Introduction
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Dr. Lorrie Verplaatse
FLA 518-Summer

1. **Title:** *The Catcher in the Rye*: A novel study that explores teen societal norms through characterization

2. **Grade Level:** 10th Grade English Language Arts

3. **Target Group:** Content Based ESL Class

4. **Teacher:** Alyssa Zebrowski

5. **Written Materials:**

6. **Learning Goals:**
   a. I want my students to recognize the physical characteristics of the characters in the novel.
   b. I want my students to recognize the personality traits of the characters in the novel.
   c. I want my students to make personal connections between themselves and the main character in the story.
Lesson 1
### Performance Indicator

**Content/Knowledge Goal**

1. Students will explain their thoughts and opinions about the pros and cons of being a teenager in today's society.

**Language Goal**

1. Students will orally contribute to the conversation by explaining their thoughts and opinions about the pros and cons of being a teen in today's society and write to record their opinions on a graphic organizer.

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<tr>
<th>Task</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>Speaking:</td>
<td>• Students will explain 4 stereotypes and 4 things they wish adults realized to their small groups using the provided graphic organizer, at least three of these ideas should be a new idea from the student, not from the teacher-made stereotypes hand out</td>
<td>• Students will explain 3-4 stereotypes and 3-4 things they wish adults realized to their small groups using the provided graphic organizer and picture cards as a reference, at least two of these ideas should be a new idea from the student, not from the teacher-made stereotypes hand out</td>
<td>• Students will explain 2-3 stereotypes and 2-3 things they wish adults realized to their small groups using the provided graphic organizer and picture cards as a reference, these ideas may be taken from the teacher-made stereotypes hand out</td>
<td>• Students will explain at least 1 stereotype and at least 1 thing they wish adults realized to their small groups using the provided graphic organizer, which contains a fill in the blank activity and picture cue cards as a direct reference from the teacher-made stereotypes hand out</td>
<td>• Students will share their phrases by repeating after the teacher and/or group member to the small group or by pointing to the correct iconic representation for the discovered vocabulary words when &quot;filling in the blank&quot;</td>
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<td>Explain their thoughts and opinions</td>
<td>• Students will share their answers in a small group</td>
<td>• Students will share their answers in a small group</td>
<td>• Students will share at least one idea verbally to the class</td>
<td>• Students will share their answers in a small group by reading one idea they have listed on their organizer</td>
<td>• Students will share one idea to the whole group by repeating after a model-peer member of the group and reading off of a provided script on their graphic organizer, filling in the blanks with the words they found</td>
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<td>• Students will share at least one idea verbally to the class</td>
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<td>• Students will share at least one idea verbally to the class</td>
<td>• Students will share one idea to the whole group by repeating after the teacher and or/ pointing to the class</td>
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## Functional Language Chart: Lesson 1

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<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
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</thead>
<tbody>
<tr>
<td>Explain (Oral, Writing)</td>
<td>Pros and cons of being a teenager in today's society</td>
<td>I think teens today are viewed by society as <strong><strong>1</strong></strong>. I am a teenager and I think teenagers are <strong><strong>1</strong></strong>. Some stereotypes about teenagers are that teens are <strong><strong>2</strong></strong> and <strong><strong>2</strong></strong>. Some teenagers can be <strong><strong>1</strong></strong>, but some want to <strong><strong>3</strong></strong>. I wish more adults <strong><strong>4</strong></strong>.</td>
<td>1. Lazy, motivated, uneducated, educated, happy, sad, miserable, misunderstood, negatively represented in society, positively represented in society 2. always on their phones, always taking selfies, dressed inappropriately, not hard workers, not interested in getting a good education, 3. Make a difference, change the world, become more educated 4. Respected teenagers, wanted to hear teenager’s opinions, remembered what it was like to be a teenager</td>
<td>Adjectives, Verbs: Present Tense, Verbs: Base form, Verbs: Past Tense</td>
</tr>
</tbody>
</table>
Lesson 1: Society’s Views of Teenagers Today
(red text represents ideas taken from the original lesson plan)

**Grade**: 10th grade ELA

**Initiation:**

All students will receive a graphic organizer (p. 5) about this lesson the night before class, so they can make meaning of new vocabulary and understand the main ideas for the discussion, this modification is made specifically for ELL students, but could benefit all students. ELL students can translate the words using a dictionary and spend time making meaning before discussing the big ideas in class. Students are welcome to generate ideas onto this graphic organizer at home or wait until class time to fill it out.

**Teacher Script:**

We are going to be starting a new book, Catcher in the Rye, by J.D. Salinger. It was written in 1945, but I think many of you will find similarities between their society and our society today in regards to how adults see teenagers. The main character, Holden Caulfield, is having a hard time. He is 16 years old, yet he is very immature in many ways. He has trouble figuring out how to grow up and be respected as an adult. Some of you might identify with some of the feelings and attitudes Holden has towards many people and events in his life. Before we start reading, let’s talk about some of the stereotypes our society has on teenagers.

Teacher will write the big ideas on the board:
- How does society view teenagers today?
- What are some stereotypes about teenagers?
- What do you wish adults understood about teenagers?

Teacher will demonstrate new vocabulary by showing pictures and/or elaborating on real life situations with any new vocabulary (p. 5). More examples of each bolded word should be volunteered by students to ensure meaning before moving on.

**Procedure:**

Teacher will hand out a picture guide (p. 6), which uses iconic representation to display stereotypes of teenagers in our society. Teacher will ask students to turn and talk to a partner for 30 seconds about whether or not they think there are a lot of negative stereotypes about teenagers in our society. This gives the students an opportunity to clarify meaning with a partner and hear another opinion.

Teacher asks students to stand up if they agree with this statement: Society has a lot of negative stereotypes about teenagers. (most students will agree)

Students will be asked to raise a hand if they wish to contribute to further the discussion about more stereotypes and whether they agree with how teens are viewed by society or if they disagree.

Teacher will refer back to the “big idea” questions written on the board.

Teacher will hand out a graphic organizer (p. 8). Teacher will explain that students are expected to write some stereotypes about teenagers in our society today. The expectation for students will vary depending on language proficiency. Students who are in levels 1-2 can use the visual representations with captions to copy
the words to their graphic organizer. Students in levels 3-5 can use a combination of already provided ideas, as well as generate their own new ideas. Students are open to discuss and make meaning in small groups during this learning experience in their L1 and/or L2.

After having time to complete the written section of the graphic organizer and discuss with peers, students will be asked to contribute what they generated on their lists onto a large, whole class list on the board.

Students who are ELL may not be willing to speak in front of the whole class. The teacher may look over at papers and prompt students to answer by filling in a word or two, or the teacher may ask the student to point to one of the pictures the ELL student agrees with.

**Closure:**
Once the ideas are on the board, teachers should clarify meaning of any new stereotypes by finding iconic representations, realia, and/or demonstrating to ensure all proficiency levels understand.

Teacher will explain that as the students read the book, many of these stereotypes will not pertain to Holden because of the time period, however, many of these stereotypes will pertain to Holden and even some new stereotypes that haven’t been discussed.
Intro to Lesson (night before): All students

Book: The Catcher in the Rye
Author: JD Salinger
Publication Year: 1945

The book we will read discusses many emotions and feelings that will come up for the main character of this book. Most teenagers experience some of these while they are growing up.

Our society is made up of the people that surround us. Society often views a group of people stereotypically.

Tomorrow, we will talk about stereotypes... here are some examples:

- ex. Girls like to shop.
- Men like sports.

Not all girls like to shop and not all men like sports... these are stereotypes.

Tomorrow we will think about the following questions:
You may make notes regarding these questions on the back of this worksheet.

- How does society view teenagers today?

- What are some stereotypes about teenagers?

- What do you wish adults understood about teenagers?
Stereotypes

Teenagers are always on their **cell phones**.

Teenagers take too many **selfies**.

Teenagers dress **inappropriately**.
Teenagers are lazy.

Teenagers don’t care about getting a good education.

Teenagers talk like they text.
- Stereotypes About Teens

Teenagers are

___________________.

Teenagers don’t care about getting a good ________________.

Teenagers dress

___________________.

Teenagers are always on their ________________.

Teenagers talk like they ________________.
Graphic Organizer: Level 3-5

Stereotypes About Teens:

Adults think....

•

•

•

•

I wish adults realized...

•

•

•

•
Narrative Explaining Modifications:

This lesson is a mostly verbal exercise intended to help students make meaning before reading the text. Originally, this lesson was intended for during the reading, but we have learned about the benefits to allowing students to be given the main ideas early into a lesson and I thought this would be a good activity for students to go into the reading already thinking about the stereotypes and views of teenagers in society.

My goal for this lesson is to provide all students with an understanding that though the time period is different, the teenage angst and anxiety in the book is still relevant to teens today. I want students to be thinking about the way they are portrayed and how they feel about it, so they can make personal connections to Holden throughout the book.

All students are able to bring home background information about the intro to the lesson the night before. Originally, this was a modification made for ELLs, but I realized it would be beneficial to all students.

Level 5: Bridging

Students will use a graphic organizer to generate ideas about what adults think vs. what they wish adults realized. The graphic organizer is solely for the purpose of collecting their ideas prior to sharing with the class. Level 5 students should generate at least 3 of their own original ideas. Level 5 students are required to share at least one idea with the class, so the teacher can add it to their ideas on the board.

Level 4: Expanding

Students will use a graphic organizer to generate ideas about what adults think vs. what they wish adults realized. The graphic organizer is solely for the purpose of collecting their ideas prior to sharing with the class. Level 4 students should generate at least 2 of their own original ideas. Level 4 students are required to share at least one idea with the class, so the teacher can add it to their ideas on the board.

Level 3: Developing

Students will use the same graphic organizer as level 4 and 5 students to generate ideas about what adults think vs. what they wish adults realized. The graphic organizer is solely for the purpose of collecting their ideas prior to sharing with the class. Level 3 students may try to generate their own new, original ideas, but may also use the teacher-made stereotype ideas as answers to their questions for support. Level 3 students are required to share at least one idea with the class, so the teacher can add it to their ideas on the board. The teacher may start the sentence and point to a section of the student’s graphic organizer, so the student can read their answer directly off the paper to answer verbally.

Level 2: Beginning

Level 2 students have a different graphic organizer, which contains fill in the blank sentences, which can be directly copied from the teacher-made worksheet. The iconic representations are visuals that can help the students find their answers. Level 2 students are expected to share with the group by repeating after the teacher. The teacher uses an idea off of the students’ paper.
Level 1: Entering

Level 1 students have the same graphic organizer as level 2 students, which contains fill in the blank sentences, which can be directly copied from the teacher-made worksheet. The iconic representations are visuals that can help the students find their answers. Level 1 students may share by repeating after the teacher and/or answering by pointing to the picture/phrase they agree with, so the teacher can write it on the board.
Lesson 2
### Performance Indicator

#### Content/ Knowledge Goal
1. Students will identify the physical attributes of the characters in the story.

#### Language Goal
1. Students will read from the text about physical attributes and discuss which attributes they will use in their visual representation of the character in small groups and individually generate a piece of writing to depict these characteristics.

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<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong> Identify the physical attributes of the characters in the story</td>
<td>• Students will cite the book using direct quotes from the story to identify 5-7 physical characteristics of a character of their choice in the novel</td>
<td>• Students will use provided page numbers to find direct quotes from the story to identify 3-5 physical characteristics of a character of their choice in the novel</td>
<td>• Students will use provided modified, underlined text passages to find at least 2 words or phrases describing physical characteristics of the main character in the novel</td>
<td>• Students will use provided pre-highlighted modified text passages with at least 2 words or phrases describing physical characteristics of the main character in the story, which includes iconic representations</td>
<td>• Students will use a pre-highlighted, modified passage to read 1-2 of the physical attributes of the main character in the story, which includes iconic representations</td>
</tr>
</tbody>
</table>

| Writing: Identify the physical attributes of the characters in the story | • Students will write the direct quotes, citing page numbers on a graphic organizer | • Students will write the direct quotes, next to the cited page numbers on a graphic organizer | • Students will write the physical characteristics of their character in the blanks on their graphic organizer | • Students will re-write the highlighted words on a provided graphic organizer, which includes iconic representations | • Students will re-write the highlighted phrases to a provided graphic organizer, which includes iconic representations |
| | • Students will use quotes to generate a 5-7 sentence paragraph about the character’s physical characteristics | • Students will use quotes to generate a 3-5 sentence paragraph about the character’s physical characteristics | • Students will use quotes to generate a 2-3 sentence paragraph about the character’s physical characteristics | • Students will re-write the provided information into a pre-written sentence to formulate a sentence about the character’s physical characteristics | • Students will fill in a modified version of a functional language chart to formulate a sentence about the character’s physical characteristics |
### Functional Language Chart: Lesson 2

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify (Read, Oral)</td>
<td>Physical characteristics of characters in The Catcher in the Rye</td>
<td><em>1</em> has <em>2</em> and <em>3</em> hair.</td>
<td>1. Holden Caulfield, Stradlater, Phoebe Caulfield, Allie Caulfield, D.B. Caulfield</td>
<td>Capitalization of Proper Nouns</td>
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<td></td>
<td></td>
<td><em>8</em> has <em>4</em> eyes.</td>
<td>2. Blonde, brown, black, red, grey</td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>1</em> is <em>5</em> and <em>6</em>.</td>
<td>3. curly, straight, short, long</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>8</em> has <em>7</em>.</td>
<td>4. Blue, brown, grey, green</td>
<td>Pronouns</td>
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<td></td>
<td></td>
<td><em>8</em> wears <em>9</em>.</td>
<td>5. Skinny, fat, heavy,</td>
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<td></td>
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<td>6. tall, short</td>
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<td></td>
<td></td>
<td></td>
<td>7. Glasses, freckles</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>8. He, She</td>
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<td></td>
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<td></td>
<td>9. A red hunting hat, dresses, a uniform</td>
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</table>
Lesson 2: Physical Characteristics of Characters in *The Catcher In The Rye*

(grade: 10th grade ELA)

Teacher will introduce lesson prior to Day 1 and describe the allotted class planning time and homework expectations. At this time, students will be given the appropriate graphic organizer (p. 6, 8, 10, 11, 12) and modified text (p. 5, 7, 9) if applicable. Teacher will develop vocabulary by writing possible new words on the board, using them in a variety of phrases and asking the students to volunteer to use the words in appropriate contexts to ensure meaning.

**Step 1: Reading**

(Day 1: assigned reading done as homework the previous night, then 10 minutes of class time that day as a refresher)

Students choose a character from the novel and collect sited information about the character’s physical traits using the novel or a modified text (p. 5, 7, 9) as evidence.

*Students are asked to first collect evidence from the book in order to organize their thoughts and understanding of the characters. Depending on their level of proficiency in the English language, students are asked to complete a version of a graphic organizer (p. 6, 8, 10, 11, 12) to organize this information.

For the first ten minutes of class on Day 1, students may discuss with their small groups in their L1 or L2 for the first 10 minutes in order to clarify any confusion.

| * Students will cite the book using direct quotes from the story to identify 5-7 physical characteristics of a character of their choice in the novel | * Students will use provided page numbers to find direct quotes from the story to identify 3-5 physical characteristics of a character of their choice in the novel | * Students will use provided modified, underlined text passages to find at least 2 words or phrases describing physical characteristics of the main character in the novel | * Students will use provided pre-highlighted, modified text passages with at least 2 words or phrases describing physical characteristics of the main character in the novel, which includes iconic representations | * Students will use a pre-highlighted, modified passage to read 1-2 of the physical attributes of the main character in the story, which includes iconic representations |

**Step 2: Writing**

(Day 1: 30 minutes, finish as homework if necessary)

Students use the collected information to generate a piece of writing describing the physical characteristics of the character.

*Students are asked to use the information to generate a piece of writing, which can be completed in a number of ways, depending on their proficiency level. Graphic organizers with modified information is provided to each student according to proficiency (p. 6, 8, 10, 11, 12).
Step 3: Visual Representation
(Day 1: 15 minutes, finish as homework if necessary)
Students use their collected information to draw a visual representation of the character.

*Students in Levels 4 and 5 are able to choose from a variety of characters, however, students in Levels 1, 2, and 3 are asked to focus on only the main character of the story.

Step 4: Speaking
(Day 2: 15 minutes)
Students orally share their writing piece and drawing in their small groups.

*Students orally share their information in a variety of ways, depending on proficiency levels. Students in Levels 1 and 2 may repeat or point to iconic representations as their mode of presentation. Students in Levels 3-5 will present by reading their written component aloud to the class.

Teachers will assess students based on oral presentation, as well as written ideas. Students fulfill the task by completing the expectations based on their levels of proficiency in the English language. Students demonstrate understanding by completion of the written graphic organizers and oral tasks.
Holden Caulfield is tall.

He is skinny.

He is 16 years old, but his hair is grey.

He wears a red hunting hat on his head.
Holden Caulfield is _______ and _________.

tall / short
fat / skinny

He is 16 years old, but his hair is _________. He wears a

brown / grey

________________________ on his head.

scarf / red hunting hat
Holden Caulfield is a teenager.

He is 16 years old.

Even though he is young, he already has grey hair.

He likes to wear a red hunting hat on his head often.

Holden is tall and skinny.

He is 6 feet, 2 inches tall.

He smokes cigarettes a lot.
Holden Caulfield is _________ and _________.

Even though he is _________, his hair is _________. He

wears a ________________. He _________ cigarettes a lot.

scarf/ red hunting hat  eats/ smokes
Physical Characteristics:
Holden Caulfield is a sixteen year old teenager. He is tall, standing at 6 feet 2 ½ inches tall with grey hair. He is very skinny. He often wears his favorite red hunting hat.

More About Holden:
He is not very healthy because he drinks and smokes too much. He is depressed and anxious. He is having a hard time growing up.

Holden was kicked out of school and thinks the prep schools he has attended are all “phony.” He did not like the school and thought everyone seemed fake.

Holden cannot figure out how to become an adult. He thinks it would be nice to be independent, drink, and smoke, but he is too innocent to enter the adult world. He avoids reality instead of facing his fears.
Character Name: Holden Caulfield

Height: ________________  
(tall/ short)

Weight: ________________  
(fat/ skinny)

Hat Color: ________________  
(red hunting hat/ blue baseball hat)

Age: ________________  
(child/ teenager)

Hair Color: ________________  
(brown/ grey)

Write 2-3 sentences describing Holden’s physical characteristics:

_________________________________________________

_________________________________________________

_________________________________________________

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<th>Direct Quote</th>
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</table>

Write 3-5 sentences describing Holden's physical characteristics:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*USE THE BACK OF THIS WORKSHEET OR A SEPARATE SHEET OF PAPER TO DRAW A PHYSICAL REPRESENTATION OF HOLDEN*
<table>
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Write 5-7 sentences describing Holden's physical characteristics:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*Use the back of this worksheet or a separate sheet of paper to draw a physical representation of Holden*
Narrative Explaining Modifications:

Lesson 2 for this unit: "The Catcher in the Rye: A novel study that explores teen societal norms through tone, characterization, and plot" is modified for students ranging from level 1, "new arrivals" to level 5 students. The original lesson provided had multiple components including physical characteristics and personality traits. The students were expected to use the text to draw a picture of a character, then write a paragraph about the character’s personality. The first original lesson has been separated into two lesson plans. This first being based on solely learning about what the character in the story looks like physically.

Level 5: Bridging
Students will independently read the text, select a character and find citable evidence of the character’s physical characteristics to write on their graphic organizer. Students will use the information to draw a picture representing the character. The students will present to their group members. These students are expected to site 5-7 characteristics and write a 5-7 sentence paragraph about these characteristics. These students are at an advanced level of fluency and should be fully able to participate in a mainstream class with minimal support. These students use a graphic organizer for the main purpose of keeping their thoughts and ideas organized.

Level 4: Expanding
Students will independently read the text, select a character and find citable evidence of the character’s physical characteristics to write on their graphic organizer. Students will use the information to draw a picture representing the character. The students will present to their group members. These students are expected to site 3-5 characteristics and write a 3-5 sentence paragraph about these characteristics. These students are no longer developing, but expanding and have general language abilities. The expectation is significantly higher than those in level 3, however they are not expected to produce as much quantitatively in comparison to the level 5 students.
Level 3: Developing

Students will use a modified text, which condenses the physical characteristics of the main character into one short reading. These students are assigned to work on the main character as their focus in the project to eliminate confusion for traits belonging to other characters. In this level the students read about many aspects of the main character, but are provided with underlined text to display which words signify physical characteristics. These students are expected to write 2-3 sentences about the character and draw the character in the provided box. The graphic organizer is styled as a fill in the blank, so the students can choose between two words. This helps the students organize their thoughts and transfer them into sentences at the bottom of the page.

Level 2: Beginning

Students in the beginning stage are in early production. Students will use a modified text, which condenses the physical characteristics of the main character into one short reading with highlighted words and iconic representations. The highlighted words translate to the graphic organizer is styled as a fill in the blank, so the students can choose between two words, which is already in paragraph style by copying it from the modified text to the blank. This is significantly more supported than level 3, but slightly more independent than level 1 because the students have other ideas in their reading that are not transposed to the writing piece. The words are also already highlighted in level 2, but not in the same order on the graphic organizer as in the modified text (such as in level 1). Students are expected to draw a picture of the character using the information. When sharing their ideas in the small group, they may need to repeat after a model-peer or teacher.

Level 1: Entering

Students in level 1 are most likely pre-production. Students will use a modified text, which condenses the physical characteristics of the main character into one short reading with highlighted words and iconic representations. These words directly fit into the writing piece, so the student is expected to copy from the
modified reading to the graphic organizer. The highlighted words translate to the graphic organizer is styled as a fill in the blank, so the students can choose between two words, which is already in paragraph style by copying it from the modified text to the blank in the same order. Students are expected to draw a picture of the character using the information. When sharing their ideas in the small group, they will need to repeat after a model-peer or teacher and/or have another person read their sentences, while pointing to the iconic representations when appropriate.
# Performance Indicator

## Content/ Knowledge Goal
1. Students will describe the character’s personality in the novel using traits, likes/dislikes, and relationships with other characters.

## Language Goal
1. Students will discuss and formulate a paragraph together in small groups by collectively writing about the character’s personality in the novel using traits, likes/dislikes, and relationships with other characters in small groups.

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</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>• Students will read to cite text evidence to support personality traits of a character of their choice</td>
<td>• Students will read to cite text evidence to support personality traits of a character of their choice</td>
<td>• Students will use provided modified, underlined text passages to find at least 2 words or phrases describing personality traits of the main character in the novel</td>
<td>• Students will use provided pre-highlighted modified text passages with at least 2 words or phrases describing personality traits of the main character in the novel, which includes iconic representations</td>
<td>• Students will use a pre-highlighted, modified passage to read 1-2 of the personality traits of the main character in the story, which includes iconic representations</td>
</tr>
<tr>
<td>Identify the describe the character’s personality</td>
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</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>• Students will write the direct quotes, citing page numbers on a graphic organizer</td>
<td>• Students will write the direct quotes, next to the cited page numbers on a graphic organizer</td>
<td>• Students will write the personality traits of their character in the blanks on their graphic organizer using the word/ phrase bank provided</td>
<td>• Students will re-write the highlighted phrases to a provided graphic organizer, which includes iconic representations</td>
<td>• Students will re-write the highlighted words on a provided graphic organizer, which includes iconic representations</td>
</tr>
<tr>
<td>Identify the describe the character’s personality</td>
<td>• Students will use quotes to generate a 5-7 sentence paragraph about the character’s personality</td>
<td>• Students will use quotes to generate a 3-5 sentence paragraph about the character’s personality</td>
<td>• Students will use quotes to generate a 2-3 sentence paragraph about the character’s personality</td>
<td>• Students will re-write the provided information into a pre-written sentence to formulate a sentence about the character’s personality</td>
<td>• Students will fill in a modified version of a functional language chart to formulate a sentence about the character’s personality</td>
</tr>
</tbody>
</table>
**Functional Language Chart: Lesson 3**

<table>
<thead>
<tr>
<th>Describe (Written, Oral)</th>
<th>Personality traits of characters in <em>The Catcher in the Rye</em></th>
<th>Capitalization of Proper Nouns</th>
</tr>
</thead>
</table>
|                         | _1_ is _2_.  
  because _5_ _3_.  
  _1_ is often _2_.  
  _5_ likes _1_.  
  _5_ enjoys _4_. | 1. Holden Caulfield,  
  Stradlater, Phoebe  
  Caulfield, Allie  
  Caulfield, D.B.  
  Caulfield |
|                         | 2. Moody, angry, upset, sad, depressed, happy, excited, rude,  
  obnoxious, worried, concerned, smart, neat, mature, friendly,  
  understanding, immature | Adjective |
|                         | 3. is confused, misses somebody, protects, offers help, needs help | Present Tense |
|                         | 4. watching the ducks, playing baseball, helping Holden, getting girls, working, walking through the park | Noun |
|                         | 5. he, she | Pronouns |
Lesson 3: Personality Traits of Characters in *The Catcher In The Rye*
(red text represents ideas taken from the original lesson plan)

**Grade:** 10th grade ELA

Teacher will introduce lesson prior to Day 1 and describe the allotted class planning time and homework expectations. At this time, students will be given the appropriate graphic organizer (p. 6, 8, 10, 11, 12) and modified text (p. 5, 7, 9) if applicable. The lesson’s format should be comfortable and familiar for all students, as it is very similar to lesson 2.

**Step 1: Reading**
(Day 1: assigned reading done as homework the previous night, then 10 minutes of class time that day as a refresher)
Students choose a character from the novel and collect cited information about the character’s personality traits using the novel or a modified text (p. 5, 7, 9) as evidence.

*Students are asked to first collect evidence from the book in order to organize their thoughts and understanding of the characters. Depending on their level of proficiency in the English language, students are asked to complete a version of a graphic organizer (p. 6, 8, 10, 11, 12) to organize this information.*

For the first ten minutes of class on Day 1, students may discuss with their small groups in their L1 or L2 for the first 10 minutes in order to clarify any confusion.

| Reading: Identify the describe the character’s personality | Students will read to cite text evidence to support personality traits of a character of their choice | Students will read to cite text evidence to support personality traits of a character of their choice | Students will use provided modified, underlined text passages to find at least 2 words or phrases describing personality of the main character in the novel | Students will use provided pre-highlighted modified text passages with at least 2 words or phrases describing personality traits of the main character in the novel, which includes iconic representations | Students will use a pre-highlighted, modified passage to read 1-2 of the personality traits of the main character in the story, which includes iconic representations |

**Step 2: Writing**
(Day 1: 30 minutes, finish as homework if necessary)
Students use the collected information to generate a piece of writing describing the personality traits of the character.

*Students are asked to use the information to generate a piece of writing, which can be completed in a number of ways, depending on their proficiency level. Graphic organizers with modified information is provided to each student according to proficiency (p. 6, 8, 10, 11, 12).*
Writing:

- Students will write the direct quotes, citing page numbers on a graphic organizer.
- Students will use quotes to generate a 5-7 sentence paragraph about the character’s personality.

- Students will write the direct quotes, next to the cited page numbers on a graphic organizer.
- Students will use quotes to generate a 3-5 sentence paragraph about the character’s personality.

- Students will re-write the highlighted traits of their character in the blanks on their graphic organizer using the word/phrase bank provided.
- Students will use quotes to generate a 2-3 sentence paragraph about the character’s personality.

- Students will re-write the highlighted words on a provided graphic organizer, which includes iconic representations.
- Students will re-write the provided information into a pre-written sentence to formulate a sentence about the character’s personality.

- Students will fill in a modified version of a functional language chart to formulate a sentence about the character’s personality.

Step 3: Speaking
(Day 2: 15 minutes)

Students orally share their writing piece and drawing in their small groups.

Students orally share their information in a variety of ways, depending on proficiency levels. Students in Levels 1 and 2 may repeat or point to iconic representations as their mode of presentation. Students in Levels 3-5 will present by reading their written component aloud to the class.

Speaking:

- Students will orally share cited characteristics in a small group.
- Students will orally share cited characteristics in a small group by reading off of a provided script on their graphic organizer, filling in the blanks with the words they found.

- Students will orally share cited characteristics in a small group by repeating after a model-peer member of the group and reading off of a provided script on their graphic organizer, filling in the blanks with the words they found.

- Students will share their phrases by repeating after the teacher and/or group member to the small group or by pointing to the correct iconic representation for the discovered vocabulary words when “filling in the blank.”

Teachers will assess students based on oral presentation, as well as written ideas. Students fulfill the task by completing the expectations based on their levels of proficiency in the English language. Students demonstrate understanding by completion of the written graphic organizers and oral tasks.
Holden Caulfield is a confused teen.

He drinks and smokes too much.

He feels anxious about growing up.

He is depressed and needs help.
Holden Caulfield is a _____________________ teen.

confused/ happy

He ___________________ and __________________ too much.

eats/ drinks           smiles/ smokes

He feels __________________ about growing up.

anxious/ excited

He is ___________________ and needs help.

content/ depressed
Holden Caulfield is a depressed teenager who failed out of school. He thinks a lot of the people he knows are “phony.”

He is anxious about growing up and becoming an adult.

Holden is very immature, but his younger sister Pheobe is very mature for her age.

He drinks and smokes too much because of his problems.
Holden Caulfield is ______________________ and

______________________________

anxious/ content

depressed/ happy

He feels that most of the people around him are

______________________________

genuine/ phony

Holden is very ______________________, compared to other

mature/ immature

boys his age.

He ______________________ cigarettes and

______________________________

drinks/ smokes

smokes/ drinks

alcohol too much.
Holden Caulfield:

Holden Caulfield is a teenager, but he has grey hair. He is anxious and depressed because he is approaching adulthood, but he is very immature.

Holden drinks and smokes too much. He failed out of school many times because he thought what he was being taught and the people there were “phony,” especially his roommate. He hates his roommate.

Holden misses his brother, who died. His sister Phoebe is very mature and helps Holden. He loves his sister.

Holden likes to visit the museum in New York City. He also enjoys watching the ducks in the pond. He wonders, “Where do the ducks go in the winter?” He wishes he knew how to act like an adult instantly, similar to the ducks knowing where to go in the winter.
Character Name: Holden Caulfield

List at least 6 the words or phrases from the box below that you could use to describe Holden’s personality:

1. ____________________________ 5. ____________________________
2. ____________________________ 6. ____________________________
3. ____________________________ 7. ____________________________
4. ____________________________ 8. ____________________________

Word Bank

is depressed  smokes too much  is happy
drinks too much  loves school  is immature
failed out of school  loves his sister  is a teenager
is mature  misses his brother  is anxious
enjoys watching the ducks  hates his roommate  likes his roommate

Write 2-3 sentences about Holden’s personality using some or all of the words or phrases you chose above:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Graphic Organizer: Level 4

<table>
<thead>
<tr>
<th>Page</th>
<th>Direct Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Write 3-5 sentences describing Holden's personality:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Graphic Organizer: Level 5

<table>
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<tr>
<th>Page</th>
<th>Direct Quote</th>
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</table>

Write 5-7 sentences describing Holden's personality:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Lesson 3 for this unit "The Catcher in the Rye: A novel study that explores teen societal norms through tone, characterization, and plot" is modified for students ranging from level 1, "new arrivals" to level 5 students. The original lesson provided had multiple components including physical characteristics and personality traits. The students were expected to use the text to draw a picture of a character, then write a paragraph about the character's personality. The first original lesson has been separated into two lesson plans. Since the original lesson plan was a combination of this third lesson, as well as the second, the graphic organizers and modified texts will look familiar and similar to the students.

As an English Language Learner, students who are trying to learn content are also trying to make meaning of the words presented to them in writing, reading, or speaking activities. The purpose for the consistency between lesson plans, graphic organizers, and modified texts are for the benefit of the students.

Level 5: Bridging

Students will independently read the text, select a character and find citable evidence of the character's personality traits to write on their graphic organizer. The students will present to their group members. These students are expected to site 5-7 characteristics and write a 5-7 sentence paragraph about these characteristics. These students are at an advanced level of fluency and should be fully able to participate in a mainstream class with minimal support. These students use a graphic organizer for the main purpose of keeping their thoughts and ideas organized.

Level 4: Expanding

Students will independently read the text, select a character and find citable evidence of the character's personality traits to write on their graphic organizer. Students will use the information to draw a picture
representing the character. The students will present to their group members. These students are expected to state 3-5 characteristics and write a 3-5 sentence paragraph about these characteristics. These students are no longer developing, but expanding and have general language abilities. The expectation is significantly higher than those in level 3, however they are not expected to produce as much quantitatively in comparison to the level 5 students.

Level 3: Developing

Students will use a modified text, which condenses the personality traits of the main character into one short reading. These students are assigned to work on the main character as their focus in the project to eliminate confusion for traits belonging to other characters. The students are provided with an underlined text to display which words and/or phrases signify the traits the students should be focusing on. The graphic organizer asks the student to first list the traits they will be using in their written piece. These words and phrases are in the modified text, underlined, or also in the word bank. Some words in the word bank are incorrect, so students need to refer back to the text to ensure accuracy before writing the words on the lines. After, the students are expected to write 2-3 sentences using some or all of the traits they listed.

Level 2: Beginning

Students will use a modified text, which condenses the personality traits of the main character into one short reading with highlighted words and iconic representations. The highlighted words translate to the graphic organizer is styled as a fill in the blank, so the students can choose between two words, which is already in paragraph style by copying it from the modified text to the blank. This is significantly more supported than level 3, but slightly more independent than level 1 because the students have other ideas in their reading that are not transposed to the writing piece. The words are also already highlighted in level 2, but not in the same order on the graphic organizer as in the modified text (such as in level 1). When sharing their ideas in the small group, they may need to repeat after a model-peer or teacher.
Level 1: Entering

Students will use a modified text, which condenses the personality traits of the main character into one short reading with highlighted words and iconic representations. These words directly fit into the writing piece, so the student is expected to copy from the modified reading to the graphic organizer. The highlighted words translate to the graphic organizer is styled as a fill in the blank, so the students can choose between two words, which is already in paragraph style by copying it from the modified text to the blank in the same order. When sharing their ideas in the small group, they will need to repeat after a model-peer or teacher and/or have another person read their sentences, while pointing to the iconic representations when appropriate.
Checklists
# Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization of Proper Nouns</td>
<td>2, 3</td>
</tr>
<tr>
<td>Nouns</td>
<td>2, 3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Verbs: Present Tense</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Verbs: Past Tense</td>
<td>1</td>
</tr>
<tr>
<td>Pronouns</td>
<td>2, 3</td>
</tr>
<tr>
<td>Present Participle</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify</td>
<td>1</td>
</tr>
<tr>
<td>Describe</td>
<td>2</td>
</tr>
<tr>
<td>Explain</td>
<td>3</td>
</tr>
</tbody>
</table>
TSL 518: Sheltered ELL Strategies Checklist

Identify the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.A. Build and Activate Background Knowledge</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>3, 4, 5, 6, 7</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>6, 7</td>
<td>5, 7</td>
<td>5, 7</td>
</tr>
<tr>
<td>I.D. Model (Instructions, Processes)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>I.E. Create Opportunities To Negotiate Meaning</td>
<td>3, 4, 5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td></td>
<td>5</td>
<td>6, 8, 10, 11, 12</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td>5, 7, 9</td>
<td>5, 7, 9</td>
</tr>
<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td></td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td></td>
<td>3, 4</td>
<td></td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>III.E.. Check for Understanding</td>
<td></td>
<td>3, 4</td>
<td>4</td>
</tr>
<tr>
<td>IV. Change Traditional Classroom Talk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
<td></td>
<td>3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td></td>
<td>3, 4</td>
<td></td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Vary Question Techniques based on Student’s Language Proficiency level—in conversations, activities, and assessments</td>
<td>1</td>
<td>6, 8, 10, 11, 12</td>
<td>6, 8, 10, 11, 12</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended academic talk</td>
<td></td>
<td>3, 4</td>
<td>4</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td></td>
<td>3, 4, 5</td>
<td>4</td>
</tr>
<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td></td>
<td></td>
<td>4</td>
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<tr>
<td>VI.D. Respond to Student’s Voice – Writing and Error Correction</td>
<td></td>
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<td>4</td>
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</tbody>
</table>
Original Lessons
Zebrowski, Appendix B Original Lesson, Catcher in the Rye

The Line Up

Standards:
9.8.1 ID sequence of events, main ideas, details
9.9.5 Qualities of characters
9.9.6 Characterization

Objectives:

Students will create visual representations of characters from the novel.
Students will strengthen their literal and inferential understanding of the novel.

Time: 1-2 class periods
Materials: “The Line Up” 1/2 sheet handout (follows)

Activity:

1. Distribute and read through “The Line Up” handout with class
2. Students divide into pairs, delegating responsibilities between themselves.
3. Offer “line up” background paper if teacher has opted to make it. (See below example, 8 x 14 works best.)
4. Give students art materials and time.
5. Students share drawings and descriptions at the next class meeting

Catcher in the Rye - The Line Up
Holden Caulfield, Robert Ackley, Ward Stradlater, Mr. Spencer

Chose two characters from the above list. Based primarily on information from the book (you’ll use your smatterings of your imagination for the details) complete a “line-up” portrait and profile for each character.

Portrait (2)

- Headshot or full body
- Colored
- A visual example of what is described in the text

Profile (2)

- One paragraph for each character. (5-7 sentences)
- Describes the character’s personality, traits, background, feelings, ideas, likes/dislikes, connections to other characters.
Imaginative Writing: Four Days in Holden’s Shoes

Standard:

9.9.9 Character’s actions and motives – plot and theme
9.10.5 Voice and narrator’s affect on character, tone and plot
9.10.9 Author’s attitude – tone
9.13.6 Narrative Writing (includes imaginary)
9.12.3 Voice

Objective:
Students will consider how they might react if placed in a similar situation as Holden.
Students will explore first-person narrative voice.
Students will generate a piece of writing with which they can explore tone.

Materials: Copies of “Four Days of Freedom Journal” handout Time: 1 class period

Activity:

1. Hand out copies of the “Four Days of Freedom Journal” assignment to the class.
2. Read over the assignment with the class, clearing up any areas of confusion and establishing your criteria for a well-developed journal entry.
3. Give students the rest of the period to write, circulating about the room offering assistance where needed. Emphasize that these entries need to be completed as homework if necessary, since they will be used in the next day’s assignment.

Four Days of Freedom Journal

Christmas vacation is a few days away. Instead of leaving your private boarding school for the standard two-week vacation, you will be leaving for good because you are failing every subject except English, and have been kicked out. It’s Saturday, and you have four days before you are expected home, at which time your parents will have received the news about your permanent expulsion.

Your assignment: Write a journal entry for each of the four days (Saturday, Sunday, Monday, and Tuesday) that you’ll be on your own. These entries should be well-developed and include your thoughts about your current predicament, fears of what awaits you at home (especially as you get closer to Wednesday), and descriptions of how you are spending your four days. Consider where you’ll be spending your days and nights (your friends will be in school and your friends’ parents probably know your parents), and what you’ll do with the thousand dollars that you have to blow. Freedom as you know it will probably be lost as soon as you arrive home, so what will you do to make the most of these last four days?
Pre-Reading: Teens Reflecting on the Teen Experience

Standard:
9.13.5 Expository Writing: Response to Literature Objectives: Students will reflect on their own experience

Students will consider the effects of societal norms Materials: “Teens” transparency

Time: 10-20 minutes

Activity:

1. Students respond to overhead on notebook paper/journal
2. Put transparency on overhead
3. Students respond to questions. Discussing each question as teacher selects.

Teens

1. How do you think society perceives teenagers today?

2. What is the stereotype for a teen? Consider specifics for males and females.

3. What is difficult about being a teen?

4. What are the advantages of being a teen?
If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don't feel like going into it, if you want to know the truth. In the first place, that stuff bores me, and in the second place, my parents would have about two hemorrhages piecemeal if I told anything pretty personal about them. They're quite touchy about anything like that, especially my father. They're nice and all—I'm not saying that—but they're also touchy as hell. Besides, I'm not going to tell you my whole goddamn autobiography or anything. I'll just tell you about this madman stuff that happened to me around last Christmas just before I got pretty run-down and had to come out here and take it easy. I mean that's all I told D.B. about, and he's my brother and all. He's in Hollywood. That isn't too far from this crumby place, and he comes over and visits me practically every week end. He's going to drive me home when I go home next
The Catcher in the Rye

be a very big deal around Pencey. It was the last game of the year, and you were supposed to commit suicide or something if old Pencey didn’t win. I remember around three o’clock that afternoon I was standing way the hell up on top of Thomsen Hill, right next to this crazy cannon that was in the Revolutionary War and all. You could see the whole field from there, and you could see the two teams bashing each other all over the place. You couldn’t see the grandstand too hot, but you could hear them all yelling, deep and terrific on the Pencey side, because practically the whole school except me was there, and scrawny and faggy on the Saxon Hall side, because the visiting team hardly ever brought many people with them.

There were never many girls at all at the football games. Only seniors were allowed to bring girls with them. It was a terrible school, no matter how you looked at it. I like to be somewhere at least where you can see a few girls around once in a while, even if they’re only scratching their arms or blowing their noses or even just giggling or something. Old Selma Thurmer—she was the headmaster’s daughter—showed up at the games quite often, but she wasn’t exactly the type that drove you mad with desire. She was a pretty nice girl, though. I sat next to her once in the bus from Agerstown and we sort of struck up a conversation. I liked her. She had a big nose and her nails were all bitten down and bleedy-looking and she had on those damn falsies that point all over the place, but you felt sort of sorry for her. What I liked about
Saxon Hall. The Game. With Saxon Hall was supposed to

Anyway, it was the Saturday of the football game when probably came to Pencey that way. Thinking and all. Maybe two guys. If that many. And they probably knew anybody there that stretched and clean. Molding at Pencey than they do at any other school and strictly for the birds. They don't do any damn more molding boys into splendid, clear-thinking young men.' It's a picture, it always says. "Since 1868 we have been anywhere near the place. And under the guy on the horse's picture, it always says: 'Since 1868 we have been anywhere near the place. And under all the same. I'll never even once saw a horse jumping over a fence. Like as if all you ever did at Pencey was play polo all the time. I never even once saw a horse. Not". Anyways, always showing some hot-shot guy on a horse seen the ads, anyway. They advertise in about a thousand Pennsylvania. You probably heard of it. You're probably Prep. Pencey Prep is this school that's in Agersaw.

Where I want to start telling is the day I first Pencey was in the movie. Don't even mention them to me.

D.B. being a possibility. If there's one thing I hate, it's

his own money. It killed me. Now he's out in Hollywood. anybody look at his bookish because he'd better. It was Coldest. It was about this little kid that wouldn't let

you never heard of him. The best one in it was "The Secret

Catcher". The book of short stories. The Secret of Catcher, in case

a regular writer, when he was home. He wrote the books, a lot of dough, now. He didn't use to. He used to live a poor. It cost him damn near your thousand buck. He's got four hundred English jobs that can do around two hundred miles a month maybe. He just got a Jaguar. One of those little

The Catcher in the Rye