



## Gold Seal Lesson

<b>Author(s):</b> <i>William Moreau</i>			<b>Lesson Title:</b> <i>Catcher in the Rye – Thought Responses</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>XX</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>X</i>	<i>D</i>

### Instructional Focus:

#### Speaking

Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

#### Listening

Students listen for a variety of purposes appropriate to the grade level.

#### Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

### Performance Task

Previous to this lesson, students have finished reading J. D. Salinger's The Catcher in the Rye. Below are "Thought Responses" that students could respond to in a variety of ways. "Thought Response" activities ask students to dig back into the literature and challenge student understanding of major ideas/ themes/ backgrounds/ and applications to real life.

Activity options using these "Thought Responses":

- Students could work in small groups or individually (or a combination of both at times).
- Students could be assigned all the "Thought Response" activities/ questions below, or they could do selected ones. Choice could be teacher and/or student based.
- Students should brainstorm (prewrite) answers to questions/ activities through taking notes, listing references to the literature, and organizing all avenues of possible answers/ responses.
- Once prewriting is done, students could use their responses as a basis for discussion. One group or individual could be assigned as the presenter of a particular question's answer to the class. Or all students could be responsible for sharing something in response to each question. This could be organized via volunteers or through some sort of number or name drawing lottery.
- Students could also be asked to go beyond prewriting for all or selected questions (again, through student or teacher choice). They could be asked to write a rough draft and then eventually a final product that could be shared with other class members via a "reading circle" where students read responses aloud or pass them for silent peer reading.
- This whole process could take one class session or several class sessions depending upon the demands of the assignment.

Here are some suggested “Thought Responses” for J. D. Salinger’s The Catcher in the Rye:

- 1) Where is Holden as he tells this story? Be sure to explain why he is there. Why is this significant?
- 2) Explain three different examples of humor in this story.
- 3) Holden wants to do what he thinks are “adult activities” throughout the story. Make a list of what those things are and explain each situation you select. List at least four activities.
- 4) What problems does Holden have in his life? Explain several.
- 5) Holden complains about other people. What things bother him? List and explain several.
- 6) Explain Holden’s relationship with each member of his family.
- 7) It is said that this story is primarily about the struggles of an adolescent growing up. Explain.
- 8) Why is this book called The Catcher in the Rye? Explain your answer and refer to passages from the text to prove your ideas.
- 9) What does this novel (and Salinger) tell you about the following topics? Relate your answer to real life in 2001 and to the overall novel The Catcher in the Rye:
  - about realizing your potential
  - about facing problems in life
  - about growing up
- 10) What was your favorite part/ scene in this novel? Explain what happens and use lots of detail to tell why you liked it.
- 11) Write a letter from one character to another. You should explain events from the novel as they would be interpreted by this character. Make sure you speak with the character’s “voice.”
- 12) Did you like this novel? Write a letter to the author, Mr. Salinger, and explain your answer by telling specifically why or why not.

Why would this book be considered controversial?

### ICLE Essential Skills

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Use writing as a way of expressing personal creativity. (ela 31)

Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates. (ela 25)

### Scoring Guide:

This depends upon what students are asked to do. It could conceivably range from “credit” for participating in the prewriting and sharing sessions to making this project (prewriting, writing, peer editing, proofreading, self editing, sharing) a major percentage of a marking period’s value. For example, 50 points could be awarded for the prewriting/ note taking aspect; 100 points for the final written product of selected questions; 50 points for sharing findings if done with a speaking component. The teacher would have to create criteria for evaluation that would be shared with the students when the original assignment is introduced.

### Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other The Catcher in the Rye J. D. Salinger Essay questions Literature projects Thought responses	Trigonometry	Other