

## Understanding Holden

A unit for 11<sup>th</sup> grade students

Designed by Michael Nickolai

### Rationale

I have created this five-week conceptual unit because I believe that *The Catcher in the Rye* is a novel that can be relevant to high school students today. The novel is timeless in how it chronicles the teenage struggle with society and a looming adulthood. The novel also deals with issues of depression and mental illness. These issues are major concerns for high school students today, and I believe that teaching the novel can be a way to bring these issues into the discussion. By acknowledging these problems and discussing them in the classroom, schools can be a place where kids can develop healthy lives in an understanding environment.

*“I have a feeling that you're riding for some kind of a terrible, terrible fall. . . . This fall I think you're riding for-it's a special kind of fall, a horrible kind. The man falling isn't permitted to feel or hear himself hit bottom. He just keeps falling and falling. The whole arrangement's designed for men who, at some time or other in their lives, were looking for something their own environment couldn't supply them with. Or they thought their own environment couldn't supply them with. So they gave up looking. They gave it up before they ever really even got started.”*

Mr. Antolini, *The Catcher in the Rye*

Mr. Antolini's words of warning near the end of J.D. Salinger's *The Catcher in the Rye* seem to have just as much relevance to today's youth as they did in 1951 when the novel was first published. In this scene, Mr. Antolini is trying to ameliorate Holden's situation as the boy tries to become a part of the adult world in the 1950's. Holden is disillusioned by the adult world and he does not know how to handle it. As adolescents grow and develop in our society today, they are also forced to confront an adult world in

which it can be difficult to find one's place. This confrontation can lead to major problems, and statistics show that many adolescents are struggling with these major problems:

Studies indicate that one in five children have some sort of mental, behavioral, or emotional problem, and that one in ten may have a serious emotional problem. Among adolescents, one in eight may suffer from depression. Of all these children and teens struggling with emotional and behavioral problems, a mere 30% receive any sort of intervention or treatment. The other 70% simply struggle through the pain of mental illness or emotional turmoil, doing their best to make it to adulthood . . . The consequences of untreated depression can be increased incidence of depression in adulthood, involvement in the criminal justice system, or in some cases, suicide. Suicide is the third leading cause of death among young people ages 15 to 24. ("About Teen Depression")

These troubling statistics would indicate that teen depression is a major relevant issue to many high school students. Even though adolescents spend the majority of their days in school, our schools are not always a place where discussions about depression take place. The language arts classroom is a unique place in which discussions of literature can bring these relevant issues away from the darkness of the taboo and into the light of understanding. "Adolescent literature in particular often features youthful protagonists dealing with the kinds of problems that students are likely experiencing, both those that have endured across the ages and those that are more current," (Smagorinsky 141).

Holden and his experiences in the novel offer ample opportunity to discuss mental health and emotional distress. The warning signs of teenage depression include the following: "sadness, hopelessness, low self-esteem, substance abuse, spending more time alone, physical ailments (headaches, appetite problems, sleeping problems), problems in school (failing grades, getting into trouble), talking about death or suicide, running away from home," ("Family First Aid"). With Holden exhibiting so many of these characteristics throughout the novel, it seems that his struggles are still relevant and

identifiable for high school students today. It is important for students to learn how to discuss these problems, rather than let the problems fester and eventually erupt.

I also plan on using Charlotte Perkins Gilman's short story "The Yellow Wallpaper" to supplement the class' reading of the novel. Gilman's story serves as a great introduction to issues of mental health. The short story also provides an opportunity to discuss feminist theories. This unit is admittedly dominated by male authors, and Gilman's story should provide some balance in perspective. The story provides readers with a look at depression and isolation from the female point of view.

Some may argue that the majority of high school students do not suffer depression or that they would not be able to understand things from Holden Caulfield's point of view. I would first argue that even if a student does not suffer from depression or another mental/emotional issue, it is still important that our schools foster a healthy environment where these disorders are better understood and accepted.

Secondly, the novel is not only about depression and mental illness. Its focus is on growing up, something that all high school students are going through. I believe that there is something in Holden Caulfield that all students can empathize with. I plan on supplementing the novel with other texts, including the short story "A&P" by John Updike, as well as poetry by Lawrence Ferlinghetti. I believe these supplementary texts will give students various takes on the coming of age genre. I also think that the shorter texts will provide insight into the adolescent mind and provide new angles with which to approach the larger text.

## On Censorship and Banned Books

*The Catcher in the Rye* is a book that has been censored and put on many banned book lists. Its placement on these lists has dwindled over the past sixty years due to societal changes, but I am aware that this conceptual unit can still come under scrutiny today. It was only eight years ago when I read the novel in high school, and I remember looking at the novel of one of my peers and seeing passages and words that had been blacked out by his parents. Part of studying this text will have to involve understanding the arguments against reading it. Why is it so controversial? Language? Sexual encounters? Holden's language may be crude, but it allows the students to better understand voice, mood, point of view, and narration. Students can witness how the written word can be lively and powerful. Holden's sexual encounters and experiences may not seem like something that can be comfortably discussed in a classroom, but sexuality is not something that can be avoided outside of the classroom either. Sexual maturation is a part of growing up, and the novel offers a springboard for a healthy discussion of the issue.

The study of "banned books" can be defended when one considers the learning opportunity that these texts present. In their article "To Ban or Not to Ban: Confronting the Issue of Censorship in the English Class," Maxwell and Berman offer three strong arguments for teaching a "banned book" like *The Catcher in the Rye*:

- Controversial texts are ideal pedagogical tools to foster debate and to guide the development of logical thinking skills and cooperative learning
- Texts that teach students about ethnic, racial, and sexual diversity encourage understanding of human differences.

- By exploring controversial texts, students acquire the tools of rational thought by which they can approach, analyze, and debate controversial issues in a forum of mutual respect and understanding (Maxwell, and Berman 92-96)

All of these arguments can be applied to defend Salinger's novel. With some guidance, students can undergo a great deal of intellectual and cognitive growth while studying such a controversial yet powerful piece of literature.

## **Goals**

While studying the texts of this unit, students will be evaluated on their ability to satisfactorily accomplish the following goals:

- A Dialogue Journal
- An Argumentation Project
- A Mimicked Poem
- A Book Soundtrack

The dialogue journal will be a way for the students to track their daily reactions to the texts that we will read. It will also help them prepare for the Book Soundtrack project that they will complete at the end of the unit. The journal will also be a way to ensure that the students are practicing writing. As Blasingame and Bushman point out, "Journal writing facilitates an increase in fluency in student writing and thus is an integral part of the writing process," (Blasingame, and Bushman 30).

The argumentation project will challenge the students to place themselves within the short story "A&P" and write a letter that follows the rules of argumentation.

Argumentation is an important skill for students to learn because it is a “common form of writing in many professions, and the way in which most conflicting points of view come into contact,” (Smagorinsky 80). By challenging the students to insert themselves in the story, the project will require students to understand the voice of whatever character they choose to represent. In order to successfully complete this project, students will have to engage with the story and thoroughly understand what is happening.

The mimicked poem will allow for students to analyze, understand, and practice a different form of literature. The poems of Lawrence Ferlinghetti will provide a format from which the students can start their own poems. I have decided to provide this starting point because I think students who are new to poetry can be aided by some format from which to start. Blasingame and Bushman recommend this method and encourage prompting novice students to use a “borrowed or mimicked form [from] a well known poem,” (Blasingame, and Bushman 83). Ferlinghetti’s poetry fits into the unit well because his poems often focus on how one comes to understand the world.

The culminating Book Soundtrack project will require that students have a thorough understanding of the novel. In creating a soundtrack for the novel, students will need to understand the mood and attitude of every scene in the novel as well as the changes that Holden undergoes as the novel progresses. The soundtrack project will allow the students to engage with the novel, using modern music of their choosing. The students will select music that they will know (relates to them) but it will also have to connect to the novel. The students will have to explain how the songs connect to the novel, by analyzing the lyrics and tone of the selected songs. This project will cater to the musical interests of the students, while also requiring a great deal of critical thought.

**Overarching Concept: Coming of Age in America: Yesterday and Today**

When considering this unit as a whole, it should be clear that it is primarily focused on the challenges that adolescents face when they encounter the adult world. Holden Caulfield is the poster boy for those that struggle with this encounter. His struggles with identity, isolation, loneliness, and depression are issues that many students are afflicted with today. School shootings and an alarming suicide rate in teens would indicate that not enough is being done in schools to address feelings of depression and isolation. Discussing books like *The Catcher in the Rye* allow for a forum in which healthy growth and understanding can occur. The novel may be controversial in some circles, but the controversy only arises from its honest portrayal of issues still confronting many teenagers today. With the right guidance, complementary texts, and the right goals, a unit focusing on this novel can be both relevant and effective. Students will develop a variety of reading, writing, and critical thinking skills through participation in this unit.

## Works Cited

Blasingame, Jim, and John H. Bushman. *Teaching Writing in Middle and Secondary*

*Schools*. Upper Saddle River, New Jersey: Pearson Education, 2005. Print.

Maxwell, M, and M Berman. "To Ban or Not to Ban: Confronting the Issue of

Censorship in the English class." *Journal of Adolescent and Adult Literacy*. 41

(1997): 92-96. Web. 1 Oct 2009.

<[http://readwritethink.org/lessons/lesson\\_view.asp?id=203](http://readwritethink.org/lessons/lesson_view.asp?id=203)>.

Smagorinsky, Peter. *Teaching English by Design: How to Create and Carry Out*

*Instructional Units*. Portsmouth, NH: Heinemann, 2008. Print.

"Statistics - Adolescent Depression." *About Teen Depression*. Web. 1 Oct 2009.

<<http://www.about-teen-depression.com/depression-statistics.html>>.

"Teen Depression Statistics and Warning Signs." *Family First Aid*. Web. 1 Oct 2009.

<<http://www.familyfirstaid.org/depression.html>>.

**Materials:****Novel:**

*The Catcher in the Rye* by J.D. Salinger

**Online Articles about J.D. Salinger:**

[http://www.time.com/time/specials/packages/article/0,28804,1842832\\_1842838\\_1845068,00.html](http://www.time.com/time/specials/packages/article/0,28804,1842832_1842838_1845068,00.html)

[http://news.bbc.co.uk/2/hi/uk\\_news/301077.stm](http://news.bbc.co.uk/2/hi/uk_news/301077.stm)

**Poems:**

"I Am Waiting" by Lawrence Ferlinghetti

"The World is A Beautiful Place" by Lawrence Ferlinghetti

**Short stories:**

"The Yellow Wallpaper" by Charlotte Perkins Gilman

"A&P" by John Updike

**Song Lyrics:**

"War on Drugs" by Barenaked Ladies

**Goals and Rubric for Unit:  
Four Assessments (100 points)**

The goal for this coming of age unit for eleventh grade English is for the students to be able to recognize themes of the coming of age genre. The genre has a natural connection with a high school student, and students will be expected to connect the texts with personal experience. The unit will focus especially on issues of teenage mental health and depression within the novel *The Catcher in the Rye*. Students will also read Charlotte Perkins Gilman's "The Yellow Wallpaper", John Updike's short story "A&P", and poems by Lawrence Ferlinghetti.

**Assessment #1 Dialogue Journal (20 points):** Students will participate in a dialogue journal, which will meet the following criteria:

1. Each student will be responsible for one entry per week.
2. Each student will have a partner.
3. Partner A will turn in one entry every Monday, and Partner B will turn in one entry every Thursday.
4. Each entry will be roughly two pages in length.
5. Each entry will contain the following topics: a comment on the weekly readings or activities, a reaction to the partner's entry, and a personal connection to the student's life.
6. Although the students will be required to write about specific topics, the dialogue journal will proceed as if in an informal pen pal situation.
7. Journals will be checked weekly for completeness.

**Rubric for Assessment #1**

A "check plus" journal will meet the following standards:

- Roughly two pages in length
- Contain all three writing topics

A "check" journal will meet the following standards:

- Roughly two pages in length
- Contain two of the three writing topics

A "check minus" journal will meet the following standards:

- Roughly two pages in length
- Contain one of the three writing topics

A "minus" journal will meet the following standards:

- Fail to contain any topics
- Fail to complete the assignment

Journals will not be taken up during week one.

**Possible Themes / Topics to address in journal responses for *The Catcher in the Rye***

Themes	Topics
--------	--------

<ol style="list-style-type: none"> <li>1. Loss of Innocence</li> <li>2. Growing Up Too Quickly</li> <li>3. Dealing with change</li> <li>4. Reality vs., Illusion</li> <li>5. Phoniness in our society</li> <li>6. Dealing with death</li> <li>7. Optimism vs. Pessimism</li> <li>8. Determining a value system</li> <li>9. Self-Reliance</li> <li>10. Adolescent problems and pressures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exaggeration</li> <li>2. Depression</li> <li>3. Isolation/Alienation</li> <li>4. Violent Outbursts</li> <li>5. Lying</li> <li>6. Nervousness</li> <li>7. Fantasy World</li> <li>8. Emotionally Unstable</li> <li>9. Immature Relationships with Women</li> <li>10. Swearing/Language</li> </ol>
---	---

- A “check plus” will be worth 5 points
- A “check” will be worth 4 points
- A “check minus” will be worth 3 points
- A “minus” will not be worth any points

At the end of the unit, journal grades will be determined by points out of twenty (20):

- 20 points is an “A”
- 16 points is a “B”
- 12 points is a “C”
- 5 points is a “D”
- 0 points is an “F”

*Dialogue Journal borrowed from Emily Davis’ Family Unit*

**Assessment #2 Argumentation Project (25 points):** John Updike’s “A&P” culminates with a conflict between the narrator Sammy and his supervisor Lengel. Write an argument in which you analyze this conflict between Sammy and Lengel. In the argument, evaluate Sammy’s decision to walk away and quit. You will write your argument in the form of a letter to Lengel from either Sammy or one of the other customers in the store. Even though you will be writing a letter, you will still be evaluated on your skills of argumentation. Remember, a good argument will contain the following:

- A governing *thesis* in which you explain the conflict and provide a general evaluation of Sammy’s actions.
- Support of the thesis with a set of *claims*, or reasons that support your interpretation
- *Evidence* from the story that backs up each claim
- An anticipation and explanation for a *counterargument*, which is something that disagrees with your interpretation
- Rebuttal of *counterargument* that will reinforce your argument with additional reasons

- Strong adherence to rules of conventional grammar, spelling, and punctuation

### **Letter From Sammy**

Would Sammy write to apologize and explain his actions?

Would he write in order to demand an apology from Lengel?

Would he ask for his job back?

### **Letter From Customer**

What would a customer who witnessed the incident think of it?

Would they write Lengel and demand that he apologize to Sammy?

Would they applaud Lengel's handling of the situation?

Different customers would react differently, so choose one perspective to focus on. It could be your own.

### **Rubric for Assessment #2**

An "A" Project

- Mostly free of grammatical errors; errors do not detract from content
- Project turned in on time
- Clear connection between project and text
- Explains conflict and evaluates actions taken
- Evaluation of actions is supported by claims and evidence from story
- Thorough explanation of and rebuttal to counterargument
- Logical organizational style
- Shows creativity in connecting with text
- Will receive twenty-five (25) points

A "B" Project

- Some grammatical errors, but does not significantly detract from content
- Up to one (1) day late
- Connection between project and text is clear, but lacks some support
- Does not fully explain conflict or actions taken
- Evaluation of actions is not fully supported with claims and evidence
- Addresses counterargument, but rebuttal is not fully supported
- Project is organized but lacking some focus
- Will receive twenty (20) points

A "C" Project

- Significant grammatical trouble; detracts from content
- Up to two (2) days late
- Connection between project and text is present but muddled
- Poorly explains conflict and actions taken
- Little support of argument with evidence
- Only partially addresses counterargument, and contains almost no rebuttal
- Moderately organized but no guiding principles
- Will receive fifteen (15) points

A "D" project

- Errors interfere with ability to understand
- Up to three (3) days late
- Very little connection between project and text
- Almost no explanation of conflict
- Very little support of argument
- Mentions a counterargument, but does not discuss or rebut
- Limited organization; no steady focus
- Will receive ten (10) points

An “F” project

- Grammatical errors make reading incomprehensible
- Up to four (4) or more days late
- Fails to make connection between project and text
- No explanation of conflict; no evaluation of actions
- No support of argument
- Does not acknowledge counterargument
- No organization of project
- Will receive five (5) points

*Rubric based on model found in: Barrett, Dean, Endres, and Stinchcomb: Rebirth Unit Assessment guidelines drawn from Teaching English by Design by Smagorinsky (80-81)*

**Assessment #3 Poem (20 points):** After reading Lawrence Ferlinghetti’s poems “The World is a Beautiful Place” and “I Am Waiting”, think about the messages of the poems and the form in which they are written. Ferlinghetti’s narrator in “The World is a Beautiful Place” has many observations about the world through his experience with it. In “I Am Waiting” the narrator expresses his hopes for the world in the future. It is now your turn to mimic the form of ONE of these two poems. However, you will be writing your poem from the perspective of J.D. Salinger’s narrator Holden Caulfield. Why does Holden think the world is a beautiful place? What is Holden waiting for?

In your poem:

- Remain faithful to the main elements and form of Ferlinghetti’s poetry
- Reference events in Holden’s life that are found in the novel
- Adopt a voice that uses elements of J.D. Salinger’s narrative style, including:
  - Common themes
  - Typical sentence structures
  - Recurring words
  - Method of narration
  - Narrative perspective

**Rubric for Assessment #3**

## An “A” Project

- Mostly free of grammatical errors; errors do not detract from content
- Poem turned in on time
- Illustrates strong understanding of Ferlinghetti’s form
- Makes strong connections to novel
- Clear understanding and use of Salinger’s narrative style
- Organized in a way that enhances poem
- Will receive twenty (20) points

## A “B” Projects

- Some grammatical errors, but does not significantly detract from content
- Up to one (1) day late
- Illustrates some understanding of Ferlinghetti’s form
- Makes some connection to novel
- Shows some understanding of Salinger’s narrative style
- Organization is adequate and does not detract
- Will receive fifteen (15) points

## A “C” Project

- Significant grammatical trouble; detracts from content
- Up to two (2) days late
- Illustrates little understanding of Ferlinghetti’s form
- Makes little connection to novel
- Shows little understanding of Salinger’s narrative style
- Organization detracts from poem
- Will receive ten (10) points

## A “D” Project

- Errors interfere with ability to understand
- Up to three (3) days late
- Illustrates almost no understanding of Ferlinghetti’s form
- Almost no connection to novel
- Show no understanding of Salinger’s narrative style
- Organization significantly damages poem
- Will receive five (5) points

## An “F” Project

- Grammatical errors make reading incomprehensible
- Up to four (4) or more days late
- Shows no understanding of Ferlinghetti’s form
- No connection to text
- No attempt at using Salinger’s narrative style
- No organization
- Will receive zero (0) points

*Assessment guidelines drawn from Teaching English by Design by Smagorinsky (94)*

### **Assessment #4 Culminating Project: Book Soundtrack (35 points)**

**Purpose:** In a creative format, demonstrate an understanding of J.D. Salinger’s *The Catcher in the Rye*; focusing on the characterization of Holden Caulfield, the major themes and motifs developed, and key plot elements.

**Task:** Create a soundtrack for *The Catcher in the Rye*. Select 10-12 songs that either, somehow, significantly connect with the novel, or could be included in the novel’s “soundtrack”—that is, choosing songs that could purposefully accompany the plot. This assignment is in lieu of a traditional literary analysis essay and should provide you with an ample opportunity to demonstrate your understanding of the text.

#### **Final Project MUST include:**

- **Table of Contents (5 points)** that lists all song titles and artists, artistically arranged.
- **Annotated song lyrics (25 points)** for each song (with MLA citation for lyrics) and reflection (see guidelines below)
- **Album Cover Art (5 points)** that visually enhances your soundtrack’s impact.
- **Bonus Points** for creativity in artwork, design, performance elements that go above and beyond expectations.

#### **Annotated Lyrics and Reflections Guidelines:**

For each song on the soundtrack, write a well-developed reflection that addresses the following: How/why did you choose this song? Refer to both texts (song and novel) and explain the connection of each song to a part of the novel. Be specific. Make your thinking transparent!

#### An “A” Project

- Mostly free of grammatical errors; errors do not detract from content
- Project turned in on time
- Table of contents is complete with information for all songs
- Clear connection between project and text
- Annotated lyrics are properly cited and thoroughly developed
- Order of soundtrack corresponds strongly with text
- Album Cover demonstrates creativity in connecting with text
- Final project’s form enhances quality
- Will receive thirty-five (35) points

#### A “B” Project

- Some grammatical errors, but does not significantly detract from content
- Up to one (1) day late
- Table of contents may be missing some information
- Project does not connect completely with text
- Some citation problems with lyrics, annotation not extensive enough

- Album Cover demonstrates some creativity but might lack execution
- Final project's form is satisfactory but not enhancing
- Will receive twenty-eight (28) points

A "C" Project

- Significant grammatical trouble; detracts from content
- Up to two (2) days late
- Table of contents is clearly lacking information
- Project connects poorly with text
- Major citation problems, annotation not developed
- Album cover lacks creativity and does not connect to text
- Will receive twenty-one (21) points

A "D" project

- Errors interfere with ability to understand
- Up to three (3) days late
- Table of contents is incomplete
- Almost no apparent connection to text
- Serious lack of citation and annotation of lyrics
- Album cover shows no creativity or understanding of text
- Will receive fourteen (14) points

An "F" project

- Grammatical errors make reading incomprehensible
- Up to four (4) or more days late
- Table of contents is missing or unsatisfactory
- No connection to text
- No citation or annotation of lyrics
- No album cover
- Will receive seven (7) points

*Soundtrack project borrowed from Cohara: Playlist Assignment*

**Daily Plans (50 minute classes)****Week One****Monday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 7 minutes: Hand out opinionnaire (Appendix A) and have students complete individually
- ⇒ 10 minutes: Small group discussions based upon opinionnaire answers
- ⇒ 20 minutes: Stand on the Line Activity (Appendix B)
- ⇒ 8 minutes: Individual written reflection and response to activity
- ⇒ 2 minutes: Preparation to leave

**Tuesday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 7 minutes: Distribute lyrics of Barenaked Ladies' "War on Drugs" and listen to song
- ⇒ 10 minutes: Small group discussions based on reactions to song
  - Prompts:
    - What do you think is happening in the song?
    - What is the significance of the title?
    - What parts of the song do you have questions about?
    - What is the song's message?
    - Do you agree with the message?
    - How does the song relate to the opinionnaire you filled out yesterday?
- ⇒ 10 minutes: Large group discussion based on small group discussions
  - Statistics on teenage depression can be used as a prompt
    - Studies indicate that one in five children have some sort of mental, behavioral, or emotional problem, and that one in ten may have a serious emotional

problem. Among adolescents, one in eight may suffer from depression. Of all these children and teens struggling with emotional and behavioral problems, a mere 30% receive any sort of intervention or treatment. The other 70% simply struggle through the pain of mental illness or emotional turmoil, doing their best to make it to adulthood . . . The consequences of untreated depression can be increased incidence of depression in adulthood, involvement in the criminal justice system, or in some cases, suicide. Suicide is the third leading cause of death among young people ages 15 to 24. ("About Teen Depression")

- ⇒ 18 minutes: Explanation of Chalk Talk and then a Chalk Talk using “Depression” as prompt
- ⇒ 2 minutes: Preparation to leave

### **Wednesday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Distribute copies of “The Yellow Wallpaper” by Charlotte Perkins Gilman
- ⇒ 5 minutes: Break up the class into five groups. Allow students to choose their own groups and remind them that if they are unable to form productive groups, then they will lose the privilege of selecting their own groups.
- ⇒ 8 minutes: Explain to class that each group will be responsible for leading a 5-10 minute discussion of part of the short story on the following day. Assign segments of the story to each group.
  - Student-led discussions should remember:
    - All members of group should participate in leading discussion
    - Groups should try to engage the whole class when leading discussion
    - Questions should not quiz class for factual information
    - Discussion leaders should encourage students to elaborate responses
    - Questions should focus on personal interpretations, reactions, and responses to specific moments in the story.
    - The theme of the unit is mental health

⇒ 30 minutes: Students read the story and should have some time left to begin to prepare with their groups to lead the discussion. Teacher should walk around room monitoring progress and answering questions.

- Possible Prompts for Discussion:
  - Do you think this story accurately portrays someone who is mentally ill?
  - The narrator says that she is not “well.” What do you think about her illness?
  - Do you think the narrator has been mentally ill for a long time?
  - Why do you think the narrator and John were staying at the “colonial mansion?”
  - What do you think about the setting of the story?
  - What does the narrator think about the setting?
  - What are your feelings about John? Why do you feel that way about him?
  - How does John feel about the narrator? Why do you think so?
  - Do you think it is ok for the narrator to cry when she is alone?
  - Do you think that John is correct when he says that no one can help the narrator except herself?
  - What are the narrator’s feelings about the yellow wallpaper?
  - Does the narrator get well during her stay at the mansion?
  - Why do you think that John fainted?

⇒ 2 minutes: Preparation to leave. Remind students that they will be leading the discussion the next day and they need to come prepared.

### **Thursday:**

⇒ 3 minutes: Attendance and housekeeping

⇒ 5 minutes: Final group preparation for student-led discussion. Groups should know what they are going to say and who is going to say it.

⇒ 40 minutes: Student led discussions. Each group should have 8 minutes to lead the discussion. Time limits will need to be obeyed. If a group’s discussion is running over, encourage next group to find a transition point so that the discussion energy is maintained.

⇒ 2 minutes: Preparation to leave. Congratulate students on leading the discussion.

### **Friday:**

⇒ 3 minutes: Attendance and housekeeping

- ⇒ 15 minutes: Distribute and read:
- Banned books article on *The Catcher in the Rye*:  
[http://www.time.com/time/specials/packages/article/0,28804,1842832\\_1842838\\_1845068,00.html](http://www.time.com/time/specials/packages/article/0,28804,1842832_1842838_1845068,00.html)
  - BBC article on J.D. Salinger:  
[http://news.bbc.co.uk/2/hi/uk\\_news/301077.stm](http://news.bbc.co.uk/2/hi/uk_news/301077.stm)
- ⇒ 10 minutes: Have students get with a partner and discuss their expectations of the novel. Switch partners after 5 minutes:
- What do you think the novel is going to be about?
  - Why do you think the novel has been so controversial?
  - What is your reaction to the biographical information about Salinger and will it affect your reading of the text?
- ⇒ 10 minutes: Read the opening page of the novel aloud. Discuss:
- What do you notice about the style of writing?
  - Are you surprised?
  - Have you seen this style before?
  - How does it affect you as a reader?
  - Who is the narrator speaking to?
  - Remember this week's discussions about depression and mental health. Keep these things in mind as you read the novel. Look for evidence of mental health problems associated with Holden and note them as you go along. Understanding Holden's mental health will help you better understand the novel.
- ⇒ 10 minutes: Assign Chapters 1-4 for homework and introduce dialogue journal. Assign dialogue partners and explain that Partner A's response will be due Monday.
- ⇒ 2 minutes: Preparation to leave.

## **Week Two**

### **Monday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Collect dialogue journal responses from Partner A

- ⇒ 10 minutes: Individual written response to weekend reading
  - Prompt: If Holden Caulfield were a student at this school, do you think that he would be one of your friends? Why or why not? Use specific examples from Chapters 1-4 to illustrate your point.
  - (The purpose of this written response is to get the students thinking about the novel. The responses will be collected at the end of class to determine if the class has done the reading, but they will not be graded)
- ⇒ 10 minutes: Break students into small discussion groups and have them discuss their written responses. Have them prepare for a large group discussion by considering the following questions:
  - Where is Holden at the beginning of the novel?
  - What kind of student is Holden?
  - What do you notice about the writing style?
  - Who are Holden's friends?
  - How old is Holden? What does he look like?
  - How does Holden describe Pencey Prep? Spencer? Ackley? Stradlater? Jane?
- ⇒ 22 minutes: Full class discussion based on written responses and small group discussions. Encourage students to ask and answer their own questions about Chapters 1-4.
- ⇒ 3 minutes: Preparation to leave. Assign Chapters 5+6 for homework. Tell students to come to class with two (2) questions about the reading and one (1) quotation that they find important.

### **Tuesday:**

- ⇒ 5 minutes: Attendance and housekeeping. As students are getting settled, "Basket Case" by Green Day is playing.
- ⇒ 15 minutes: Introduce Assessment #4: The Soundtrack Project
  - Distribute Assessment #4 Prompt
  - Distribute Example Annotated Lyrics to "Basket Case" (Appendix C) and look over as a class

- Tell students that this is a project that is easiest to work on as they read the book, instead of trying to do it all at the end.
  - Explain that the class will focus on citation aspects of the project later in the unit. At this point, it is most important that the class understands the purpose of the project and the kind of culminating project that they should have in mind when reading the novel.
- ⇒ 15 minutes: Full class discussion prompted by homework questions and quotes
- Work through student's questions as a class
  - Allow students to share important quotes that they selected
  - If students are hesitant to share, have previous day's stronger written responses on hand, and use those as a prompt into discussion of the first six chapters.
- ⇒ 10 minutes: Break students up into small groups and give them time to brainstorm songs corresponding to Chapters 1-6 for their soundtrack project. Remind students to focus on specific moments in the novel.
- ⇒ 3 minutes: Redistribute dialogue journal to Partner B. Remind Partner B that their response will be due on Thursday.
- ⇒ 2 minutes: Preparation to leave.
- Homework: Read Chapters 7+8
    - Bring two questions for discussion and one quote that you find important
    - What song would be a good soundtrack to Chapters 7+8?

### **Wednesday:**

- ⇒ 5 minutes: Attendance and housekeeping. "Boston" by Augustana is playing as students get settled.
- ⇒ 2 minutes: Explanation of song selection as appropriate for Chapters 7+8
- Song about change of scenery
  - Going somewhere where "no one knows my name."
  - Soft, reflective tone is appropriate for more subdued chapters
- ⇒ 10 minutes: Pair and share.

- Students should get with a partner and share their song selections for Chapter 7+8 and explain their choices.
- Switch partners after 5 minutes
- ⇒ 15 minutes: Full class discussion of Chapter 7 incorporating student questions and quotes
  - Why does Holden decide to leave Pencey that night?
  - What do you notice about Holden's attitude about his surroundings? About leaving?
  - From what you have read, do you agree with Holden's decision to leave? Why or why not?
- ⇒ 15 minutes: Full class discussion of Chapter 8 incorporating student questions and quotes
  - What is Holden's attitude on the train?
  - Why does Holden lie to Ernest Morrow's mother?
  - What do you notice about the way that Holden speaks with Mrs. Morrow?
  - Why do you think that Holden enjoys lying so much?
- ⇒ 3 minutes: Preparation to leave
  - Homework: Read Chapters 9+10
  - Question to keep in mind: Is Holden a reliable narrator?
  - Dialogue journals for Partner B are due next day

### **Thursday:**

- ⇒ 3 minutes: Attendance and housekeeping. Collect dialogue journals.
- ⇒ 10 minutes: Full class discussion of theme
  - What is a theme?
    - Give each student 2 minutes to write out a definition of theme
    - Discuss definitions
  - What do you think the theme of the novel is so far? Why?
  - Why is theme important when reading a novel?
- ⇒ 20 minutes: Activity identifying theme.

- Students get in groups of 4 or 5. Half the groups are assigned to Ch. 9, the other half is assigned to Ch. 10
  - Groups must prepare to answer the following questions (10 minutes):
    - If you're chapter had a theme, what would it be?
    - What quotes or specific passages support your theme?
    - Is your theme affected by Holden's reliability as a narrator?
    - How does your chapter's theme fit into the rest of the novel?
    - What is song that would be good for your chapter's theme? Why?
  - Groups take turns briefly presenting the information from their discussions of theme (10 minutes).
- ⇒ 5 minutes: "A&P" introduction
- The same theme can present in lots of different books and stories.
  - We have discussed themes like: Coming of Age, Conflict With Authority
  - Keep these themes in mind when reading the short story
- ⇒ 10 minutes: Give students time to start reading the short story
- ⇒ 2 minutes: Preparation to leave
- Homework
    - Finish reading "A&P"
    - What is the theme of the story?
    - Is Sammy a reliable narrator? Do you agree with his actions?

### **Friday:**

- ⇒ 3 minutes: Attendance and housekeeping. Return dialogue journals. Arrange students in groups of four.
- ⇒ 7 minutes: Have students individually brainstorm arguments that apply to their lives
- Prompt:
    - What are you passionate about?
    - Is there something in your life that you want to change?
    - What is a cause that you are willing to argue for?
    - What is a cause that NEEDS someone to argue for it

- Examples:
  - My curfew should be later
  - Schools should not assign homework
  - Summer vacation should be longer
  - Standardized tests should be eliminated

⇒ 10 minutes: Small group discussions based on following

- Prompt:
  - As a group, pick one of the arguments that you have brainstormed and discuss CLAIMS or reasons that support your argument. Why is it important to have claims for your argument?
- Example:
  - Argument: Schools should not assign homework
  - CLAIM: Homework prevents students from getting enough sleep which causes problems during the school day

⇒ 15 minutes: Preparation for group presentation

- Now that you have an argument and claims that support your argument, think of specific EVIDENCE that could support your claim. What is the importance of this evidence?
  - Example evidence: A survey that indicates the number of hours spent on homework compared to the amount of sleep that students get each night.
- What are possible counterarguments to your argument? What are claims that someone could make when arguing for the other side?
- What will be the most effective way to present your ARGUMENT, CLAIMS, and EVIDENCE to the class? How could you address counterarguments? How can your organization help you make your argument stronger?

⇒ 12 minutes: Group Presentations

- Each group will give a 3 minute presentation in which they lay out their ARGUMENT (thesis), 3 CLAIMS, EVIDENCE that could support each CLAIM, and possible counterarguments

- Explain to students that this exercise can be applied to strengthen any argument that they wish to make
- ⇒ 3 minutes: Preparation to leave and distribution of Assessment #2 Prompt
- Homework:
  - Dialogue Journal for Partner A is due Monday
  - Assessment #2 is due on Wednesday (Class time to work on Monday)
  - Soundtrack Project will be due at the end of the unit

### **Week Three**

#### **Monday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Collect dialogue journal responses from Partner A
- ⇒ 10 minutes: Distribute example business letters. Examine format (Appendix D).
- ⇒ 33 minutes: Give students time to work on argumentation assignment.
  - Be ready to answer questions about assignment and monitor the room
- ⇒ 2 minutes: Preparation to leave
- Homework
  - Read Chapters 11+12 of the novel (pay attention to music)
  - Bring in one important quote from the reading and why you think it is important.
  - Argumentation paper / Assessment #2 due on Wednesday
  - Students will have time in tomorrow's class to peer edit the assignment

#### **Tuesday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Return dialogue journals
- ⇒ 20 minutes: Discussion of Chapters 11+12
  - Have students share passages that they selected
  - Discuss passages that were popular selections

- Possible Discussion Prompts:
  - What do you notice about Holden’s descriptions of Jane?
  - What can we learn about Holden’s attitude toward girls?
  - Why do you think that Jane cries when playing checkers?
  - Why does Holden think about Jane at this point
  - Why does Holden discuss the ducks with the cab driver again?
  - What does Holden think of Ernie? The crowd at Ernie’s?
  - Why does Holden say that he would play the piano “in a closet?”
  - Why does Holden keep lying?
  - Why doesn’t he accept Lillian’s offer to join her at her table, even though he felt odd sitting there alone?
  - Why does Holden want to talk to Phoebe?
  - Does Holden act his age? Why or why not?

⇒ 22 minutes: Peer Editing Argumentation assignment

- Students will be divided into predetermined groups of three
- Things to keep in mind when peer editing:
  - Does the paper have a thesis, claims, and evidence?
  - Does it address the counterargument?
  - Is it well organized?
  - Is it in the appropriate format?
  - Remember, as a peer editor, it is your responsibility to help your peer say what he or she wants to say. Help your peers communicate THEIR ideas effectively. DON’T try to change their papers so that they contain YOUR ideas.

⇒ 3 minutes: Preparation to leave

- Homework: Assessment #2 due tomorrow

### **Wednesday:**

⇒ 3 minutes: Attendance and housekeeping

⇒ 2 minutes: Collect Assessment #2

- Congratulate students on completing first written assessment

- ⇒ 42 minutes: Free reading period
  - Students have the period to read *The Catcher in the Rye*
  - Students will be responsible for next 4 chapters for homework
- ⇒ 3 minutes: Preparation to leave
  - Homework
    - Read Chapters 13,14,15,16 (whatever they did not complete in class)
    - Dialogue journals due for Partner B
    - Remember soundtrack projects due at end of unit

### **Thursday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Collect dialogue journals
- ⇒ 10 minutes: Individual written responses
  - Prompt: We are now more than halfway through the novel. What is your opinion of Holden Caulfield?
    - Possible questions to consider:
    - Do you like him? Do you hate him? Why?
    - Do you understand him? Do you sympathize with him? Is he too whiny? Is he admirable?
    - Is Holden depressed? Does he suffer from a mental illness?
    - Why do you think that Holden acts the way that he does?
- ⇒ 10 minutes: Full class discussion of written responses
  - Gauge the class' reading comprehension and attitude toward Holden
- ⇒ 10 minutes: In small groups, find passages from last night's reading in which Holden says that he is depressed or sad. What specific things make him feel this way? Why do they have that effect? Are there passages in which Holden is happy? What makes him happy? Why?
- ⇒ 13 minutes: Class discussion in which groups present passages that are selected.
  - Possible prompts in case students struggle to find meaningful passages

- Why does Holden accept the prostitute even though it is against his principles?
- What is Holden's attitude toward sex?
- What do you think of Holden's reactions to Sunny?
- Why does Holden always talk about when he was a kid?
- Why does Holden talk to Allie when he's depressed?
- Why does he try to pray? What is the result?
- What is Holden's attitude toward religion?
- Why does Holden call Sally and not Jane?
- Why do you think Holden talks to the nuns and gives them money?
- Why does Holden feel better when he sees the family with the little boy singing?
- Why do you think Holden hates movies so much?
- What do you notice about the way that Holden interacts with children? What is the significance?
- What does the Museum of Natural History represent for Holden?

⇒ 2 minutes: Preparation to leave

○ Homework:

- Read Chapters 17+18
- Teaser for tomorrow: Come ready to "diagnose" Holden
- Bonus Reading / Extra Credit (optional)
  - "Ode on a Grecian Urn" by Keats
  - How could this poem relate to Holden's attitude toward the Museum of Natural History? Anyone who reads the poem and writes a paragraph that effectively links it to the novel will receive 3 bonus points on their Argumentation assignment. Due tomorrow.

**Friday:**

⇒ 3 minutes: Attendance and housekeeping. Return dialogue journals.

- ⇒ 7 minutes: Give students opportunity to share extra credit work with class (What connection did they see between the novel and the poem?) Collect any extra credit work.
- ⇒ 2 minutes: Break students into 5 groups
- ⇒ 35 minutes: Diagnosing Holden
  - PROMPT:
  - Your group is a team of doctors who have been asked to diagnose a patient that has just come into your clinic. His name is Holden Caulfield. He tells you all about what he calls “madman stuff” that has recently happened to him (Chapters 1-18). Based on the biographic information that Holden has provided you; do you think Holden is depressed? Does he suffer from another mental disorder? Or is he just a typical teenager? Look at the different symptoms and information in Appendix E. Does Holden display any of the symptoms? Use specific examples from the novel. Be as thorough as possible and try to address each symptom.
  - If the classroom has computer access, students can also use AllPsych Online’s Index of Psychiatric Disorders and symptoms:  
[http://74.125.47.132/search?q=cache:RhdA-SmFps8J:allpsych.com/disorders/disorders\\_alpha.html+dsm-iv+online&cd=2&hl=en&ct=clnk&gl=us&client=firefox-a](http://74.125.47.132/search?q=cache:RhdA-SmFps8J:allpsych.com/disorders/disorders_alpha.html+dsm-iv+online&cd=2&hl=en&ct=clnk&gl=us&client=firefox-a)
  - What is causing Holden’s symptoms? Do you think there is one underlying cause?
  - What do you recommend for the patient? What do you predict will happen to him if he goes untreated?
  - Be prepared to present your findings, evidence, diagnosis, and prognosis to the rest of the class on Tuesday. Your presentations should be 5-7 minutes long and each doctor should present findings. You will have Monday’s class to prepare as a group as well.
- ⇒ 3 minutes: Preparation to leave
  - Homework
    - Dialogue Journals Partner A due Monday

- “Diagnosing Holden” presentation on Tuesday
- Soundtracks due at end of unit! Don’t forget!

### **Week Four**

#### **Monday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Collect dialogue journal responses from Partner A
- ⇒ 5 minutes: Return Assessment #2 – Argumentation Paper
  - Inform students that they have one week to do a revision
- ⇒ 37 minutes: Students continue working on “Diagnosing Holden” and prepare to present the next day
- ⇒ 3 minutes: Preparation to leave

#### **Tuesday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 2 minutes: Return dialogue journals
- ⇒ 42 minutes: “Diagnosing Holden” presentations. Each group should have about 8 minutes to present their findings. Remind students that all doctors must contribute to the presentation.
- ⇒ 3 minutes: Preparation to leave
  - Congratulate students on their work on the presentations.
  - Remind students to keep their diagnoses and prognoses in mind as they continue reading the novel. We will be coming back to them.
  - Homework
    - No reading. Just work on soundtrack project which will be due  
Week 5: Wednesday (1 week away)

#### **Wednesday:**

- ⇒ 3 minutes: Attendance and housekeeping
- ⇒ 15 minutes: Citation refresher (full class discussion)
  - Why is it important that we cite information?

- What is plagiarism?
- Who remembers how to use MLA citation to cite a book?
  - Demonstrate proper MLA citation for *The Catcher in the Rye* on the board:
    - Last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.
    - Salinger, J.D. *The Catcher in the Rye*. Boston: Little, Brown and Company, 1951. Print.
  - Now show how citing song lyrics for their project will be very similar, with small differences.
    - Artist. "Title." Album. Record Label, Year of Song Release.
    - Green Day. "Basket Case." Dookie. Reprise Records, 1994.
  - Remind students that there are several online citation resources in case they ever have any citation questions:
    - <http://owl.english.purdue.edu/owl/resource/557/01/>
    - <http://citationmachine.net/>

⇒ 30 minutes: Reading Time

- Students will be responsible for Chapters 19-22 for Friday

⇒ 2 minutes: Preparation to leave

- Homework:
  - Read through Chapter 22 by Friday
  - Bring two questions and one important quote from reading

### Thursday:

⇒ 3 minutes: Attendance and housekeeping

⇒ 2 minutes: Collect dialogue journals from partner B

⇒ 2 minutes: Excuse yourself from room. Dim the lights if possible. Put on sunglasses.

- ⇒ 8 minutes: Reenter room. Turn on jazz music. Dramatically read poems by Lawrence Ferlinghetti
  - “I am Waiting”
  - “The World is a Beautiful Place”
- ⇒ 15 minutes: Discussion of poems
  - What is the tone of these poems?
  - What are stylistic elements of the poems?
  - What are your favorite lines in the poem? Why?
  - What is the poet waiting for?
  - Is the world a beautiful place?
  - What is irony? Do you see it in either poem?
- ⇒ 17 minutes: Connecting poetry to novel
  - Distribute Assessment #3 Assignment: Mimicked Poem (due tomorrow)
  - Remind students that they should be familiar with Holden’s mentality at this point. Questions to consider:
    - What would Holden’s poem look like?
    - What is Holden waiting for?
    - Does Holden think that the world is a beautiful place?
    - What are ways that you can put Holden’s voice and ideas into your poem? Recurring phrases in the novel? Recurring feelings?
  - Give students time to start on their poems
    - Be prepared to answer questions about the assignment
- ⇒ 3 minutes: Preparation to Leave
  - Homework:
    - Finish Assessment #2 Poems
    - Finish reading Chapters 19-22
    - 2 questions about reading. 1 quote.
    - Soundtrack project due next Wednesday

**Friday:**

- ⇒ 3 minutes: Attendance and housekeeping

- ⇒ 2 minutes: Return dialogue journals
- ⇒ 15 minutes: Give students an opportunity to read their mimicked poems
  - Not mandatory
  - Collect poems when everyone who wants to has read
- ⇒ 20 minutes: Full class discussion of reading based on student inquiry and quotes
  - Possible Questions to consider from Chapters 19-22
  - Chapter 19:
    - How does Holden describe Wicker Bar? Luce?
    - Why does Holden want to meet Luce?
    - What do we learn about Holden's sex life when he talks to Luce?
    - Why does Holden "feel like getting stinking drunk?"
    - Is Luce right to call Holden immature?
    - Do you think Holden wants to be psychoanalyzed by Luce's father?
  - Chapter 20:
    - Why does Holden call Sally when he is drunk?
    - Why does Holden fantasize about death? Funerals?
    - Why does he decide to go home?
  - Chapter 21:
    - Why does Holden's attitude change when he's with Phoebe?
    - Why does Holden enjoy reading Phoebe's?
    - Why does Holden feel accountable to his little sister?
  - Chapter 22:
    - Do you think Holden would really go to Colorado?
    - What does Holden tell Phoebe about Pencey prep? Why?
    - What is the significance of James Castle's story?
    - What does Holden want to be? Why do you think?
    - Robert Burns' poem? Significance of misinterpretation?
- ⇒ 8 minutes: Preparation for next week's Soundtrack Project
  - Project is due next Wednesday
  - Next Thursday and Friday, we will share our work

- Assign each student a chapter
  - Each student will share their soundtrack selection that corresponds to that chapter
    - Thursday: Chapters 1-13 will share
    - Friday: Chapters 14-26 will share
  - We will listen to the songs and each student will say why they made that selection and connect it to the novel
    - Encourage students to bring in a CD on Wednesday with the song that corresponds to their chapter
    - If students are unable to bring a CD, the teacher will try to make a CD for them (if possible)
    - Otherwise students can just read the lyrics when they present

⇒ 2 minutes: Preparation to Leave

- Homework:
  - Finish the novel (Chapters 23-26)
  - Soundtrack Project due Wednesday
  - Assessment #2 Revisions due Monday (optional)

## **Week Five**

### **Monday:**

⇒ 3 minutes: Attendance and housekeeping

⇒ 2 minutes: Collect dialogue journal responses from Partner A. Collect any Assessment #2 Revisions.

⇒ 5 minutes: Return Assessment #3: Mimicked Poem

⇒ 20 minutes: Final Diagnosis / Reactions

- Students get back with their doctor team and discuss the following:
  - At the end of the novel, do you stand by your diagnosis from last week?
  - How accurate was your prediction? Prognosis?
  - Did new symptoms emerge at the end of the novel?

- What is next for Holden Caulfield?

⇒ 18 minutes: Large group discussion based on doctors' responses to the last 4 chapters.

○ Prompts for discussion:

- What does Holden say about Mr. Antolini?
- Why do you think Holden likes dancing with Phoebe?
- What do you make of the scene with Holden's parents?
- Why does Holden's dad not like Phoebe saying "lousy?"
- Why does Holden cry when Phoebe gives him money?
- Why do you think Holden wants to get caught?
- What is the significance of Mr. Antolini's speech in Ch. 24?
- What is "the fall" that Holden is headed for?
- Why do you think Holden is so tired as he listens to Antolini?
- Why do think Antolini pats Holden on the head?
- Do you think Antolini is a pervert? Is Holden a reliable narrator in this moment? Why does he doubt himself?
- In Chapter 25, Holden begins to break down mentally and physically. Where do we see this? What does it mean? What causes it?
- Why does Holden want to be a deaf mute in a secluded cabin? Connections to Salinger biographical information?
- What can we draw from Holden's return to his old school?
- Why do you think Holden is so troubled by the profane graffiti?
- Why is Holden never in the mood to call Jane?
- How does Phoebe get Holden to stay? Why does it work? Was he really ever going to leave?
- Why does Holden like watching Phoebe go round and round on the carousel?
- How does Chapter 26 frame the story? Where is Holden? Who is he talking to?
- "I got sick and all" "Psychoanalyst guy"

- What is the significance of the last line? “You start missing everybody.”
- What do you think happens after the story is over?

⇒ 2 minutes: Preparation to leave

- Homework:
  - Soundtrack project due Wednesday
  - What lingering questions remain about novel?

### **Tuesday:**

⇒ 3 minutes: Attendance and housekeeping

⇒ 2 minutes: Return dialogue journals

⇒ 8 minutes: Give students time to individually jot down any remaining thoughts or questions about the novel.

⇒ 20 minutes: Final class discussion based on students’ questions and thoughts

- Use remaining prompts and questions from Monday’s class (probably not enough time to get through all on Monday)

⇒ 15 minutes: Time to work on soundtrack project

- Answer any lingering questions about assignment
- Students can discuss projects with one another

⇒ 2 minutes: Preparation to leave

- Homework
  - **SOUNDTRACK PROJECT DUE!**
  - (If possible) Bring in a CD with the song that corresponds to the chapter that you present on Thursday or Friday

### **Wednesday:**

⇒ 3 minutes: Attendance and housekeeping

⇒ 5 minutes: Collect Soundtrack Projects and CD’s

⇒ 7 minutes: Hand out opinionnaire (Appendix A) and have students complete individually

⇒ 5 minutes: Individual written responses

- Prompt
  - Have your opinions about depression and mental illnesses changed since you last filled out the opinionnaire? Why or why not?
- ⇒ 14 minutes: Chalk Talk
  - Write “Holden Caulfield” on one side of the board. Write “Mental Illness / Depression” on the other side of the board. Do a Chalk Talk.
- ⇒ 14 minutes: Discussion of Chalk Talk
  - What patterns emerged during the Chalk Talk?
  - Do you think that your opinion of Holden change during the novel?
  - Do you think that Holden is more of a sympathetic character if you approach the novel with knowledge of depression and mental health?
  - Do you identify with Holden and his struggles to grow up in a harsh world?
  - Do you think Holden’s problems are typical? Or is he dealing with more difficult issues than most high school students?
- ⇒ 2 minutes: Preparation to leave
  - Come prepared ready to present your song selection and listen to others.

### **Thursday:**

- ⇒ 2 minutes: Attendance and Housekeeping
- ⇒ 46 minutes: Soundtrack Presentations: Chapters 1-13
  - Each student will briefly summarize the events of his or her chapter and then explain why they selected the corresponding song.
  - Students have the option of playing the song as they speak (encouraged) or playing a smaller portion of the song after they speak.
  - Each student will have 3-4 minutes, (songs will have to be cut off after that)
  - The class will enjoy a musical journey through the novel.
- ⇒ 2 minutes: Preparation to leave
  - Come ready to present your song selection and listen to others.

**Friday:**

- ⇒ 2 minutes: Attendance and Housekeeping
- ⇒ 46 minutes: Soundtrack Presentations: Chapters 14-26
  - Each student will briefly summarize the events of his or her chapter and then explain why they selected the corresponding song.
  - Students have the option of playing the song as they speak (encouraged) or playing a smaller portion of the song after they speak.
  - Each student will have 3-4 minutes, (songs will have to be cut off after that)
  - The class will enjoy a musical journey through the novel.
- ⇒ 2 minutes: Preparation to leave. Congratulate students for their hard work on *The Catcher in the Rye*

**Appendix A****OPINIONNAIRE**

Each of the following statements expresses an opinion. Rate each of the following statements from 1 (strongly disagree) to 5 (strongly agree).

1. High school students really have nothing to be depressed about.

1      2      3      4      5

2. People who say they are depressed are usually just whining.

1      2      3      4      5

3. I can tell if someone is depressed from the way he/she acts.

1      2      3      4      5

4. Depression is something that I feel comfortable talking about.

1      2      3      4      5

5. Depression is something that should be addressed more in schools.

1      2      3      4      5

6. Depression can be cured.

1      2      3      4      5

7. Therapy is a waste of money.

1      2      3      4      5

8. Depressed people are dangerous.

1      2      3      4      5

9. Movies and television shows accurately portray depression.

1      2      3      4      5

10. No one is normal.

1      2      3      4      5

**Appendix B****STAND ON THE LINE ACTIVITY (20 minutes)**

After the students have had time to have a small group discussion about their opinionnaire responses, the instructor will have the students move all of the desks to the walls of the room so that there is space in the middle. The instructor will place a line of tape down the center of the room and instruct the students to stand on the line, facing the front of the classroom. The activity will proceed as follows:

1. The instructor reads a statement from the opinionnaire.
2. The students will take a moment to finalize their opinion of the statement.
3. If a student agrees with the statement, he/she will step to the right of the line.
4. If a student disagrees with the statement, he/she will step to the left of the line.
5. Distance from the line will represent how strongly students agree or disagree (example: if a student steps far to the right, he/she strongly agrees)
6. The instructor calls on someone on the right side of the line to defend position.
7. The instructor calls on someone on the left side of the line to defend position.
8. The instructor can rotate calling on the two sides until he/she decides it's time to move on to the next question.
9. Repeat steps 2-8 for all opinionnaire questions.

## Appendix C

### Example Annotated Lyrics

Song: Basket Case  
 Artist: Green Day  
 Album: Dookie  
 Label: Reprise Records  
 1994

Song corresponds primarily to Chapter 5+6 of novel:

Do you have the time, To listen to me whine, (1)  
 About nothing and everything all at once?  
 I am one of those  
 Melodramatic fools,  
 Neurotic to the bone no doubt about it (2)

Sometimes I give myself the creeps,  
 Sometimes my mind plays tricks on me,  
 It all keeps adding up,  
 I think I'm cracking up!  
 Am I just paranoid?  
 Am I just stoned? (3)

I went to a shrink  
 To analyze my dreams  
 She says it's lack of sex  
 That's bringing me down (4)  
 I went to a whore  
 He said my life's a bore

So quit my whining cause  
 it's bringing her down

Sometimes I give myself the creeps,  
 Sometimes my mind plays tricks on me,  
 It all keeps adding up,  
 I think I'm cracking up!  
 Am I just paranoid?  
 Ah, Yuh, yuh, yuh!

Grasping to con-trol...  
 So I better hold on! (5)

Sometimes I give myself the creeps,  
 Sometimes my mind plays tricks on me,  
 It all keeps adding up,  
 I think I'm cracking up!  
 Am I just paranoid?  
 I'm not sure...

(1) **Do you have the time, to listen to me whine?** The opening line of the song echoes the opening line of the novel, “If you really want to hear about it,” (1). I think this line illustrates how the song’s narrator has the same trepidation about sharing his feelings as Holden does. The opening line also establishes the same kind of whiny tone that Holden narrates his story with.

(2) **I am one of those melodramatic fools, neurotic to the bone, no doubt about it.** Holden suffers this same neurosis in the opening chapters of the book. He focuses on the details of Ackley’s toenails, Spencer’s bed, and Stradlater’s razor. Holden also can be considered a melodramatic fool because he is always saying overdramatic things like “that kills me” and “I could puke.”

(3) **It all keeps adding up, I think I’m cracking up!** The line “it all keeps adding up” corresponds to the mounting stress that Holden describes in the novel. Holden says at various points in the early part of the novel, that he is “pretty run-down” (3), that the death of his brother Allie caused him to lose control, and that “[his parents] were going to have me psychoanalyzed and all,” (50). **Am I just paranoid?** Holden’s paranoia is most

evident in Chapter 6, when he is overly concerned with what Stradlater did on his date with Jane.

(4) *She said it's lack of sex that's bringing me down.* Holden seems overly concerned with the sexual details of Stradlater's date with Jane. He also can't stand to hear Ackley describe his sexual encounters. Perhaps Holden detests sex because of his own sexual frustrations as an adolescent male in an all male community.

(5) *Grasping to control . . . So I better hold on!* The mounting energy and the lack of control in the last few stanzas of the song correspond nicely with the building tension and culminating fight in Chapter 6.

Green Day. "Basket Case." Dookie. Reprise Records, 1994.

**Appendix D**

**Business Letter Format:** (<http://www.grossmont.edu/sandia.tuttle/businessletter.html>)

Your Return Address (no abbreviations for Street, Avenue, etc.)

Your City, YO [your two letter state abbreviation] zip

Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing

Address

City, ST zip

Dear Mr./Ms. Person: [note the colon]

Times have changed, and indentations for paragraphs are usually not used because it is easier not to use them. The body paragraphs should be single spaced in a business letter. But you should double space between paragraphs when your letter contains more than one paragraph.

In the body paragraphs, make sure that you lay out your argument: thesis, claims, evidence. Also address counterarguments.

Sincerely yours,

{three spaces so that your signature may appear here }

Sammy Student

A business letter is not restricted to one page; the letter should be as long as it needs to be. Please note the line spacing!

## **Appendix E**

### **Diagnostic Sheet**

[http://www.pristiq.com/depression\\_symptoms.aspx?WT.mc\\_ID=387E0DD1-19E3-45E2-8775-E5BAD1561B69&WT.srch=1&WT.mc\\_ev=click](http://www.pristiq.com/depression_symptoms.aspx?WT.mc_ID=387E0DD1-19E3-45E2-8775-E5BAD1561B69&WT.srch=1&WT.mc_ev=click)

Symptoms of Depression:

Although there is no blood test to diagnose depression, there are well-developed guidelines used by health care professionals to diagnose major depressive disorder. One of these guidelines, developed by the American Psychiatric Association, is called the DSM-IV®. Your health care professional may ask you questions based on this established diagnostic tool.

According to the DSM-IV, major depressive disorder (or "depression") is diagnosed when five or more of the following symptoms of depression are present for most of the day, nearly every day for at least 2 weeks. At least one of the symptoms must be either persistent sad or "empty" feelings or loss of interest in activities.

- \* Constant sadness
- \* Irritability
- \* Hopelessness
- \* Trouble sleeping
- \* Low energy or fatigue
- \* Feeling worthless or guilty for no reason
- \* Significant weight change
- \* Difficulty concentrating
- \* Loss of interest in favorite activities

Be sure to tell your health care professional if you're experiencing any of these symptoms as described by the DSM-IV. Also, tell your health care professional if your symptoms are affecting your ability to function at home, at work, or with family, friends, or colleagues.

Call a health care professional right away if you or your family member has any of the following symptoms, especially if they are new, worse, or worry you:

- \* Thoughts about suicide or dying
- \* Attempts to commit suicide
- \* New or worse depression
- \* New or worse anxiety
- \* Feeling very agitated or restless
- \* Panic attacks

- \* Trouble sleeping (insomnia)
- \* New or worse irritability
- \* Acting aggressive, being angry or violent
- \* Acting on dangerous impulses
- \* An extreme increase in activity and talking (mania)
- \* Other unusual changes in behavior or mood