

Adolescent Struggle With Authority While Searching For Identity

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Goals

- Students will critically analyze how authority figures can hinder self-discovery by watching it happen with Holden Caulfield
- Students will understand and sympathize with Holden's quest for identity.
- They will see why he struggles with authority.
- Students will critically relate *The Catcher in the Rye's* themes to the themes of the accompanying texts.
- Students will learn the vocabulary so they can read more fluently.
- They will progress in how they view Holden's character.

Objectives

SWBAT:

- Analyze specific events in which Holden is struggling to figure out who he is.
- Respond in free writes to his struggles from a Reader Response lense.
- Find traits in authority figures in the novel that are similar to one another.
- Find traits in authority figures in the novel that are similar to Holden's.
- Connect themes across *Catcher* and the selected accompanying texts, as well as the texts the groups select.
- Define vocabulary terms, and use them in sentences.
- Analyze how and why their views of Holden change from the beginning of the novel to the end.
- Discuss in Reader Response based free writes how conflict with authority in general can hinder an adolescent's search for identity.

Rationale

When searching for identity, adolescents often have struggles with authority figures on the way. Teenage years are riddled with angst, confusion, loneliness, and the constant tug-of-war between innocence and maturity. I developed this unit for a ninth grade class of twenty-five. At fifteen, students have just left the comfortable atmosphere of middle school and have moved on to a high school where they are unfamiliar and suddenly, the youngest. During these difficult times, adolescents often struggle with authority and conforming to society. "While affirmation of parental love is secretly

sought, young adolescents may act out in argumentative and rebellious ways against those closest to them, in many cases parents and guardians, (Powell 2005).” One goal I have for this unit is to show students that they are not alone; many of them are having the same issues with authority figures in their lives while searching for identity (NMSA, 2003) .

The entire Unit is built on scaffolds that gradually put more and more responsibility in the hands of the students. In the beginning, almost all of the reading is done in class and discussion questions are developed by the teacher and interwoven into the reading. The readers are assigned in advance so they can read ahead and make sure they know how to pronounce all of the words. Towards the middle, the reading is assigned as homework, but the discussion questions are still created by the teacher. In the last part of the Unit, the reading is done at home and groups come up with their own discussion questions about the novel for the presentations. Also, throughout the Unit, the students are given “accompanying texts,” which are poems, movie clips, songs, and short stories that tie in with the themes of the chapters and the overarching theme of the Unit. For their group presentations, the students will choose their own accompanying text to make connections to and share that with the class. The students always see a model before they are instructed to do a task. I applied Bloom’s Taxonomy to the tasks the students are assigned, working from Knowledge up to Creation (Krathwohl, 2002).

The novel I focused this Unit on is *The Catcher in the Rye*, by J.D. Salinger. Holden Caulfield epitomizes an adolescent struggling with authority on his journey to find himself. He is constantly disappointed by people who are supposed to be role models in his life. Having problems with authority is a consistent theme for Holden, from his parents who barely play a role in his life at all, to Mr. Antolini who compromises their friendship with a possibly sexual encounter. “Much of Holden’s trust in others and in himself was lost to the past with [his brother,] Allie’s death, (Roemer, 1992).” Because he is at the age, sixteen, where many teenagers search for identity, the conflicts with authority only hinder that self-actualization.

In order to counteract this mistrust, he assumes that any adult, or adolescent trying to be adult-like, is a “phony.” He uses the word so frequently in the novel that the reader comes to expect every time he begins to speak about someone in his life (Edwards,

1977). The only people Holden doesn't use that flippant term on are those who are portrayed as innocent and pure. His little sister Phoebe, for example, is the moral authority in his life and is often given the same child-like characteristics as Allie. Since Holden's only happiness comes from being around those innocents, he assumes that growing into adulthood and maturing will cause him to become a phony as well. He even goes as far as to wish he could be a pretend deaf-mute so he could live out in the country and hide his children from society so they are not affected by its corruption.

One very important aspect of the novel, is that it is semi-autobiographical. I created an iMovie presentation about JD Salinger, highlighting the ways he is similar to Holden. Sharing the author's story and how it at times mirrors that of the main character, will make the novel more authentic for the students. Holden, though a fictional character, represents all adolescents who are confused, lonely, depressed, and who feel like they have failed (Edwards 1977). Also because he is based off of Salinger, Holden's story is more relatable to the students.

The first song I chose to accompany *Catcher* was "Authority Song," by John Mellancamp. The song highlights the struggle against both authority figures and growing up. It also mentions a theme that is very prevalent in Holden's life: that "authority always wins." Although throughout the novel Holden thinks he is better than most of the adults because he is not a phony, they always seem to have a power over him. Although "Authority Song" has some lines that seem like it is hopeless to try to avoid adulthood, there is a line in the chorus that suggests that fighting authority is just a natural part of youth. Mellancamp says, "I've been doing it since I was a young kid and I come out grindin'." In other words, even if you "screw up" a lot in youth, like Holden thinks he does, you will eventually come out of it and be just fine.

The second song I used in the Unit is "One Headlight," by the Wallflowers. It deals a lot with loss, which Holden has experienced, but has not really come to terms with yet. The death in the song, much like Allie's death in the novel is unnecessary and difficult to cope with. "One Headlight" also talks about failing to "break away from this parade," which represents the phoniness of society and of the authority figures in Holden's life. The "ugliness and greed" the song refers to could mirror many of the disappointing adults in his life from his old head master to Sally Hayes' mother. I chose

this song because when students listen to it, they will get a sense of the loneliness and desperation that are so prevalent in Holden's life.

I incorporated the poem, "Forgetfulness," by Billy Collins because it connects with the theme that growing up and moving into adulthood as a possibly negative path in life. Collins shows this theme by talking about all the joy and simplicity he has forgotten about his childhood. As an adult, he no longer remembers books, addresses, and even how to ride a bicycle. Collins and Holden share the same desire to stay away from the phoniness of adulthood and long for days of innocence gone by. This poem illustrates the feelings that Holden never really speaks about. Holden is stuck in adolescence, between childhood and adulthood and is afraid to mature and join society. For example, he wants to enjoy the benefits of adulthood like ordering drinks in a bar, but not the more complicated aspects, like sex and taking responsibility for his actions (Whitfield, 1997).

The song, "Face Down," by Red Jumpsuit Apparatus, shares themes with the novel, like violence and escape from a controlling force, but if some of the lyrics were changed, it would fit perfectly. After building the scaffold of two songs and one poem so far, the students are ready to analyze this song and change it to relate to the topics better. This would fit under the category of Application in Bloom's Taxonomy because they are already familiar with constructing meaning from a text (Krathwohl, 2002). "Face Down," although it is about an abusive boyfriend, fits into the struggle with authority theme because the victim in the song can't seem to change the direction her life is going.

I wanted to incorporate the short story "A & P" accompanied with its movie version because the narrator, Sammy has a similar defining moment as Holden does. He, like Holden, begins almost outside of his own life watching it go by until he finally feels a call to take a stand. For the narrator, it is sticking up for "Queenie" and her friends by quitting his job; for Holden, it is saving his little sister from a life like his own. For the activity, students are instructed to put characters from *Catcher* into "A & P" to see how closely related they are. This furthers the notion that Holden is a portrait of adolescence, not a singular, struggling character. Sammy also idolizes Queenie because of her youthful innocence, much like Holden idolizes the memory of Jane (Wells, 1993).

"Pray to the Lord," by Lil Wayne fits in to chapter 14 because there we see Holden's first attempt to pray. Religion, to some, is an overarching authority governing

many aspects of life. While Lil Wayne and Holden have different opinions on the subject, I wanted to show the students two opposing sides. Holden can't pray because he doesn't respect anyone in the Bible except for Jesus and the "lunatic and all, that lived in the tombs and kept cutting himself with stones (Salinger, 1951)." Lil Wayne, on the other hand, does believe in God, but does not think he is going to heaven. Both share the theme of belief in impending death. Holden's comes when he thinks he has pneumonia and decides he is going to die soon; Lil Wayne doesn't even know if he will make it to lunch (Bennett 1998.) This is also a very contemporary song, which will help bring Holden's world closer to their own (Lewis, 1994).

The final song in the Unit is Simple Plan's "Perfect." It is written as an apology to a father for disappointing him. The narrator of this song mirrors Holden's thoughts almost exactly, from the feeling that he will never be good enough, to begging a father not to turn his back on his son. I want students to understand through this song that, although he believe all adults are phony and conforming to society's standards, that he still longs for approval. Adolescents have a strong desire to be validated (Powell, 2005). and seek it, even when pretending not to.

The activities that run throughout the whole Unit are Authority Figure Charts and Impression's Worksheets. I wanted the students to have a concrete image of all the authority figures in Holden's life so they can pick out similarities and differences. They will be able to see why Holden has such a desire to keep away from the adult world because he is constantly disappointed by adults in his life. Holden's cynicism is more understandable when you see so many people in his life that should be positive role models doing exactly the opposite. These are put into a stark contrast when he talks about child-like characters like Phoebe, Allie, and the little boy singing about the Catcher in the Rye. Holden's quest for self-identity also seems like it would be extremely difficult when he doesn't have any good examples of a mature, stable adult in his life.

The Impression Worksheets take a Reader Response approach to the novel by having the students to write down their "unmediated, felt response to the text (Milner, Milner. 2008)." By asking the students to write down how they feel about Holden, they can transact with the text purely without fear of being right or wrong. I assigned the students these worksheets after the first chapter, in the middle of the novel, then again at

the end. I also have the students compare their responses from these different points in Holden's story so they can see if their ideas about him change as his character develops.

Unit Outline

(Unit is set up for 50 minute class periods Monday through Friday)

Week One

Monday

3 minutes: Authority Song (1-A and 1-B)

12 minutes: Word Map Activity (1-C)

8 minutes: Present theme, "Adolescents struggle with authority on their paths to self-identity." Discuss role models, both in students' lives and in the media. Talk about both positive and negative role models and discuss their influence on youth today.

2 minutes: Read aloud the first paragraph of *The Catcher in the Rye*.

20 minutes: Complete Truths, Trends and New Ideas Activity (1-E)

5 minutes: Briefly talk about results.

Finish Chapter one for Homework.

Tuesday

10 minutes: Quiz on Chapter one

15 minutes: Discuss why *Catcher* is a banned book along with the article. (2-B)

5 minutes: Free write about how you feel about the concept of banning books in general.

15 minutes: Watch the iMovie on JD Salinger (2-C) with class discussion about how the central themes of the novel have a lot to do with his life.

5 minutes: Fill out the "First Impressions" worksheet (1-E)

Wednesday

5 minutes: Show Dead Poets Society Clip (3-A) Explain to the class that this is what Pency Prep would have looked like.

10 minutes: Begin making vocabulary lists, both individually, and on a wall chart. (3-C)

20 minutes: Read Chapter two aloud with the class on a volunteer basis. After today, readers will be assigned the day before so they are prepared to read their sections aloud.

Discussion questions: What about Mr. Spencer bothered Holden? What does his note to Mr. Spencer say about him? Do you think Holden really "left" Elkton Hills? Why do you think Holden cares about the ducks?

10 minutes: Explain and begin working on Authority Figure Chart (3-B)

3 minutes: Based on what they wrote on the A.F.C., ask the students to predict how Holden will view authority figures in general in the novel.

Thursday

6 minutes: Review vocabulary, and introduce new words. (4-A)

20 minutes: Assigned readers read Chapter three aloud with discussion questions: Would you be able to live with someone like Ackley so close? How do Ackley's reactions characterize Holden? Why does Holden keep talking to Ackley even though he annoys him? Is he that desperate?

Ask students to pay special attention to Holden's description of Ackley.

24 minutes: Give directions, and let students work on letter-writing activity. (4-B)

Friday

10 minutes: Share letters with class.

20 minutes: Assigned readers read Chapter four aloud with discussion questions: Contrast Stradlater's disgusting habits to Ackley's. Who do you think is worse? What does it tell you about Jane that she keeps all her kings in the back row during checkers? Why can't Holden stop thinking about Jane? What does she represent to him?

3 minutes: Play "One Headlight" for class and pass out lyrics. (5-A and 5-B)

Remainder of class: Put students into groups. Ask them to connect at least four lines of the song to the novel so far. Collect one copy per group for credit. Remind students that there will be a vocabulary test next Tuesday.

Week Two**Monday**

5 minutes: Review, by writing key scenes on the board, the first four chapters.

10 minutes: Ask for a volunteer to read the poem (6-A) aloud. Explain the allusion in the poem. Pair the students up and have them fill out the discussion question worksheet (6-B) to be turned in for credit.

20 minutes: Assigned readers read Chapter five aloud and go over discussion questions: Why is the baseball mitt such a powerful memory for Holden? Do you think Holden needs to be psychoanalyzed? What kind of character is Allie? What could he represent to Holden?

5 minutes: Free write on the topic: Holden seems to resist growing up because the adults he encounters are all "phony." Does he have a point?

8 minutes: Hand out baseball mitt activity and explain the directions. (6-C) Allow students time to ask questions and brainstorm for the assignment. Pass out rubric. (10-C)

2 minutes: Remind students about the vocabulary quiz TOMORROW.

Tuesday

10 minutes: Take vocab quiz. (7-C)

3 minutes: Listen to "Face Down," by Red Jumpsuit Apparatus with lyrics. (7-A) Tell students to keep in mind how the song might fit into *Catcher*.

15 minutes: Assigned readers read Chapter six aloud with discussion questions.

12 minutes: Put students into groups of three. Hand out the song lyrics. (7-B) Tell them to change at least three of the lyrics to the song to better fit the chapter. Tell the students to be prepared to explain why they changed what they did or why they left certain lyrics alone.

Remainder: Share.

Wednesday

3 minutes: Review what has happened so far in the novel. Remind students that we are still in day one of the story.

6 minutes: Put students into pairs and give them directions to the Holden Texts Jane activity (8-A)

6 minutes: Ask for volunteers to present their conversations.

5 minutes: Go over vocabulary for Chapter 7 (8-B)

20 minutes: Assigned readers read aloud Chapter 7 with discussion questions: How does Ackley react to Holden? Why does Holden want to leave Pency immediately? Why do

you think Holden was crying when he left? Is there something he is maybe not telling the reader?

5 minutes: Begin filling out Authority Figure Chart for “Mom.” (3-B)

5 minutes: Free write: Adults constantly disappoint Holden. Does he share any of their characteristics? Are the role models in his life affecting his personality?

For homework: Read Chapter 8 and fill out the worksheet. (8-C)

Thursday

4 minutes: While playing “Fly Me To The Moon,” by Frank Sinatra, (9-C) show students pictures of Pennsylvania Station in 1940 versus now. Show pictures of a Gladstone suitcase.

8 minutes: Explain directions for a Socratic Circle.

10 minutes: First group in Socratic Circle. Second group takes notes to be handed in.

10 minutes: Second group in Socratic Circle. First group takes notes to be handed in.

10 minutes: Lecture on unreliable narrators. (9-D)

8 minutes: Have class start silently reading chapter 9. Give them directions for finding a golden line. (10-B)

Friday

10 minutes: Reading quiz (10-A)

15 minutes: Golden Line discussion. (10-B)

20 minutes: Baseball Mitt Presentations. Rubric from 10-C

5 minutes: Assign Chapter 10 for homework over the weekend. Students should write a one-page, double-spaced journal about the chapter. Some topic suggestions are:

Holden’s hypocrisy, a description of Phoebe, loneliness/depression etc.

Week 3

Monday

2 minutes: Collect Journals

5 minutes: Introduce Vocabulary (11-A)

2 minutes: Explain “Line Pair Activity.” (11-B)

18 minutes: Line Pair Activity (11-B)

10 minutes: Discuss the following points: Non-major characters characterize Holden by how he treats/ portrays them; the girls feed his adults= phonies; how might the girls have actually been acting? (unreliable narrator); Holden’s desire to drink (adult) vs. how he judges others for being drunk (hypocrisy)

1 minute: Give directions to find three examples in the novel where Phoebe is like Allie. How does Holden view them? What do you think they represent?

12 minutes: Students will write in their journals the three examples and answer the two questions.

Homework: Read Chapter 11.

Tuesday

8 minutes: Reading quiz (13-A)

5 minutes: Introduce Vocabulary (13-E)

20 minutes: Watch A&P (13-B)

2 minutes: Hand out short story text (13-C) and put students into groups of 5 and give them the directions for the activity. (13-D)

15 minutes: Work on scenes for the rest of class. They will be performed on Wednesday.
Homework: Read Chapter 11

Wednesday

10 minutes: Practice time for the skits

30 minutes: Skit performances

7 minutes: Give out rubric and explain directions for the final project. (14-D)

3 minutes: Show video example.

Homework: Read Chapter 12-13. Remind students about the vocabulary quiz on Monday.

Thursday

Play video in the background without sound (15-A)

2 minutes: Collect journals

3 minutes: Break the class into six groups and give them subjects from the chapter to discuss. (15-B)

8 minutes: Group discussions

20 minutes: Groups read their question and explain the answer the group discussed.

10 minutes: Fill out "Second Impression Worksheet" about Holden, now that they have read about half of the novel. (15-C)

5 minutes: Pass out the "First Impression Worksheet." (1-D) Ask the class to compare their answers from the first time they read about Holden to where they are now. Ask for volunteers to share similarities and differences in their responses.

2 minutes: Ask the class if they have any questions about the final project. Tell them that they will be receiving group assignments for leading class discussions the next day in class and time to work on them.

Homework: Read Chapters 14-15. Remind students about the vocabulary quiz on Monday.

Friday

5 minutes: Play Pray to the Lord by Lil Wayne (16-A) and pass out lyrics (16-B)

10 minutes: Venn diagram activity (16-C)

10 minutes: Reading Quiz on Chapters 14 and 15 (16-D)

5 minutes: Fill out Authority Figure Chart for "Disciples" (3-B)

5 minutes: Pass out handout for group presentations and give directions. (16-D)

15 minutes: Give students time to work with their groups. Walk around to make sure students are on task and answer any questions they may have. Allow them to research their chapters online.

Homework: Read Chapters 16-17. Remind students about the vocabulary quiz on Monday.

Week 4

Monday

10 minutes: Vocabulary Quiz (17-A)

8 minutes: Personal Ad activity for Holden. (17-B)

8 minutes: Groups share their ads.

15 minutes: Model what the group presentations should look like. (17-C)

Remainder of the period: Work on group projects. Give special attention to the group that is presenting tomorrow. Homework: Read Chapters 18-19

Tuesday

20 minutes: Group 1 presentations of Chapters 18 and 19

5 minutes: Class fills out grade sheet for the presenters. (18-A)

5 minutes: Fill out an Authority Figure Chart for Carl Luce. (3-B)

1 minute: Pass out the other Authority Figure Charts.

14 minutes: Modified Truths, Trends and Unique Ideas Activity (18-B) Share with the class afterward.

Homework: Read Chapters 20-21

Wednesday

20 minutes: Group 2 presentations of Chapters 20-21

5 minutes: Class fills out grade sheet for the presenters. (18-A)

5 minutes: Introduce Vocabulary (19-B)

5 minutes: As a class, brainstorm about the people, places, or things to participate in Holden's Tug-of-War activity

12 minutes: Tug of War Activity (19-A)

3 minutes: Free write on the topic: What does this visual aid tell you about Holden? Do you, like Holden believe that Innocence is good and Experience leads to phoniness?

Where do the authority figures gather in the chart?

Homework: Read Chapters 22-23 Tell students about the vocabulary quiz on Tuesday.

Thursday

20 minutes: Group 3 presentations of Chapters 22-23

5 minutes: Class fills out grade sheet for the presenters. (18-A)

10 minutes: Read aloud first two pages of New York Times Article (20-A) Discuss whether or not it is relevant that most of the places Holden visits are real.

5 minutes: Free write about how Holden could see New York as an "Authority," or a representation of the authority figures in his society. How can New York feel both like home and phony to him at the same time?

5 minutes: Answer any questions about the final project.

Homework: Read Chapter 24. Remind students about the vocabulary quiz on Tuesday.

Friday

20 minutes: Group 4 presentations of Chapter 24

5 minutes: Class fills out grade sheet for the presenters. (18-A)

5 minutes: fill out an Authority Figure Chart for Mr. Antolini (3-B)

10 minutes: Picking Sides Activity (21-A)

1 minute: Write all the statements on the board.

5 minutes: Tell students to put a plus sign next to the statement they agreed with the most and a minus sign next to the one they disagreed with the most.

4 minutes: Discuss the significance of the statements that had the most plusses and the most minuses.

Homework: Read Chapter 25. Remind students about the vocabulary quiz on Tuesday.

Week 5

Monday

20 minutes: Group 5 presentations of Chapter 25

5 minutes: Class fills out grade sheet for the presenters. (18-A)

5 minutes: Quick write about something you wish you could cover up, scratch off, or shield someone's eyes from.

5 minutes: Volunteers can share their stories.

5 minutes: Discuss as a class why it is significant that Holden doesn't want kids to see the bad words written.

5 minutes: Short lecture about the significance of Holden wanting to live in the country and pretend to be a deaf mute. City vs. country, not a part of any society, "hiding children" from evils of the world- keeping them innocent.

5 minutes: Free write about what your ideal place would be to get away from the pressures of society and the authority figures in your life. Remind students about the vocabulary quiz on Tuesday.

Tuesday

4 minutes: Bolt movie clip (22-A)

1 minute: Explain that Bolt becomes an unlikely hero to Mittens, just as Holden becomes one for Phoebe.

9 minutes: Vocabulary Quiz (22-B)

6 minutes: Lecture on the points: Moment where Holden "finds himself," when he becomes the true hero of the novel, how he realizes that he doesn't want Phoebe to turn out like him and goes home with her to finally face his parents.

5 minutes: Read the last chapter aloud.

5 minutes: Fill out Final Impressions Worksheet for Holden (22-C) Pass out the First and Second Impression Worksheets after the students are done filling them out.

5 minutes: Briefly discuss whether or not the class' view of Holden changed throughout the reading of the novel.

15 minutes: Brian Drain Activity (22-D)

Wednesday

5 minutes: Pass out lyrics (23-A) and play "Perfect," by Simple Plan. (23-B)

5 minutes: Discuss with students how the song represents Holden's character.

10 minutes: Read the second two pages of the New York Times article (20-B)

10 minutes: Use the whole article as a review and to build a timeline. Pay special attention to each scene where Holden struggles with authority: be it disappointing his mother or being refused drinks at the bars he attends. Discuss as a class how all these confrontations led him to his defining moment: when he responsibly goes home with Phoebe instead of running away from his problems.

20 minutes: Holden as an Adult Activity (23-C) Use the first eight minutes for the brainstorming and the second twelve for the presentations.

Thursday & Friday

Final Presentations!

Appendix

1-A [Authority Song](#)

1-B : Lyrics

Oh, they like to get you in a compromising position

They like to get you there and smile in your face
 Well, they think they're so cute when they got you in that condition
 Well I think it's a total disgrace
 And I said:

CHORUS:

I fight authority, Authority always wins
 Well, I fight authority, Authority always wins
 Well, I've been doing it since I was a young kid
 I come out grinnin'
 Well, I fight authority, Authority always wins

So I call up my preacher
 I say, "Give me strength for Round 5."
 He said, "You don't need no strength, you need to grow up son."
 I said, "Growing up leads to growing old and then to dying"
 "OO and dying to me don't sound like all that much fun."
 So I said:
 CHORUS

I said Oh no no no (3X)
 I fight authority Authority always wins
 CHORUS (Repeat several times)

1-C Word Map Directions:

- Write one or two words on the board and circle them. In this case, the words are “self” and “authority.”
- Ask students to silently, one at a time, write whatever word or phrase comes to mind when they read each word in another circle and attach it.
- Students can also attach new words to ones that their peers have written
- This should go on until everyone in the class has contributed at least three new ideas and attached them.
- After the exercise, we will discuss as a class how these two words relate, how they might have struggles with one another, and what (if any) words or phrases they have linked in common.

1-D First Impressions Worksheet:

1. What type of a person do you think the narrator, Holden Caulfield, is?
2. Do you think someone like Holden would have trouble with authority figures? Why or why not?
3. From the reading, what impression do you get about Holden and his family?
4. Does Holden seem comfortable with himself?

5. After reading the first paragraph, do you think you will like Holden Caulfield as a narrator? What specifically led you to that conclusion?

1-E Directions for Truths, Trends, and Unique Ideas:

1. Create questions. In this case, use questions from the First Impressions Worksheet (1-D)
2. Divide class in half, with half of the students on one side of the table and the other half of the students on the opposite side, each facing a partner.
3. Give each person on one side of the table a different question. In this case, to save time, each question will be given out twice.
4. The facilitator gives the signal to begin and each “questioner” asks his/her partner the question, taking notes on the partner’s responses.
5. After two minutes, the facilitator asks the group who is answering questions to rotate, and each student moves down one chair.
6. Rotation continues until each person has answered each question. The questions are then passed across the table and the activity begins again with the opposite side.
7. After the second group has answered each question the students should find the person who asked the same question.
8. When students divide into pairs, they should analyze the responses they attained from their peers and should compile the responses into the following categories: Truths (something almost everyone said), Trends (something the majority of people said), Unique Ideas (something only one or two people said).

Adapted from a lesson by Dr. Angie Davis

2-A Quiz on Chapter 1 Reading

- 1) Does Holden like his school, Pency Prep? Why or why not? (3 pts)
No, he thinks it is a “terrible school.” He wishes he could see some girls every once and a while, and that the headmaster is a “phony slob.” Holden also claims that Pency is full of “crooks,” and sites a few instances where people have stolen things out of his room.
- 2) Why didn’t Holden attend the football game? (3 pts)
He just got back from New York with the Fencing team after loosing their equipment on the subway. The team could not compete because of this.
- 3) Who was Holden going to visit? (2 pts)
His former History teacher, Mr. Spencer. He is currently failing Mr. Spencer’s class.
- 4) Why does Holden “have no wind?” (2 pts)
He, at sixteen years old, is a heavy smoker.

2-B Banned Books Article

Time Banned Books Article

1. Sex
2. Bad language
3. Mild violence
4. Under-aged Drinking

“Real Reason” I believe that this book is banned because of how it shows adults. Authority figures constantly seem to disappoint Holden, leading him to believe that growing up means becoming a “phony.”

(http://www.associatedcontent.com/article/162077/banned_book_the_catcher_in_the_rye_pg2_pg2.html?cat=4)

2-C

iMovie JD Salinger Presentation

3-A Dead Poets Society

3-B Vocabulary for Chapter 2

Grippe: *the flu*

Phony: *not genuine, fake, putting on a show*

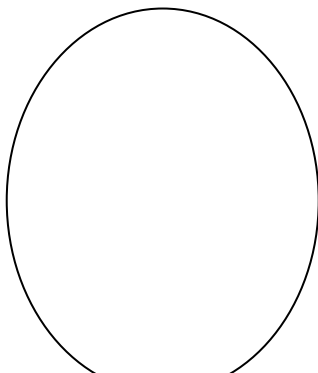
Innumerable: *countless*

Qualms: *having doubt*

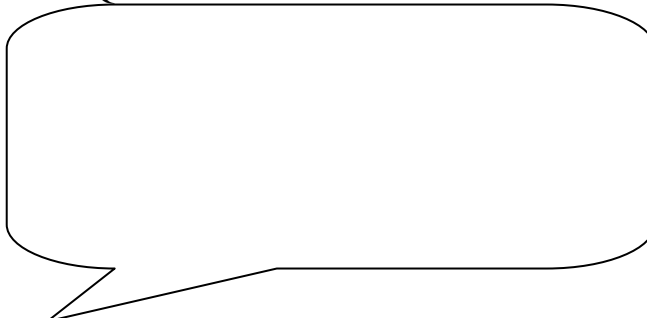
3-C Authority Figure Chart

Directions: Fill out the chart for assigned characters from *Catcher*. Either draw a picture or cut and paste from a magazine, printout, etc. of what you think they would look like. Write a quote or two that you think shows an accurate portrayal of their personality. In the writing portion, be sure to include page numbers of where you found the information so you can reference the worksheet later.

Picture:



Quote:



Relationship to Holden:

Characteristics of personality:

Holden's opinion:

Qualities in common with Holden:

4-A Vocabulary for Chapter 3

Grandstand: *stadium seating*

Crude: *rude, disrespectful and offensive*

Rostrum: *platform or stage*

Compulsory: *required*

Chiffonier: *a chest of drawers*

Superior: *above others, higher in rank*

4-B Directions for letter

Scenario: Imagine that your family just moved to New York and you were accepted to Pency Prep for their Spring semester. Since Holden Caulfield is not returning, you are assigned to his room. However, after a few weeks living in such close quarters with Ackley, you realize it is unbearable and need to change rooms.

Instructions: Write a letter to the housing office at Pency Prep giving your reasons for wanting to switch rooms. The letter should be one page, typed, and double spaced in 12pt Times New Roman font.

Remember to keep your audience in mind

For example, you would write a different letter home to your best friend telling him or her about Ackley's disgusting habits than you would to a school official.

5-A Lyrics for "One Headlight"

So long ago, I don't remember when
That's when they say I lost my only friend
Well they said she died easy of a broken heart disease
As I listened through the cemetery trees

I seen the sun comin' up at the funeral at dawn
The long broken arm of human law
Now it always seemed such a waste
She always had a pretty face
So I wondered how she hung around this place

Chorus:

Hey, come on try a little
Nothing is forever
There's got to be something better than
In the middle
But me & Cinderella,
We put it all together
We can drive it home
With one headlight

She said it's cold
It feels like Independence Day
And I can't break away from this parade
But there's got to be an opening
Somewhere here in front of me
Through this maze of ugliness and greed
And I seen the sun up ahead
At the county line bridge
Sayin' all there's good and nothingness is dead
We'll run until she's out of breath
She ran until there's nothin' left
She hit the end-it's just her window ledge

(chorus)

Well this place is old
It feels just like a beat up truck
I turn the engine, but the engine doesn't turn
Well it smells of cheap wine & cigarettes
This place is always such a mess
Sometimes I think I'd like to watch it burn
I'm so alone, and I feel just like somebody else
Man, I ain't changed, but I know I ain't the same
But somewhere here in between the city walls of dyin' dreams
I think her death it must be killin' me

5-B Youtube video for “One Headlight”
[One Headlight](#)

5-C Vocabulary for Chapter 4

Chew the rag: *to chat or gossip*

Exhibitionist: *someone who is extravagant and vies for attention*

Liberate: *to free someone or something*

6-A “Forgetfulness” by Billy Collins

The name of the author is the first to go
followed obediently by the title, the plot,
the heartbreaking conclusion, the entire novel
which suddenly becomes one you have never read,
never even heard of,

as if, one by one, the memories you used to harbor
decided to retire to the southern hemisphere of the brain,
to a little fishing village where there are no phones.

Long ago you kissed the names of the nine Muses goodbye
and watched the quadratic equation pack its bag,
and even now as you memorize the order of the planets,

something else is slipping away, a state flower perhaps,
the address of an uncle, the capital of Paraguay.

Whatever it is you are struggling to remember,
it is not poised on the tip of your tongue,
not even lurking in some obscure corner of your spleen.

It has floated away down a dark mythological river
whose name begins with an L as far as you can recall,
well on your own way to oblivion where you will join those
who have even forgotten how to swim and how to ride a bicycle.

No wonder you rise in the middle of the night
to look up the date of a famous battle in a book on war.
No wonder the moon in the window seems to have drifted
out of a love poem that you used to know by heart.

Remind the class that part of being a good reader is looking up words and phrases you are unfamiliar with.

6-B Lecture topics and Discussion Questions

Allusion: in literature, a reference to another work like art or text, a piece of history, etc.

Nine Muses: Greek Mythology, their mother was Mnemosyne, goddess of memory.

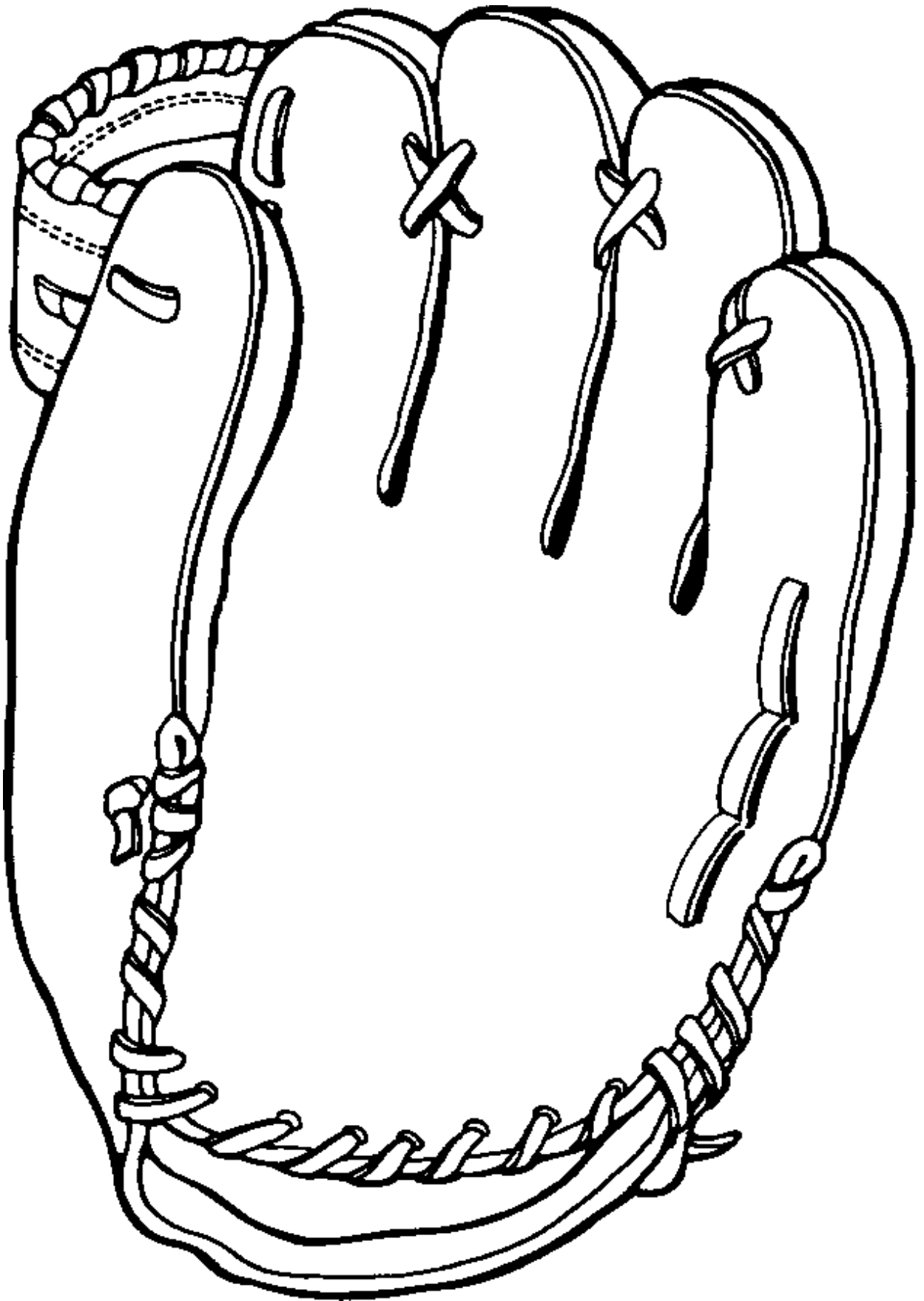
Lethe: The river of forgetfulness in Hades. The dead must drink from it.

Directions: In pairs, answer the discussion questions below. Be prepared to share your answers with the class. Turn in both copies of this worksheet for participation credit.

- 1) Write what you think is the theme of this poem in one sentence.
- 2) Underline specific lines from the poem that lead you to believe so.
- 3) Do you think Billy Collins and Holden Caulfield have the same opinion of growing up and adulthood? Why or why not?
- 4) Is it significant that the items Collins has forgotten were from his childhood? Give your reasoning.
- 5) Think of some books, songs, movies, activities, lessons from school etc. that you have forgotten details about and write them down here.
- 6) Does thinking about your past make you feel nostalgic or happy to be where you are in life?

6-C Directions for Baseball Mitt Assignment (Due Friday)

Write or draw five pieces of writing/pictures on the mitt that represent your life *right now* that you want your future self to remember. They can be song lyrics, a picture of you and your friends at a birthday, a passage from a book, a quote from a movie, some of your own writing etc. On the back of the mitt or a separate piece of paper, write a two or three sentence description of why you chose each piece to represent your life as a ninth grader.



7-A Red Jumpsuit Apparatus “Face Down” with lyrics
Face Down

7-B Lyrics

Hey girl you know you drive me crazy.
One look put's the rhythm in my hand.
Still I'll never understand why you hang around
I see what\'s going down.
Cover-up with make-up in the mirror
Tell yourself it\'s never gonna happen again
You cry alone and then he swears he loves you.

Chorus:

Do you feel like a man
When you push her around?
Do you feel better now as she falls to the ground?
Well I'll tell you my friend one day this world's going to end
As your lies crumble down a new life she has found.

A pebble in the water makes a ripple effect
Every action in this world will bear a consequence
If you wade around forever you will surely drown
I see what's going down.
I see the way you go and say you're right again,
say you're right again,
heed my lecture

Chorus:

One day she will tell you that she has had enough
its coming round again.

7-C

Name _____

Date _____

Vocabulary Quiz 1

The Catcher in the Rye

Chapters 1-5

Words from the box may be used more than once.

Grippe	Phony	Innumerable	Qualms	
Rostrum	Compulsory	Chiffonier	Superior	Chew the rag
Exhibitionist	Liberate	Crude	Grandstand	

*Fill in the blanks with the correct vocabulary word from the box above.**2 pts each*

1. We watched from the grandstand as our team gave up their victory by one point.
2. It is compulsory for teachers to give exams, even though we sometimes wish we didn't have to.
3. Holden Caulfield believes that most people he knows are phony. He thinks they are just putting on a show.
4. The little girl tossed her fish tank into the ocean because she wanted to liberate her pets.
5. There was a/an innumerable amount of people at the concert, so I'm not surprised we didn't run into you there.

*Write the correct synonym from the vocabulary list.**2 pts each*

1. Doubts: Qualms
2. Disrespectful: Crude
3. Fake: Phony
4. Chest: Chiffonier
5. Stage: Rostrum

*Write a sentence that conveys that you know the meaning of the word.**3 pts each*

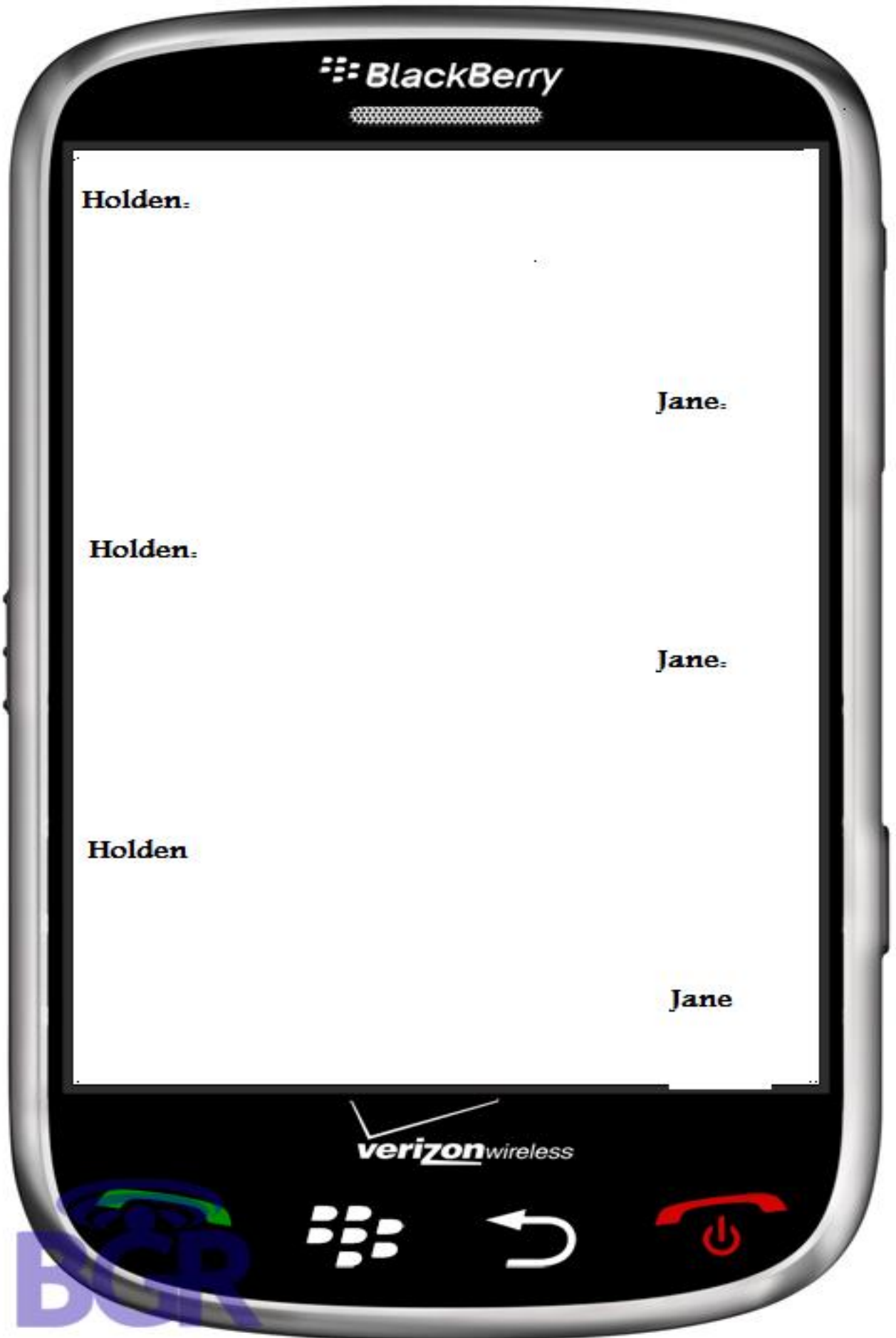
1. Grippe:
2. Superior:

3. Exhibitionist:
4. Chew the rag:
5. Liberate

8-A Holden Texting Assignment

Directions: Think about how much different Holden's life would be if he had the technology we do. Everything from typing Stradlater's paper to keeping in touch with Mr. Spenser would be completely different. Imagine that Holden had the chance to warn Jane about what a jerk Stradlater is. In pairs, write a texting conversation between Holden and Jane during Jane's date with Stradlater. Be prepared to share it with the class and turn it in afterwards.

Use the template below to write the conversation.



8-B Vocabulary List

Conasta: *a card game*

Welfare: a person's health, happiness, and fortune

Stark: *severe or bare*

Monastery: *a living and learning place for nuns, priests, or monks*

Lavish: *rich, elaborate, luxurious*

8-C Reading guide for Chapter 8

1. What is Holden's opinion of Mrs. Morrow?
2. Compare or contrast your answer to how Holden sees most adults in his life.
3. Why do you think Holden lies to Mrs. Morrow about her son's character?
4. Would you do the same in his situation?
5. What do you think made Holden lie about his bloody nose?
6. Describe one situation where Holden is hypocritical.
7. In the last sentence, Holden states that he would not visit Ernest even if he was desperate. Do you think he *is* actually desperate for friends or really just doesn't like his classmates?
8. Do you think that Holden is a reliable narrator? (Can the reader believe what he says?)

For questions 9 and 10, write two questions you have about the novel so far

9-A Penn Station



Pennsylvania Station 1940's v. Present



Courtesy of nycsubway.org

9-B Gladstone Suitcase



From Vintageskins.com

9-C Sinatra Link

[Fly Me To The Moon](#)

9-D Unreliable Narrators: Talking points for lecture

- A specific literary device, not the author's mistake
- Due to "psychological instability, a powerful bias, a lack of knowledge or even a deliberate attempt to deceive the reader or audience."
- Which one do you think Holden is?
- Usually in the first person
- Sometimes the author provides clues
- Can be in the form of a twist ending
- Would your reading of *Catcher* be different if you believed everything Holden said?

10-A Reading Quiz for Chapter 9 (2 pts each)

- 1) Why doesn't Holden call anyone after he gets to Penn Station?
- 2) Why can't Holden go home?
- 3) What is the question Holden brings up to the cab driver?
- 4) Why do you think Holden is so interested in that question?
- 5) What is the couple Holden can see through his window doing and why do you think it is so disturbing to him?
- 6) Who is Faith Cavendish and why does Holden call her?

10-B Golden Line Directions

While reading, underline passages that are engaging to you. They can be lines you agree or disagree with, like the sound of, think are important to the chapter, characterize one of the main characters well and anything else you can think of. At the beginning of class, write your favorite line (or two if time provides) from your collection. Be prepared to explain why you chose that line, as we will be going over them in class.

10-C Rubric for Baseball Mitt Presentation

	1 Point	3 Points	5 Points
Number of Items	Only used one or two pictures/pieces of writing	Placed three or four items on your mitt	Showed all five items
Explanations	Your explanations for the pieces were incomplete. They did not explain why the pieces relate to your life at all.	Some of the explanations made sense, but they lacked detail and relevance to the activity.	Your explanations connected the pieces you chose to your life now and you explained clearly why you wanted those pieces to represent you.
Grammar	Your writing on the back of the mitt had more than five grammatical or spelling errors.	Your writing had three or four grammatical or spelling errors	Your writing had one or two (if any) grammatical or spelling errors.
Total (x4)			

Grade: _____ / 60

11-A Vocabulary List

1. Putrid: *physically or morally disgusting*
2. Intoxicating: *capable of making someone drunk or intensely excited to the point of irrationality.*
3. Verification: *establishing truth or correctness*
4. Hysterics: *a state of uncontrollable laughter; a fit*
5. Ignorant: *lack of knowledge or understanding of a specific subject*
6. Witty: *clever and amusing*

11-B Line Activity Directions and Lines to cut out

Directions: Each student will receive a line from the chapter on a strip of paper. One or two other students will have the same line. They will find each other and, for five minutes, discuss the relevance of the line to the chapter. Students can use their books for context. The groups will explain their lines and their importance (in order) to the rest of the class.

Lines from Chapter 10

1. "I certainly felt like talking to her. Someone with common sense and all." (page 66)
2. "As a matter of fact, I'm the only dumb one in my family." (page 67)
3. "I mean if you tell Old Phoebe something, she knows exactly what the hell you're talking about." (page 67)
4. "She's supposed to be an orphan, but her old man keeps showing up." (page 68)
5. "I can't sit in a corny place like this cold *sober*." (page 70)
6. "I certainly must've been very hard up to even bother with any of them." (page 70)
7. "I could hardly stop myself from sort of giving her a kiss on the top of her dopey head – you know right where the part is, and all. She got sore when I did it." (page 72)
8. "Every time they do something pretty, even if they're not much to look at, or even if they're sort of stupid, you half fall in love with them, and then you never know where the hell you are." (page 73)
9. "Old Mart said she'd only caught a glimpse of him. That killed me." (page 74)
10. "They were so ignorant, and they had those sad, fancy hats on and all." (page 75)
11. "I'd've bought the whole three of them a hundred drinks if only they hadn't told me that." (page 75)

13-A Reading Quiz for Chapter 11

- 1) Describe in a paragraph Jane and Holden's past. (8 pts)

- 2) What kind of place does Holden ask the cab driver to take him? (2pts)

13-B A&P Video

<http://vodpod.com/watch/1316950-a-p-by-john-updike>

13-C Short Story

A&P

by john updike

In walks these three girls in nothing but bathing suits. I'm in the third check-out slot, with my back to the door, so I don't see them until they're over by the bread. The one that caught my eye first was the one in the plaid green two-piece. She was a chunky kid, with a good tan and a sweet broad soft-looking can with those two crescents of white just under it, where the sun never seems to hit, at the top of the backs of her legs. I stood there with my hand on a box of HiHo crackers trying to remember if I rang it up or not. I ring it up again and the customer starts giving me hell. She's one of these cash-register-watchers, a witch about fifty with rouge on her cheekbones and no eyebrows, and I know it made her day to trip me up. She'd been watching cash registers forty years and probably never seen a mistake before.

By the time I got her feathers smoothed and her goodies into a bag -- she gives me a little snort in passing, if she'd been born at the right time they would have burned her over in Salem -- by the time I get her on her way the girls had circled around the bread and were coming back, without a pushcart, back my way along the counters, in the aisle between the check-outs and the Special bins. They didn't even have shoes on. There was this chunky one, with the two-piece -- it was bright green and the seams on the bra were still sharp and her belly was still pretty pale so I guessed she just got it (the suit) -- there was this one, with one of those chubby berry-faces, the lips all bunched together under her nose, this one, and a tall one, with black hair that hadn't quite frizzed right, and one of these sunburns right across under the eyes, and a chin that was too long -- you know, the kind of girl other girls think is very "striking" and "attractive" but never quite makes it, as they very well know, which is why they like her so much -- and then the third one, that wasn't quite so tall. She was the queen. She kind of led them, the other two peeking around and making their shoulders round. She didn't look around, not this queen, she just walked straight on slowly, on these long white prima donna legs. She came down a little hard on her heels, as if she didn't walk in her bare feet that much, putting down her heels and then letting the weight move along to her toes as if she was testing the floor with every step, putting a little deliberate extra action into it. You never know for sure how girls' minds work (do you really think it's a mind in there or just a little buzz like a bee in a glassjar?) but you got the idea she had talked the other two into coming in here with her, and now she was showing them how to do it, walk slow and hold yourself straight.

She had on a kind of dirty-pink - - beige maybe, I don't know -- bathing suit with a little nubble all over it and, what got me, the straps were down. They were off her shoulders looped loose around the cool tops of her arms, and I guess as a result the suit had slipped a little on her, so all around the top of the cloth there was this shining rim. If it hadn't been there you wouldn't have known there could have been anything whiter than those shoulders. With the straps pushed off, there was nothing between the top of the suit and the top of her head except just her, this clean bare plane of the top of her chest down from the shoulder bones like a dented sheet of metal tilted in the light. I mean, it was more than pretty.

She had sort of oaky hair that the sun and salt had bleached, done up in a bun that was unravelling, and a kind of prim face. Walking into the A & P with your straps down, I suppose it's the only kind of face you *can* have. She held her head so high her neck,

coming up out of those white shoulders, looked kind of stretched, but I didn't mind. The longer her neck was, the more of her there was.

She must have felt in the corner of her eye me and over my shoulder Stokesie in the second slot watching, but she didn't tip. Not this queen. She kept her eyes moving across the racks, and stopped, and turned so slow it made my stomach rub the inside of my apron, and buzzed to the other two, who kind of huddled against her for relief, and they all three of them went up the cat-and-dog-food-breakfast-cereal-macaroni-rice-raisins-seasonings-spreads-spaghetti-soft drinks-rackers-and-cookies aisle. From the third slot I look straight up this aisle to the meat counter, and I watched them all the way. The fat one with the tan sort of fumbled with the cookies, but on second thought she put the packages back. The sheep pushing their carts down the aisle -- the girls were walking against the usual traffic (not that we have one-way signs or anything) -- were pretty hilarious. You could see them, when Queenie's white shoulders dawned on them, kind of jerk, or hop, or hiccup, but their eyes snapped back to their own baskets and on they pushed. I bet you could set off dynamite in an A & P and the people would by and large keep reaching and checking oatmeal off their lists and muttering "Let me see, there was a third thing, began with A, asparagus, no, ah, yes, applesauce!" or whatever it is they do mutter. But there was no doubt, this jiggled them. A few house-slaves in pin curlers even looked around after pushing their carts past to make sure what they had seen was correct.

You know, it's one thing to have a girl in a bathing suit down on the beach, where what with the glare nobody can look at each other much anyway, and another thing in the cool of the A & P, under the fluorescent lights, against all those stacked packages, with her feet paddling along naked over our checkerboard green-and-cream rubber-tile floor.

"Oh Daddy," Stokesie said beside me. "I feel so faint."

"Darling," I said. "Hold me tight." Stokesie's married, with two babies chalked up on his fuselage already, but as far as I can tell that's the only difference. He's twenty-two, and I was nineteen this April.

"Is it done?" he asks, the responsible married man finding his voice. I forgot to say he thinks he's going to be manager some sunny day, maybe in 1990 when it's called the Great Alexandrov and Petrooshki Tea Company or something.

What he meant was, our town is five miles from a beach, with a big summer colony out on the Point, but we're right in the middle of town, and the women generally put on a shirt or shorts or something before they get out of the car into the street. And anyway these are usually women with six children and varicose veins mapping their legs and nobody, including them, could care less. As I say, we're right in the middle of town, and if you stand at our front doors you can see two banks and the Congregational church and the newspaper store and three real-estate offices and about twenty-seven old free-loaders tearing up Central Street because the sewer broke again. It's not as if we're on the Cape; we're north of Boston and there's people in this town haven't seen the ocean for twenty years.

The girls had reached the meat counter and were asking McMahon something. He pointed, they pointed, and they shuffled out of sight behind a pyramid of Diet Delight peaches. All that was left for us to see was old McMahon patting his mouth and looking after them sizing up their joints. Poor kids, I began to feel sorry for them, they couldn't help it.

Now here comes the sad part of the story, at least my family says it's sad but I don't think it's sad myself. The store's pretty empty, it being Thursday afternoon, so there was nothing much to do except lean on the register and wait for the girls to show up again. The whole store was like a pinball machine and I didn't know which tunnel they'd come out of. After a while they come around out of the far aisle, around the light bulbs, records at discount of the Caribbean Six or Tony Martin Sings or some such gunk you wonder they waste the wax on, sixpacks of candy bars, and plastic toys done up in cellophane that fall apart when a kid looks at them anyway. Around they come, Queenie still leading the way, and holding a little gray jar in her hand. Slots Three through Seven are unmanned and I could see her wondering between Stokes and me, but Stokesie with his usual luck draws an old party in baggy gray pants who stumbles up with four giant cans of pineapple juice (what do these bums *do* with all that pineapple juice' I've often asked myself) so the girls come to me. Queenie puts down the jar and I take it into my fingers icy cold. Kingfish Fancy Herring Snacks in Pure Sour Cream: 49¢. Now her hands are empty, not a ring or a bracelet, bare as God made them, and I wonder where the money's coming from. Still with that prim look she lifts a folded dollar bill out of the hollow at the center of her nubbled pink top. The jar went heavy in my hand. Really, I thought that was so cute.

Then everybody's luck begins to run out. Lengel comes in from haggling with a truck full of cabbages on the lot and is about to scuttle into that door marked MANAGER behind which he hides all day when the girls touch his eye. Lengel's pretty dreary, teaches Sunday school and the rest, but he doesn't miss that much. He comes over and says, "Girls, this isn't the beach."

Queenie blushes, though maybe it's just a brush of sunburn I was noticing for the first time, now that she was so close. "My mother asked me to pick up a jar of herring snacks." Her voice kind of startled me, the way voices do when you see the people first, coming out so flat and dumb yet kind of tony, too, the way it ticked over "pick up" and "snacks." All of a sudden I slid right down her voice into her living room. Her father and the other men were standing around in ice-cream coats and bow ties and the women were in sandals picking up herring snacks on toothpicks off a big plate and they were all holding drinks the color of water with olives and sprigs of mint in them. When my parents have somebody over they get lemonade and if it's a real racy affair Schlitz in tall glasses with "They'll Do It Every Time" cartoons stencilled on.

"That's all right," Lengel said. "But this isn't the beach." His repeating this struck me as funny, as if it had just occurred to him, and he had been thinking all these years the A & P was a great big dune and he was the head lifeguard. He didn't like my smiling -- as I say

he doesn't miss much -- but he concentrates on giving the girls that sad Sunday- school- superintendent stare.

Queenie's blush is no sunburn now, and the plump one in plaid, that I liked better from the back -- a really sweet can -- pipes up, "We weren't doing any shopping. We just came in for the one thing."

"That makes no difference," Lengel tells her, and I could see from the way his eyes went that he hadn't noticed she was wearing a two-piece before. "We want you decently dressed when you come in here."

"We are decent," Queenie says suddenly, her lower lip pushing, getting sore now that she remembers her place, a place from which the crowd that runs the A & P must look pretty crummy. Fancy Herring Snacks flashed in her very blue eyes.

"Girls, I don't want to argue with you. After this come in here with your shoulders covered. It's our policy." He turns his back. That's policy for you. Policy is what the kingpins want. What the others want is juvenile delinquency.

All this while, the customers had been showing up with their carts but, you know, sheep, seeing a scene, they had all bunched up on Stokesie, who shook open a paper bag as gently as peeling a peach, not wanting to miss a word. I could feel in the silence everybody getting nervous, most of all Lengel, who asks me, "Sammy, have you rung up this purchase?"

I thought and said "No" but it wasn't about that I was thinking. I go through the punches, 4, 9, GROG, TOT -- it's more complicated than you think, and after you do it often enough, it begins to make a little song, that you hear words to, in my case "Hello (*bing*) there, you (*gung*) hap-py pee-pul (*splat*)"-the splat being the drawer flying out. I uncrease the bill, tenderly as you may imagine, it just having come from between the two smoothest scoops of vanilla I had ever known were there, and pass a half and a penny into her narrow pink palm, and nestle the herrings in a bag and twist its neck and hand it over, all the time thinking.

The girls, and who'd blame them, are in a hurry to get out, so I say "I quit" to Lengel quick enough for them to hear, hoping they'll stop and watch me, their unsuspected hero. They keep right on going, into the electric eye; the door flies open and they flicker across the lot to their car, Queenie and Plaid and Big Tall Goony-Goony (not that as raw material she was so bad), leaving me with Lengel and a kink in his eyebrow.

"Did you say something, Sammy?"

"I said I quit."

"I thought you did."

"You didn't have to embarrass them."

"It was they who were embarrassing us."

I started to say something that came out "Fiddle-de-doo." It's a saying of my grandmother's, and I know she would have been pleased.

"I don't think you know what you're saying," Lengel said.

"I know you don't," I said. "But I do." I pull the bow at the back of my apron and start shrugging it off my shoulders. A couple customers that had been heading for my slot begin to knock against each other, like scared pigs in a chute.

Lengel sighs and begins to look very patient and old and gray. He's been a friend of my parents for years. "Sammy, you don't want to do this to your Mom and Dad," he tells me. It's true, I don't. But it seems to me that once you begin a gesture it's fatal not to go through with it. I fold the apron, "Sammy" stitched in red on the pocket, and put it on the counter, and drop the bow tie on top of it. The bow tie is theirs, if you've ever wondered. "You'll feel this for the rest of your life," Lengel says, and I know that's true, too, but remembering how he made that pretty girl blush makes me so scrunchy inside I punch the No Sale tab and the machine whirs "pee-pul" and the drawer splats out. One advantage to this scene taking place in summer, I can follow this up with a clean exit, there's no fumbling around getting your coat and galoshes, I just saunter into the electric eye in my white shirt that my mother ironed the night before, and the door heaves itself open, and outside the sunshine is skating around on the asphalt.

I look around for my girls, but they're gone, of course. There wasn't anybody but some young married screaming with her children about some candy they didn't get by the door of a powder-blue Falcon station wagon. Looking back in the big windows, over the bags of peat moss and aluminum lawn furniture stacked on the pavement, I could see Lengel in my place in the slot, checking the sheep through. His face was dark gray and his back stiff, as if he'd just had an injection of iron, and my stomach kind of fell as I felt how hard the world was going to be to me hereafter.

13-D Directions for Activity

In tomorrow's class, you and your group will be acting out a short scene from A&P as characters from *The Catcher in the Rye*. For example, how would Holden act in the narrator's shoes? Who would fit in the role of "Queenie" and her friends? Be as creative as you want! You will have the rest of the class to work on your scenes and the first ten minutes of tomorrow's class to practice. They will be turned in for credit.

13-E Vocabulary List

1. Intimate: *a close, personal relationship*
2. Hoodlum: *a young person who is prone to committing crimes*
3. Humble: *modest about accomplishments, unassuming*

4. Yellow: *cowardly*
5. Peculiar: *unusual, strange or unconventional*
6. Rubberneck: *a person who stares at something in an insensitive way*
7. Inferiority Complex: *an unrealistic feeling of inadequacy*
8. Bourgeois: *affluent and materialistic*

14-D Directions for Final Project

Create a Movie Maker/iMovie/Power Point slide show project about how Holden eventually finds himself. It should include specific events leading up to the “final straw” breaking for Holden. You can be as abstract or literal with the images as you want. To explain why you chose the material you did to put in the presentation, you will be writing a three paged, double spaced paper to accompany it. In class, you only need to play the movie, but you do need to turn the paper in on the day the presentation is due (the last Thursday of the Unit.)

To receive an A, your presentation must include:

1. A background song that represents a theme you are working with,
2. At least 12 slides/pictures or 6 video clips,
3. At least one poem, song lyric, piece of original writing etc. in the presentation,
4. Tie-ins to the themes of finding self and struggle with authority.
5. The full presentation must be three to five minutes long.

To receive an A, your paper must include:

1. An explanation of *each* slide,
2. Why you chose the images, videos, songs etc in the presentation,
3. How the presentation ties in to the themes of “Finding Self” and “Struggle with Authority.”
4. Less than three grammatical or spelling errors,
5. And both must be turned in on time.

15-A Video of Greenwich Village Nightlife

<http://www.youtube.com/watch?v=nAFwwEzujqU&feature=related>

15-B Topics for small group discussions

(for Chapter 12)

Group 1: Why does Holden get depressed when he hears couples laughing?

Group 2: Why do you think Holden is so sensitive to the ducks?

Group 3: Characterize Horwitz. Does his quotation about Mother Nature surprise you?

Group 4: What does Holden mean by, “I wouldn’t even want them to clap for me.” (84)

Group 5: Describe the clientele at Ernie’s Bar.

Group 6: What does Holden mean by, “If you want to stay alive, you have to say that stuff, though.” (87)

(for Chapter 13)

Group 1: Do you think Holden is still the hero of the novel, even if he is “yellow?”

Explain your reasoning.

Group 2: Explain Holden’s hypocrisy on page 90.

Group 3: Why was Holden nervous about Sunny coming over?

Group 4: Why does Holden always “stop?” What does that say about his character? (92)

Group 5: What is interesting about the way Sunny talks?

Group 6: Why do you think Holden doesn’t want to have sex with Sunny?

15-B Second Impressions Worksheet

1. What type of a person do you think Holden Caulfield, is?
2. Why do you think Holden has trouble with authority figures?
3. Why do you think Holden is always so lonely?
4. Describe a moment so far that defines Holden’s personality.
5. What would you suggest for Holden to do to help him find himself?
6. After reading the first half of the novel, do you think you will like Holden Caulfield as a narrator? What specifically led you to that conclusion?

16-A “Pray to the Lord,” by Lil Wayne

<http://www.youtube.com/watch?v=B9b6b7e77jQ>

16-B “Pray to the Lord Lyrics

Before I Sleep I Pray To The Lord

A Soul To Keep

And If I Should Die

Before I Wake

I Pray To The Lord

My Soul To Take

For Goodness Sake

[Repeat]

Yeah I Wrote My Will Just The Other Week

And Whats Funny, It Was Only One Sheet

And I Know Theres Only One Me

But I Hope I Am Everything My Son Be

Im Trying To Live Right, Stay On That Drum Beat

But Im In The Fast Lane, In The Front Seat

I Wonder Will I Loose Control Of The Mazarati And Hit Some Tree Just Being Young
Me

Is There A Heaven For G's And Soldiers? I Cant Go To Hell, Cause I'd Take Over

I Feel It Approaching, But I Aint Scared

I Made That Bed, And I Should Rest In Peace

[Chorus:]

Before I Sleep I Pray To The Lord

A Soul To Keep

And If I Should Die
 Before I Wake
 I Pray To The Lord
 My Soul To Take
 For Goodness Sake
 [Repeat]

Yeah And Everytime I See The Sunshine
 I Drop Down And Give Thanks At Least One Time
 Feelin Like Im Living On The Front Line
 Im Feelin Like Every Second Is Crunch Time
 I've Had Breakfast, Will I Make It To Lunchtime?
 And I Ain't Joking, So Dont Be Looking For Punchlines
 Will I Be The Next Victim Of A Gun Crime
 I Dont Know The Answer, Thats Why I Brung Mine

Riding By Myself Late At Night
 Pistol On My Lap At Every Single Red Light
 Yeah I Made My Bed Right, So When I Do I Should Sleep Tight
 In Peace I Rest
 [Chorus:]

Bury Me A Gangster Cause That's What I Live
 Don't Cry For Me I Gave The Best I Could Give
 I Can Only Do Me, So That's What I Did
 And I Cherish Every Breath Of My Kid
 And I Don't Wanna Go Before She Grow, That Ain't Cool
 But In This Game Of Life I Don't Make The Rules
 Shit, So That's Why I Get Twisted
 So I Can't Feel It When It Hits Me
 And My Moms Don't Need That On Her
 But I See Death Around The Corner
 And If He, So Happens To Make His Way Around The Block
 You Gotta Answer The Door When He Knock
 Believe That

[Chorus: x2]

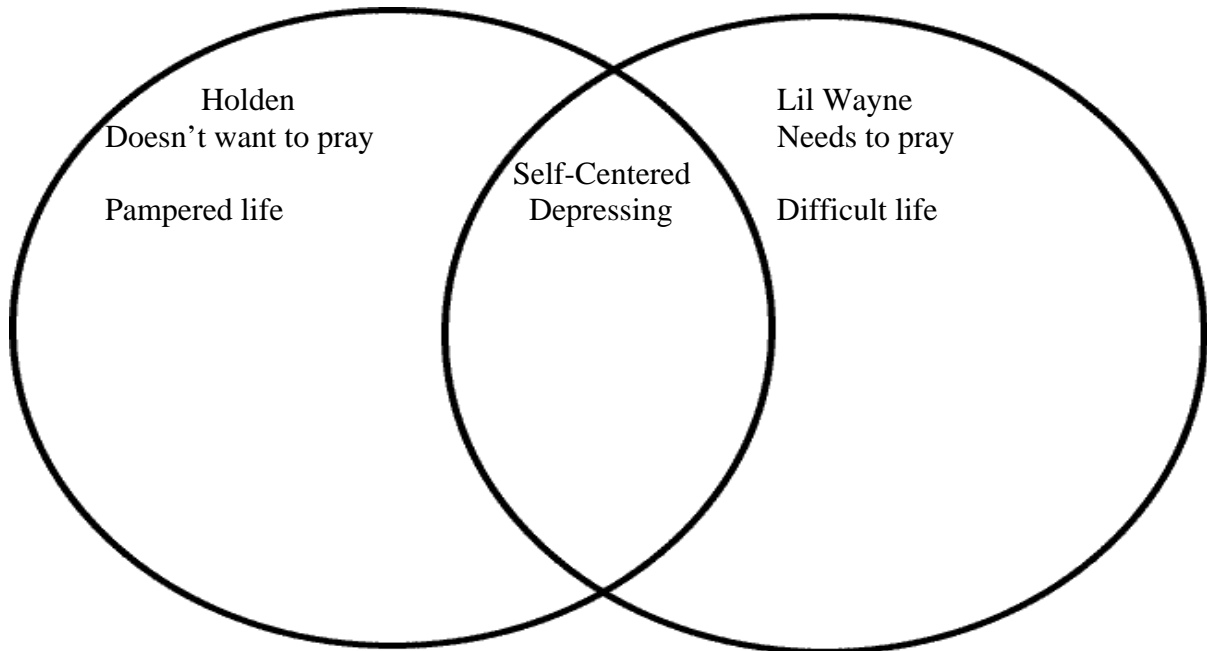
16-C Venn Diagram Activity

On the board, draw a Venn diagram. Write one subject over one circle and the second subject over the other. Ask students to come up, and write themes, feelings, descriptions etc. about either one or both topics. Example from the lesson plan:

The Catcher In the Rye

Both

I Pray to the Lord



16-D Reading Quiz for Chapters 14-15

2 points each

1. Describe the altercation between Holden and Maurice in three to five sentences.
2. Why does Holden cry?
3. On page 104, Holden says, "The goddamn movies. They can ruin you. I'm not kidding." What happened before Sunny and Maurice left that caused him to say this?
4. Why does Holden hate people with cheap suitcases?
5. What does Holden wonder about the nun who is a teacher?
6. How does he feel about Catholics?

16-E Group Presentation Guidelines and Directions

1. Each presentation should last fifteen to twenty minutes.
2. Each group member is responsible for asking at least two questions and two follow-up questions during the group discussion. Example: Question, "Why do you think Holden keeps bringing up the ducks?" Follow up question, "What does this say about Holden's character?"
3. The questions will be typed and submitted on the day of the presentation.
4. As a group, chose a song, poem, movie clip, short story, etc. to connect to your chapters.

5. Present the accompanying text with a visual aid explaining why you chose it. For example, you can make a poster, a handout, a powerpoint, or a video relating the accompanying text to a theme, character, or scene from your assigned chapters of *The Catcher in the Rye*.

Questions (2 per group member)	8 points
Follow ups (2 per group member)	4 points
Relevance of Accompanying Text	10 points
Visual Aid	12 points
Timeliness	6 points
Total	____/40

Each group member is only graded on his or her questions.

Groups will set up their desks in the front of the classroom and the other students will move their desks into a horseshoe around them. The students will run the discussion by themselves. Their questions will be graded on how well they assessed the important issues, themes and characters within their chapters. “Timeliness,” on the grade chart, refers to whether they the group meets the time requirements. If they are done if five minutes, points will be deducted. Similarly, if they take thirty minutes, points will also be taken. Tell students about GreenBookOfSongs.com and poetryarchive.org and wingclips.com to help them search for themes.

17-A Vocabulary Quiz

Name _____

Date _____

Vocabulary Quiz for *Catcher in the Rye*
Chapters 6-15

Words in the box can be used more than once.

Intimate	Humble	Peculiar	Inferiority Complex	Putrid
Verification	Ignorant	Hoodlum	Yellow	Rubberneck
Bourgeois		Intoxicating		Hysterics

*Fill in the blank from the words in the word bank.
2 points each*

1. The witty boy entertained his class with a funny story about a family vacation.

2. When we opened the jar that had been sitting in the back of the refrigerator for months, the smell was absolutely putrid.
3. My grandma calls the kids in her neighborhood hoodlums because she thinks they are destroying her flower garden.
4. I could tell Carl was trying to act bourgeois, he kept talking about how much money he made and how he was thinking about buying a new boat.
5. The woman was in hysterics. She was laughing and crying uncontrollably at the same time!

*Write the synonyms for the words below.
2 points each*

6. Personal: Intimate
7. Unusual: Peculiar
8. Cowardly: Yellow
9. Affluent: Bourgeois
10. Modest: Humble

*Write sentences for the following words.
3 points each*

11. Ignorant:
12. Inferiority Complex:
13. Rubberneck:
14. Verification:
15. Intoxicating:

17-B Personal Ad Activity

Holden obviously needs a little help with women. In groups of three or four, write a personal ad for him listing his good qualities, likes and dislikes, and what he is looking for in a girl. Since his grandma just gave him a lot of “dough,” the ad can be as long as you want it to be! Be prepared to share the ads with the class.

17-C Presentation Model

Questions:

1. What does Holden think of the little boy walking around with his family?

Follow up: Why do you think Holden admires his innocence and purity?

2. Holden always thinks of Phoebe when he sees something he likes. What do you think she represents to him?

Follow up: Contrast Phoebe to the authority figures in his life.

3. What did Holden like about *Hamlet*?

Follow up: What does this say about him?

4. What favor does Holden do for the little girl?

Follow up: Do you think that Holden is just lonely or he is a really good guy deep down?

5. Describe Holden's museum memories.

Follow up: What does he mean by "being different" every time he went?

6. What is Holden's relationship with Sally like?

Follow up: Why does he put up with her?

7. Why do you think it bothered Holden that the Luntz's acted like they knew they were celebrities?

Follow up: Do you agree with his statement about being too good at things?

8. What do you think Holden means when he asks Sally, "Do you ever get scared that everything was going to go lousy unless you did something?"

Follow up: Do you agree with Sally that Holden is a little crazy?

Song: Numb by Linkin Park

http://www.youtube.com/watch?v=c_L7faw0Nm0

I'm tired of being what you want me to be
 Feeling so faithless lost under the surface
 Don't know what you're expecting of me
 Put under the pressure of walking in your shoes
 (Caught in the undertone just caught in the undertone)
 Every step I take is another mistake to you
 (Caught in the undertone just caught in the undertone)

Doesn't want to be phony like Sally
 Has little faith in humanity

Feels pressure to be "normal" in society

He can't say or do anything right: telling Sally she is a pain in the ass to getting kicked out of Pency Prep!

I've become so numb I can't feel you there
 I've become so tired so much more aware
 I've becoming this all I want to do
 Is be more like me and be less like you

Holden doesn't seem to have feelings other than loneliness.

Doesn't want to grow up and be a phony. He is trying to hold onto his innocence so he can stay like Allie: pure and good. That is why he clings to his memory and loves Phoebe so much.

Can't you see that you're smothering me
 Holding too tightly afraid to lose control
 Cause everything that you thought I would be
 Has fallen apart right in front of you
 (Caught in the undertone just caught in the undertone)
 Every step that I take is another mistake to you
 (Caught in the undertone just caught in the undertone)
 And every second I waste is more than I can take

All the authority figures in his life telling him what to do
 No one will let him be himself

Not living up to his parents' expectations.

I've become so numb I can't feel you there
 I've become so tired so much more aware
 I've becoming this all I want to do
 Is be more like me and be less like you

And I know **As society sees him, Holden is a failure. But he is trying to survive and find**
 I may end up failing too **himself when no one will allow him to stray from the norm. So in**
 But I know **the novel, he is still the hero.**
 You were just like me with someone disappointed in you **Worried about how his parents**
(especially his mother) will be disappointed or ashamed in him.

http://lyrics.astraweb.com/display/519/linkin_park..meteora..numb.html

18-A Grade Sheet for Presentations

1. What did you learn from this presentation?
2. Did you think the accompanying text pertained to the chapter well?
3. Did the group engage the class during the discussion?
4. What could've been improved about the presentation?

18-B Modified Truths, Trends, and Unique Ideas Activity

Independently, write the truths (5 similarities), trends (2-5 similarities), and unique ideas from your Authority Figure Charts. After three minutes, get into groups of three and put all the ideas into those categories.

19-A Tug of War Activity

Draw a line across the board. Write "Innocence" on one end and "Experience" on the other. From the brainstorm list, assign a person, place or thing to each student in the class. Have the students come to the board, one by one, to place their participant in the tug of war between Innocence and Experience. As a class, discuss if any of the participants need to be moved. Ask the class where they think Holden goes in all of it.

19-B Vocabulary List

1. Boisterous: *full of noisy enthusiasm and energy*
2. Economizing: *being frugal; careful with money*
3. Affectionate: *loving, warm, friendly*
4. Ostracizing: *banishing or excluding somebody*
5. Infirmary: *a hospital or clinic*
6. Digress: *to move away from the central topic*
7. Pedagogical: *educational*

20-A New York Times Article by Thomas Beller

<http://www.nytimes.com/2001/07/22/nyregion/holden-s-new-york.html?pagewanted=2>

21-A Picking Sides Activity Directions

Adapted from a lesson plan by Dr. Angie Davis.

With masking tape, draw a line in the middle of the classroom. Tell the students to stand on the line. Read them statements. When they agree with one, they should take a step forward. When they disagree with the statement, they should take a step backwards. Students will be asked to explain why they agreed or disagreed, but there are no right or wrong answers.

Statements:

1. Mr. Antolini is a role model to Holden.
2. Mr. Antolini is sexually attracted to Holden.
3. Do you agree with Mr. Antolini that there is a time and place for everything?
4. Holden over reacted at the end of the chapter.
5. Mr. Antolini is a phony.
6. All the adults in this novel are phonies.
7. Growing up means you have to conform to society.
8. Holden, although he has done nothing heroic, is the hero of this novel.

22-A Bolt Movie Clip

http://wingclips.com/cart.php?target=product&product_id=16909&category_id=677

22-B Vocabulary Quiz

Name _____

Date _____

Vocabulary Quiz for *The Catcher in the Rye*
Chapters 15 to 25

Words in the word bank will be used more than once.

Economizing	Ostracizing	Digress
Boisterous	Affectionate	Infirmary
		Pedagogical

Fill in the blanks from the word bank.

2 points each.

1. Sarah remembered back to the sixth grade when she felt so lonely because all of her friends were ostracizing her.

2. Because he is very educated, Mr. Antolini is always making pedagogical statements.
3. Since we are in a recession, most families are economizing more than usual this Christmas season.
4. The man at the bar was boisterous; he was yelling and dancing around, disturbing the other patrons.
5. The affectionate puppy nestled up to us, resting his head on our laps to be petted.

Write sentences for the following words.

3 points each

6. Digress:
7. Affectionate:
8. Infirmary:
9. Boisterous:
10. Ostracizing:

22-C Final Impressions Worksheet

1. Do you relate to Holden at all? If so, how?
2. Do you think Holden reaches maturity by the end of the novel?
3. Is he a good person, or just a judgmental kid? Give your reasoning.
4. Do you think he goes home for Phoebe or for himself? Explain.
5. Do you think Holden is going to be ok? Will he ever be a fully functioning member of society?
6. Is he someone you could picture yourself being friends with? Why or why not?

22-D Brain Drain Activity Directions

Adapted from a lesson by Dr. Shelbie Witte

Have the students line up their desks facing each other in one long row. Make sure each student has a piece of paper to write down the suggestions. When time starts, students in row one will briefly explain what they are doing for their final project. The student opposite them in row two will give the student in row one suggestions for clips, pictures, songs etc. that would fit into their project. They will be allotted one minute and thirty seconds before the roles reverse. After the full three minutes are complete, students in row one will move down one seat and repeat with the new person opposite them in row two.

23-A Lyrics for “Perfect,” by Simple Plan

Hey dad look at me
 Think back and talk to me
 Did I grow up according to plan?
 And do you think I'm wasting my time doing things I wanna do?
 But it hurts when you disapprove all along

And now I try hard to make it
 I just want to make you proud
 I'm never gonna be good enough for you
 I can't pretend that
 I'm alright
 And you can't change me

'Cuz we lost it all
 Nothing lasts forever
 I'm sorry
 I can't be perfect
 Now it's just too late and
 We can't go back
 I'm sorry
 I can't be perfect

I try not to think
 About the pain I feel inside
 Did you know you used to be my hero?
 All the days you spent with me
 Now seem so far away
 And it feels like you don't care anymore

And now I try hard to make it
 I just want to make you proud
 I'm never gonna be good enough for you
 I can't stand another fight
 And nothing's alright

'Cuz we lost it all
 Nothing lasts forever
 I'm sorry
 I can't be perfect
 Now it's just too late and
 We can't go back
 I'm sorry
 I can't be perfect

Nothing's gonna change the things that you said
 Nothing's gonna make this right again
 Please don't turn your back
 I can't believe it's hard
 Just to talk to you
 But you don't understand

23-B Video for “Perfect,” by Simple Plan

<http://www.youtube.com/watch?v=yWsEJ510fzg>

23-C Holden As An Adult Activity

At the end of the novel, we see Holden in a mental institution telling his story to a therapist. In groups, decide where he is now. What kind of job does he have? What is his family situation like? Did he get married and have children? Does he still have qualms about society? Is he still in a constant struggle with authority? Does he know himself? Present to the class how you think Holden ended up. Your situations can be as creative as you want.

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