WEEK 1, Day 1
Focus of Lesson: What is Teen Angst?

Hook: Quote of the day (15 minutes.)
“Life is a game, boy. Life is a game that one plays according to the rules.” (The Catcher in the Rye, Chapter 1)

Ask the class the following critical literacy questions to generate class discussion:
Q: What do you think this quote means? Why do you think life is described as being a game?
A: Students could talk about society conventions, you have to play by the rules, follow the rules, follow expectations, etc.

Q: To what extent do you think that you are in control of your “game of life”?
A: Answers will vary depending on each student

Q: As a teenager how do the “invisible rules” or expectations put on you by society, your parents, your teachers your friends make you feel?
A: Overwhelmed, stressed, tired, helpless, comfortable, etc.

Rock Activity: (10 minutes)

Pass out brown paper bags, 10 rocks of various sizes, sheets with labels and markers. There will be a list with the following conventional expectations of society such as:
*Money
*Good Job
*Good grades
*Family Involvement
*Chores
*Love
*Good Friendships
*Appearance
*Responsible citizen
*Respectful

Each rock equals the heaviness that each student feels towards society’s expectations upon them. Students will select the heaviest rock and label it with the expectation that puts the most pressure on them. *Note not all rocks have to be labelled if they feel that the expectation does
not apply to them. Once all rocks are labelled students are to put rocks in their bag, and title their bag “**Society vs. Me**”

**Response Chart Activity: Building from the Rock Activity (40 minutes)**

Once students are finished, have them divide a sheet of paper into three categories with the following headings: Heaviest Expectations, Lightest Expectations, Interesting Observations.

Response Chart Diagram Format:

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<table>
<thead>
<tr>
<th>Heaviest Expectations:</th>
<th>Lightest Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interesting Observations:
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**Instructions for Response Chart:**

Students will write down which were the heaviest and lightest expectations from their “Society vs. Me” bag and explain why. Students will be asked to write down any interesting observations they noticed while doing the activity. Take up in class to discuss teen angst.

**Following Response Chart:** (last 10 minutes of class)

Silent reading of *The Catcher in the Rye*

**Homework:**
Read Chapters 1-4 by tomorrow’s class.
Week 1, Day 2
Focus of Lesson: Controversy and *The Catcher in the Rye*

**Hook:** Handout *Appendix 1* to class (10 minutes.)
Class will view the image on the handout and will then write down five thoughts/observations that the image provokes for them. Take up what students wrote down to lead into a class discussion on banning books and the banning of *The Catcher in the Rye* from many schools.

The teacher poses the following question to the class after the hook discussion:

Q: **What surprises you so far about this book?**
A: Answers will vary, allows all students the opportunity to speak.

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**Text Controversy Article/Mini- Debate:** (35 minutes total)
(See *Appendix 2* for article reading)

- Teacher will hand out article for class to read. (10 minutes)
  - Once class is finished the article, teacher will divide the class in half.
    - 1st half of class ---In Favour of banning *The Catcher in the Rye* from schools.
    - 2nd half of class---Against banning the *The Catcher in the Rye* from schools.

Students will have a few minutes to highlight sections of the article that will strengthen their argument. Each half will present their findings (20-25 minutes) to the class in a small debate like fashion.

The following controversial issues with *The Catcher in the Rye* will then be discussed and debated by students:

- Violent Imagery
- Profane Language
- Challenging Societal Norms
  - prostitution, underage drinking, premarital sex

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**Text Controversy Overhead Images (15 minutes):**

After the debate, the following images will be placed onto an overhead for class to view:
The teacher will discuss John Lennon’s death by Chapman who was carrying *The Catcher in the Rye* in his jacket at the time he killed John Lennon.

Next Overhead Image that teacher will show class:

- Teacher will read the caption:
  
  "This unusual book may shock you, will make you laugh, and may break your heart—but you will never forget it"

- Teacher will ask the class: What surprises you with the cover of the book?
  - Possible Answer: the warning sign on the cover reveals how this novel was very controversial, yet it makes you as a reader very intrigued to read on.

Last 10 minutes of class:
- Silent reading of *The Catcher in the Rye*

**Homework:** Read Chapters 4-7 for tomorrow’s class
Week 1, Day 3
Focus of Lesson: What Defines a Teenager?
(From the ‘50’s to Today)

Hook: (25 minutes) refer to Appendix 3

- Handout Appendix 3 to class.
- The class is instructed to view the image of a 1950’s Archie comic book cover.
- The class will be instructed to fill in the empty cartoon bubbles with what they think the text would say. The teacher will then ask students to share their responses.

An overhead of the original text from the Archie comic (see Appendix 4) will be put up on the overhead screen. This will allow students to see how the text has been transformed across generations.

Handout Appendix 5 and have the class repeat the activity again. This time the class will examine a modern Archie comic book. Have the class fill in the bubbles of what they think Betty and Veronica are saying.

After the class has shared their thoughts on what the characters are saying, put up Appendix 6 on an overhead to show the class the original text of the comic.

Question to Ask Class Following the Hook Activity:

- What are the differences that you see between the 1950’s comic book cover, compared to the modern comic book cover of today?

Possible Answers:

- More conservative images of females in the 1950’s; females in domesticated roles (i.e. the setting in a home economics class); the change in social customs: premarital sex, females are not as submissive, men as objects of desire by women today. The idea of teen love acts as a major theme dating from the ‘50’s and into today.

T.V. Show Comparison Chart Activity (30 minutes.)

Class will be shown brief clips of hit 1950 T.V. shows such as: Leave it to Beaver and the Donna Reed Show. Students will then be shown brief clips from Family Guy and MTV’s Teen Mom and Three and a Half Men. Students are then broken up into groups of four and asked to create a comparison chart.
T.V. Chart Comparison Chart Example on next page:

<table>
<thead>
<tr>
<th>1950’s Family</th>
<th>Today’s Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Traditional—father works, mom stays at home.</td>
<td>- No set pattern of rules for children to follow.</td>
</tr>
<tr>
<td>- Children are polite, follow the rules.</td>
<td>- Both parents working outside the home.</td>
</tr>
<tr>
<td>- Family meals together.</td>
<td>- Single parent households.</td>
</tr>
<tr>
<td>- Female as submissive, male is in charge of the household.</td>
<td>- Less respect between husband wife, and children.</td>
</tr>
<tr>
<td></td>
<td>- Unconventional</td>
</tr>
</tbody>
</table>

Note:
Once groups create their comparison chart have them read their charts out loud to the class.

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Last 25 minutes of class:

- Show class a short clip from the hit 1950’s film Rebel without a Cause (1955) with James Dean. (8-10 min clip).
- Generate a class discussion on the character that James Dean plays in Rebel without a Cause compared to the fictional character of Holden.
- Students can freely discuss what character traits they find appealing in Holden or the character flaws they see in him. This activity also allows students the opportunity to visually understand the time period that The Catcher in the Rye is set in. (last 15 minutes)

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Homework:

Students are to read Chapters 8-11 for tomorrow’s class.
Week 1, Day 4  
Focus of Lesson: Society vs. the Teenager

Hook: Questions/Class Discussion (35-40 minutes.)
The following questions will be on an overhead once students enter the room. They will be asked to answer the questions in their notes.

Questions for the class:

Q: What forces in society do you think work against Holden?
Q: Why would society feel threatened by a teenager like Holden?
Q: Is Holden a “typical” 1950’s teenager in your opinion? Why or why not?
Q: In what ways do you think Holden would enjoy our society today?

Once students have finished, teacher will begin a class discussion to hear student’s responses. 
Note: Teacher should write student answers down on board during discussion so that all student’s have the chance to not only listen but to visually see their classmates answers.

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Film/ Text Assignment:

- Teacher hands out Film/Text Assignment (see Appendix 7) to introduce the movie Pleasantville (1998) that students will be watching for the last half of today’s lesson.

- Go through instructions with class to make sure students fully understand the task assigned to them. (Instructions for Assignment: Class will screen the film Pleasantville and will have to hunt for similarities between the societal norms evident in the film and the societal norms that Holden is fighting against in The Catcher in the Rye)

- Begin screening Pleasantville for the rest of the period. (30-35 minutes)

Homework:
Remind students before the class is over to read Chapters 12-15.
Week 1, Day 5:
Focus of Lesson: Film/Text Connections—50’s Era

Continue screening *Pleasantville* from yesterday’s class

- Students will continue to work on the *Appendix 7* handout on the similarities of social norms between the film *Pleasantville* and the text, *The Catcher in the Rye*.

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Weekend Homework:

Students are to have read up to and including Chapter 15 for next class and are to have their film/text assignment complete.