Kennesaw State University English Education Program

Lesson Plan Format

**Your Name: Hannah Stone**

**School: Northview High School**

**Lesson Title:**

*What is your hunting hat?: Identifying our own symbols based on Holden’s*

**Brief Description:**

*In this lesson, we will be discussing Salinger’s inclusion of the various symbols in* The Catcher in the Rye. *We will discuss each symbol, what it represents, and how it comes into play in the novel. We will then identify our own symbols and conclude with writing about how this symbol is a representation of us.*

**Primary Learning Outcome/Essential Questions:**

*What is a symbol?*

*What symbols are included in* The Catcher in the Rye?

*What do these symbols tell us about Holden?*

**Assessed CCGPSs:**

*ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its*

*development over the course of the text, including how it emerges and is shaped and*

*refined by specific details; provide an objective summary of the text.*

*ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting*

*motivations) develop over the course of a text, interact with other characters, and advance*

*the plot or develop the theme.*

*ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

**Materials:**

*1. Paper*

*2. Colored pencils*

*3. Copy of* The Catcher in the Rye

**Total Duration:**

*57 minutes*

**Procedures:**

*1. First, we will recap what we have previously read and what is going on in the text. (5 minutes)*

*2. Then, we will read chapter 13 of* The Catcher in the Rye *as a class. We will discuss the “big” things in this chapter, then discuss what a symbol is, all of the symbols we have seen so far in the novel, and they purposes they serve. (15 minutes; copy of the text)*

*3. The students will then draw a symbol that represents them. (10 minutes; paper, colored pencils)*

*4. Finally, the students will take the symbol they drew and write a narrative about how that symbol represents them. (20 minutes)*

**Assessment:**

*ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*

*The symbol piece the students write at the end of the lesson is part of a larger “journal” activity they have been doing over the past two weeks. The journaling will culminate with a Feather Circle, where each student will have to share one of the pieces they wrote. Though the actual writing will not receive a grade, the students will be graded based on the effort they put into the writing. This will be observed the day after this lesson, as well as a two days the next week, where the students will workshop their pieces. Based on their participation in the workshop and the way that they contribute to their group, they will receive a formative grade for the unit as a whole.*