

Instituto de Literatura y Ciencias del Lenguaje

Pontificia Universidad Católica de Valparaíso



Looking for Holden in the Rye:

An Insight into the Heart of a Rebellious Character

**Trabajo de Titulación para optar al Grado de Licenciado en Educación y
al Título de Profesor de Inglés**

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To my mom, for loving me unconditionally,

To Tía Fali and Carlos, for always being there for me,

To my childhood friends, for giving me such beautiful memories,

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Thank you all.

Certain things, they should stay the way they are. You ought to be able to stick them in one of those big glass cases and just leave them alone.

J.D Salinger

Introduction

Based on the readings of the MINEDUC program, we could say that there is a fundamental teaching resource that is missing when it comes to the teaching of English as a Second Language inside of the Chilean Classroom: Literature.

Literary texts in English are not suggested as authentic texts to work with as part of the curriculum. From this point, a survey was conducted to a 10th grade class from Colegio Nuestra Señora de las Mercedes in Quilpué in order to observe and analyze this situation from a closer perspective. The purpose of the survey was to find out the relevance of English as a Second Language and Literature in the life of these young adolescents.

According to the data that was gathered through the survey, we could imply that their motivation towards the learning of the Language and their perception of its importance in a globalized world is enough to think of how to give them a better approach to it. Therefore, this project proposes the implementation of an Elective Workshop based on the reading of a literary text in English.

The main purpose of this project would be to enhance critical thinking among these 10th grade students through the development of different activities that would encourage them to read and analyze a novel from a different perspective.

In order to accomplish this objective, the creation of this project is based on the American best-seller, *The Catcher in the Rye* (Salinger, 1951). This novel belongs to the category of YAL, *Young Adult Literature*, for it portrays real-life situations, addressing problems, issues and life circumstances which are for the interest for young readers;

adolescents. At the same time, it belongs to the coming of age genre, focusing on the growth of its protagonist from youth to adulthood.

Therefore, Salinger's novel is believed to be the perfect way to approach these students to the world of Literature, making them feel identified with the adolescent problems that its main character is going through. Holden Caulfield, a 16-year-old teenager, who deals with what means to be a teenager, is in charge of taking our hands and show us his inner world.

Through the exploration of some themes and symbols that the novel portrays, students would start a real journey into the heart of Holden Caulfield, getting to know him as an antihero character. Hence, the organization of this project focuses on the analysis of this non-conventional character and proposes the implementation of fifteen sessions which have been categorized in four units. Every session focuses on a different theme and symbol and students will be analyzing them, chronologically, according to their reading.

The basis of this project relies on the communicative Language Approach because students will be required to use the Language as a vehicle for communication. In addition, the integration a content-based syllabus and task-based syllabus is needed for students will be developing different activities that would enhance critical thinking based on the analysis of the novel.

Finally, through the implementation of this Elective Workshop, these 10th grade students would have the chance to achieve many of the objectives stated by the MINEDUC program, which are, among many others, related to getting to know a different culture, establish connections with other academic disciplines, and develop a habit reading.

Theoretical Framework

Susan Bassnett, in her publication *Literature Teaching in the Twenty-First Century: A Hopeless Endeavour or the Start of Something New?* (2005) reflects on the lack of reading habits of the younger generations in comparison to preceding ones. Bassnett argues that time has changed and with it younger generations have lost their “appetite” for reading: “These days I can make no assumptions about what students have read, which authors they may have heard about, and most importantly, how able they will be to read at all” (Bassnett, 2005, p. 204).

Based on her experience as a teacher of Literature and the multiple conferences where she has showed her expertise in the field, she argues that most of the time she hears similar tales regarding the change in students’ capacity to read long works, to understand the information they are reading and to write competently.

Bassnett’s point of view is not far from the reality presented by the 10th Grade in Colegio Nuestra Señora de las Mercedes, a semi-private school located in Quilpué. For instance, according to the results of the needs analysis that was carried out on March 25th of the current year, sixteen out of twenty eight students answered “No” to the question “¿Te gusta leer en tu tiempo libre?”

Apart from the different kinds of texts they are asked to read for the academic fields of the curriculum, twenty one out of twenty eight students think that they read “regularly” (ten) and “frequently” (eleven). Regarding this information, we could say that they do show an interest in reading different kinds of texts in Spanish, especially blogs and forums, comics, novels, magazines, and the news—all of them written in their answers. Nonetheless, if we take into account Bassnett’s belief, this data may lead us to the

conclusion that today's generations read less in terms of quantity and they may be losing this "appetite" for reading novels—if it ever existed.

Although the reality we've been referring to might show us a foggy path surrounded by uncertainty, the question that still remains is: why Literature? First of all, as part of the result that was obtained in this survey, seven students out of the total (twenty eight) read novels in Spanish in their free time and, what is even more important, eighteen students want to read a novel in English during the current year—assuming that they would have to do it in the near future.

Second of all, we have to take into account students have never read English literary texts in their English lessons because they are not suggested as authentic texts to work with by the MINEDUC program. Regarding this point, when it comes to considering the school's role in this field, Bassnett (2005), says:

Early years form the way in which we learn, we acquire learning habits that are hard to change as we grow older; in other words, Literature needs to be part of our daily life. For that reason, the role of the school is vital; actually, it could be considered more important than the role of family.
(p. 207)

From her point, we could say that Literature is a "must" when it comes to encouraging learning habits in students.

Third of all, Literature could be considered as a means to teach English. According to Catherine Cobb in *Supported Literacy for Adolescents: Transforming Teaching and Content* (2008), students could develop literacy skills that would enhance the development of competences in their process of language acquisition.

When reading a literary book students could get encouraged to make connections between different concepts embedded in the story; for example, the context of the novel

and its storyline (Conceptual Understanding). The development of comprehensive questions and the analysis of specific passages of the book could guide them to get a better and deeper understanding (Critical Thinking). Also, they could explore their creativeness through workshops (Creative Thinking) and different activities developed in pairs and groups (Collaboration and Communication).

Equally important, are the arguments considered by Jonathan P.A. Sell in *Why Literature in the foreign language classroom?* (2005). He assures that students can enhance their language learning from a very early age given that the cognitive processes of young learners are skilled to deal with narrative structures. Moreover, the topics that a teacher could explore through the reading of a literary text may be more interesting than some of the textbook topics—which could be to a great extent—more motivational to read.

In addition, Sell (2005) argues that there is cultural enrichment by having access to other realities that may be fiction or not; an extension of linguistic competence and linguistic model because readers could improve their writing style, and their linguistic diversity. In other words, it encourages language acquisition—one of the main goals of every EFL teacher.

In spite of the fact that most of these students have never read a novel in English and they lack of a reading habit, the role of the teacher becomes fundamental as he should be a facilitator of content. From this point, the teacher could apply different strategies in his planning and teaching in order to encourage his students to develop a habit reading and guide them in their reading of a literary text—for instance, like scheduling the reading of specific chapters to be analyzed. Hence, the teacher could boost the students' motivation towards reading and approach them to analyze a novel from a different perspective.

In relation to this idea, Susan Bassnett (2005) states: It is pointless to expect students to read at the same pace as previous generations did, and changes have to be made to the curriculum to reflect this. The difficulty is what to do as an alternative (...) (Bassnett, 2005: 209).

Consequently, based on her belief, the main goal of this elective workshop would be to approach students to a different perspective of reading and analyzing a novel. Thus, for the purpose of this project, we may take into consideration Terry Eagleton's definition of Literature in his work *Literary Theory: An Introduction* (1983): "Literature, then, we might say, is 'non-pragmatic' discourse: unlike biology, textbooks, and notes to the milkman, it serves no immediate practical purpose, but it is to be taken as referring to a general state of affairs" (Eagleton, 1983, p. 7).

Reflecting on his words, we could imply that the author is pointing out that Literature is open to interpretations; that is to say, we may say that that combination of different circumstances portrayed in a literary text could be related to different times and spaces. Therefore, by reading and analyzing a literary text, we could reach out different interpretations that could make us reflect on our own reality and others.

Getting into Salinger's Rye

Based on the arguments presented above, the creation of this project proposes the reading of J.D Salinger's literary work *The Catcher in the Rye* (1951). This novel, which is considered to be a masterpiece of the American Literature, is expected to guide the 10th Grade class through the process of acquiring the language and encourage them to improve their communicative competence.

In respect to the characteristics of this novel, it belongs to the category of **YAL, Young Adult Literature**. According to YALSA (1996), Young Adult Library Services Association, this term lacks of an accurate definition because its constituent terms are dynamic and they change as culture and society. Besides, this category makes reference to this contemporary world, addressing problems, issues, and life circumstances of interest to young readers.

Although the age that frames this category has been changing according to the growth of the population and different studies based on human's processes, we may say that persons between twelve and twenty five years old are believed to be part of it. Equally important, Literature, which used to mean *fiction*, has been expanding its meaning given that new forms of *literary* are considered part of it. For instance, terms like non-fiction, and new forms of poetry, including novels and book-length of nonfiction in verse, are only few examples. In addition, the increasing importance of visual communication has begun to expand its definition with the incorporation of picture books, comics, and graphic novels.

The Catcher in the Rye (1951) is also believed to be a **coming of age** story because it depicts the transitional phase of a young adolescent becoming an adult. Holden, the main

character of the story, is in charge of letting us witness his process of transformation when reading his narration and remind us, again, what is to be a teenager.

Also called *Bildungsroman* or *Formation Novel*, this genre appeared in the late 18th century in German novels like Johann Goethe's *Wilhelm Meister's Apprenticeship* (1775). From then on a narrative pattern was established that would be followed by several other authors in the forthcoming centuries.

In addition, it has been prominent in many well-known European and American novels from the 19th to the 21st century. Literary works like Charles Dickens' *David Copperfield* (1849), Horatio Alger's *Street Life in New York with the Bootblacks* (1868), Louisa May Alcott's *Little Women* (1869), James Joyce's *A Portrait of the Artist as a Young Man* (1916), and J.K. Rowling's *Harry Potter* series, among others.

Even though there is a standard definition of the formation novel, it's the sociocultural implications that provoke debate among scholars. Since this genre is dependent on a quest for an adult identity, it is linked to other areas of identity, such as social class, race, gender, and national identity.

The Story of *The Catcher in the Rye*

The Catcher in the Rye tells the story of Holden Caulfield, a sixteen-year-old boy. It is written in the first person by a protagonist narrator who tell us his story from a psychiatric facility, a place where he finds himself—apparently—after having suffered a nervous breakdown. The story begins at Holden’s high school, Pencey Prep, where he has been expelled due to his poor Academic performance. The winter-break is coming, so he decides to check himself in a hotel located in Manhattan, New York, before returning home and avoid telling his parents about his expulsion.

Holden, like many teenagers of his age, is going through a rough time: he is not a boy not yet a man. He wants to do grownup things and interact with people on a mature level. On his way through New York City, he interacts with different kinds of people, from his school teacher to prostitutes and nuns, and faces events that challenge his perception of the world.

Throughout the storyline, we understand how he masks his feelings and gets more and more alienated and distraught over what he sees as ‘*phoniness*’ in the adult world. Unlikely other stories in Literature, the protagonist’s enemy is embodied—in this case—in the adult world. For Holden, the world of adults is full of confusion, contradiction, artificiality, cruelty and change. From that belief is that his biggest dream is to protect the innocence of the world—especially of children as a primary virtue.

As Holden tells us in his narration, he’s got a picture in his mind of many children playing in a big field of rye around the edge of a cliff. Metaphorically, he imagines himself rescuing them from going over; in other words, he wants to protect children from going

over adulthood and stay in the place of innocence: childhood. This is how he would like to become “the catcher in the rye.”

The Man behind the Rye: J.D. Salinger

According to the documentary *Salinger (2013)*, J.D. Salinger was an enigmatic and acclaimed figure of English Literature, and was considered to be one of the most influential 20th century writers of all times. Despite his small body of literary publications during his career, he had a similar life like one of his most famous and unforgettable creation, Holden Caulfield, in *The Catcher in the Rye*.

Jerome David Salinger was born on January 1st, 1919, in New York, United States. Sonny, as he was known when he was a child, was the younger of two children born to Sol Salinger, a rabbi who ran a thriving cheese and ham import business, and Miriam Jilich, Sol’s Scottish-born wife. They were ordinary and hard-working people who gave Jerome a comfortable life.

During his adolescence and young-adult life, he attended public schools and was considered an average student. After flunking McBurney School due to a poor Academic performance, his father thought that Jerome needed structure and discipline, so he was shipped off to Valley Forge Military Academy in Wayne, Pennsylvania, where he finally graduated.

In spite of his father’s attempt to introduce him in the meat trade, Jerome was convinced that he was meant to be a writer. Subsequently, he focused on improving his writing skills. This is how his first published story appeared in 1939 when he was twenty

years old. From then on, he published a total of thirty five short stories during his career. Some of his most notable stories include his first story for *The New Yorker*, *A Perfect Day for Bananafish*, *This Sandwich has no Mayonnaise*, and *For Esmé—with Love and Squalor*.

Although his career as a writer had started to take off, his life got interrupted like so many young men during the forties. In 1942 Salinger was drafted to join the American military troops and defend the honor of his country in World War II. On duty, he had a strong sense of patriotism and he was one of the first U.S soldiers to enter a liberated concentration camp serving as a counter-intelligence officer responsible for interrogating prisoners of war and civilians.

In the same documentary, *Salinger* (2013), Jerome's friends state that his life in the trenches marked Jerome's life forever. Inspired by a sense of duty he was trained like a circus pony in every parade ground and he witnessed a pig-slaughtering season where only the strongest ones survived. In a letter that he wrote to his family during that time, he says: "I dig my fox-holes down to a cowardly, depth. Am scared stiff constantly and can't remember ever having been a civilian." (Letter home, August 1944, J.D Salinger *The Documentary*).

Salinger spent four years of his life serving the military, but he continued writing and his aspiration of being a writer never stopped. According to some researchers, it's his experience in the Second World War the source of inspiration of all the stories he wrote afterwards. During his war years he published four short stories in *Story Magazine* and *The Saturday Evening Post*, and he continued writing, assembling chapters for a novel whose main character would be called Holden Caulfield—by D Day he is supposed to have written six chapters of *The Catcher in Rye*.

Undoubtedly, as many young citizens who survived the war, he was never the same young boy who left home once he returned. When he got back with his parents, he suffered a nervous breakdown and was hospitalized for a while. However, the details about this episode of his life was not a matter of public record—Interestingly, as his creator, Holden Caulfield is supposed to be narrating his story from a psychiatric facility.

Years later, *The Catcher in the Rye* was published in 1951, reaching an immediate success all over the globe, and was considered a masterpiece of the American Literature. In spite of the novel's success and his popularity as an author, from then on Salinger started withdrawing from the rest of the world and living apart. He became a controversial author due to his lifestyle and awkward behavior. He got married three times and maintained secret relationships with both famous and ordinary girls. He was never interviewed and never allowed anyone to take him a picture. Thus, it's his reclusive life—definitely—what made him a legend and persecuted figure.

Two collections of his works, *Franny and Zoey* and *Raise High the Roof Beam, Carpenters*—all of which had appeared in *The New Yorker* as short stories—were published in book form in the early 1960's. Nevertheless, he never published another literary work again.

Finally, J.D Salinger passed away on January 27th in 2010.

Walking Through the Rye: Themes and Symbols in *The Catcher in the Rye*

The creation of this Elective workshop argues the exploration of some of the themes and symbols that *The Catcher in the Rye* exposes in its passages through activities that would enhance reflection and critical thinking among the students.

Although Salinger's novel was written in 1951, it is still considered a best-seller. This fact could lead us to think of the idea that the reality of a teenager struggling with the world during the 50's can be perfectly related to the reality of today's teenagers. Therefore, this is a novel that could make these 10th grade students appealed to the process of maturity that the protagonist is going through.

According to Lingdi Chen in *An Analysis of the Adolescent Problems in The Catcher in the Rye* (2009), there are different themes that Holden Caulfield, the protagonist of the novel, confronts during the story. Chen sustains that these themes—or adolescent problems—provoke an impact on his personality and the way he observes the world. Essentially, these themes are: Alienation, Phoniness, Protection of Children's Innocence, and Rites of Passage.

Alienation: Holden Caulfield is trying to fit in a world where he thinks he doesn't belong to, so he alienates himself. He feels overwhelmed and confused when it comes to interacting with other people. As a teenage boy, he isolates himself to prove that he is better than anyone else because he's got an unfounded sense of superiority.

However, in the same alienation that he finds shelter, he also finds suffering. During the storyline we can see how he approaches people in order to interact because he needs

love and contact, but he immediately retracts from them. Thus, this alienation is for him the source of his pain and strength.

Phoniness: The term *phony* could be considered to be the most famous expression from the novel. Basically, Holden uses this term to refer to the superficiality, hypocrisy, pretension, and shallowness of the world that surrounds him. In his conviction, he is a young boy who belongs to the world of children; everything that has opposite values to that is considered to be *phony* for him.

Protection of Children's Innocence: Holden considers a primary virtue the protection of children's innocence; for that reason, he fears growing up. His enemy is the adult world because he feels that there is only cruelty and artificiality there. He believes that the world of adults is *phony* and they are *phony* as well because they lost the innocence that encloses childhood.

Rites of Passage: These are the most important transitional periods in every human's life; nonetheless, for Holden, they represent what he scares the most about the adult's world: complexity, unpredictability conflict and change. Basically, intimacy, relationships and sexuality are the main issues that Caulfield faces during the story, and all of them are related to his loneliness—a manifestation of his alienation.

Additionally, Lingdi Chen also recognizes some symbols in the story that are key words to understand the thinking of Holden and the way he feels towards the world that surrounds him:

The Catcher in the Rye: The catcher of the rye symbolizes what he would like to be in his life. In his mind, Holden's got the picture of children playing in a big field of rye

around the edge of a cliff, and his dream is to be able to catch them all and rescue them from starting to go over the cliff. The cliff, metaphorically, represents adulthood.

The Red Hunting Hut: This is a symbol of uniqueness and individuality for Holden. Although it is described as strange and old-fashioned, it shows us Holden's desire to be unique.

The Museum of Natural History: As Caulfield states in his narration, museums are unchanging and he wants life to be in that way too. In these places everything is considered understandable, simple, and infinite, like the world in which Holden wants to live forever: childhood.

This project proposes the exploration of these themes and symbols in every single session, studying one at a time. Based on the reading of this literary text, students would be required to read in advance specific chapters from it according to the session that corresponds. Subsequently, in the same session they would be discussing the theme or symbol that the specific chapter portrays and the storyline itself through the development of different activities and tasks that they would be asked to carry out.

This Elective Workshop, metaphorically, is meant to be a journey into the heart of Holden. Deep in his heart there is a rye where he holds these adolescent issues, but also, there he is as well standing on the edge of a cliff rescuing many children from becoming adults, accomplishing the biggest fantasy of his life: being the catcher in the rye.

Thus, students would be able to get to know him as an anti-hero character by starting this adventure into his heart, looking for him in the rye. In this adventure (composed by fifteen different sessions), they would be analyzing Holden's creator, J.D.

Salinger; the genre from which his story belongs to, the coming of age genre; and the issues with which he is dealing during his journey through New York and that he tells us in his narration.

Additionally, considering some of the semi-structured interviews that were carried out in the school, Nuestra Señora de las Mercedes, the teacher of English agrees with the idea that the story is engaging and perfect to be taught as part of the curriculum for this class. The novel would be motivating and challenging—at the same time—but not impossible to read and work with.

Given that these 10th grade students have never read a literary book in English, the task of reading this novel couldn't be expected to be easy either. Therefore, the teacher is expected to be a facilitator by guiding them in the activities and allowing a proper understanding of the content. Subsequently, students can build bridges from the storyline to their own interpretations.

Needs Analysis Identification

In order to identify the students' needs, they answered a questionnaire. In addition, semi-structured interviews were held to the teacher of English and the teachers of other Academic disciplines.

The survey was held on March 25th to the 10th Grade (2^o Medio) at Colegio Nuestra Señora de las Mercedes.

Colegio Nuestra Señora de las Mercedes is a semi-private school and it is located in Carlos Ibañez #1147, Quilpué. This school offers a full day program to all its students and English is taught twice a week from Kindergarten to 12th Grade (4^o Medio).

This questionnaire was made in Spanish and it was divided into three sections. The main purpose was to find out the relevance of Literature and English as a Second Language in the students' academic and personal life.

Results of the Questionnaire

The first section of this survey was categorized as *Inglés como Segunda Lengua en la Vida de los Estudiantes*. In general terms, English is not the Academic discipline that students enjoy the most when it comes to studying because sixteen out of twenty eight students answered "me gusta" to the question "¿Te gusta el idioma Inglés?"

However, twenty seven out of twenty eight answered "Sí" to the question, "¿Crees que el Idioma Inglés va a ser necesario para tu futuro profesional?" Based on this result, we could say that they consider that studying the language is important because it would have an incidence in their professional life; hence, they would be encouraged to participate in

this elective workshop because it would offer them the opportunity to use the language in real context and from a perspective they have never experienced before.

Considering the skills of the language, they expressed that speaking (eight), listening (eight), and writing (seven), are the skills in which they feel weaker. When asking them their opinion towards the knowledge of the language they have (they were asked to consider their Academic performance in school), according to the results we could infer that there is a feeling of insecurity: most of them categorized their knowledge with 60% (thirteen) and 40 % (seven).

Therefore, the creation of this project would argue the implementation of activities that best facilitate learning by making students work in the areas in which they feel hesitant and help them to overcome their insecurities in their language use.

To the question, ¿Cuál de las 4 habilidades del Idioma te presenta más facilidad? the reading skill is considered to be the most appealing to them. The result of this question could be considered positive because in spite of their sense of insecurity, we may infer that they would be willing to read the novel—this point would also be supported in the following analysis of the results of the survey.

The second section of the questionnaire entitled *La Literatura en la Vida Personal de los Estudiantes* was created in order to have a closer perspective of the importance of reading in the students' free time. According to the results, we may say that reading is part of the daily life of almost the half of the 10th Grade class. To the question, ¿Te gusta leer en tu tiempo libre? twelve students answered “Sí” and the rest of the class (sixteen) answered “No.”—This question pointed out to the reading habit of Spanish literary texts.

Nevertheless, twenty one students consider that they read regularly (ten) and frequently (eleven) when it comes to reading texts in Spanish, such as: blogs, magazines,

novels, comics, and the news. It is evident that they are not used to reading literary texts aside from the ones that belong to the curriculum, but that they do enjoy reading short texts from different sources. In connection with the same idea, fifteen students enjoy reading the reading comprehension texts from the textbook because they have as an average the same length of the texts mentioned before.

Subsequently, given that only ten students assure to have read a novel in English in their free time, the idea of reading an English literary text is engaging for them. Eighteen out of twenty eight answered “Sí” to the question that pointed out if they would like to read a novel in English in the current year—this information was gathered in the section that aimed to get to know the relevance of Literature in the scholar life of the students (*La Literatura en la Vida Escolar de los Estudiantes*).

In addition, they are familiar with the different genres in Literature, like mystery, adventure, science fiction, and romance, for instance. In their case, mystery is the most attractive genre to read.

Although the literary text that this elective workshop proposes belongs to the coming of age genre—as it was stated at the very beginning of this project—they would be encouraged to read this novel because the themes it portrays. Besides, given that *The Catcher in the Rye* is the first English novel that they would read, it would also supposed to boost their motivation to develop a habit reading (one of the objectives stated by the MINEDUC program).

As they answered in the question, ¿En qué instancias lees textos en Inglés? eighteen out of the total of students (twenty eight) replied that the school is the only place where they read.

Finally, the information gathered in this questionnaire, the semi-structured interviews to the teachers of the different Academic disciplines, and the knowledge I have based on my experience of teaching them for one semester, has been used in the design of this syllabus.

Syllabus

Rationale

In the process of selecting a specific syllabus, several aspects have been considered in order to fulfill the students' needs and interests. For instance, their level of proficiency in the language, and their motivation towards the language and Literature.

The main purpose of this Elective Workshop is to make students develop critical thinking and express themselves through the different activities and tasks that this project presents. Therefore, the methodology that best serves to reach this objective is the Communicative Approach, which in this case is presented by the integration of two syllabi that would be combined, working simultaneously every session. In this case, this project proposes the implementation of content-based syllabus and task-based syllabus.

On the one hand, regarding the content-based syllabus, Mohseni (2008) sustains that language acquisition takes place as a sub product of the learning process; in other words, students acquire the language when they use it as a vehicle for communication. This type of syllabus suits one of the objectives of this project, which is to enhance critical thinking through the analysis and discussion of the themes and symbols that *The Catcher in the Rye*

(1951) portrays. Students are expected to cover the main themes embedded in the novel, building bridges from the novel to their own experiences.

On the other hand, the task-based syllabus is needed for the students are expected to use the language in real context and because the themes portrayed in the novel would be taught through the development of different tasks. Although language learning is secondary to task performance, it occurs during the performance of the tasks (Mohseni, 2008).

At the same time, different activities and tasks will encourage students to work in pairs and groups in order to negotiate meaning, reach understanding, participate in real-life situations and use the L2 as a vehicle to communicate. Besides, they will be working the four skills of the language: listening, speaking, writing and reading.

Objectives

General Objective

- ✓ To enhance critical thinking through the analysis of the themes and symbols embedded in *The Catcher in the Rye*.

Specific Objective

- ✓ To develop tasks and activities that would encourage students to build bridges from the analysis of *The Catcher in the Rye* to their own reality.
- ✓ To use L2 as a vehicle for communication inside of the classroom.
- ✓ To accomplish some of the objectives stated by the MINEDUC program, such as: introducing a new culture to the students; encouraging them to establish connections with other academic disciplines and to develop a habit reading.
- ✓ To enhance the four skills of the language: reading, speaking, listening, and writing.

Description of the Elective Workshop

- ✓ **Name of the Elective Workshop:** *Looking for Holden in the Rye: An Insight into the Heart of a Rebellious Character*
- ✓ **Type of Workshop:** Elective
- ✓ **Area:** English
- ✓ **Subarea:** Literature
- ✓ **Target Audience:** 10th Grade (2^o Medio)
- ✓ **English Level:** Intermediate Level
- ✓ **School:** Nuestra Señora de las Mercedes
- ✓ **Number of Sessions:** Fifteen
- ✓ **Session Duration:** Ninety minutes
- ✓ **Sessions per week:** One
- ✓ **Teacher:** Sergio Reyes

Course Organization

Four units, composed by fifteen sessions, are part of the adventure of getting to know the heart of this rebellious character named Holden Caulfield: *Getting into the Rye; Walking in the middle of the Night; Riding through the Rye, and Embracing the Holden in Me*. Every session focuses on a specific theme and symbol portrayed in the novel. Students will be reading the book following a chronological order, covering chapters that will be required for every specific session. Every session has a duration of ninety minutes.

The first unit, *Getting into the Rye*, is composed by four sessions that frame the background of the novel. In the first session, for instance, students will be covering literary vocabulary in order to get familiar with the different terms that would be used in order to analyze the novel through the whole course. Subsequently, in the following sessions, they

will get familiar with the coming of age genre—the book’s genre—and the biography of the author of the novel, J.D Salinger.

In the second unit, *Walking in the Middle of the Night*, students will be analyzing Holden as a character, exploring some of the issues that he deals with during his journey through New York; for instance, Holden’s constant criticism towards what could be considered *phony* in society; the *alienation* expressed in his loneliness, and the rites of passage that mark some episodes of his adventure. Afterwards, in the third unit, *Riding in the Rye*, students will analyze some of the symbols that are considered crucial in the story because they reflect the thinking of Holden Caulfield and justify his behavior. Hence, students will accomplish one of the main goals of this project, which is to find Holden in the middle of this field of rye, understand him as a character, and afterward, reflect on themselves.

Finally, in the last unit, *Embracing the Holden in Me*, students are expected to choose the themes and symbols that best suits their understanding on this non-conventional character and create a scene based on a role play activity. This scene could be performed or shot in a video, and will be shown to the rest of the class the last session. With this task, students will be free to use their creativity and explore the theatre field.

Macro Planning

In the next page, the reader can find the macro planning for this Elective Workshop. Basically, this chart has been divided into seven sections: The name of the unit that corresponds; the chapters of the novel that students will be required to read for the session; the objective of the lesson; the theme or symbol (content) that students will be analyzing; the activities that they will be working on, and the skills in which the students will be focusing on during the development of the activities. Finally, in the assignment section, students are given the chapters of the novel that they will be required to read in advance, any material needed for an upcoming activity, and the topic that they will have to develop with their posting in the blog.

Unit	Chapters	Objective	Content	Activities	Skills	Assignments
Unit 1: Getting into the Rye		Session 1 To discuss the course' syllabus. To identify and define some terms of literary vocabulary.	The novel, the author, methodology, and the units.	To read the course' syllabus. To look up the meaning for terms of literary vocabulary. To complete a chart with literary terms.	Reading Speaking	To study the handout of literary terms.
		Session 2 To identify the different genres in movies. To identify some literary terms in a poem. To discuss the characteristics of the coming of age genre.	The Coming of age Genre	To compare and contrast trailers of movies. To analyze a poem excerpted from <i>The Perks of being a Wallflower</i> . To discuss comprehension questions.	Reading Listening Speaking	To write an entry on the blog.
		Session 3 To identify the most relevant events of J.D Salinger's biography. To express an opinion providing evidence.	The author of the novel: J.D Salinger	To watch a video of Salinger's biography. To write an opinion mixing episodes of Salinger's life with historical context.	Listening Writing	To bring materials to design a mask for the course. To read chapters 1, 2 &3. To bring the novel. To write an entry on the blog.

Unit 2: Walking in the middle of the Night	1,2 &3	Session 4 To analyze the protagonist of the novel. To discuss the first three chapters of the novel.	The main character of <i>The Catcher in the Rye</i> : Holden Caulfield.	To discuss the story of David Copperfield. To answer comprehension questions based on chapters 1, 2 & 3 from the novel. To design a mask as a symbol for the course.	Writing Speaking	To read chapters 4 & 5. To bring the novel. To write an entry on the blog.
	4 & 5	Session 5 To identify different terms related to the feeling of “angst” in Holden Caulfield. To recognize the feeling of angst in some passages of the novel.	The feeling of <i>angst</i> in Holden Caulfield	To look up the meaning of angst and its synonyms. To read the lyrics of a song. To think of a songs that would represent Holden’s attitude in four moments of the novel.	Reading Speaking	To read chapters 6 & 7. To bring the novel. To write an entry on the blog.
	6 & 7	Session 6 To identify the concept of “phony” in the media. To discuss the concept of “phony” in society.	The concept of “phony” in society.	To compare and contrast different kinds of advertisements. To read and listen to the lyrics of a song. To reflect on the concept of “phony” in society.	Reading Listening Speaking	To read chapters 8 & 9. To look for information of specific movies. To bring the novel. To write an entry on the blog.
	8 & 9	Session 7 To compare and contrast the characters of different movies. To express an opinion on how alienation could affect a	The concept of <i>alienation</i> in society.	To analyze the characteristics of different characters from movies. To analyze quotations from J.D Salinger. To watch the video of	Reading Listening Speaking	To read chapters 10,11,12 & 13. To look for information of any tribal rite. To bring the novel.

		teenager's life.		Amanda Todd's testimony. To write a letter to Amanda Todd's parents.		To write an entry on the blog.
	10,11,12 & 13	Session 8 To identify rites of passage of different cultures. To recognize the different rites of passage on Holden's journey.	<i>Rites of Passage</i> in a Human's life	To watch videos of situations considered rites of passage. To discuss on the rites of passage that Holden deals with in the story. Role-play activity based on a discussion of the topic.	Listening Speaking Writing	To read chapters 14,15 & 16 To bring comfortable clothing to develop movement activities. To bring the novel. To write an entry on the blog.
	14,15 & 16	Session 9 To analyze the different interpretations of feeling free.	The concept of feeling free for Holden Caulfield.	To analyze the trailer of the movie "Home Alone." To discuss about the different ways of feeling free. To express emotions by doing exercises of body movement, and dancing.	Listening Speaking	To read chapters 17, 18, 19 & 20. To bring materials for an activity: glasses of different shapes and a water bottle. To bring the novel. To write an entry on the blog.
Unit 3: Riding in the Rye	17,18,19 & 20	Session 10 To identify the meaning of the Natural History Museum as a symbol in the novel. To discuss the meaning of change in the novel.	The meaning of the Natural History Museum as a symbol in the novel.	To experiment with phases of matter. To discuss the relation between the Natural History Museum and the concept of change. To write an opinion based	Reading Speaking	To read chapters 21,22, & 23 To bring the novel. To post an entry on the blog.

		To express a written opinion based on a quotation alluding the topic.		on a quotation excerpted from the movie <i>Eat, Pray & Love</i> .		
	21,22, & 23	<p>Session 11</p> <p>To identify the meaning of <i>The Catcher</i> in the Rye as a symbol in the novel.</p> <p>To debate about the advantages and disadvantages of growing up.</p>	The meaning of The Catcher in the Rye as a symbol in the novel.	<p>To discuss the storyline of Peter Pan.</p> <p>Group Debate about the advantages and disadvantages of growing up.</p>	Speaking	<p>To read chapters 24, 25, & 26.</p> <p>To bring the novel.</p> <p>To post an entry on the blog.</p>
	24, 25, & 26	<p>Session 12</p> <p>To identify the meaning of the red hunting hut as a symbol in the novel.</p>	The meaning of The catcher in the Rye as a symbol in the novel.	<p>To watch a video of children with disabilities.</p> <p>To discuss about what makes us unique as human beings.</p> <p>To design a piece of clothing expressing uniqueness and identity.</p>	Listening Speaking	<p>To post an entry on the blog.</p> <p>To bring the novel</p>
Unit 4: Embracing the Holden in Me		<p>Session 13</p> <p>To recognize the themes and symbols that best suits the students' understanding.</p> <p>To determine the storyline of the scene.</p>	Themes and Symbols of the Catcher in The Rye	<p>To discuss about the themes and symbols covered during the course.</p> <p>To watch some music videos based on the storyline of the novel.</p> <p>To read some dialogs excerpted from different</p>	Speaking Listening Residing Writing	<p>To bring details of the project in terms of organization, setting, storyline, character and any other idea.</p> <p>To bring the novel.</p>

				literary books. To write the storyline and the dialogs of the scene.		
		Session 14 To explain the basis of the project and describe the scene.	The justification of the themes and symbols in the scenes.	To watch videos of short scenes based on the themes and symbols of the novel. To describe the storyline of the scene. To continue writing the dialogs of the scene. To practice the scene.	Listening Speaking Writing	To bring the project ready to be shown in the class.
		Session 15 To show the scenes in front of the class. To describe the experience of reading the book and participating in the Elective Workshop.	Reflecting on the Experience of being part of the Elective Workshop.	To show the scene in front of the class. To describe the experience in the Elective Workshop. To share a secret using the mask and the piece of clothing they designed.	Speaking	

Grading Breakdown

Portfolio: Students will be assessed weekly through the different activities that are meant to be developed in every specific session. Only from session two to session twelve, they will be assessed. Every activity will be different in terms of complexity and design. There will be activities in which they will be required to work individually, in pairs, and in groups. In addition, the activities, as stated above, will be based on the theme that students would be analyzing in the session; therefore, they will be different in terms of complexity and design.

Blog: A blog is considered to be the best platform to express a personal opinion and enhance debate among users. In this case, this project proposes the use of this platform in order to boost debate among students about the themes that we will be analyzing in class, establishing a direct connection with the book's content. Consequently, students will be assigned a question by the end of every session and they will be required to post in this blog and provide their opinion based on evidence from the book and other sources. Also, they will have to write comments on their classmates' post and debate about the topics. This activity is meant to take place outside the sessions. Students will be asked to start posting on the blog from the first session to the session number twelve. They will post one entry weekly and will have to comment another classmate's entry as a minimum requirement as well.

Final Project: Having reached a deeper understanding on the protagonist and the target novel, students will have to apply what they have learnt during the process of participating in this Elective Workshop by creating a scene based on the themes or symbols that best suits their understanding on the novel. In order to reach this objective, this project

is meant to be developed in the last three sessions in which some activities will guide them to organize their ideas and build this project. This activity is meant to approach students to the theatre field and over all, have fun.

The following table shows the percentages of evaluation for this Elective Workshop:

Activity	% of Final Score
Tasks	50%
Blog	25%
Self-Evaluation	5%
Final Project	25%

Course Policy

Requirements

Students who want to be part of this Elective Workshop must:

- ✓ Be students of 10th Grade at Colegio Nuestra Señora de las Mercedes.
- ✓ Have a minimum score of 5.0 during the first term in the English classes.
- ✓ Have an intermediate or advance level of English.
- ✓ Have a copy of the novel *The Catcher in the Rye*.

- ✓ Be committed to their class by showing respect towards their teacher and peers; doing all of the assignments; and being enthusiastic when developing the tasks.

Course General Policy

- ✓ The attendance for all of the classes of this Elective Workshop is compulsory. Students are allowed to miss one class only with previous notification to the teacher; otherwise, they would be penalized with the minimum score (grade 1.0) in the activity meant for that session.
- ✓ Students are required to arrive to their classes on time. They are allowed to arrive only ten minutes after the beginning of every session.
- ✓ Students must hand-in all of the assignments by the time specified by the teacher.
- ✓ Activities will be assessed using a 60% scale.
- ✓ Cheating or plagiarism in any activity or task carried out in the class or at home would be penalized with the minimum score (grade 1.0).
- ✓ Respect is fundamental in all its form inside and outside of the classroom. Students are required to show respect towards their teacher and their classmates all the time. Students who engage in any academic misconduct are subject to the school disciplinary procedures.
- ✓ The use of cellphones is not allowed while developing any activity or task inside the classroom.
- ✓ Any change in the course schedule will be informed in advance to all of the students by the teacher.

Conclusion

During the whole process of building this project, I had the chance to reflect on my own life and personal experiences—it was literally going back to my childhood and adolescence. What started as a journey meant to get to know Holden Caulfield as an anti-hero character, ended up like a journey into myself. Personally, these months have been time for introspection and self-analysis, to the point that I never thought that I was going to see myself naked—in a way—facing the positive and the negative sides in me.

Reading *The Catcher in the Rye* was a real adventure that started very slow, in which I felt that I was looking for Holden in the middle of a field of rye. At some point, actually, the novel seemed to be irritating and it was difficult to read—honestly. However, one day, unexpectedly, I found Holden standing on the edge of a cliff. So, I decided to come closer to greet him and give my hand to him. Nevertheless, instead of giving me his, he touched my heart—I believe that was the day when I finally got to understand him as a character.

From then on the purpose of this project manifested. I thought that if I were to be in charge of implementing an Elective Workshop in a context like the one of this project, my students would be encouraged to start the same journey that I made. Metaphorically, like the units that frame this project, we all together would be getting into this big field of rye, walking slowly and carefully. At some point we would be facing the darkness of the night, feeling lost, but our purpose would be clear: to find Holden.

Beyond the academic objectives and the different activities that this project proposes, I really hope that my students discover Holden in this field of rye. Hopefully, they would do the same thing that I did when I found him: keep him in my heart.

Lesson Plans and Sample Lessons



In this section, five lesson plans and seven sample lessons have been attached. They follow a chronological organization, starting since session number one.

Unit 1: Getting into the Rye

Lesson 1

Subject: *Looking for Holden in the Rye: An Insight into the Heart of a Rebellious Character*

Content Objective (s):

- ✓ Students will identify, define and explain the meaning of some terms of literary vocabulary.

Language Objective (s):

- ✓ Students will read the course' content and schedule.
- ✓ Students will look up the meaning of literary terms using dictionaries and provide an example.
- ✓ Students will complete a chart using the literary terms.

Key Vocabulary

Novel/Flashback/Symbol/Point of View/Irony/Character/Conflict/Narrator/Climax
Protagonist/Imagery/Metaphor/Hyperbole
Essay/Plot/Dialogue/

Supplementary Materials

Board, markers, dictionaries, laptop, speakers, flashcards, scotch tape.

SIOP Features

Preparation

- Adaptation of Content
- Links to Background
- Links to Past Learning
- Strategies Incorporated

Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

Grouping Options

- Whole Class
- Small Groups
- Partners
- Independent

Integration of Process

- Reading
- Writing
- Speaking
- Listening

Application

- Hands-on
- Meaningful
- Linked to Objectives
- Promotes Engagement

Assessment

- Individual
- Group
- Written
- Oral

Time	Lesson sequence
5 min	<ul style="list-style-type: none"> ✓ The teacher asks the students what they expect from the elective workshop.
10 min	<ul style="list-style-type: none"> ✓ The teacher introduces the course by providing a copy of the syllabus to each student. They all together go over the course syllabus, emphasizing the general and specific objectives, content, evaluation, and the methodology.
10 min	<ul style="list-style-type: none"> ✓ The teacher sticks flashcards of different colours with literary terms on the board. He pronounces each term and has his students repeat them three times.
	<ul style="list-style-type: none"> ✓ Students are asked to come in front of the class and choose one literary term. The teacher gives them the handout to be working with during the session.
10 min	<ul style="list-style-type: none"> ✓ Each student is expected to look up the meaning of the term in the dictionary. On the same handout, each student will design a poster with the term at the top and the definition below.
25 min	<ul style="list-style-type: none"> ✓ Each student looks up for the meaning of the rest of the literary terms by asking their classmates.
15 min	<ul style="list-style-type: none"> ✓ The teacher gives them a chart to complete with some of the literary terms that they looked up.
10 min	<p>The teacher introduces the novel <i>The Catcher in the Rye</i> using the literary terms that were taught during the session.</p> <ul style="list-style-type: none"> ✓ Closing: What did we learn today?

UNIT I: GETTING INTO THE RYE

SESSION 1: LET'S START WALKING IN THE RYE

Flashback /Point of View /Hyperbole /Allusion /Plot Dialogue

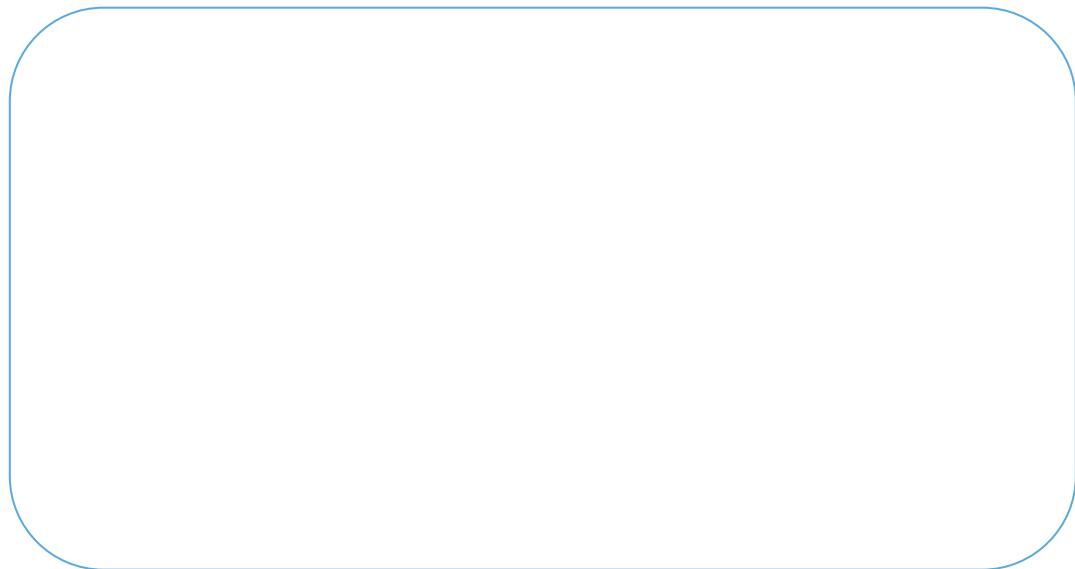
Imagery /Symbol / Biography /Poem/Metaphor

Humor /Novel /Autobiography / Character/Setting

Irony/Metaphor /Essay /Antagonist /Theme /Narrator

- I. Write the definition of the literary term that you chose. (Don't forget to use your dictionary!)

- II. **Stand up!** Take your notebook and look up the meaning for the other literary terms! Ask your classmates and share the information you have 😊



III. ¹Complete the following chart using some of the terms that you exchange with your classmate.

	Person, place, or thing that represents something beyond itself, most often something concrete or tangible that represents an abstract idea.
METAPHOR	
BIOGRAPHY	
	A reference to a well-known person, place, event, literary work, or work of art to enrich the reading experience by adding meaning.
NOVEL	
FLASHBACK	
	The person or force that works against the hero of the story.
SETTING	

¹ Taken and adapted from: <http://p2catcher-rye.wikispaces.com/Literary+Elements>

Unit 1: Getting into the Rye

Lesson 2

Subject: *Looking for Holden in the Rye: An Insight into the Heart of a Rebellious Character.*

Content Objective (s):

- ✓ Students will identify the characteristics of the *coming of age* genre.

Language Objective (s): (HOW the students will do it)

- ✓ Students will compare and contrast different movie trailers.
- ✓ Students will read a poem from the novel *The Perks of being a Wallflower* by Stephen Chbosky.

Key Vocabulary

The coming of age genre

Supplementary Materials

**board, markers, dictionaries, speakers,
laptop, data show.**

SIOP Features

Preparation

- Adaptation of Content
- Links to Background
- Links to Past Learning
- Strategies Incorporated

Scaffolding

- Modeling
- Guided Practice
- Independent Practice
- Comprehensible Input

Grouping Options

- Whole Class
- Small Groups
- Partners
- Independent

Integration of Process

- Reading
- Writing
- Speaking
- Listening

Application

- Hands-on
- Meaningful
- Linked to Objectives
- Promotes Engagement

Assessment

- Individual
- Group
- Written
- Oral

Time	Lesson sequence
10 min	<ul style="list-style-type: none"> ✓ The teacher welcomes the class and enhance a class discussion by writing a question on the board. The question is “What do you think the <i>coming of age</i> stand for?” Students are expected to come up with different ideas.
20min	<ul style="list-style-type: none"> ✓ Students will watch five trailers of different movies. Students are expected to compare and contrast each one of them. Based on the discussion, they are expected to infer which one of them portrays the coming of age genre. ✓ The teacher provides an explanation of what the coming of age genre stands for.
15 min	<ul style="list-style-type: none"> ✓ The teacher gives one different colour (green, yellow, blue and purple) to each student. He asks them to group by the colour that was assigned to each of them. ✓ Every group is provided a copy of the poem excerpted from the novel <i>The Perks of being a Wallflower</i>. Students read the poem all together. They can use a dictionary when necessary.
20 min	<ul style="list-style-type: none"> ✓ The teacher provides the handout to be working with during the session. Students are expected to write their answers on a sheet of paper and hand in their answers as a group. ✓ The groups discuss their answers with the rest of the class and later on to hand in their answers to the teacher.
15 min	<ul style="list-style-type: none"> ✓ Closing: What did we learn today? Why do you think that the name of this session is “Fleeing Neverland!”

2 UNIT I: GETTING INTO THE RYE

SESSION 2: FLEEING NEVERLAND!



I. **Class Discussion:** Having watched the trailers of these movies, which one do you think that portrays the *coming of age genre*?



III. **Group Discussion:** Read the poem excerpted from the novel *The Perks of being a Wallflower* and discuss the following questions. Don't forget to use your dictionary if it is necessary.

Remember! As a group, you will have to hand in your answers by the end of the class.



1. What differences can you see from the situations portrayed in the first and second paragraph?
2. In the third paragraph, why do you think that the author called the poem as "Innocence: A Question" (line 6)
3. In the fourth paragraph, what does the author stands for when he says: "he kissed her anyway because that was the thing to do"?
4. *What symbols do you recognize in the poem? What do they stand for? What is the author trying to express by using them? (Line 17 and 18)*
5. As a conclusion, what is the main topic of the poem?

² Taken and adapted from: <http://kvcseng4800wiki.wikispaces.com/file/view/RyanNelsonUnitPlan.pdf>

Unit 1: Getting into the Rye

Lesson 3

Subject: *Looking for Holden in the Rye: An Insight into the heart of a Rebellious Character*

Content Objective (s):

- ✓ Students will identify the most relevant events of J.D Salinger's biography.

Language Objective (s):

- ✓ Students will write a summary of Salinger's biography mixing episodes of his life plus historical context.
- ✓ Students will express their opinion providing evidence.

<p>Key Vocabulary</p> <p>Biography, novel, author, protagonist (literary vocabulary) J.D Salinger</p>	<p>Supplementary Materials</p> <p>Board, markers, dictionaries, laptop, data show, speakers, power point.</p>
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SIOP Features		
Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content	<input type="checkbox"/> Modeling	<input type="checkbox"/> Whole Class
<input type="checkbox"/> Links to Background	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Small Groups
<input type="checkbox"/> Links to Past Learning	<input type="checkbox"/> Independent Practice	<input type="checkbox"/> Partners
<input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Comprehensible Input	<input checked="" type="checkbox"/> Independent
Integration of Process	Application	Assessment
<input type="checkbox"/> Reading	<input type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Individual
<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Meaningful	<input type="checkbox"/> Group
<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to Objectives	<input checked="" type="checkbox"/> Written
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Promotes Engagement	<input type="checkbox"/> Oral

Time	Lesson sequence
10 min	<ul style="list-style-type: none"> ✓ The teacher welcomes the students and gives an outline of what they are going to do for the class. ✓ The teacher exposes pictures of J.D. Salinger through his life on a power point presentation.
5 min	<ul style="list-style-type: none"> ✓ Students make inferences on who the person they are observing is. They are expected to come up with ideas regarding the author's personality based on the author's appearance and body language in the pictures.
15 min	<ul style="list-style-type: none"> ✓ The teacher shows different pictures of World War II, explaining that the images are part of a crucial event in Salinger's life. He asks students to come up with ideas based on their previous knowledge concerning this episode in history.
20 min	<ul style="list-style-type: none"> ✓ Characterized as J.D Salinger, the teacher will pretend to be the author and will tell the students the most relevant aspects of Salinger's biography. Students are expected to take notes and answer some questions given in the handout.
5 min	<ul style="list-style-type: none"> ✓ Students will watch twice a three-minute video about Salinger's documentary: https://www.youtube.com/watch?v=wsYA-MWjC48. They are expected to recognize some of the events mentioned by the teacher.
10 min	<ul style="list-style-type: none"> ✓ Class Discussion about the questions of the <i>Reflection Time</i> section.
20 min	<ul style="list-style-type: none"> ✓ Students will write a summary of Salinger's biography using their notes and what they heard from the teacher's speech. ✓ Closing: What did we learn today?

UNIT I: GETTING INTO THE RYE

³SESSION 3: GETTING INTO SALINGER'S RYE

I. ***Individual Work:*** Answer the following questions based on Salinger's speech about his life.

- When was he born? Where? Where did he grow up?
- What is the Valley Forge Military Academy?
- How old was he when he published his first story?
- When was he sent to the Army?
- When did the II World War begin? Why?
- How many novels did he publish during his life?
- How many times did he get married?
- When did he died?

II. ***Reflection Time:*** Reflect on the following ideas and express your opinion providing evidence based on the questions you answered in the first section.

✓ Why do you think that Salinger decided to live a reclusive life style after publishing *The Catcher in the Rye*?

✓ It is said that Salinger began writing *The Catcher in the Rye* while being in the Army. In which way do you think that this experience influenced him to create and write this story?



What do you think that Salinger is trying to express in the following quotation? "Certain things, they should stay the way they are. You ought to be able to stick them in one of those big glass cases and just leave them alone." (J.D. Salinger, 1951).

³ Taken and adapted from: <https://insnodwetrust.wordpress.com/2013/09/15/for-the-teachers-great-tools-for-teaching-j-d-salinger/>

Unit 1: Getting into the Rye

Session 4

Subject: *Looking for Holden in the Rye: An Insight into the Heart of a Rebellious Character.*

Content Objective (s):

- ✓ Students will start analyzing the protagonist of the novel by discussing comprehension questions based on their understanding on the reading.

Language Objective (s):

- ✓ Students will discuss comprehension questions based on their reading.
- ✓ Students will design a mask as a symbol for the class.

Key Vocabulary

David Copperfield
Movies: The Good Girl/Taxi Driver/Chasing Holden/Garden State/Juno/Superbad

Supplementary Materials: board, markers, dictionaries, laptop, speakers, data show.

Blue shop towels, plaster, glue, vinegar, thin elastic, hot glue gun, Vaseline.

SIOP Features

Preparation

Adaptation of Content

Links to Background

Links to Past Learning

Strategies Incorporated

Scaffolding

Modeling

Guided Practice

Independent Practice

Comprehensible Input

Grouping Options

Whole Class

Small Groups

Partners

Independent

Integration of Process

Reading

Writing

Speaking

Listening

Application

Hands-on

Meaningful

Linked to Objectives

Promotes Engagement

Assessment

Individual

Group

Written

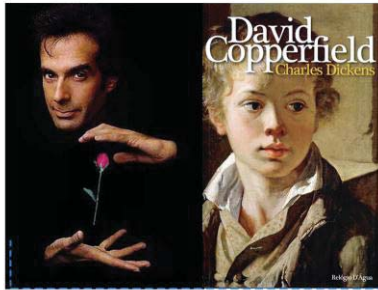
Oral

Time	Lesson sequence
5 min	<ul style="list-style-type: none"> ✓ The teacher welcomes the students and exposes an image of David Copperfield's character (from the novel <i>David Copperfield</i>). ✓ Students activate their background knowledge and say what they remember from the story.
15 min	<ul style="list-style-type: none"> ✓ The teacher asks the students to reflect on the first paragraph excerpted from the first chapter of <i>The Catcher in the Rye</i>. The teacher asks them to reflect on Holden's statement. Students establish connections based on what they have read and their background knowledge. ✓ Work in Pairs: Students answer a set of questions based on the reading of the first three chapters of <i>The Catcher in the Rye</i>.
25 min	<ul style="list-style-type: none"> ✓ The teacher monitor's the students' work.
15 min	<ul style="list-style-type: none"> ✓ Class discussion: Students share their answers with the rest of the class and they reflect on the questions all together. ✓ Students hand in their answers to the teacher.
25 min	<ul style="list-style-type: none"> ✓ Students will design a mask with the materials they had been asked to bring in advance (the teacher plays jazz music while the students work).
5 min	<ul style="list-style-type: none"> ✓ Closing: Students show their work and share their new identity with the rest of the class. The teacher ask them why they think they had to develop that task. ✓ What did we learn today?

UNIT I: GETTING INTO THE RYE

⁴SESSION 4: INTRODUCING A REBEL HEART

- I. **Class Discussion:** Who was David Copperfield? What's his story? What do you remember?



Think about it!

Do you remember the literary terms that we studied the first class? Let's recall one! Why is Holden making an allusion when mentioning David Copperfield on the first page?



II. Work with a partner and discuss the following questions based on your understanding from the first three chapters of *The Catcher in the Rye*. Write your answers on a different piece of paper.

1. Where is Holden when the story begins?
2. Why does Holden dislike this place?
3. Why was Holden kicked out of Pencey Prep?
4. Who is Mr. Spencer and why he visits him?
5. What can you infer about Holden's character through his note to Mr. Pencer?
6. Who is Ackley? What do Ackley do to annoy Holden?

⁴ Taken and adapted from: <http://commons.emich.edu/cgi/viewcontent.cgi?article=1072&context=honors>

III. **Reflection Time!** Let's discuss the following question:

What does it mean to be true to yourself?



FUN TIME!!

Start designing your new identity for this Elective Workshop and think of your new name!



Unit 2: Walking in the Middle of the Night

Lesson 4

Subject: *Looking for Holden in the Rye: An Insight into the Heart of a Rebellious Character*

Content Objective (s): (WHAT the students will do)

- ✓ Students will identify different terms related to the feeling of “angst” in the main character of the novel.

Language Objective (s): (HOW the students will do it)

- ✓ Students will select different terms related of the feeling of “angst”
- ✓ Students will read the lyrics of songs whose topic express the feeling of “angst.”

<p>Key Vocabulary</p> <p>Angst/agony/misgiving/dread/ apprehension</p>	<p>Supplementary Materials</p> <p>board, markers, dictionaries, laptop, speakers.</p>
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SIOP Features		
Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content	<input type="checkbox"/> Modeling	<input type="checkbox"/> Whole Class
<input type="checkbox"/> Links to Background	<input type="checkbox"/> Guided Practice	<input checked="" type="checkbox"/> Small Groups
<input type="checkbox"/> Links to Past Learning	<input type="checkbox"/> Independent Practice	<input type="checkbox"/> Partners
<input type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Comprehensible Input	<input type="checkbox"/> Independent
Integration of Process	Application	Assessment
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Hands-on	<input type="checkbox"/> Individual
<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> Meaningful	<input type="checkbox"/> Group
<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to Objectives	<input checked="" type="checkbox"/> Written
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Promotes Engagement	<input type="checkbox"/> Oral

Time	Lesson sequence
5 min	<ul style="list-style-type: none"> ✓ The teacher welcomes students and tells them what they are going to be doing during the session. ✓ The teacher writes the term <i>angst</i> on the board. Below the term, he sticks a picture of Holden Caulfield. He asks students what they think the term stands for.
15 min	<ul style="list-style-type: none"> ✓ Students are expected to use the dictionaries and come up with all the synonyms of the word. Volunteers write the words around the term on the board.
5 min	<ul style="list-style-type: none"> ✓ Students and the teacher reflect on all of the synonyms assign to the term. The teacher asks the students what is the relation of the terms and the picture of Holden Caulfield.
15 min	<ul style="list-style-type: none"> ✓ The teacher writes key words of the song “Bitter Sweet Symphony” by The Verve on the board. He asks students to infer the meaning of them and to come up with their ideas of what the song is about. Students are expected to share their ideas with the rest of the class.
20 min	<ul style="list-style-type: none"> ✓ The teacher asks students to work in pairs. He gives them the lyrics of the song and ask them to read it. Students are required to use a dictionary if they need it. ✓ The teacher shows the music video: https://www.youtube.com/watch?v=1lyu1KKwC74. ✓ Class discussion: Students discuss comprehension questions based on the song. ✓ Work in Groups: The teacher assigns one number (from 1 to 4) to each student. Students get together according to the number that corresponds.
20 min	<ul style="list-style-type: none"> ✓ The teacher provides the lyrics of five different songs to each group. Students read the songs and analyze their content (they can use dictionary). Then, they will have to choose one moment of the story to each song.

5 min	<ul style="list-style-type: none">✓ The teacher monitors the students' work. ✓ All the groups share their answers ✓ Closing: What did we learn today?
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5UNIT II: WALKING IN THE MIDDLE OF THE NIGHT

SESSION 5: DISCOVERING A REBEL HEART

1. Look up the term **Angst** in the dictionary and write all the synonyms related to the term.
What is the relation between Holden and these terms?



⁵ Taken and Adapted from: Thirtle, N. (2005). Magic Teens. Chile: Richmond Publishing.

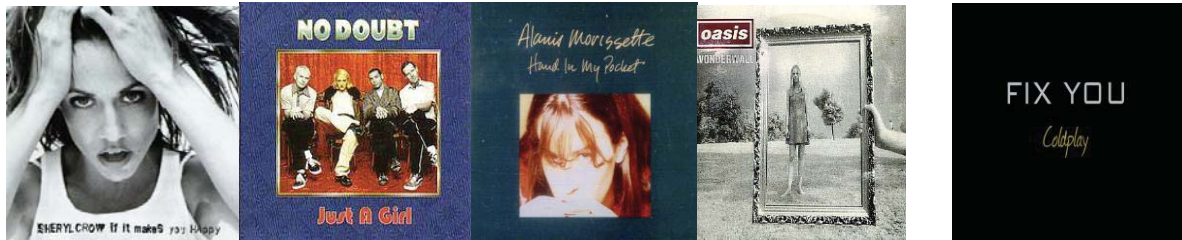


II. Listen to the song “Sweet Symphony” by The Verve. Pay attention to the lyrics and reflect on the following questions:

- What is a “bittersweet symphony” according the singer? What is he pointing out?
- What does the singer imply in the chorus of the song? (“I am here in my mold, but I am a million different people from one day to the next”).
- What does he mean in the line “Well...I never pray, but tonight I am on my knees”?
- Do you think that Holden would feel identified with this song if he listened to it? Why?



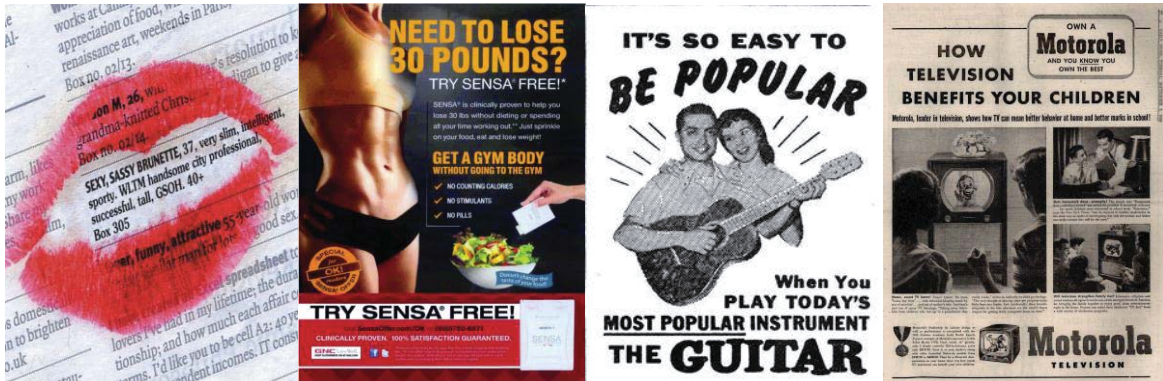
III. Read the lyrics of the songs and reflect on the emotion that they transmit. Then, choose five moments from the novel where you think that they fit best, expressing Holden’s attitude.



UNIT II: WALKING IN THE MIDDLE OF THE NIGHT

SESSION 6: LOOKING FOR THE PHONY IN THE RYE

- I. **Class Discussion:** Read the newspaper advertisements below and reflect on the following questions:



- ✓ What is the purpose of every advertisement?
- ✓ What could you infer from the images?
- ✓ Reflect on the messages expressed in each of them and think: Is what they are promoting real?

Hollywood Time!



- II. **Pair Work:** Choose a partner and discuss the following questions:

Why does Holden dislike Hollywood?

- III. You will watch the video (without audio) of the song *Lucky* by Britney Spears and think of the following questions:

- ✓ Who do you think is *Lucky* on the video?
- ✓ Where does this story take place?
- ✓ Why are two similar girls in the video?

⁶ Taken and adapted from: <http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-techniques-advertising-1166.html?tab=4>

III. Watch and listen to the video of the song "Lucky" by Britney Spears and think of the following questions:



- ✓ What does she mean in the line: "It's time for make-up, perfect smile."?
- ✓ Why is this Hollywood girl crying at night?
- ✓ What do people think of her?
- ✓ How does she really feel in the inside? Why?

IV. Reflection Time!

- ✓ What does the term "phony" stand for?
- ✓ What happens when a person does not play by the rules of the dominant culture?
- ✓ Is it possible to grow up without becoming a "phony"?



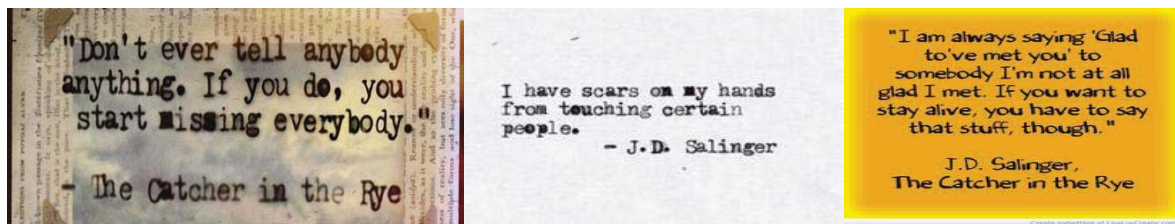
UNIT II: WALKING IN THE MIDDLE OF THE NIGHT

7GETTING TO KNOW ALLIENS

- I. **Class Discussion:** Look at the pictures of different characters from movies and discuss what they have in common.



- II. Read the the following quotations from J.D. Salinger and discuss the following questions:



- What is Salinger pointing out in every quote?
- What do you think the term alienation stands for?
- Did Salinger have an alienated life?
- Why do people get alienated?
- Considering the Catcher in the Rye, why do you think Holden is alienated in the story?

⁷ Taken and adapted from: <http://www.tolerance.org/supplement/developing-empathy-high-school>



III. Amanda Todd was an American young teenager who endured alienation in High School . Sadly, she wasn't able to get the help she needed to overcome the issues she was struggling with. The video you are about to watch was recorded days before she died.

- Watch the video in which she tells us her story.
- Reflect on her situation and share your thoughts with your partner.
- Write a letter to her family expressing your thoughts and tell them what you would do to prevent somebody else to live what she had to face 😊

Appendix



⁸Rubric for Assessing Written Assignment

Criteria	1	2	3	4
Coherence	The piece of writing lacks of logical organization. It shows some coherence, but the ideas lack of unity.	The piece of writing is coherent and logically organized. Some points remain misplaced from the topic. Transitions are evident but not correctly used.	The piece of writing is coherent and logically organized. The transitions used between ideas and paragraphs create coherence. Overall, the unity of ideas is present.	The piece of writing shows high degree of attention to logic and reasoning of points. Unity leads the reader to a clearly conclusion and stirs thought regarding the topic.
Content	There are few elements discussed in the session, but they are not developed.	There are few elements discussed in the session and they are vaguely developed.	There are many elements discussed in the session and they are developed with sufficient and firm evidence.	There are several elements discussed in the session, and they are fully developed with sufficient and firm evidence.
Grammar & Mechanics	The amount of spelling, punctuation, and grammatical errors surpasses the limit.	The piece of writing has many spelling , punctuation, and grammatical errors.	The piece of writing has few spelling, punctuation, and grammatical errors.	The piece of writing is clean of misspelling, punctuation, and grammatical errors.
Critical Thinking	The student is not capable of developing more ideas than the ones discussed during the session.	The student poorly develops ideas that go beyond the discussion of the session.	The student is capable of developing some ideas, going beyond the discussion of the session.	The student is capable of going beyond the ideas developed in the session, exposing high level of reasoning.

⁸ Taken and adapted from: <http://edtechteacher.org/assessment/>

Rubric for Assessing the Blog

Criteria	1	2	3	4
Coherence	The piece of writing lacks of logical organization. It shows some coherence, but the ideas lack of unity.	The piece of writing is coherent and logically organized. Some points remain misplaced. Transitions are evident but not correctly used.	The piece of writing is coherent and logically organized. The transitions between ideas is coherent. Overall, the unity of ideas is present.	The piece of writing shows high degree of attention to logic and reasoning of points. Unity leads the reader to a clearly conclusion.
Content	There are few elements discussed in the session, but they are not developed.	There are few elements discussed in the session and they are vaguely developed.	There are many elements discussed in the session and they are developed with sufficient and firm evidence.	There are several elements discussed in the session, and they are fully developed with sufficient and firm evidence.
Grammar & Mechanics	The amount of spelling, punctuation, and grammatical errors surpasses the limit.	The piece of writing has many spelling , punctuation, and grammatical errors.	The piece of writing has few spelling, punctuation, and grammatical errors.	The piece of writing is clean of misspelling, punctuation, and grammatical errors.
Critical Thinking	The student is not capable of developing more ideas than the ones discussed during the session.	The student poorly develops ideas that go beyond the discussion of the session.	The student is capable of developing some ideas, going beyond the discussion of the session.	The student is capable of going beyond the ideas developed in the session, exposing high level of reasoning.
Participation	Student almost never participates by commenting other classmates' entries and never enhance discussion.	Student participates by commenting other classmates' entries occasionally and rarely enhance discussion.	Student participates by commenting other classmates' entries frequently and enhancing discussion.	Student highly participates by commenting other classmates' entries weekly and enhancing discussion.
Presentation	The student's entry does not show quality in its design. The entry lacks of videos and pictures.	The student's entry does not show quality in its design. The pictures and videos are not related to the topic.	The student's entry is visually attractive in design, but the pictures and the videos are not entirely related to the topic.	The student's entry is visually attractive in design, showing pictures and videos related to the topic.

⁹Rubric for Assessing the Final Project

Criteria	1	2	3	4
Participation in Preparation and Presentation	Rarely willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Usually willing and focused during group work and presentation.	Always willing and focused during group work and presentation.
Presentation of Character	Limited communication of character's feeling, situation and motives.	Adequate communication of character's feeling, situation and motives.	Competent communication of character's feeling, situation and motives.	Convincing communication of character's feeling, situation and motives.
Content	There are few elements discussed in the session, but they are not developed.	There are few elements discussed in the session and they are vaguely developed.	There are many elements discussed during the sessions, and they are fully developed with sufficient and firm evidence.	There are several elements discussed during the sessions, and they are fully developed with sufficient and firm evidence.
Imagination and Creativity	Choices demonstrate little awareness and do little enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play.	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate insight and powerfully enhance role play.

⁹ Taken and adapted from: <http://education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/%28Q%29AssessmentSuggestionsp51-56.pdf>

CHARLIE'S POEM

ONCE ON A YELLOW PIECE OF PAPER WITH GREEN LINES HE WROTE A POEM
AND HE CALLED IT "CHOPS"
BECAUSE THAT WAS THE NAME OF HIS DOG
AND THAT'S WHAT IT WAS ALL ABOUT
AND HIS TEACHER GAVE HIM AN A
AND A GOLD STAR
AND HIS MOTHER HUNG IT ON THE KITCHEN DOOR
AND READ IT TO HIS AUNTS
THAT WAS THE YEAR THAT FATHER TRACY
TOOK ALL THE KIDS TO THE ZOO
AND HE LET THEM SING ON THE BUS
AND HIS LITTLE SISTER WAS BORN
WITH TINY TOENAILS AND NO HAIR
AND HIS MOTHER AND FATHER KISSED A LOT
AND THE GIRL AROUND THE CORNER SENT HIM A
VALENTINE SIGNED WITH A ROW OF X'S
AND HE HAD TO ASK HIS FATHER WHAT THE X'S MEANT
AND HIS FATHER ALWAYS TUCKED HIM IN BED AT NIGHT
AND WAS ALWAYS THERE TO DO IT

ONCE ON A PIECE OF WHITE PAPER WITH BLUE LINES HE WROTE A POEM
AND HE CALLED IT "AUTUMN"
BECAUSE THAT WAS THE NAME OF THE SEASON
AND THAT'S WHAT IT WAS ALL ABOUT
AND HIS TEACHER GAVE HIM AN A
AND ASKED HIM TO WRITE MORE CLEARLY
AND HIS MOTHER NEVER HUNG IT ON THE KITCHEN DOOR
BECAUSE OF ITS NEW PAINT
AND THE KIDS TOLD HIM
THAT FATHER TRACY SMOKED CIGARS
AND LEFT BUTTS ON THE PEWS
AND SOMETIMES THEY WOULD BURN HOLES
THAT WAS THE YEAR HIS SISTER GOT GLASSES
WITH THICK LENSES AND BLACK FRAMES
AND THE GIRL AROUND THE CORNER LAUGHED
WHEN HE ASKED HER TO GO SEE SANTA CLAUS
AND THE KIDS TOLD HIM WHY
HIS MOTHER AND FATHER KISSED A LOT
AND HIS FATHER NEVER TUCKED HIM IN BED AT NIGHT
AND HIS FATHER GOT MAD
WHEN HE CRIED FOR HIM TO DO IT.

ONCE ON A PAPER TORN FROM HIS NOTEBOOK HE WROTE A POEM
AND HE CALLED IT "INNOCENCE: A QUESTION"
BECAUSE THAT WAS THE QUESTION ABOUT HIS GIRL
AND THAT'S WHAT IT WAS ALL ABOUT
AND HIS PROFESSOR GAVE HIM AN A
AND A STRANGE STEADY LOOK
AND HIS MOTHER NEVER HUNG IT ON THE KITCHEN DOOR

BECAUSE HE NEVER SHOWED HER
THAT WAS THE YEAR THAT FATHER TRACY DIED
AND HE FORGOT HOW THE END
OF THE APOSTLE'S CREED WENT
AND HE CAUGHT HIS SISTER MAKING OUT ON THE BACK PORCH
AND HIS MOTHER AND FATHER NEVER KISSED
OR EVEN TALKED
AND THE GIRL AROUND THE CORNER
WORE TOO MUCH MAKEUP
THAT MADE HIM COUGH WHEN HE KISSED HER
BUT HE KISSED HER ANYWAY
BECAUSE THAT WAS THE THING TO DO
AND AT THREE A.M. HE TUCKED HIMSELF INTO BED
HIS FATHER SNORING SOUNDLY

THAT'S WHY ON THE BACK OF A BROWN PAPER BAG HE TRIED ANOTHER POEM
AND HE CALLED IT "ABSOLUTELY NOTHING"
BECAUSE THAT'S WHAT IT WAS REALLY ALL ABOUT
AND HE GAVE HIMSELF AN A
AND A SLASH ON EACH DAMNED WRIST
AND HE HUNG IT ON THE BATHROOM DOOR
BECAUSE THIS TIME HE DIDN'T THINK
HE COULD REACH THE KITCHEN.

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- ✓ Salerno, S., Squires, B., Randall, D., Fanning, C. (Producers) and Salerno, S. (Director). (2013). *Salinger*. (Documentary). United States: The Weinstein Company.