

# Honors: The Catcher in the Rye

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy III Honors**  
Time Period: **Generic Time Period**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Read *The Catcher in the Rye* in an effort to achieve self-awareness, establish connections to the main character, and identify examples of symbolism, internal and external conflict, and conformity.

## Transfer

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Students will be able to independently use their learning to...

- Understand the role of historical context (1950's) and its importance in a novel's meaning.
- Identify examples of internal and external conflict that exist in adolescents' lives.
- Recognize the theme of conformity in literature and the dangers of conformity in society at large.
- Identify examples of symbolism in literature.
- Use characterization to analyze the main character and his mental state.
- Trace a motif throughout a piece of literature.

## Meaning

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## Understandings

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Students will understand...

- the struggles of adolescents as they navigate their emerging adulthood.
- the impact of symbolism in a work of literature.
- the role of an anti-hero in a work of literature.
- how the themes of nonconformity and individualism are incorporated into the novel.
- the causes/motivations that directly affect the main character and outcome of the novel.
- the ways in which the book can be considered semi-autobiographical.

## **Essential Questions**

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Students will keep considering...

- How does Holden's mental state change as a result of the events in the novel?
- How are the themes relevant to today's society?
- What is the author saying about the theme of conformity without explicitly stating his intentions?
- How does symbolism play a major role in the novel?
- How is the main character (Holden) an anti-hero?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Historical context of novel
- Plot details
- Character development
- theme identification and justification
- importance of symbolism

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements (symbolism, internal and external conflict, characterization)
- Analyzing theme
- Evaluating character motivation
- comparing a contrasting characters

## Academic Vocabulary

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### Learning Goal 1

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The student will analyze the development of two or more themes or central ideas over the course of *The Catcher in the Rye*.

### Learning Goal 2

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The student will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of *The Catcher in the Rye*.

### Objective 1--(Level of Difficulty 1, 2)

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SWBAT:

Discuss historical context of novel to relate to text and explore the controversy surrounding the novel and the reasons for its previous banning.

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|---------------|---|
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly   |

stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

## **Objective 2- (Level of Difficulty 3)**

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Students will be able to explain how the setting and expectation of conformity directly effect the main character's mental state.

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Objective 3 - (Level of Difficulty 3)**

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SWBAT:

Identify and analyze literary themes throughout the novel.

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text,

	create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Summative Assessment

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- End of novel test

- Project
- Essay
- Reading journal
- Research and presentation

## **21st Century Life and Careers**

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Select all applicable standards from the Standards tab.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Formative Assessment and Performance Opportunities**

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Use the Lists tab.

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

## **Accommodations/Modifications**

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- Articles on psychology
- Catcher in the Rye Audio
- Diorama
- music, video clips
- related short stories and poems
- Scavenger Hunt

## Interdisciplinary Connections

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- 1950's
- Adolescence
- Authenticity
- Death
- Sexual Awareness
- Social Class

SOC.6.1.12.A.1 Civics, Government, and Human Rights

SOC.6.1.12.B.1 Geography, People, and the Environment

SOC.6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

## Unit Resources

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- [Newsela Articles](#)
- [NY Times: The Temporary Insanity of Adolescence](#)
- [Resources](#)
- [Texting and The Catcher in the Rye](#)
- [Unit Plan](#)
- [Biography: Article and Video clip](#)
- [Study Guide](#)
- [NY Times Articles](#)
- [Anticipation Guide and Questions](#)
- [Activities and Questions](#)

- Biographical information/ Background notes
- Response Journal
- Unit Resources
- Writing Prompts