**Before Planning for Understanding**

**HS English/Literature Unit**

**Topic: Catcher in the Rye Unit**

**Activities**

1. Read Catcher in the Rye over an eleven (11 day period). Each day there will be class discussion on aspects of the assigned reading with occasional writing prompts.

* Activities: Over a 2 day period students will each select 2 activities to complete.
* Play charades of important scenes from book.
* Write 3 journal reflections of the student’s choice.
* Write an obituary for Holden.
* Write a song or rap about one of the characters.
* Write a Dear Abby letter asking for advice and then respond using Holden’s point of view.
* Write about a strong memory that something in the book reminds you of from your personal life.

b. Group Project-In 2 days complete both activities.

* Create a large map of Manhattan including familiar landmarks. Provide a map of where Holden through his weekend in New York.
* Create a movie poster for Catcher in the Rye choosing modern actors to play the parts of characters.

**Assessment**

* Vocabulary quizzes during the 11 days of reading.
* Two activities from choices.
* Two group projects.
* Final Essay-This essay is open book and will allow students to choose one topic from six possible topics. The essay must be completed during the final period of the unit.

**After Planning for Understanding**

**HS English/Literature Unit-Stage 1**

**Identify Desired Results**

**CONTENT STANDARD(S)**

**ICC Essential Concept and/or Skill: Read and comprehend complex literary and informational texts independently and proficiently.**

* Cite strong and thorough textual evidence 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.
* Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

**ENDURING UNDERSTANDINGS**

**Students will understand that…**

* Novelists often provide insights about human experience and inner life through fictional means.
* Writers use a variety of stylistic techniques to engage and persuade their readers.
* Holden Caulfield reflects common adolescent experiences but masks deep-seated personal problems about growing up and relating to others.

**ESSENTIAL QUESTIONS**

**Students will keep considering….**

* What is the relationship between fiction and truth? What truths can best be rendered fictionally?
* Does Holden represent adolescence? Is he abnormal, or all adolescents “abnormal”? Who is genuine and who is “phony”? Why do people act phony?
* How do authors hook and hold readers? How does J.D. Salinger engage you?
* How do writers persuade their readers?

**KNOWLEDGE**

**Students will know….**

* The plot and characters of Catcher in the Rye
* Various stylistic techniques that J. D. Salinger employed.

**SKILL**

**Students will be skilled at…**

* Applying interpretive reading strategies.
* Developing a well-reasoned hypothesis.
* Applying the writing process to produce a draft and a revision of persuasive writing.

**HS English/Literature Unit-Stage 2**

**Determine Acceptable Evidence**

Students will show their learning by:

Transfer Task:

* What’s Wrong with Holden? You are a member of an advisory committee for the hospital where Holden Caulfield is telling his story. After a close reading discussion of Holden’s account of the events of the preceding December, your task is to write:
* A summary report for the hospital.
* A letter to Holden’s parents explaining what is wrong with him. You should prepare for a meeting with the parents to explain and justify your analysis of Holden’s behavior.

Other Evidence:

1. Essay-Students write to explain Holden’s concern for authenticity.

* Letter-Each student writes a one-page letter describing Holden from the point of view of another character.
* Quizzes-Three quizzes on plot details during the course of the unit.
* Journal-Responses to daily readings.

**HS English/Literature Unit-Stage 3**

**Learning Plan**

**Summary of *some* learning events & instruction:**

* Introduce Essential Questions as well as the final task and rubrics.
* Read and discuss text using various discussion formats and collaborative groups.
* Write daily journal entries on prompted and unprompted questions.
* Research underlying psychiatric issues (depression, denial of death, alienation).
* Interview adolescent psychologist via Skype to better understand adolescent mental health issues.
* Invite a mental health case worker to role play dealing with various family members and friends.
* Read and study the John Burns song that gives the book its title.
* Review writing process.