a “headline”?
3. What does Wintergreen say Catch-22 means?
4. What does Yossarian do with all the free fruit he receives? Why do you think this stuns Milo?
5. How did Corporal Snark poison the entire squadron? How did this affect the men’s duties?
6. About what two things is Scheisskopf most passionate?
7. Why is it ironic that Clevinger, of all people, is brought up on false charges?
8. What three strikes does Major Major have against him? What was Major Major’s original name, and who renamed him?

Name _____

Sociogram

Directions: A sociogram shows the relationship between characters in a story. Complete the sociogram below by writing a word to describe the relationships between the characters. Remember, relationships go both ways, so each line requires a descriptive word.



Name _____

Pros and Cons

Directions: Examine the options Yossarian has at the end of the novel. Choose the one that you think is wisest, and write it on the blank line above the chart. Underneath the option you chose, list its pros and cons and briefly explain your choice on the lines at the bottom of the page.

