

# Rebels in the 1950s - Catcher in the Rye

## UNIT OVERVIEW

### GENERAL INFORMATION

<b>Terms:</b>		<b>Duration:</b>		<b>Start Date:</b>		<b>Finish Date:</b>	
<b>KLA(s):</b>	(ENG) English (2010), AC English			<b>KLA Head:</b>			
<b>Year Level(s):</b>	9, 10, 11			<b>Unit No.</b>	SPCPU-013149		
<b>Author:</b>	Tom March			<b>Teaching Team:</b>			

### UNIT FOCUS

*The Catcher in the Rye* is often treated as a "teen novel," but it is the work of a mature artist raising pointed arguments about the 1950s - a period of seminal change that would flourish in the 1960s. This unit is meant to engage students in a deeper reading and understanding of the novel and immerse them in at least one aspect of the social changes afoot in the 1950s. Students will also reflect on their own potential response if they experience constraining social pressures: will they "fit in, Break out or Break down?" The resources and activities for the unit are online at Some Crazy Cliff - my Catcher in the Rye resource site. - <http://catcher.tommarch.com/>

#### All Six Facets of Understanding can be pursued with this unit and its WebQuest

- interpretation: critique how *The Catcher in the Rye* functions as a mature work of art.
- explanation: describe how one aspect of 1950s popular culture expresses the theme of "fit-in, break-out or break-down."
- perspective: analyse how one aspect from 1950s popular culture could have influenced or had an impact on individuals. Then participate in a group process that compares and contrasts other cultural factors. Infer the overall effects 1950s popular culture could have had on individuals.
- application: construct an interpretive argument about how a contemporary figure from popular culture demonstrates the "fit-in, break-out or break-down" theme.
- empathy: consider how you would have responded to cultural influences like those dominant in the 1950s and relate these to factors you experience today.
- self-knowledge: Reflect on how you might have reacted to the situation confronting Holden Caulfield, a cultural icon from the 1950s and one from today. Where do you see yourself on a continuum of "Fit-in, Break-out or Break-down"?

### PRIOR LEARNINGS / CONNECTIONS

Students might encounter this unit in a Year 9 English course or as part of their senior studies in years 11 and 12. They will already be aware of the "language features" of the novel (plot, character, setting, symbols and theme), but may not have used them to "put together" an author's work of art through an insightfully argued interpretation. Older students would also be familiar with "lenses" such as feminism, Marxism, etc. so using the context of the 1950s as a culturally specific lens should build on these general interpretations.

### ADDITIONAL INFORMATION

#### RESOURCES

No.	Description	Files / Links
RES1	Literary Analysis Rubric - from Greece School District	
RES1	Literary Analysis Rubric - tmarch - Simple Rubric Aligned with NAPLAN	
RES1	Background for Everyone - Formative Assessment / scaffolded worksheet	
RES1	True-False Reading Check - 10 Question Quiz to encourage student reading	
RES1	Sample Literary Analysis - Comparing Rebel Without a Cause, <i>The Catcher in the Rye</i> and <i>Harold and Maude</i>	
RES1	Level 2: Deeper Expertise - Group Process for comparing 1950s subcultures conformity or rebelliousness	
RES1	Background for Everyone - Formative Assessment / scaffolded worksheet	
RES1	True-False Reading Check - 10 Question Quiz to encourage student reading	
RES1	Reflective Rubric - Self Assessment Rubric for Reflective Essays	
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RES1	Intro Slides - PDF of the introductory presentation	
RES1	About Literature Circles - in case teachers / students want to know more	
RES1	Character Continuum - Rank key characters to analyze what Salinger's saying about living in this world	
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RES1	Primary Pad - Etherpad installation for real-time collaborative writing	

RES1	Rebels & the 1950s WebQuest - Use Level 1 - Background for Everyone	
RES2	Literary Analysis Rubric - from Greece School District	
RES2	Level 2: Deeper Expertise - Group Process for comparing 1950s subcultures conformity or rebelliousness	
RES2	Wordle - tag cloud generator	
RES3	Literary Analysis Rubric - tmarch - Simple Rubric Aligned with NAPLAN	
RES3	Rebels & the 1950s WebQuest - Use the Introduction with paired contrasting videos	
RES4	Sample Literary Analysis - Comparing Rebel Without a Cause, The Catcher in the Rye and Harold and Maude	
RES5	Literary Analysis Rubric from Edutopia - includes self-analysis and reflection	<a href="http://www.edutopia.org/pdfs/stw/edutopia-stw-yesprep-rubric-literary-analysis.pdf">http://www.edutopia.org/pdfs/stw/edutopia-stw-yesprep-rubric-literary-analysis.pdf</a> (link)

### COMMENTS / NOTES

This is a short activity used to hook student prior knowledge and misconceptions.

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## STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Curriculum</b></p> <p><b>Skills and Processes</b>  <i>AC English : 9</i>                      ? make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation                      ? reflect on learning, apply new understandings and justify future applications                      ? identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts</p> <p>Literature                      ? ACELT1771 Responding to literature: Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text                      ? ACELT1633 Literature and context: Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts                      ? ACELT1635 Responding to literature: Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts</p> <p><b>Content Descriptors</b>  <i>AC English : 9</i>                      ? make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation                      ? reflect on learning, apply new understandings and justify future applications                      ? identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts</p> <p>Literature                      ? ACELT1771 Responding to literature: Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text</p>	<p><i>Students will be able to independently use their learning to ...</i></p> <p><b>T1</b>                      analyse plot, character, setting, symbol and themes of a novel or film to reach a persuasive, ultimately sophisticated, interpretation.</p> <p><b>T2</b>                      analyse and interpret how a significant cultural figures are confronted by challenging social forces.</p> <p><b>T3</b>                      reflect empathically on how people survive, surmount or surrender when society threatens their world view and understanding of life.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><i>Students will understand that ...</i></p> <p><b>U1</b>  <i>The Catcher in the Rye is a complex work of art, not a simplistic teen novel. This understanding should be able to be transferred to many other narrative works.</i></p> <p><b>U2</b>                      society can exert pressures that sometimes threaten individuals. Individuals respond to this threat in ways that achieve greatness in art, sports, science, politics, etc.</p> <p><b>U3</b>                      rebellion and conformity both come with costs. Neither is inherently 'right' or 'better,' but the result for individuals can be positively influenced when guided by personal integrity.</p>	<p><i>Students will keep considering ...</i></p> <p><b>Q1</b>                      How does <i>The Catcher in the Rye</i> function as a complete and mature work of art?</p> <p><b>Q2</b>                      Why do some individuals fit in, some break out and other break down when challenged by strong cultural forces?</p> <p><b>Q3</b>                      Is it better to conform or rebel? Which is more courageous?</p>	
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
<p><i>Students will know ...</i></p> <p><b>K1</b>                      about <i>The Catcher in the Rye</i> beyond character and narrative, to develop knowledge about symbols, setting, themes and social / life forces.</p>	<p><i>Students will be skilled at ...</i></p> <p><b>S1</b>                      Two core cognitive skills: analysing and interpreting.</p> <p><b>S2</b></p>	

? ACELT1633 Literature and context: Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts

? ACELT1635 Responding to literature: Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

#### Other Goals

#### Habits of Mind

? HOM4 Thinking flexibly - Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.

? HOM3 Listening with understanding and empathy - Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.

? HOM9 Thinking and communicating with clarity and precision - Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

? HOM8 Applying past knowledge to new situations - Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

? HOM15 Thinking interdependently - Work together! Being able to work in and learn from others in reciprocal situations. Team work.

K2

#### Key Terms - literary analysis

Basics literary terms / 'language features' such as plot, characters, setting, symbols, theme conflict, dichotomy.

K3

more about at least one of the seminal social forces emerging in 1950s America.

K4

#### Key Terms - the 1950s society & individuals

- conformity
- rebellion
- 'success' (as defined by individuals and by societies)
- psychosis

Also helpful:

• 'Beats', science fiction  
Jazz, Rock & Roll, Abstract Expressionism, 'Cool', 'Bebop,' 'Minimalism'

- Cold War, Space Race, Sputnik, The Soviet Union, The Bomb, Deterrence / mutual annihilation,
- 'The Color Line'

'mod cons' - labor saving devices / leisure time

- LSD, hallucinogenics,

K5

#### Key Terms - reflection

- reflection
- cognitive dissonance

opening occasion

abstraction

awareness

- universal (truth)

analysing and interpreting how a novel 'works.

S3

analysing and interpreting how a person or movement conformed or rebelled in the context of 1950s U.S. culture.

S4

Reflection

The process of reflective writing

Beginning with an opening occasion, deciphering an abstraction, applying a personal (second reflection), plumbing for a universal truth and closing with a 'final awareness' that relates what you have explored during this reflective process so that you have arrived at a new understanding that is personally meaningful to yourself and your life.

## STAGE 2: ASSESSMENT EVIDENCE

### PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
U1 Q1 K1 ACELT1771 null HOM9	PT1	<p>Three samples from other texts students are likely to have studied provide anchors:</p> <p><i>Of Mice and Men</i>: Steinbeck illustrates that although humans long for softness and self-fulfillment, those who have power but no compassion create a world of misery.</p> <p><i>To Kill a Mockingbird</i>: Harper Lee poignantly demonstrates that even though it is more challenging, goodness can triumph over evil and ultimately results in the better life.</p> <p><i>Edward Scissorhands</i>: Tim Burton reveals that although individuality can come at great personal cost, a life of conformity is not worth living.</p>	<p>Students compose an interpretive thesis statement for <i>The Catcher in the Rye</i>. The audience will be their peers who have also studied the novel and are engaged in the same task so they will be good 'critical friends.' The thesis statement must include:</p> <ul style="list-style-type: none"> <li>• an abstraction stated as a dichotomy</li> <li>• and an interpretation of Salinger's opinion on it.</li> </ul> <p>This is an interim step to achieving the full performance task of successfully arguing a literary interpretation of the novel.</p>
U1 Q1 K1 ACELT1771 null HOM8 HOM9	PT2	<p>A literary analysis evaluation rubric offers specific criteria for an interpretive essay.</p> <p>Short answer, multiple choice and true-false quizzes will be used to verify student reading and as a formative assessments to guide class discussions.</p>	<p><b>Understanding Catcher:</b> Students at another school have been reading <i>The Catcher in the Rye</i> but their teacher is a little slack and has only focused on the content of the novel, giving lots of multiple-choice reading checks. One of these students is your friend who has read the novel, but doesn't really 'get it.' You want to share your reading of the novel that puts together the usual character, plot, setting and images, but also takes into account the motifs of 'nature/modern life,' 'adulthood/childhood,' 'change/things that don't,' and 'innocence/loss.' You're so confident that you think you can 'put together' the whole novel using a single important passage. The students' interpretation treats <i>The Catcher in the Rye</i> as a work of art that highlights poignant aspects of human existence at its most essential, showing how the literary features of the novel form are artfully woven together.</p>

<p>T2 U2 Q2 Q3 K3 S3 ACELT1633 HOM4 HOM9</p>	<p>PT3</p>	<p>Level 1: Background for Everyone - Students will research on subculture / movement and complete a formative assessment worksheet where they must locate adherents of the culture on two continua:</p> <ul style="list-style-type: none"> <li>• Rebellion &amp; Conformity</li> <li>• Psychosis &amp; Success</li> </ul> <p>Level 2: Deeper Expertise - students work together as a group to share, compare, analyse and evaluate the level of conformity and rebellion demonstrated by individuals or movements across the subcultures.</p>	<p>Fit in, break out or break down? - Students explore some of the subcultures that emerged or developed in the 1950s.</p> <ul style="list-style-type: none"> <li>• The Car Culture</li> <li>• The Cold War</li> <li>• Teenagers</li> <li>• The Beat Generation &amp; Abstract Art</li> </ul> <p>Television &amp; The Movies</p> <p>Civil Rights Movement</p> <ul style="list-style-type: none"> <li>• The Women's Rights</li> <li>• Eastern Religions</li> </ul>
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<p>T3 U3 Q3 S3 S4 K5 null HOM3 HOM8</p>	<p>PT4</p>	<p>Students engage in reflection by exploring contemporary cultural icons and 'putting themselves in their shoes' in terms of social pressures to conform and inner individuality. Students may speak from the icon's perspective or relate the icon's life and circumstances to their own.</p>	<p>Self Reflection and Empathy - Students are prompted to put themselves in the place of an individual who confronts strong social pressures to conform.</p> <p>empathy: consider how you would have responded to cultural influences like those dominant in the 1950s and relate these to factors you experience today.</p> <p>self-knowledge: Reflect on how you might have reacted to the situation confronting Holden Caulfield, a cultural icon from the 1950s and one from today. Where do you see yourself on a continuum of Fit-in, Break-out or Break-down??</p>
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**OTHER EVIDENCE**

Coding	Code	Evaluative Criteria	Description
	OE1	Use the Character Continuum	By ranking key characters from the novel, students can see what is most valued by the author. Using a Character Continuum to rank them from phoniest (worst) to heroes (best), students justify their reason and then reflect on what Salinger might be suggesting about living in this world (cliffs and all!)

## STAGE 3: LEARNING PLAN

### PRE-ASSESSMENTS

Group Collaborative Brainstorm using Primary Pad - <http://primarypad.com> - this will provide overall feedback and a chance to fill in gaps through group discussion.

What pre-assessment will I use so that each student can find their current knowledge, skill and understanding levels related to 'the novel', 1950s culture and the concepts of rebellion and conformity.

Use the Poll Daddy poll to ask the question:

**Rebel or Conformist - Good or Bad?**

- Rebellion is good & Conformity is bad
- Rebellion is bad & Conformity is good

In the past 100% of students voted for "Rebellion is good & Conformity is bad" - class reflection on how this matches or not with teenagers, cliques, trends and fitting-in.

Coding	Code	Description of Learning Activity	Extension / Modification
Q3 Q2 U2 S3 K3 T2 U3 K4 ACELT1633 null HOM4	LE1	<p><b>The 1950s - Initial Understandings</b></p> <p>Students brainstorm what they already 'know' about the 1950s. This might be knowledge or stereotypes. Collaborative brainstorming software (Primary Pad) will be used to quickly compile a list that will get turned into a tag cloud with Wordle to see what people 'mostly think.'</p> <p>This activity begins to <b>tailor</b> the learning to each student's understanding of the 1950s and the challenge society can present to sensitive and talented people who may not sit i the norm. It also begins to gently suggest the direction of <b>where</b> the unit is headed.</p>	
Q2 U2 S3 K3 T3 U3 K4 Q3 ACELT1633 ACELT1635 null HOM4	LE2	<p><b>Interactive multimedia presentation:</b> Introduction to Conformity and Rebellion through 1950s - present icons.</p> <p><b>Hook</b> - Relevant connection to their real life for conformity and rebellion</p> <p><b>Experience</b> the key ideas and <b>explore</b> the issues of conformity and rebellion</p> <p><b>Where</b> the students are coming from - their own personal history with conformity and rebellion.</p>	
Q2 U2 S3 K3 T2 ACELT1633 null HOM9	LE3	<p><b>1950s Subcultures - Level 1: Background for Everyone</b> - Explore archival Web sites about iconic cultural figures and movements from the 1950s.</p> <p><b>Experience</b> the issues and icons</p> <p>Students <b>Evaluate</b> their learning about one slice of the 1950s through the Background for Everyone worksheet.</p>	

<p>Q2 U2 S3 K3 T2 HOM3 HOM4 HOM15</p>	<p>LE4</p>	<p><b>1950s Subcultures - Deeper Expertise:</b> Students choose one aspect of 1950s cultural forces and conduct research by viewing archival video and other artifacts. <b>Tailor</b> - students choose an aspect of 1950s culture that interests them.</p>	
<p>Q1 Q3 Q2 T3 U1 K1 T2 U3 ACELT1633 ACELT1771 null HOM3 HOM4</p>	<p>LE5</p>	<p><b>Interactive Multimedia Presentation - Introducing <i>The Catcher in the Rye</i></b> <b>Hook and Hold</b> the students' interests by contextualising the novel, Salinger, John Lennon, Mark David Chapman, etc. <b>Equip</b> students with the big ideas and elements of the novel. Make it clear <b>Where</b> the unit is going in terms of a deep understanding of the novel as a mature work of art.</p>	
<p>Q1 U1 K1 S2 T1 K2 ACELT1771 null null HOM9</p>	<p>LE6</p>	<p>Reading a novel can be one of the joys of literacy. Fortunately, many teenagers find <i>The Catcher in the Rye</i> an engaging and easy to read novel. Periodic summative assessments will provide encouragement to students to keep up and participate in discussions / Literature Circles and provide feedback to the teacher for student progress and understanding of the novel. This process helps <b>hold</b> students' interest and <b>equip</b> them with knowledge of the text which is needed to complete the understanding tasks. They can also <b>evaluate</b> how they are progressing. Students can choose to use the supporting resources to <b>tailor</b> work to their interest/ability. Monitoring that students read and 'keep up' with the class's reading of the text will help them stay <b>organised</b>.</p>	<p>A ten minute plot introductory animation of <i>The Catcher in the Rye</i> is provided by Sparknotes. <a href="http://www.sparknotes.com/sparknotes/video/catcher">http://www.sparknotes.com/sparknotes/video/catcher</a> Students who are struggling can also turn to the written notes on the site. The teacher's questions, Literature Circles, careful analysis of passages from the novel and the final interpretive essay ensure that using only these resources will not result in a top performance but can help students achieve the units more basic skills targets</p>
<p>Q3 Q2 T3 T2 U3 K5 S4 ACELT1635 null HOM3 HOM4 HOM8</p>	<p>LE7</p>	<p><b>Fit in, Break Out or Break Down?</b> Reflecting on the 1950s, current icons and yourself. This activity is supported by Level 3 of the WebQuest where students consider contemporary cultural icons and what happened to them. This then branches off into personal reflection using the Insight Reflector process and evaluation rubric. Student interest is <b>hooked</b> by looking at contemporary heroes / icons that they relate to and applying what they have learned about similar people / movements from the 1950s as well as J.D. Salinger, James Dean and John Lennon. Students may <b>re-think</b> or <b>revise</b> their understandings as they focus on an empathetic consideration.</p>	