The Catcher in the Rye
Teaching Guide
# Table of Contents

Lesson 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>The 50's</td>
</tr>
<tr>
<td></td>
<td>Pleasantville</td>
</tr>
</tbody>
</table>

Lesson 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>Pleasantville Continued</td>
</tr>
<tr>
<td></td>
<td>Themes in Pleasantville</td>
</tr>
</tbody>
</table>

Lesson 3

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3</td>
<td>Persuasive Paragraph</td>
</tr>
<tr>
<td></td>
<td>Paragraph Structure</td>
</tr>
<tr>
<td></td>
<td>Paragraph Assignment</td>
</tr>
<tr>
<td></td>
<td>Reading – Chapters 1 and 2</td>
</tr>
</tbody>
</table>

Lesson 4

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4</td>
<td>Questions – Chapters 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Discussion – “Life is a game.”</td>
</tr>
<tr>
<td></td>
<td>Reading – Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Holden in Three</td>
</tr>
</tbody>
</table>

Lesson 5

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#5</td>
<td>Questions – Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Character Sketch – Ackley</td>
</tr>
<tr>
<td></td>
<td>Reading – Chapters 4 and 5</td>
</tr>
</tbody>
</table>

Lesson 6

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6</td>
<td>Questions – Chapters 4 and 5</td>
</tr>
<tr>
<td></td>
<td>Descriptive Assignment</td>
</tr>
<tr>
<td></td>
<td>Descriptive Techniques</td>
</tr>
<tr>
<td></td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>Share</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
</tr>
</tbody>
</table>

Lesson 7

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#7</td>
<td>Questions – Chapters 6 and 7</td>
</tr>
<tr>
<td></td>
<td>Character Sketch – Holden</td>
</tr>
</tbody>
</table>

Lesson 8

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8</td>
<td>Holden’s Lies</td>
</tr>
<tr>
<td></td>
<td>The Truth About Lying?</td>
</tr>
<tr>
<td>Lesson #</td>
<td>Topics</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>#9</td>
<td>Questions – Chapter 8, Writing Like Salinger, Reading – Chapter 9</td>
</tr>
<tr>
<td>#10</td>
<td>Questions – Chapter 9, Banning Books, Reading – Chapters 10 and 11</td>
</tr>
<tr>
<td>#11</td>
<td>Questions – Chapters 10 and 11, Manhattan Map Assignment, Reading – Chapters 12 and 13</td>
</tr>
<tr>
<td>#12</td>
<td>Questions – Chapters 12 and 13, Reading – Chapters 14 and 15, Reading – Chapters 14 and 15, Reading – Chapters 16 and 17</td>
</tr>
<tr>
<td>#13</td>
<td>Manhattan Map Update, Questions – Chapters 16 and 17, Holden the Narrator</td>
</tr>
<tr>
<td>#14</td>
<td>Narrator Reliability Continued, Reading – Chapters 18 and 19, Questions – Chapters 18 and 19, Reading – Chapters 20 and 21</td>
</tr>
<tr>
<td>#15</td>
<td>Questions – Chapters 20 and 21, Manhattan Map Assignment Concluded, Reading – Chapters 22 and 23</td>
</tr>
<tr>
<td>#16</td>
<td>Questions – Chapters 22 and 23, Holden Caulfield Medical Report</td>
</tr>
<tr>
<td>#17</td>
<td></td>
</tr>
</tbody>
</table>
Lesson #1

The 50’s
Begin with a brief discussion of what life was like in the 50’s.
- Students have five minutes to write down what they know about the 1950’s.
- Discuss as a class for 10-15 minutes.
- Explain that the novel The Catcher in the Rye is set in the 50’s and is about a teenage boy who is disillusioned and apathetic (you might have to define these words) – just like many teenagers today.

Pleasantville
To introduce the novel and some of its themes, we are going to watch the film Pleasantville. Students have a chart to fill out and an assignment to complete.
- Distribute the Pleasantville handout and chart.
- Read through with students.
- Begin the film.
- Students are to fill in their chart as they watch.

Lesson #2

Pleasantville Continued
- Finish watching the film.
- Students should have their chart completed.

Themes in Pleasantville
Discuss the themes in Pleasantville.
- Define theme – central message or idea (what is says about life).
- What messages are present in Pleasantville? What is the point?
- What does the colorization represent?
Lesson #3

**Persuasive Paragraph**
Review paragraph structure and then have students write about a major theme in Pleasantville.

**Paragraph Structure**
1. Thesis – this is your argument presented in a single sentence (ex. The film Pleasantville shows that…).

2. Explanation and Evidence – give reasons for your argument and support them with examples from the film (ex. Pleasantville is a stifling, repressive place. This is clear when…).

3. Conclusion – restate your thesis in different words and try to provoke further thought by suggesting connections or explaining how it is important in a larger way.

**Paragraph Assignment**
Using proper structure, write a developed paragraph discussing a major theme in Pleasantville.

**Reading – Chapters 1 and 2**
Begin reading The Catcher in the Rye. You can have your students read silently, or you can read the first two chapters aloud.

Lesson #4

**Questions – Chapters 1 and 2**
Write the following questions on the board and have your students answer them in writing using full sentences.

1. Where is Holden while he tells his story?
2. What two reasons does Holden give for not being at the game?
3. Why is Holden being kicked out of Pencey?
4. What does Holden find depressing about Mr. Spencer?
5. Holden often uses the term ‘Phony’ to describe people and their actions. What does he mean?

**Discussion – “Life is a game.”**
Mr. Spencer tells Holden that life is a game, a game that one must play by the rules. Holden disagrees. He feels it is only a game for people on the side with all the “hotshots.”

- What does Holden mean?
- Does he have a good point?
- Is life a game?
**Reading – Chapter 3**
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

**Holden in Three**
- Students are to write down three adjectives that best describe Holden Caulfield.
- Have students share their adjectives and make a master list on the board.
- Discuss the traits and have students explain and support their choices.

**Lesson #5**

**Questions – Chapter 3**
Write the following questions on the board and have your students answer them in writing using full sentences.

1. What does Holden admire about Edgar Marsala?
2. Describe Holden’s hat.
3. What is Holden’s definition of a really good book?
4. What do you think a book has to do or have to be really good?

**Character Sketch – Ackley**
Students then write a detailed description of Ackley.
- Ask students to list adjectives describing Ackley.
- Have them share and explain these adjectives and make a master list on the board.
- Make sure students can back up their adjectives with concrete examples.
- Students are then to write a detailed description of Ackley in their own words. They should briefly describe his physical appearance and focus mostly on his personality. Half page minimum.

NOTE: You should mark and return these before lesson #7

**Reading – Chapters 4 and 5**
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

Students are to finish Chapter 5 for next day.

**Lesson #6**

**Questions – Chapters 4 and 5**
Write the following questions on the board and have your students answer them in writing using full sentences.

1. Describe Stradlater – what does Holden like/dislike about him?
2. What does Holden like about the way Jane plays checkers?
3. Why do you think Holden doesn’t go down to say hi to Jane?
4. List five examples of Holden’s negativity and cynicism.
5. Describe Holden’s brother Allie.

Descriptive Assignment
Holden does Stradlater’s homework and writes a description of Allie’s baseball glove. For this assignment, you will review descriptive writing techniques and have students compose their own description of a special object. Explain and discuss the techniques below. Then get ‘em writing.

Descriptive Techniques
- Comparison: use simile, metaphor, and personification to conjure images in your reader’s mind.
- Appeal to the senses: enhance images by describing how things look, sound, feel, taste, and smell.
- Details: use detail to create clear images.

Assignment
Using the techniques listed above, write a description of a special object. Your description must be at least a ½ page long.

Share
When your students are finished writing, ask volunteers to share theirs with the class. Discuss which elements are most effective.

Homework
Students are to finish reading Chapters 6 and 7 for next class.

Lesson #7
Questions – Chapters 6 and 7
Write the following questions on the board and have your students answer them in writing using full sentences.

1. Why is Holden so nervous and worried while Stradlater is out with Jane?
2. Why does Holden attack Stradlater?
3. How does Holden provoke Stradlater into hitting him?
4. Why does Holden decide to leave Pencey immediately?

Character Sketch – Holden
The idea here is for students to build on what they practiced writing their character sketches of Ackley. See the handout for details.
- Distribute the handout titled Who is Holden Caulfield?
- Read through it with your students.
- Students begin writing their sketches.
NOTE: Give your students a night or two to get this finished. Tell them you expect a polished product.

Lesson #8

Holden’s Lies
Students are to read Chapter 8 and identify three of Holden’s lies.
- Have your students copy the following chart into their notes:

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<thead>
<tr>
<th>Lie</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

- Students are to fill in the chart as they read Chapter 8.

The Truth About Lying?
In this assignment, students discuss lying, read an article about lying, and answer related questions in writing.
- Discuss lying – Who do we lie to? Why do we lie? Does everyone lie? Is lying ever the right thing to do?
- Distribute copies of the article titled The Truth About Lying and the accompanying questions.
- Students are to read through the article and answer the questions in writing.
- When they are finished, discuss the article and the answers to the questions.
Lesson #9

Questions – Chapter 8
Write the following questions on the board and have your students answer them in writing using full sentences.

1. How does Holden’s trip to the train station highlight his isolation?
2. How does Mrs. Morrow’s impression of her son compare to Holden’s impression?
3. What evidence is there in this chapter that Holden is trying to make the transition from school to the adult world?

Writing Like Salinger
In this assignment, students will try to mimic Salinger’s style and Holden’s voice.
- Ask your students if they know the story of Goldilocks and the Three Bears (of course they will know it).
- Now ask them to imagine what it would be like if Holden told the story.
- Read Catch Her in the Oatmeal aloud to the class.
- Discuss what elements are distinctive about Holden’s voice (list these on the board): How does he phrase things? What is his attitude towards most things? What words does he like to use?
- With student input, make a list of fairy tales.
- Students must now write their own fairy tale using Holden’s voice. They will be assessed for how well they mimic Salinger’s style. When they are finished, ask volunteers to share with the class.

Reading – Chapter 9
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

Students are to finish Chapter 9 for next day.

Lesson #10

Questions – Chapter 9
Write the following questions on the board and have your students answer them in writing using full sentences.

1. Why must the cab driver turn around once he has driven through Central Park?
2. What is it about the Edmont Hotel that surprises Holden once he has checked in?
3. Although he thinks about calling several people in this chapter, he calls only one: Faith Cavendish. How does his phone call show Holden’s inexperience with women and relationships?

Banning Books
In this activity, students have to think about and discuss the influence of books and the importance of free speech.
• Distribute the handout titled Catcher Controversy Questions.
• Students are to complete the handout by agreeing or disagreeing with each statement and providing reasons for their positions.
• Once the students are finished, get a show of hands for agree and disagree on each statement, and record the tally on the board.
• Discuss each statement, starting with the ones that are the most divisive. Ask the students to explain their positions to the class and encourage debate.
• Once each point has been sufficiently discussed, explain that The Catcher in the Rye is one of the most controversial books of the last 100 years. You can read the excerpt below, taken from Wikipedia, to elaborate:

In 1960 a teacher was fired for assigning the novel in class. He was later reinstated. Between 1961 and 1982, The Catcher in the Rye was the most censored book in high schools and libraries in the United States. In 1981, it was both the most censored book and the second most taught book in public schools in the United States. According to the American Library Association, The Catcher in the Rye was the tenth most frequently challenged book from 1990–1999. It was one of the ten most challenged books in 2005, and has been off the list since 2006. The challenges generally begin with vulgar language, citing the novel's use of words like "fuck" and "goddam", with more general reasons including sexual references, blasphemy, undermining of family values and moral codes, Holden's being a poor role model, encouragement of rebellion, and promotion of drinking, smoking, lying, and promiscuity. Often, the challengers have been unfamiliar with the plot itself. Shelley Keller-Gage, a high school teacher who faced objections after assigning the novel in her class, noted that the challengers "are being just like Holden ... They are trying to be catchers in the rye." A reverse effect has been that this incident caused people to put themselves on the waiting list to borrow the novel, when there were none before.

Mark David Chapman's shooting of John Lennon, John Hinckley, Jr.'s assassination attempt on Ronald Reagan, Robert John Bardo's shooting of Rebecca Schaeffer and other murders have also been associated with the novel.

**Reading – Chapters 10 and 11**
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

Students are to finish Chapter 11 for next day.
Lesson #11

Questions – Chapters 10 and 11
Write the following questions on the board and have your students answer them in writing using full sentences.

1. List several things Holden admires about his sister Phoebe.
2. Why is it difficult for Holden to carry on a conversation with the blonde woman he meets at the Lavender Room?
3. How does Holden amuse himself while dancing with Marty?
4. Holden repeatedly comments that the three women from Seattle are boring and unattractive. Why does he sit with them?
5. How did Holden first meet Jane Gallagher?
6. List several things Holden admires about Jane.
7. What evidence is there that Holden was comfortable when with Jane?

Manhattan Map Assignment
Students will record Holden’s movements on a map of New York. This is an ongoing assignment, so it might be a good idea to keep the maps in the classroom instead of letting students hold on to them.

- Distribute the maps of New York.
- Students are to use highlighters, markers, or pencil crayons to trace Holden’s movements.
- They should use different colors to represent each mode of transportation: walking, taxi, etc.
- The maps will be updated as Holden continues moving around the city.
- When the maps are finished – at the end of the novel – students will write a paragraph discussing how Holden’s movements around New York reflect his mental state.

* An interactive map showing Holden's movement throughout Manhattan can be seen in the New York Times at the following website:


Reading – Chapters 12 and 13
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

Students are to finish Chapter 11 for next day.

Lesson #12

Questions – Chapters 12 and 13
Write the following questions on the board and have your students answer them in writing using full sentences.
1. Holden tends to scorn people who he finds boring, unintelligent, or artificial (phony). Name the characters he scorns in chapter 12 and explain why he scorns each one.
2. Does Holden demonstrate any of the qualities he scorns in others? Give evidence.
3. What does Holden’s concern for the ducks in Central Park reveal about him?
4. What does Holden reveal about himself when he talks about his stolen gloves?
5. How does Holden’s behaviour with the prostitute demonstrate his innocence and vulnerability?
6. Why is Holden saddened when he hangs up the prostitute’s green dress?

Reading – Chapters 14 and 15
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

Questions – Chapters 14 and 15
Write the following questions on the board and have your students answer them in writing using full sentences.

1. When he is very depressed, Holden says he “talks” to Allie and says “get your bike and meet me in front of Bobby’s house” (99). What past event is Holden remembering, and what does it reveal about him?
2. How do Maurice and the prostitute take advantage of Holden?
3. Explain Holden’s state of mind at the end of Chapter 14. Why does he imagine he has been shot? What does this reveal about him?
4. Money often makes Holden feel “blue as hell” (113). How is money often a trigger for Holden’s depression?

Reading – Chapters 16 and 17
Students should have Chapter 17 finished for next day.

Lesson #13

Manhattan Map Update
Students are to update their maps showing Holden’s movement around New York.

Questions – Chapters 16 and 17
Write the following questions on the board and have your students answer them in writing using full sentences.

1. What does Holden buy for Phoebe?
2. Why can’t Holden enjoy plays and movies?
3. What does Holden notice (obsess over) when he arrives at the theatre?
4. What crazy idea does Holden propose to Sally?
5. How does the botched date with Sally represent Holden’s entire character and behaviour?
Holden the Narrator
Students will explore the question of whether or not Holden can be trusted as a narrator. Please refer to the Narrator Reliability package for more details.
- Distribute the handouts included in the Narrator Reliability package.
- Follow the step-by-step instructions to conduct the lesson.

Lesson #14

Narrator Reliability Continued
- If needed, give your students time to finish the assignment.
- Discuss the results together.
- Collect completed worksheets.

Reading – Chapters 18 and 19
You can have the students read silently, or you can have students read aloud and see who can do the best Holden Caulfield.

Questions – Chapters 18 and 19
Write the following questions on the board and have your students answer them in writing using full sentences.

1. Describe D.B.’s army experience. What does he say about the army?
2. How do Holden’s comments about war and the atomic bomb show his immaturity?
3. What does Carl Luce think of Holden?

Reading – Chapters 20 and 21
Students are to finish Chapter 21 for next day.

Lesson #15

Questions – Chapters 20 and 21
Write the following questions on the board and have your students answer them in writing using full sentences.

1. Who does Holden call from the bar? What does this reveal about him?
2. Why isn’t Phoebe in her room when Holden goes to see her?
3. What does Holden do while Phoebe is sleeping?
4. What does Phoebe do with the broken record?
5. What shows that Phoebe is an intelligent, perceptive young girl?

Manhattan Map Assignment Concluded
- Students are to finish their maps showing Holden’s movements around New York City.
• When they are done, they are to write a personal paragraph discussing how Holden’s movements around the city reflect his mental state. This paragraph should be at least 12 sentences long and must be handed in by the end of class.

Reading – Chapters 22 and 23
Students are to finish Chapter 23 for next day.

Lesson #16

Questions – Chapters 22 and 23
Write the following questions on the board and have your students answer them in writing using full sentences.

1. What does Phoebe realize about Holden that he isn’t ready to admit?
2. What happened to James Castle?
3. What does Holden tell Phoebe he would really like to be (what is the Catcher in the Rye)?
4. Why does Holden like Mr. Antolini?
5. What does Holden do that scares Phoebe?

Holden Caulfield Medical Report
Students take on the role of a psychiatrist and write a report on Holden Caulfield. For more details, refer to the handout titled Medical Report for Holden Caulfield.

• Distribute the assignment handout.
• Read through the handout with your students.
• Explain that this is a major assignment and should be approached accordingly.
• Students begin working on their reports. They will have the rest of this class and all of tomorrows to continue reading the novel and work on their reports.

Lesson #17

Images, Symbols, Motifs
Students will explore some of the major motifs and symbols of The Catcher in the Rye.

• Distribute the handout titled Images, Symbols, Motifs.
• Define the three terms: Images = a picture in the reader’s mind; Symbol = an object that represents a feeling, idea, or concept; Motif = a recurring images or structures that help develop a major theme.
• Go through the list as a class and fill in the chart. Analyzing symbols and motifs is always an interpretive exercise, so there may be more than one right answer for each.

Work Period
This class will be used as a work period. Students are to finish reading the novel and work on their medical reports.
Students should finish reading the novel for next day.

Set a due date for the medical report – assess where your students are with the assignment and determine how much more time is reasonable.

Lesson #18

Graffiti
- Now that your students have finished reading the book, have them each come and write one thing on the board related to it. They can write a comment, question, observation, thought, criticism, etc.
- Have them all come up at once so that it’s more fun and no one has the pressure of everyone watching them at the front.
- After every student has written at least one thing on the board, read over the graffiti together and discuss the comments and questions.

In-Class Essay
Students are to write a short, persuasive composition arguing that The Catcher in the Rye should or should not be considered a great novel. In their compositions, students must demonstrate their understanding of the novel, establish criteria by which to measure great novels, and employ persuasive writing techniques.

NOTE: I use this essay as the final assessment. You can substitute a unit test if you prefer.
Chapters 1 and 2
1. Where is Holden while he tells his story?
2. What two reasons does Holden give for not being at the game?
3. Why is Holden being kicked out of Pencey?
4. What does Holden find depressing about Mr. Spencer?
5. Holden often uses the term ‘Phony’ to describe people and their actions. What does he mean?

Chapter 3
1. What does Holden admire about Edgar Marsala?
2. Describe Holden’s hat.
3. What is Holden’s definition of a really good book?
4. What do you think a book has to do or have to be really good?

Chapters 4 and 5
1. Describe Stradlater – what does Holden like/dislike about him?
2. What does Holden like about the way Jane plays checkers?
3. Why do you think Holden doesn’t go down to say hi to Jane?
4. List five examples of Holden’s negativity and cynicism.
5. Describe Holden’s brother Allie.
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1. Why is Holden so nervous and worried while Stradlater is out with Jane?

2. Why does Holden attack Stradlater?

3. How does Holden provoke Stradlater into hitting him?

4. Why does Holden decide to leave Pencey immediately?

Chapter 8
1. How does Holden’s trip to the train station highlight his isolation?

2. How does Mrs. Morrow’s impression of her son compare to Holden’s impression?

3. What evidence is there in this chapter that Holden is trying to make the transition from school to the adult world?

Chapter 9
1. Why must the cab driver turn around once he has driven through Central Park?

2. What is it about the Edmont Hotel that surprises Holden once he has checked in?

3. Although he thinks about calling several people in this chapter, he calls only one: Faith Cavendish. How does his phone call show Holden’s inexperience with women and relationships?
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1. List several things Holden admires about his sister Phoebe.

2. Why is it difficult for Holden to carry on a conversation with the blonde woman he meets at the Lavender Room?

3. How does Holden amuse himself while dancing with Marty?

4. Holden repeatedly comments that the three women from Seattle are boring and unattractive. Why does he sit with them?

5. How did Holden first meet Jane Gallagher?

6. List several things Holden admires about Jane.

7. What evidence is there that Holden was comfortable when with Jane?

Chapters 12 and 13
1. Holden tends to scorn people who he finds boring, unintelligent, or artificial (phony). Name the characters he scorns in chapter 12 and explain why he scorns each one.

2. Does Holden demonstrate any of the qualities he scorns in others? Give evidence.

3. What does Holden’s concern for the ducks in Central Park reveal about him?

4. What does Holden reveal about himself when he talks about his stolen gloves?

5. How does Holden’s behaviour with the prostitute demonstrate his innocence and vulnerability?

6. Why is Holden saddened when he hangs up the prostitute’s green dress?
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2. How do Maurice and the prostitute take advantage of Holden?

3. Explain Holden’s state of mind at the end of Chapter 14. Why does he imagine he has been shot? What does this reveal about him?

4. Money often makes Holden feel “blue as hell” (113). How is money often a trigger for Holden’s depression?

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1. What does Holden buy for Phoebe?

2. Why can’t Holden enjoy plays and movies?

3. What does Holden notice (obsess over) when he arrives at the theatre?

4. What crazy idea does Holden propose to Sally?

5. How does the botched date with Sally represent Holden’s entire character and behaviour?

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1. Describe D.B.’s army experience. What does he say about the army?

2. How do Holden’s comments about war and the atomic bomb show his immaturity?

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2. What happened to James Castle?
3. What does Holden tell Phoebe he would really like to be (what is the Catcher in the Rye)?
4. Why does Holden like Mr. Antolini?
5. What does Holden do that scares Phoebe?
PLEASANTVILLE PERSUASIVE PARAGRAPH ASSIGNMENT

Over the course of the next two classes, we will be viewing the film Pleasantville as an introduction to the novel, The Catcher in the Rye.

The movie starts in the 1990s with a brother and sister who are very different. David is a loner who is obsessed with a T.V. show called Pleasantville; he knows the show so well that he has episodes and lines memorized. Jennifer, on the other hand, is a popular and outgoing teenager who thinks her brother is a loser. It is apparent that David is very unsatisfied with his life and secretly wishes his life were just like the 50s style T.V. show. After all, life in Pleasantville is seemingly perfect. Father knows best, mother stays home to cook, everyone in the town is nice to each other, and neighbours always greet each other with pleasant exchanges.

During a Pleasantville marathon, (while fighting over the remote control) David and Jennifer get "zapped" into the T.V. show and become the main characters Bud and Mary Sue. Inevitably, they bring modern ideas into the black and white world and things begin to change dramatically.

When they are first "zapped" into the show, everyone and everything is in black and white. As David (Bud) and Jennifer (Mary Sue) influence the town's people, the movie begins to colourize.

**Your Task:**

- While watching the film, observe the colour changes in the film. Identify what triggers the change to a colourized world.

- After the film is over, write a persuasive paragraph (150 – 200 words) that identifies what triggers the change to colour. Furthermore, explain what the colour is symbolic of and what theme(s) the change reinforces.

**Background Information:**

**Characters:**
- David/Bud – Tobey Maguire
- Jennifer/Mary Sue – Reese Witherspoon
- Mr. Johnson – Jeff Daniels
- Betty Parker – Joan Allen
- George Parker – William H. Macy
- Big Bob – J.T. Walsh
- T.V. Repairman – Don Knotts
- Director: Gary Ross
- Production Company: New Line Cinema
<table>
<thead>
<tr>
<th>Name of Character That Changes Into Colour</th>
<th>What Triggers the Change</th>
</tr>
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<tbody>
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Additional Notes:
Your Task:

- Read up to the end of page 52 (chapter 7)
- Write a 300 word, MULTI-PARAGRAPH character sketch for Holden Caulfield, the protagonist of the novel.
  - Focus on 3 different character traits
  - Be PERSUASIVE!

Sample Structure:

Paragraph 1: Introduction stating the 3 character traits.

Paragraph 2: Defence of character trait #1 with supporting evidence and quotes.

Paragraph 3: Defence of character trait #2 with supporting evidence and quotes.

Paragraph 4: Defence of character trait #3 with supporting evidence and quotes.

Paragraph 5: Conclusion

PERSUADE ME!
In the style of Salinger: CATCH HER IN THE OATMEAL

If you really want to hear about it, what I'd better do is warn you right now that you aren't going to believe it. I mean it's a true story and all, but it still sounds sort of phony.

Anyway, my name is Goldia Lox. It's sort of a boring name, but my parents said that when I was born I had this very blond hair and all. Actually, I was born bald, I mean how many babies get born with blond hair: None. I mean I've seen them and they're all wrinkled and red and slimy and everything. And bald. And then all the phonies have to come around and tell you he's cute as a bug's ear. A bug's ear, boy, bug's ear, for chrissake! Nothing, that's that.
So like I was saying, I always seem to be getting into these very stupid situations. Like this time I was telling you about. Anyway, I was walking through the forest and all when I see this very interesting house. A house. You wouldn’t think anybody would be living way the hell out in the goddam forest, but they were. No one was home or anything and the door was open, so I walked in. I figured what I'd do is I'd probably horse around until the guys that lived there came home and maybe asked me to stay for dinner or something. Some people think they have to ask you to stay for dinner even if they hate you. Also I didn’t exactly feel like going home and getting asked a lot of lousy questions. I mean that's all I ever seem to do.

Anyway, while I was waiting I sort of sampled some of this stuff they had on the table that tasted like oatmeal. Oatmeal. It would have made you puke. I mean it. Then something very spooky started happening. I started getting dizzier than hell. I figured I’d feel better if I could just rest awhile. Sometimes if you eat something like lousy oatmeal all you can feel better if you just rest for awhile, so I sat down. That’s when the god chair breaks in half. No kidding, you start feeling lousy and some stupid chair is going to break on you every time. I’m not kidding Anyway, I finally found the crummy bedroom and I lay down on this very tiny bed. I was really depressed.

I don’t know how long I was asleep or anything, but all of a sudden I hear this very strange voice say, “Someone’s been sleeping in my sack, for shrike, and there she is!” So I open my eyes and there at the foot of the bed are these three crummy bears. Bears! I swear to god. By that time I was really feeling depressed. There's nothing more depressing than waking up and finding three bears talking to you.

So I didn't stay around and shoot the breeze with them or anything. If you want to know the truth, I sort of ran out of there like a madman or something. I do that quite a bit when I am depressed like that.

On the way home, though, I got to figuring. What probably happened is these bears wandered in when they smelled the oatmeal and all. Probably hears like oatmeal. I don't know. And the voice I heard when I woke up was probably something I dreamt. So that's the story. I wrote it all up once as a theme in school, but my crummy teacher said it was whimsical. Whimsical. That killed me. You got to meet her sometime, boy. She’s a real queen.
Images, Symbols, Motifs
Directions: Read the list of images, symbols, or motifs listed below that are used in this novel. In the first column, state a possible meaning for each one. In the second column, identify which seem to be images, which seem to be symbols, and which seem to be motifs (dominant ideas). Some may be used in more than one way.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Image, Symbol, Motif</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holden's red hat</td>
<td></td>
</tr>
<tr>
<td>Pencey Prep</td>
<td></td>
</tr>
<tr>
<td>Central Park</td>
<td></td>
</tr>
<tr>
<td>Museums</td>
<td></td>
</tr>
<tr>
<td>Movies</td>
<td></td>
</tr>
<tr>
<td>Unmade phone calls</td>
<td></td>
</tr>
<tr>
<td>Allie's ball glove</td>
<td></td>
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<tr>
<td>Erasing profanity</td>
<td></td>
</tr>
<tr>
<td>Ducks in the park</td>
<td></td>
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<tr>
<td>Little Shirley Beans Record</td>
<td></td>
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<tr>
<td>Mummies</td>
<td></td>
</tr>
<tr>
<td>The carousel</td>
<td></td>
</tr>
<tr>
<td>Other (List e.g. Prostitution Nuns)</td>
<td></td>
</tr>
</tbody>
</table>
Medical Report For Holden Caufield

Your Role: You are a psychiatrist at a prestigious hospital in New York. One of your current patients is Holden Caufield. He has been in your care for approximately one year and in the past year, he has confided in you. In fact, you made a breakthrough with him and he told you all the events (that occurred last December) that lead up to his nervous breakdown.

Your Task: Write a medical report on one aspect of his mental health. The possibilities include:

1. Holden's obsession with death (and his fear of death)
2. Holden's loneliness
3. Holden's desperate pursuit of preserving innocence
4. Holden's confusion about sex and sexuality
5. Holden's depression
6. Holden's inability to trust others

Your medical report will be in 4 parts

Part I: Personal Profile
This section will outline Holden's age, physical attributes, and his personality. (Approximately 3-5 lines)

Part II: Diagnosis
Here, you will outline the symptoms you have observed in regards to the topic you have chosen. For example:

Holden appears to be very confused about death. This may be attributed to the untimely death of his younger brother, Allie, who died of leukemia at a young age. Etc...

This section should be approximately 7 - 10 lines.

Part III: Observations
This section will support your diagnosis. It is a list of direct quotations from the novel that illustrate your diagnosis. You may annotate each quotation by providing a brief explanation or rationale. You must provide page references.

Part IV: Prognosis
Here, you will identify the "medical" reason for Holden's problems. In addition and more importantly, you must state what treatment you think would be best for Holden and if there is any hope for a full recovery.
Objectives:
- Students will determine whether or not the narrator of *The Catcher in the Rye* is to be considered a “reliable narrator.”
- Students will identify key traits of Holden Caulfield (the protagonist and narrator of *The Catcher in the Rye*).
- Students will engage in self-evaluation of their responses.

Materials:
- For teacher: lesson materials all included in one .pdf file
- For students: writing materials, binder, copy of the text

NYS Standards Addressed:
- All four of the NYS standards for English Language Arts are addressed in this lesson.

Bloom’s Taxonomy:
- This lesson works its way up to the *evaluation* level of Bloom’s taxonomy, whereby students will be eventually making judgments about the value of ideas and materials.

On the chalkboard:
- Do Now: What do you think determines whether or not a person is a reliable source of information?
- AIM: Determine whether or not Holden Caulfield is a reliable narrator.
- Homework: Complete “Holden’s Narration” worksheet for next class.

Procedure:
4 minutes: Students will complete the “Do Now” activity- see above
2 minutes: Review the “Do Now” activity. This will serve as an anticipatory set for the body of the lesson.
10 minutes: Direct instruction. Students will receive a list/clarification of the criteria for an unreliable narrator.
15 minutes: In groups of three: Completion of the chart that will serve to determine whether or not Holden is a reliable narrator.
3 min: Students will be asked to order their responses from most powerful to least powerful.
5 min: Students will be asked to write down their strongest responses on a master sheet. This sheet will later be typed up (by me) and distributed to each student in class. This portion of the lesson probably shouldn’t be rushed, so more than likely we will continue this portion of the lesson the following day. (Inclusion note: The
inclusion teacher will oversee the creation of the master sheet- making sure that there are no repeat ideas on the sheet, and that students’ responses are clear and coherent).

2 min: Wrap-up activity- Some of the responses on the master sheet will be discussed.

Students will be given a homework sheet. This sheet serves as an extension activity.

In the event of a time shortage (likely):
The homework assignment will not be given, instead students will be asked to complete their chart. The master sheet will be completed the following day in class. The planned wrap-up activity will serve as an anticipatory set for the following day’s work. An alternative wrap-up activity will take place at the end of the period. Students will be asked what they have determined by today’s lesson. Is Holden a reliable narrator?

Evaluation:
Having done a similar activity with an honors class, I have found it necessary to include a directions sheet for today’s activities.

Inclusion notes:
In the event that this lesson will be conducted in an inclusion classroom: This lesson lends itself well to the “Lead and Support” model of co-teaching. I will do the planning for content, and the inclusion teacher will do specific planning for students’ individual learning or behavioral needs. The inclusion teacher will offer assistance and support to individuals or groups. For the portion of the lesson where students write their responses on a master sheet, the inclusion teacher will be monitoring the students’ responses to make sure no ideas are repeated. At this point, the inclusion teacher will be engaging with the students to make sure their responses are clear. The inclusion staff will use this master sheet to reiterate the materials during the inclusion students’ support period. For this groupwork activity, students will be in assigned groups to make sure that lower level students are matched up with students that excel. For inclusion classes, notes will be provided on “advanced organizers”, where the students merely have to fill in the blanks, rather than copy the notes from the chalkboard.
I Honest Deception- accidentally deceives the reader
   a. ignorant about the facts
   b. inexperienced (naïve)
   c. neglect

II Dishonest Deception- we’re being lied to
   a. trying to deceive us/ sway us
   b. psychological instability (narrator deceives himself)
   c. hypocrisy

III Evaluation issues
   a. poor judge
   b. different morals
   c. misinterpretations

IV Other Considerations
   a. Bias
   b. Ulterior motives
   c. Youth
   d. Limited knowledge
I  - accidentally deceives the reader
   a. about the facts
   b.
   c.

II  - we’re being lied to
   a. trying to
   b. (narrator deceives himself)
   c.

III  issues
   a.
   b. different
   c.

IV  Other Considerations
   a.
   b.
   c.
   d.
Direction sheet:

1. Complete the Narrator Reliability Lesson chart.
2. After completing the chart, answer the question on the bottom of the page.
3. Figure out which of your responses are the strongest- or would prove your point the best. Number each response from 1-12, 1 being the strongest response that you wrote on the paper, 12 being the least powerful response. There’s no space for this, so you’ll just have to make a spot on the right hand side of the chart.

The next part of the assignment will ask you to share your strongest response with the class. Be prepared to do so (Have a backup ready to go. No one is allowed to repeat responses).
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Y</th>
<th>N</th>
<th>Example from text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Is Holden ignorant about any facts?</td>
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<td>2</td>
<td></td>
<td></td>
<td>Would you consider Holden to be “experienced?”</td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td>Does Holden neglect to tell the reader things?</td>
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<tr>
<td>4</td>
<td></td>
<td></td>
<td>Has Holden attempted to deceive us?</td>
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<td>5</td>
<td></td>
<td></td>
<td>Is Holden mentally unstable?</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>Is Holden a hypocrite?</td>
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<tr>
<td>7</td>
<td></td>
<td></td>
<td>Does Holden have a difficult time evaluating situations correctly?</td>
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<tr>
<td>8</td>
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<td></td>
<td>Does Holden have different morals than the average person?</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
<td>Is Holden biased about any situations?</td>
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<tr>
<td>10</td>
<td></td>
<td></td>
<td>Does Holden have any ulterior motives behind telling his story?</td>
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<td>11</td>
<td></td>
<td></td>
<td>Would you consider Holden to be too young to accurately tell his story?</td>
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<tr>
<td>12</td>
<td></td>
<td></td>
<td>Does Holden have a limited education/body of knowledge?</td>
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Are there any other special circumstances that you think help to determine whether or not Holden is reliable/unreliable?
1. Why is this story told from Holden’s perspective?


3. Would this story be different if it were told from an omniscient point-of-view? Would this “work” for this story? Why or why not?

4. Why is Holden’s reliability an issue? Why does it make a difference?

5. Why do you suppose that some people will have an opposite opinion of whether or not Holden is reliable? What evidence would they use to support their beliefs?

6. Which type of narration is most likely to contain an unreliable narrator? (2nd person limited, 3rd person omniscient…..etc) Why?
The Truth About Lying

From big whoppers to little white lies, almost everyone fibs on occasion. Here, experts reveal why.

by Jenna Mccarthy

Nearly any adult will tell you that lying is wrong. But when it comes to avoiding trouble, saving face in front of the boss, or sparing someone’s feelings, many people find themselves doing it anyway. In fact, more than 80 percent of women admit to occasionally telling what they consider harmless half-truths, says Susan Shapiro Barash, author of *Little White Lies, Deep Dark Secrets: The Truth About Why Women Lie*. And 75 percent admit to lying to loved ones about money in particular. The tendency to tell tales is “a very natural human trait,” explains David L. Smith, Ph.D., associate professor of philosophy at the University of New England, in Biddeford, Maine. “It lets you manipulate the way you want to be seen by others.” To pinpoint how people stretch the truth from time to time and the potential fallout from it, learn the six most common ways that people mislead.

Deception Points

Most lies aren’t meant to be hurtful to others; rather, they’re meant to help the one doing the fibbing. These are the six top ways people lie.

1. Lying to Save Face

What it sounds like: “Gosh, I never got the shower invitation!” “Sorry I’m late, but there was a huge pileup on the freeway.”

Why people do it: For self-preservation. While it may be instinctual, people who frequently cover up innocent errors may start to feel as if they have permission to be irresponsible. What’s more, it can become gruelling for them to keep track of those deceptions. (“Now, why did I tell her I couldn’t co-chair that event?”) Eventually those lies hinder people from having close connections, says Smith. “Of course, there are relationships in which it doesn’t matter as much,” he says.

How you can avoid it:

- **Think long-term.** When you’re tempted to be less than truthful, consider your ultimate goal: to have a happy marriage, say, or a solid friendship. Then, when torn between fact and fiction, ask yourself, “Which will put me closer to my goal?” Usually the choice is clear.
- **Keep it simple.** Most of the time, a short apology is all that’s needed, and you can omit some details without sacrificing the truth. Something like “Sorry that I didn’t call you back sooner” is usually sufficient and effective.
2. Lying to Shift Blame

What it sounds like: “It’s my boss’s decision, not mine.” “My husband never told me you called.”

Why people do it: “To effectively give away power and control,” says Smith. “When done habitually, this can diminish a person’s ability to deal with life’s bigger problems.” When someone constantly saddles other people with his responsibilities, others can grow resentful of carrying this burden. Also, eternally passing the buck is downright exhausting. The deceiver keeps fielding requests but is only postponing the inevitable. Eventually the issue will have to be dealt with.

How you can avoid it:

• **Dig deep.** In some cases, blame shifting can signal difficulty with accepting responsibility for your actions, says Joseph S. Weiner, chief of consultation psychiatry at North Shore University Hospital, in Manhasset, New York. Maybe you were criticized for making mistakes as a child, for example, and so now you’re afraid to own up because of what other people may think of you. Once you realize this is a behavior that can be changed, however, you can start to regain the power you may feel you don’t have.

• **Flip it around.** Before using a colleague or a loved one as a decoy in a minor deception, think of how the other person would feel in the same scenario. If the deception puts other people in an unfavorable light, it’s best to leave them out of it.

3. Lying to Avoid Confrontation

What it sounds like: “That’s a wonderful idea, Mom. I’ll make sure to get to the airport three hours before my flight.” “You’re doing a great job, but we can’t afford a housekeeper anymore.”

Why people do it: A believable excuse may help someone avoid an uncomfortable talk or keep that person from feeling guilty. But relying on nonconfrontation too often eventually does relationships—both personal and professional—a disservice. With people to whom one is deeply tied, it’s important to remember that “closeness is not always pleasant, and that interpersonal dealings, by their very nature, have highs and lows,” says Smith. “When you try to avoid the lows at all cost, it can have an overall deadening effect on these connections.” Even if the person on the receiving end of a lie isn’t closely tied to the fibber, the one deceiving still has to keep track of—and live by—those lies. What’s more, she may have to deal with the consequences of the lie anyway (for example, if the housekeeper finds out someone else was hired in her place).

How you can avoid it:

• **Consider the options.** Before you tell a fib, it helps to make a list of all the ways you could handle the situation—from delivering a total fairy tale to telling the stark truth. If, after thinking it through, you still decide a fabrication is the best choice, “it may signal
that you don’t value having an honest relationship, and that in itself is worth pondering more,” says Marlene Chism, a relationship expert in Springfield, Missouri, and the author of *Success Is a Given*. On the other hand, maybe there is an option that will allow you to tell the truth but that will still provide your desired outcome.

- **Pair it with the positive.** Look for the bright, true spot buried within the lie. Saying to your mother, “Your ideas are always appreciated—I called that tutor you recommended last week!—but this time I just don’t agree,” makes the truth easier to swallow for both of you.

### 4. Lying to Get One’s Way

**What it sounds like:** “I won’t be at work today. I caught that bug that’s going around.” “Officer, my speedometer must be broken.”

**Why people do it:** For personal gain. But when a lie like this is uncovered, the recipient is unlikely to be charitable. And the more hurtful the lie is to the person on the receiving end, the less it’s likely to be forgiven. “When getting what a person wants drives his every word and action, he will not earn people’s trust or love,” says Weiner.

**How you can avoid it:**

- **Stop justifying.** Maybe you think you deserved that day off. Or you figured it was late and there was no one on the road when you were speeding. While both rationalizations may be true, “that doesn’t make the lie any more acceptable in the end,” says Smith. If you have to convince yourself the lie is OK, chances are it’s not.
- **Think of the alternative.** Consider if honesty could still bring about a positive result. Example: “I know I don’t have any vacation left, but I’d be willing to come in Saturday or stay late every day next week if I could have Friday off.” Or admit to the police officer that you lost your concentration going down the hill and apologize. That may result in a warning instead of a ticket. You never really know until you try.

### 5. Lying to Be Nice

**What it sounds like:** “That dress looks fantastic on you.” “This is the best meat loaf I’ve ever tasted.”

**Why people do it:** In some cases, the little white lie is altruistic, says Smith, but when used excessively, it can make interactions with people less authentic. At its worst, others may feel that a person isn’t being genuine or trustworthy.

**How you can avoid it:**

- **Walk in the other person’s shoes.** People often underestimate the information that others can tolerate and even benefit from, particularly when the words are said out of friendship, says Weiner. For example, you would generally want someone to mention it if
you had a piece of spinach stuck in your teeth, if your blouse had a stain, or if your pot roast could use a pinch of salt.

- **Tone it down.** If you feel that a certain amount of truth stretching is a vital social lubricant, the best thing to do is to avoid gushing. “That’s a great color on you” is a lot more plausible than “That’s the most stunning sweater I have ever seen in my entire life.”

- **Track it.** Keeping a tally of the tales you tell for a day or a week can help you distinguish between the instances where being truthful matters and where it doesn’t. Maybe you didn’t need to tell the supermarket checkout gal that you loved her (hideous) earrings. But it made you feel better to say it, plus you got a pleasant reaction from her. Most experts say there’s no huge harm in that.

6. Lying to Make Oneself Feel Better

**What it sounds like:** “Eating my kids’ French fries doesn’t count.” “I’ll charge this stuff now because I’m going to pay off the credit-card bill as soon as I get my bonus.” “I never watch television.”

**Why people do it:** To reassure themselves. But when people start to believe their self-deceptions, it can snowball, which is especially dangerous. A clean-your-plate habit can lead to an extra 10 pounds. One shopping spree can trigger can’t-pay-the-mortgage debt. And while denying hours spent in front of the TV isn’t a crime, it might cause a person to wonder where all her time is going—or get busted humming the *Law & Order* theme song.

**How you can avoid it:**

- **Plan honesty ahead.** Because self-deception can become almost automatic, “stopping isn’t simply a matter of just saying in the moment, ‘Hey, should I lie to myself right now?’” says Smith. Instead, pledging to face reality in the situations where you’re most likely to deceive yourself is a smarter tactic.

- **Keep your goals in sight.** Whatever you want to accomplish, from sticking to a healthy diet to keeping your bank account in the black to cutting down on those television marathons, lying about what’s really going on puts you one step farther from that objective. Instead, it’s a good idea to visualize, in full detail, what it will look, feel, sound, smell, or taste like when you attain your goal. “Painting a detailed picture in your mind will help you maintain your motivation, even in the face of temptation to sabotage yourself with deception,” says Weiner.

- **Help others be accountable.** When people who tend to deceive themselves spend too much time with frequent fibbers or even others who tolerate that type of mendacity, their destructive habits won’t be challenged or corrected. In the most serious situations, where lying is causing someone serious damage, it helps to be a particularly truth-conscious friend and lend support as well as a gentle, watchful eye.
“The Truth About” Lying Questions

1. What percentage of women admit to telling what they regard as harmless lies?

2. Why do people lie to save face?

3. Describe one method for avoiding telling face-saving lies.

4. Give an example of lying to shift blame.

5. Why do people lie to avoid confrontation?

6. Give an example of lying to get one’s way.

7. Give an example of lying to be nice.

8. What is a potential danger of lying to be nice?

9. What is lying to make oneself feel better?

10. What type of lying do you do most often? Why?
The Catcher in the Rye Unit Test

Part A: Short Answer

- Answer each question using full sentences. Be sure to explain each of your answers. Each question is worth 3 marks for a total of 24 marks.

1. What is the “partly frozen and partly not frozen” lagoon a minor metaphor for?

2. Still objects play a symbolic role in The Catcher in the Rye. Name these still objects and explain what they are symbolic of as a collective.

3. Aside from its similarity to the title of the novel, how does Robbie Burns’ poem, “Coming Thro’ the Rye” relate to the novel The Catcher in the Rye?

4. What purpose does the juxtaposition of Holden’s search for the ducks and the flashback to Allie’s death serve?

5. In the end, who is the catcher in the rye? Why?
6. Mr. Antolini gives Holden the quotation, “The mark of the immature man is that he wants to die nobly for a cause, while the mark of the mature man is that he wants to live humbly for one.” How does this pertain to Holden and the “special kind of fall” he is headed towards?

7. What are the limitations of Salinger’s use of first person narrative (point of view) in this novel? Give two specific examples.

8. What is Holden’s red hunting hat symbolic of? How do you know?

Part B: Long Answer

• Choose ONE of the following topics
• On a separate piece of paper, write a persuasive multi-paragraph essay of approximately 350 words.
• Quotations are not required; however, examples from the novel must be used as evidence.

TOPIC 1: In the 1950s, it was expected that everyone fit in the so-called “perfect” cookie cutter society. Holden certainly did not fit in that mould. Discuss how the theme of “individuality is difficult in a conformist society” is significant in The Catcher in the Rye.

TOPIC 2: Fear of change is a central theme in The Catcher in the Rye. How does this theme manifest itself through the character of Holden Caulfield?

TOPIC 3: Change and progression is inevitable. Holden’s denial of this fact is what fuels his insanity. Discuss the significance of this theme in The Catcher in the Rye.
The Catcher in the Rye-Unit Test
53 Marks

Name: ______________________________

Section 1: Short Answer (1 mark per question= 10 marks)

1. What teacher does Holden say goodbye to before leaving Pencey Prep?

2. Why does Holden punch Stradlater?

3. What burning question bothers Holden so much (he thinks about it when talking to an old teacher and a cab driver)?

4. How does Holden feel about the headmaster’s daughter?

5. What is Holden’s opinion of the people on the Edmont Hotel?

6. Who are Sunny and Maurice?

7. What big mistake does Holden make during his date with Sally Hayes?

8. Why does Holden love the museum?

9. What happened to James Castle?

10. What truth does Phoebe confront Holden with when they are taking in her room?
Section 2: Literary Analysis-Answer these questions in complete sentences with specific examples from the text (marks indicated on question=35 marks)

1. Identify two characters that Holden sees as phoney and explain why he sees them this way. (4)

2. How does Holden really feel about being intimate with girls whom he does not really care about? Identify specific examples. (3)

3. Explain how the Robbie Burns poem, "Comin Thro' the Rye" relates to Holden. (5)
4. Name two examples of irony in the novel. Identify the type of irony and give specific examples. (4)

5. Why does Holden misinterpret Mr. Antolini's advances? (2)

6. What do the ducks in the Central Park Lagoon symbolize? (2)

7. To what extent is Holden responsible for his own loneliness? (5)
8. What does Holden learn as he watches Phoebe on the carousel? (2)

9. Using specific examples, explain Phoebe's role in the story. (4)

10. Why did Salinger end the book the way he did? (4)

Section 3: Please answer the following question in a well-written argumentative paragraph. (18 marks)

Explain one overall theme in the novel.