



Blogging The Catcher in the Rye

Together, in this blog, you will have the opportunity to share and extend your learning through posting, reading other comments, and responding to comments. The blog will be available for anyone in the internet world to read, though only students in this class may comment. This is NOT a private blog!!!! In the real world of blogs, there is no regulation of content, however, since this is a class assignment, I have some directions you need to follow.

Signing In:

First, you will need to sign in. You will be asked to create a **username** and **display name**. This should be:

1. Unique to you and used for this class.
2. Does not include personal information – no real names or email/chat names or abbreviations.
3. Appropriate for school.

Writing in the Blog:

When you are writing, there's a couple of guidelines to remember:

1. NEVER give out ANY personal information. Don't use any names of real people (including yourself), places, addresses (street or email), phone numbers etc..
2. Use appropriate language for school. No slang, vulgar language, derogatory comments, obscene comments, swearing etc.
3. Write in English without text slang or abbreviations and use complete sentences; this should be conventional English.
4. When you disagree with someone, do it in a polite and respectful manner. Talk about topics, not people.
5. Focus on the learning topic. This is not a social blog.
6. Anything quoted, paraphrased or copied from another source MUST be cited.
7. Do not post anonymously. You need to sign-in.

I am the administrator of this blog. If you write something inappropriate, I will delete the entire post or comment, without discussion and you will lose points. You are writing for a world audience, this isn't a private webpage.

Assignment:

- 1) Each week, I will give you one post to respond to. You must comment on this posting during the week.
- 2) You also need read other students' comments and respond to at least one other student.
- 3) Since this is a conversation, you are encouraged to comment on many other comments.
- 4) You can also post a new posting and ask others (including me) to respond to it.
- 5) Being a blog, you can also include links.

Grading:

At the end of our unit, I will grade your posts as a whole, using the rubric provided.

Category	Excellent	Good	Satisfactory	Needs Improvement
Critical Thinking	Writing shows in-depth thought and careful consideration of the topics discussed. Higher-level thinking skills are shown in almost every post, including analysis, synthesis, evaluation, and connecting.	Writing shows in-depth thought and careful consideration of the topics discussed. Higher-level thinking skills are shown in most post, including analysis, synthesis, evaluation, and connecting.	Entries are inconsistent – some thoughtful, others not.	Mostly summary of the story or general comments of agreement. Little creative thought or original ideas.
Focus on Topic	All entries completely focus on the learning topic. Student work did not require editing by the teacher.	All entries focus on the learning topic, though a few may wander into non-topic related ideas.	Most entries are well-focused.	Student was often off-topic.
Writing Conventions	All entries follow the conventions of English.	Some minor errors exist, but do not inhibit understanding of the writing.	Several errors are found in the student's postings. Some interfere with the understanding of the writing.	Many errors exist. Little proofreading shown.
Writing Fluency	The writing from blogging posts is clear, concise, and easy to understand. Ideas and responses are communicated clearly and coherently. Word choice is excellent.	The writing from blogging posts is clear, concise, and easy to understand. Ideas and responses are communicated clearly and coherently.	The writing from blogging posts is not clear, concise, and easy to understand. Ideas and responses are communicated weakly.	The writing from blogging posts is poor, and hard to understand. Ideas and responses are communicated incoherently.
Writing Quantity	Student create several new posts and frequently made comments and responded to other students' comments.	Student created a few new posts and frequently made comments and responded to other students' comments.	Student commented on teacher's posting and responded to other students' comments.	Student wrote few entries in the blog.
Timeliness and Following Direction	Student followed all the guidelines listed in the original assignment. Did not need prompting to complete assignments and	Student followed all the guidelines listed in the original assignment. Reminders were needed and a few writings were delayed.	Student made some errors in following the guidelines. Teacher editing was needed. Or, some work was late.	Student did not follow the guidelines and/or most writing was late.

Category	Excellent	Good	Satisfactory	Needs Improvement
	completed writing quickly.			

Pre-Reading

Hypocrisy

Holden Caulfield hates hypocrisy – but what is hypocrisy? Read each of the following four quotations. Then, in a complete paragraph, define hypocrisy, using examples from your own life. (Remember, do not name specific people's names though.)

Every man alone is sincere. At the entrance of a second person, hypocrisy begins. We parry and fend the approach of our fellow-man by compliments, by gossip, by amusements, by affairs. We cover up our thought from him under a hundred folds. ~Ralph Waldo Emerson, "Friendship," Essays, 1841

Hypocrite: the man who murdered both his parents... pleaded for mercy on the grounds that he was an orphan. ~Abraham Lincoln

The true hypocrite is the one who ceases to perceive his deception, the one who lies with sincerity. ~André Gide

Most of us are aware of and pretend to detest the barefaced instances of that hypocrisy by which men deceive others, but few of us are upon our guard@ or see that more fatal hypocrisy by which we deceive and over-reach our own hearts. ~Laurence Sterne, 1760

Feb 23

1950s

The Catcher in the Rye takes place during the 1950s. To help you visualize the time period, please visit this website – The 1950's – produced by Mrs. Sunda's class. A browse through the collection of information and follow something you are interested in. Tell us about the topic and what was interesting about it. You are welcome to include other links. <http://www.kyrene.k12.az.us/schools/brisas/sunda/decade/1950.htm>

Feb 27

New York City Tour

Holden spends two days in New York, a city he knows well. Today, I'd like you to visit the modern versions of some of the places he visits. Look through the links I've provided and then write a short paragraph about the sites you saw and what you thought about them.

Radio City Music Hall - check out "The Music Hall - History" and "The Rockettes"

Central Park - Under "Attractions" check out The Carousel, The Children's Zoo, and Pond

American Museum of Natural History - click on "Plan your visit" then on "Permanent Exhibition" on the right of the screen

Rockefeller Center Ice Rink - watch the slide show of pictures

Grand Central Terminal - Take the Online tour

And to let you explore on your own, take the Virtual NYC Tour.

March 2

Art and The Catcher in the Rye

Suzanne Morine, a fan of the book, has created a site entitled “Exploring The Catcher in the Rye.” One of the pages she created shows fan art about the book. Please go to that site and look at the posted art. Choose one that you find interesting and comment about it. Make sure you include a description of the artwork and why you were drawn to that one.

Catcher in the Rye Art Gallery - http://www.geocities.com/exploring_citr/art/contest.htm

March 7

Excerpted from Catcher in the Rye Activity Pack from Prestwick House

In chapter 1, Holden tells the reader,

“What I was really hanging around for, I was trying to feel some kid of a good-bye. I mean I've left schools and places I didn't even know I was leaving them. I hate that. I don't care if it's a sad goodbye or a bad good-bye, but when I leave a place I like to know I'm leaving it. If you don't, you feel even worse. (pg. 4)

Since Holden has been expelled from the prep school, he is trying to bring closure to his experience there.

Write about a time that you had to leave a place or bring closure to an experience. Include:

- When
- Where
- Who was involved – their relation to you
- Why you had to leave or end the experience
- What you did to say good-bye
 - First,
 - Second,
 - Third,
- How things ended

Remember, this will be posted for other people to read, so don't use real names/places – use pseudonyms, and don't post anything you don't want others to read and comment on.

March 9

Holden's Interactions in New York

From The Catcher in the Rye – Activity Pack – Prestwick House

In class, you discussed various interactions Holden had with other people. You had to explain the setting, the other characters, the reason for the interaction, what Holden was thinking, and what was important about the exchange. Now you need to view one of the interactions from the point of view of the other person(s) and re-write the scene.

Make sure you include the following:

Introduce the scene with the brief description from the handout Write in first-person, from the view of the person

Holden talked to. Use the “stream of consciousness” style that Holden uses, but in the voice of the other person. React to Holden – what does the person think and feel about him. It should be about 2-3 paragraphs long. Since this is on the web for the whole world to see, please bleep any swearing .

March 13

The Only People Holden Likes

Although Holden is critical of much around him, he does recognize some positive aspects of people and life. There are three people in his life who Holden seems to like, or at least he has positive opinions about things they do/say. Today in class, you looked at the three people and found out what this tells the reader about what Holden believes about life. Please post your two paragraph essay that responds to this question: What matters in life, according to Holden? Give specific reasons and examples to support your ideas.

March 21

Phony People

In class, you discussed Sally and her young man in Chapter 17. As a small group, you wrote Holden's definition of phony. Now, write a two to three paragraph description of a phony that you know, have seen, or have read about. Create a pseudonym to protect the person's identity, but include specific examples that show the person's mannerisms, actions, how he/she speaks and interacts with others and what he/she looks like. What makes him/her a phony?

Writing to Mr. Salinger

At the beginning of the novel, Holden discusses the books he is reading. He makes this comment, “ What really knows me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific friend of your and you could call him up on the phone whenever you felt like it. That doesn't happen much though.”

Would you like to call J. D. Salinger? If you would, write a paragraph on what you would want to talk to him about and what you would say to or ask him. If not, write a paragraph about the reasons you would not want to talk to him.

Evaluation of the Story

How did you like the book? This is usually an easy question, as we tend to be guided by our emotions. For this entry, I'd like you to think more deeply about your response to the book. Look at each of the following aspects of the book, give each a grade (A to F), and comment on why you believe it deserves that grade. Finally, write a conclusion that summarizes all the aspects and gives a recommendation on who should read the book and why.

Aspects:

- Plot – Was it clear what was happening? Did you want to keep reading to see what would happen next?
- Characters – Did they seem real to you? Why?
- Title – Was it appropriate? What does it say about the story?
- Ending – Were you satisfied? Why/why not?
- Themes – What lesson was the reader supposed to take away from the reading? What meaning did you find in the book?

- Style – Did you like the way the book was written? (First person narrative, stream of consciousness)
Was the use of swearing effective? Why did the author choose to use so many?