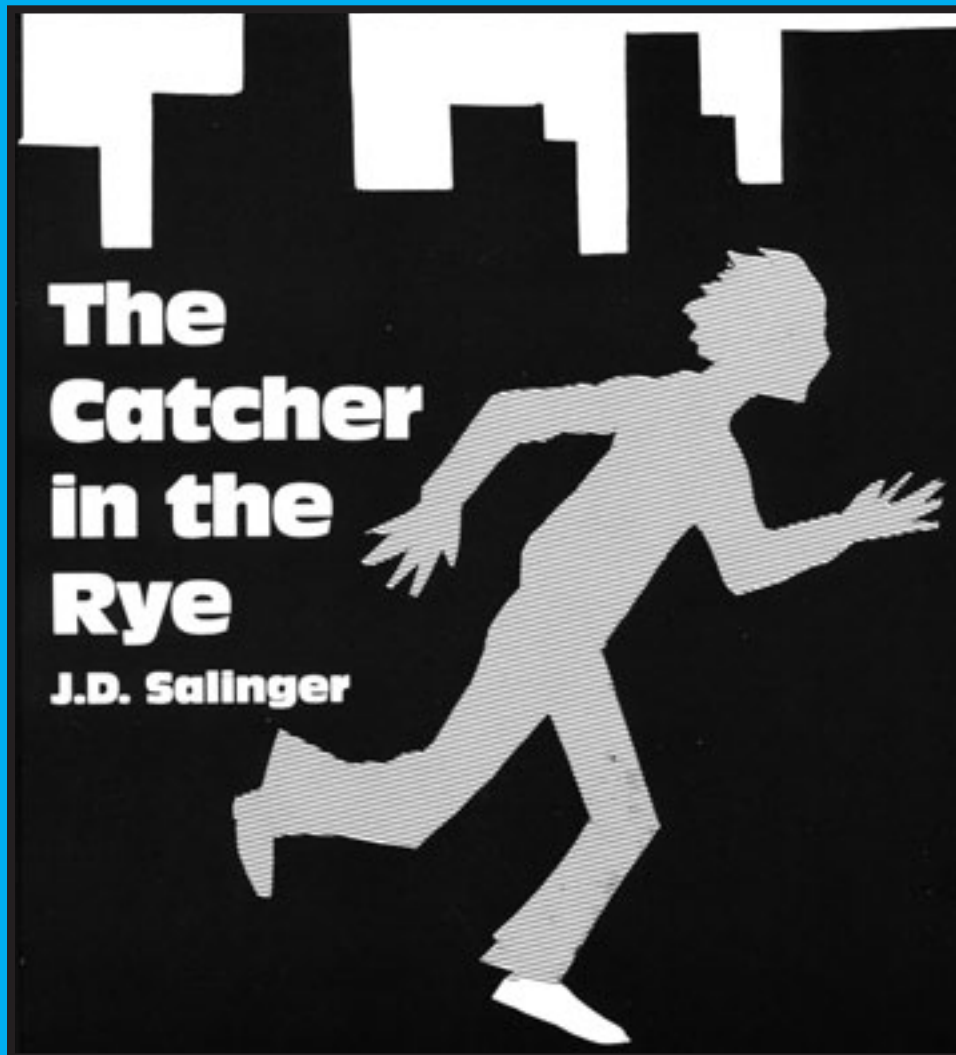


# Novel·Ties



## A Study Guide

Written By Joy Leavitt and Barbara Reeves

Edited by Joyce Friedland and Rikki Kessler

### LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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## For the Teacher

This reproducible study guide consists of instructional material to use in conjunction with the novel *The Catcher in the Rye*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

NOVEL-TIES are either for whole class instruction using a single title or for group instruction where each group uses a different novel appropriate to its reading level. Depending upon the amount of time allotted to it in the classroom, each novel, with its guide and accompanying lessons, may be completed in two to four weeks.

The first step in using NOVEL-TIES is to distribute to each student a copy of the novel and a folder containing all of the duplicated worksheets. Begin instruction by selecting several pre-reading activities in order to set the stage for the reading ahead. Vocabulary exercises for each chapter always precede the reading so that new words will be reinforced in the context of the book. Use the questions on the chapter worksheets for class discussion or as written exercises.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

**PRE-READING ACTIVITIES**

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think the book will be about? When and where do you think it takes place? Have you read anything else by J.D. Salinger?
2. Read the Author Information on page two of this study guide and do some additional research on J.D. Salinger, the reclusive author of *The Catcher in the Rye*. Try to locate the original text of the few interviews that Salinger granted to reporters and biographers. As you read the book, notice those elements that are autobiographical.
3. The narrator of *The Catcher in the Rye*, Holden Caulfield, is an adolescent who feels "out of step" with the rest of the world. Do you think that feelings of loneliness and alienation are normal for teenagers? Have you ever had similar feelings? Discuss your ideas with a small group of classmates.
4. *The Catcher in the Rye* was published in 1951. Do some research in newspapers and magazines of the time to learn about social issues that were important then. What pressures and important issues do teenagers face today that they did not face at that time?
5. On the copyright page at the beginning of the book, you will notice that the original copyright for *The Catcher in the Rye* was 1945, the year that World War II ended. How do you think high school boys, such as Holden Caulfield, might have been affected by the war? As you read the book, decide how the war determined the actions of the main characters.
6. In your opinion, what makes a person a "phony"? Make a list of qualities that you would use to describe a phony. Then as you read the novel, compare your ideas to those of the main character, Holden Caulfield.
7. *The Catcher in the Rye* is narrated by Holden Caulfield as a flashback. A flashback is a literary device in which earlier events are described by the author or a story character. What other books or films do you know that contain a flashback? Why do you think authors choose to include flashbacks in their writing? Discuss your ideas with your classmates.

**CHAPTERS 1 – 3**

**Vocabulary:** Use the context to help you determine the meaning of the underlined word in each of the following sentences. Then draw a line from each word to its meaning below.

- The swordsman put on his mask, drew his foil, and lunged at his opponent.
- The boys ostracized the new student, making him feel left out and unwanted.
- When I had the grippe, my body ached and I had a very high fever.
- Before going to bed, the man took off his watch and placed it in the top drawer of the chiffonier.
- The students felt uneasy about leaving school early, but they did so despite their qualms.
- The principal stood on the rostrum in the auditorium and addressed both teachers and students.
- Dad made us laugh when he spoke in a falsetto voice instead of his usual deep tone.
- Aware that I do not like solid colors, Mother bought me a new sports jacket in a hounds-tooth check.

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|-----------------|--|
| 1. foil         | a. excluded; cast out from a group       |
| 2. ostracized   | b. artificially high voice               |
| 3. grippe       | c. misgivings; feelings of uneasiness    |
| 4. chiffonier   | d. thin, blunt sword used in fencing     |
| 5. qualms       | e. stage or platform for public speaking |
| 6. rostrum      | f. type of checked textile pattern       |
| 7. falsetto     | g. high, narrow chest of drawers         |
| 8. hounds-tooth | h. flu-like illness                      |