

# **Six-Weeks' Workbook**

# The Catcher in the Rye

January  
02, 2002

Dear Students,

In the few years that I have taught The Catcher in the Rye, I have noticed that no two students attack this book in the same way. Some take their time, lingering over the pages as if they want to memorize every word. Other students hurry through in just a few days trying to see how it all works out. Other students read it three or four times.

Because of this, I've decided to try an experiment this year.

This workbook is designed for every student to work *at their own pace*. Everyone will do the same work, and we will all finish at the same time

## **BUT**

what happens in-between START and FINISH will be different for everyone. One student may be on Chapter Three the same day another student is on Chapter Twenty-One. I will be working with all of you as individuals **AND** as a group (this means **lectures** 😊), so there's no need to panic ("Oh no! Sean's abandoning me in the middle of the year! How am I supposed to graduate without *some* guidance??").

This is an experiment. Remember:

Sean

**Don't  
Panic**

## CLASS REQUIREMENTS

In order to pass this portion of the semester, you will have to satisfy the following requirements. By not meeting these expectations, your grade will be altered appropriately.

Assignments include, but are not limited to:

- Journal Entries
- Class Handouts
- Participation in Class Discussions
- Chapter Worksheets

Here are the Rules I want you to adhere to while we make this study:

- You receive one copy of this booklet only. If you lose it, I'm very sorry, but I will not copy it again for you.
- If you do not understand, you will ask for clarification.
- You will accept responsibility for all your actions.
- You will show respect for others and self in your actions, words and work.
- You will expect a pop quiz everyday.

As with *Lord of the Flies*, there are many topics we will be covering and skills we will be practicing:

- Symbolism
- Characterization
- Mood
- Self-Expression
- Simile/Metaphor
- Main Idea
- Theme

So, here we go...



## THE CONTRACT

I, \_\_\_\_\_, attest and certify that I have received my one and only copy of THE CATCHER IN THE RYE workbook.

In signing this contract I will abide by the Rules and requirements set forth in class and in this workbook. Rules again shown below:

- I receive one copy of this booklet only. If I lose it, I will not receive another copy.
- If I do not understand, I will ask for clarification.
- I will accept responsibility for all my actions.
- I will show respect for others and myself in my actions, words and work.
- I will expect a pop quiz everyday.

I will adhere to the contract to the best of my ability, the ultimate reward being a sense of completion and accomplishment that I alone have learned something not only about myself, but also about the thoughts and feelings of other people.

Signed,

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dated \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter One*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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II. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“A quote from the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER ONE JOURNAL ENTRY**

Write 100 words about your initial (“first”) impressions (“thoughts, feelings”) of Catcher...

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Two*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER TWO JOURNAL ENTRY**

What does Holden mean when he says he and Old Spencer are “on opposite sides of the pole”? What pole is that? Use the text to support your idea. 50 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Three*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER THREE JOURNAL ENTRY**

By now, you must have formed an opinion about Holden. I think it would be almost impossible to have NOT formed an opinion of him. What is this opinion? Do you like him? Do you hate him? Are you ambivalent about him? Explain yourself. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Four*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER FOUR JOURNAL ENTRY**

Describe Holden's change in feelings about Stradlater through the chapter. Use quotes from the text to support your ideas. This essay should be as long as it needs to be.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Five*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER FIVE JOURNAL ENTRY**

What does Allie's glove mean for Holden? Why is it special to him? 50 words.

Why do you think Holden chose to write about Allie's glove for Stradlater's essay?  
50 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Six*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER SIX JOURNAL ENTRY**

Holden says he's a pacifist. Is this true? Prove your idea using quotes from the text. 100 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Seven*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER SEVEN JOURNAL ENTRY**

Trace Holden's mood ("feelings") through Chapter Seven. Write down sentences that imply his feelings or state them explicitly. Then, talk about these moods. How many of them are there? Do his moods seem appropriate?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Eight*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER EIGHT JOURNAL ENTRY**

It seems that Holden's favorite words are "phony" and "crummy". Why do you think he uses these words so much? 100 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Nine*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER NINE JOURNAL ENTRY**

Why is Holden so interested in what happens to the ducks in wintertime? 50 words.

Holden says his hotel is full of perverts and morons. Is Holden either one of these? 50 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Ten*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER TEN JOURNAL ENTRY**

Have you ever heard the saying “If you want to know what scares a person, watch what words he uses to criticize other people”? Do you think this applies to Holden? 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Eleven*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER ELEVEN JOURNAL ENTRY**

Describe Jane Gallagher. Why do you think Holden liked her so much? 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twelve*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER TWELVE JOURNAL ENTRY**

After seeing Lillian and meeting Commander Blop, Holden says, "People are always ruining things for you." Is this true? Why or why not? 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Thirteen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER THIRTEEN JOURNAL ENTRY**

Why do you think Holden did sleep with Sunny? He described himself earlier as a “sex fiend”, so why not take advantage of the situation?

# The Catcher in the Rye

## *Censorship Issues*

**DIRECTIONS** – Read the article below, then answer the questions that follow.

*Katie Johnson sent me the exact info about the censorship of "The Catcher in the Rye". She found it in "Banned Books: Suppressed on Social Grounds" by Dawn B. Sova. vol.2. New York: Facts on File, c.1998.*

'The novel has long ignited disapproval, and it was the most frequently banned book in schools between 1966 and 1975. Even before that time, however, the work was a favorite target of censors. In 1957, Australian Customs seized a shipment of the novels that had been presented as a gift to the government by the U.S. ambassador. The books were later released, but Customs had made its point that the book contained obscene language and actions that were not appropriate behavior for an adolescent. In 1960, a teacher in Tulsa, Oklahoma, was fired for assigning the book to an eleventh-grade English class. The teacher appealed and was reinstated by the school board, but the book was removed from use in the school.'

'The following year in Oklahoma City, the novel became the focus of a legislative hearing in which a locally organized censorship group sought to stop the Mid-Continent News Company, a book wholesaler, from carrying the novel. Members of the group parked a "Smutmobile" outside the capital building during the hearing and displayed the novel with others. As a result of public pressure, the wholesaler dropped the criticized books from its inventory. In 1963 a delegation of parents of high school students in Columbus, Ohio, asked the school board to ban CATCHER IN THE RYE, BRAVE NEW WORLD and TO KILL A MOCKINGBIRD for being "anti-white" and "obscene."

'After a decade of quiet, objections arose again in 1975 in Selinsgrove, Pennsylvania, and the novel was removed from the suggested reading list for an elective course entitled " Searching for Values and Identity Through Literature." Based on parents' objections to the language and content of the book, the school board voted 5-4 to ban the book. The book was later reinstated in the curriculum when the board learned that the vote was illegal because they needed a two-thirds vote for removal of the text.'

'In 1977 parents in Pittsgrove Township, New Jersey, challenged the assignment of the novel in an American literature class. They charged that the book included considerable profanity and "filthy and profane" language that promoted premarital sex, homosexuality, and perversion, as well as claiming that it was "explicitly pornographic" and "immoral." After months of controversy, the board ruled that the novel could be read in the advanced placement class for its universal message, not for its profanity, but they gave parents the right to decide whether or not their children would read it.'

'In 1978 parents in Issaquah, Washington, became upset with the rebellious views expressed in the novel by Holden Caulfield and with the profanity he uses. The woman who led the parents' group asserted that she had counted 785 uses of profanity, and she alleged that the philosophy of the book marked it as part of a Communist plot that was gaining a foothold in the schools, "in which a lot of people are used and may not even be aware of it." The school board voted to ban the book, but the decision was later reversed when the three members who had voted against the book were recalled due to illegal deal-making. In 1979, the Middleville, Michigan, school district removed the novel from the required reading list after parents objected to the content.'

'Objections in the novel have been numerous throughout the 1980s and into the 1990s. In 1980, the Jacksonville-Milton School libraries in North Jackson, Ohio, removed the book, as did two high school libraries in Anniston, Alabama. In 1982, school officials removed the book from all school libraries because it contained "excess vulgar language, sexual scenes, and things concerning moral issues." In 1983, parents in Libby, Montana, challenged the assignment of the book in the high school due to the "book's contents." Deemed "unacceptable" and "obscene," the novel was banned from use in English classes at Freeport High School in De Funiak Springs, Florida, in 1985, and it was removed from the required reading list in 1986 in Medicine Bow, Wyoming, Senior High School because of sexual references and profanity. In 1987, parents and the local Knights of Columbus chapter in Napoleon, North Dakota, complained about profanity and sexual references in the book, which was banned from a required sophomore English reading list. Parents of students attending Linton-Stockton (Indiana) High School challenged the book in 1988 because it "undermines morality," and profanity was the reason for which the book was banned from classrooms in the Boron, California, high school in 1989.'

'The challenges to the novel have continued well into the 1990s. In 1991, the novel was challenged at Grayslake (Illinois) Community High School for profanity, and students in Jamaica High School in Sidell, Illinois, cited profanities and the depiction of premarital sex, alcohol abuse and prostitution as the basis for their 1992 challenge. Three other major challenges to the novel occurred in 1992. The novel was challenged and removed from the Waterloo, Iowa, public schools and the Duval County, Florida, public school libraries because of the "lurid passages about sex" and profanity, while a parent in Carlisle, Pennsylvania, objected to the book because it was "immoral" and contained profanity. In 1993, parents in the Corona-Norco (California) School District protested the use of the novel as a required reading, because it was "centered around negative activity." The school board voted to retain the novel but instructed teachers to select alternative readings if students objected to it. The novel was challenged but retained for use in select English classes at New Richmond (Wisconsin) High School in 1994, but it was removed as mandatory reading from the Goffstown, New Hampshire, schools the same year because parents charged that it contained "vulgar words" and presented the main character's "sexual exploits."

1. What does "moral" or "morality" mean?
2. What does "immoral" mean?
3. Why was Catcher... thought to be "immoral"?
4. How many times was Catcher... banned or challenged?



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Fourteen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER FOURTEEN JOURNAL ENTRY**

For Chapter 4, I asked you to write your feelings and opinions about Holden. Have these feelings changed at all? Explain. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Fifteen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER FIFTEEN JOURNAL ENTRY**

Write what you think/feel about this chapter. Focus particularly on the young nun and Holden. Why was Holden so nice to her? 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Sixteen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER SIXTEEN JOURNAL ENTRY**

Does Holden like children more than he likes adults? Prove your answer with quotes from the book. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Seventeen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## CHAPTER SEVENTEEN JOURNAL ENTRY

Holden presents Sally with this fantastical plan for the future – her and him dropping out of school, moving to Vermont, renting a cabin, working odd jobs and eventually getting married. Sally declines the offer and is actually offended by it. At the end of Chapter 17, Holden again says, “I swear to God I’m a madman.” Do you think he’s proud of this statement? Scared? Angry? If not these, what emotion is he exhibiting in this statement? 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Eighteen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER EIGHTEEN JOURNAL ENTRY**

Write what you think/feel about this chapter. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Nineteen*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER NINETEEN JOURNAL ENTRY**

Write what you think/feel about this chapter. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twenty*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER TWENTY JOURNAL ENTRY**

What does Holden mean when he says “but the sun only comes out when it feels like coming out”? 100 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twenty-One*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER TWENTY-ONE JOURNAL ENTRY**

What are your initial impressions of Phoebe? Describe the relationship she and Holden have. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twenty-Two*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER TWENTY-TWO JOURNAL ENTRY**

Write what you think/feel about this chapter. 150 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twenty-Three*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## **CHAPTER TWENTY-THREE JOURNAL ENTRY**

Holden says, "I didn't give much of a damn anymore if they caught me. I really didn't. I figured if they caught me, they caught me. I almost wished they did, in a way." Who are "they"? Why does Holden almost wish "they" caught him?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twenty-Four*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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I. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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II. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.”

## **CHAPTER TWENTY-FOUR JOURNAL ENTRY**

Mr Antolini says he sees Holden dying for “some high, unworthy cause”. What is Holden’s cause? Is it unworthy? Why or why not?

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# READ/RESPOND ASSIGNMENT

## *Chapter Twenty-Five*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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III. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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IV. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p.     )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_”

## CHAPTER TWENTY-FIVE JOURNAL ENTRY

There's one chapter left in this book. Do you think that it will have a happy ending? Why or why not? What do you think will happen at the end? 200 words.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**READ/RESPOND ASSIGNMENT**  
*Chapter Twenty-Six*

I. CHARACTERS (list ALL characters named in the chapter): \_\_\_\_\_

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V. PLACES (places Holden mentions in the chapter): \_\_\_\_\_

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VI. SETTING (where does the chapter take place?): \_\_\_\_\_

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IV. BOOKS: \_\_\_\_\_

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“Something Holden said in the chapter that I found interesting was:

‘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.’(p. \_\_\_\_\_ )

“The reason I found it interesting is because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.”

**CHAPTER TWENTY-SIX JOURNAL ENTRY**

Write out your feelings about this book. 200 word minimum.



# Catcher in the Rye

## The Final Project

The Catcher in the Rye has never been made into a movie. Can you believe it?

In my opinion (and you don't have to agree with me) it would be almost impossible to translate Holden's Journey into a visual representation since most of the book happens in his head.

Nevertheless, your job is to do the impossible 😊

Your final project will be to create a proposal to be sent to a Big Time movie studio asking for permission to change Catcher... into a movie. The project has three parts:

### *Part One*

A cover letter to the movie studio. This will have three parts – an introduction, a proposal for the project and reasons for making Catcher... into a movie. Each part will be at least a paragraph long. I have typed up a sample whose format I want you to follow. **This will be ONE page long.**

### *Part Two*

A cast for the movie. I have attached a list of the major characters I want you to find actors for. The actors should be people from TSD. Who do you think would be best able to portray these characters?

Each character needs a brief description as well. **At least four sentences each.**

I will give a few extra points to people who include pictures of their cast 😊

## ***Part Three***

Take a scene from the book.. whatever strikes your fancy, and change it to script format. I have attached a sample script that I adapted from the book. The pages from the book are also attached. *You must include the pages you adapt as well.* **This should be AT LEAST THREE pages long.**

Don't worry about this. We will take time in class for me to explain how to format a script.

*All three parts will be*

**Typed**  
**12-point type**  
**Times New Roman ONLY**

At intervals, I will be making **progress checks**. I will *warn* you in advance. These checks are for a grade, so be prepared.

## **That's all!**

This will be worth about 125 points and will count as a project grade. It will be due on \_\_\_\_\_.

Again, if you have any questions, email me at [TSDreads@austin.rr.com](mailto:TSDreads@austin.rr.com)

Sean



Your Name

# THE CAST

## CHARACTER

## ACTOR/ACTRESS

Holden Caulfield

Phoebe Caulfield

Robert Ackley

Ward Stradlater

Old Spencer

Mrs. Spencer

Sonny

Maurice

Witch #1

Witch #2

Witch #3

Mr. Antolini

Sally Hayes

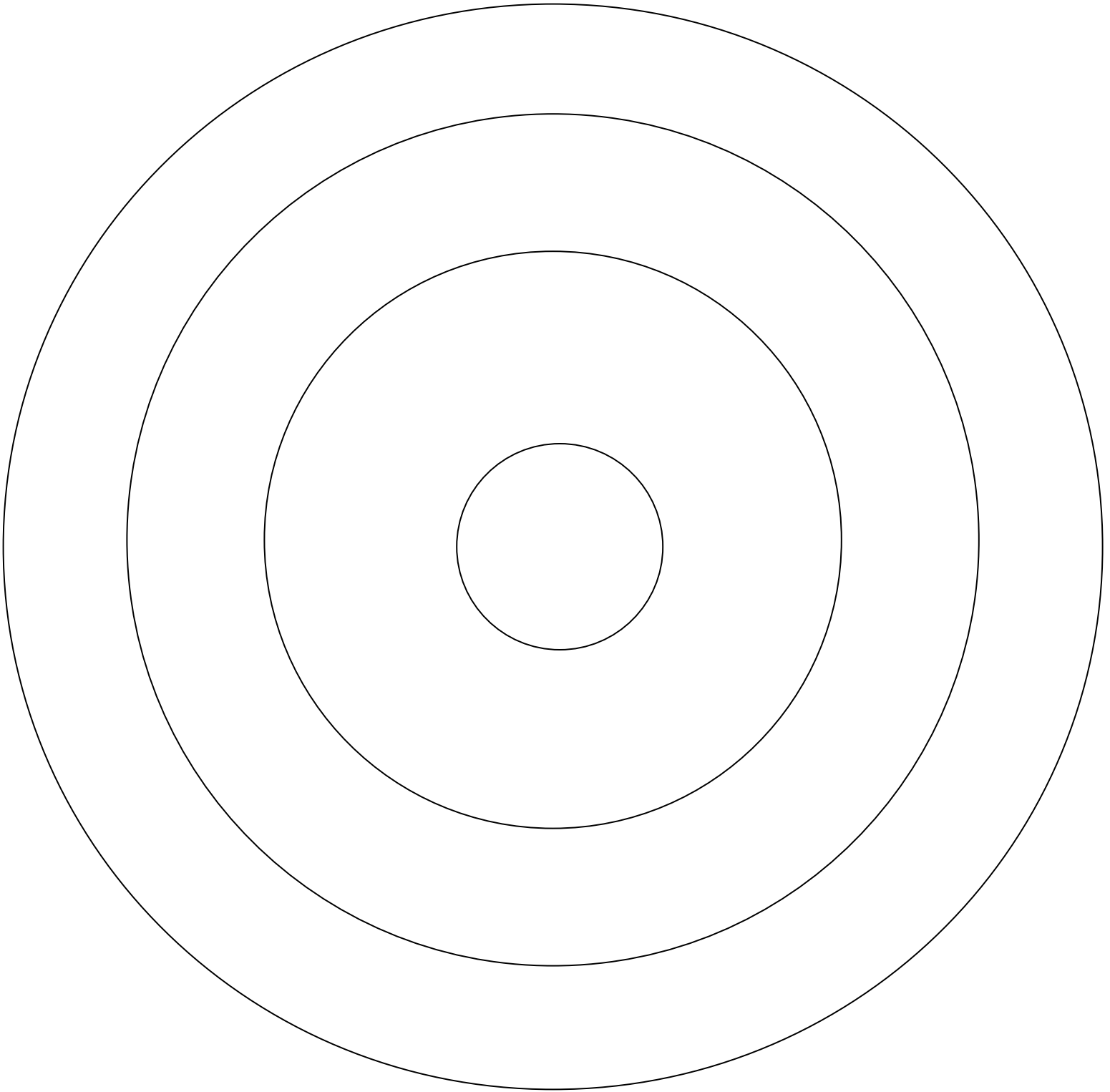
Carl Luce

Young Nun

*Final Project*  
*Example*

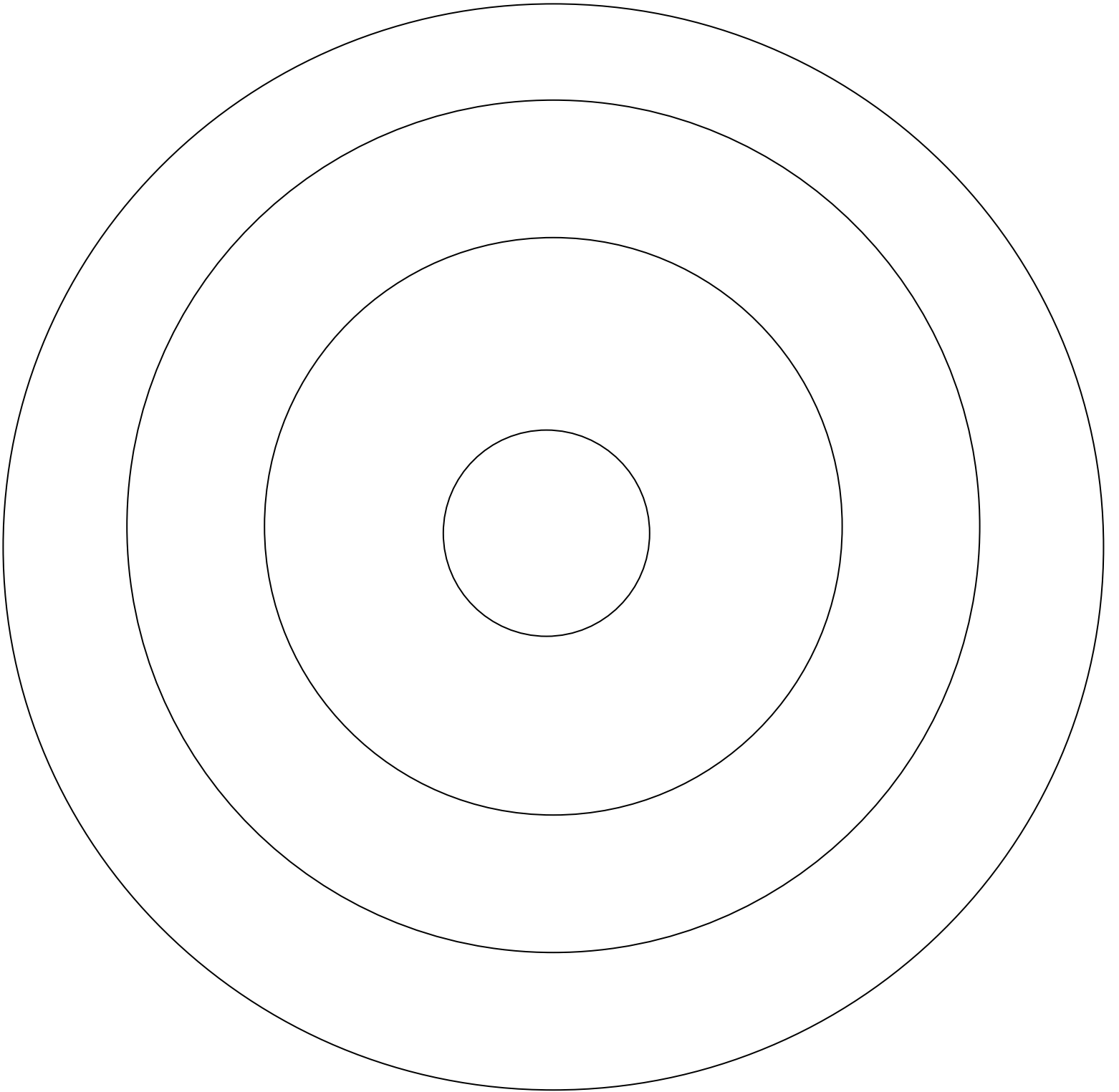
# THE SOCIAL ATOM

*(Holden)*



# THE SOCIAL ATOM

*(Self)*



## SIX WEEK SCHEDULE Sophomores, Option One

### WEEK ONE

M – Reintroduction of classroom rules and expectations

T – Lecture: Students will be exposed to the new classroom procedures for the reading of the book. Handouts.

W – Students will present their information to the class about Chapter One based on class handouts.

Th – Discussion: Students will relate personal experiences to answer the question “If you *had* to run away, where would you run and why?”

F – *Catcher*: Chapters Two and Three. Based on readings, students will complete a worksheet and create journal entries.

### WEEK TWO

M - *Catcher*: Chapters Four and Five. Based on readings, students will complete a worksheet and create journal entries.

T - SATs

W - SATs

Th - SATs

F - *Catcher*: Chapters Six and Seven. Based on readings, students will complete a worksheet and create journal entries.

### WEEK THREE

M – *Catcher*: Chapters Eight and Nine. Based on readings, students will complete a worksheet and create journal entries. HW: Students will use various library resources to answer the question “Who is mark Chapman and how is he related to *Catcher in the Rye*?”

T - *Catcher*: Chapters Ten and Eleven. Based on readings, students will complete a worksheet and create journal entries.

W – Final Project Progress check. Students will present work based on criteria established in class.

On the **web**, you can find many creative presentations for The Catcher in the Rye. One is called “*Fisher-Price Theatre*” The address is

<http://www.cardhouse.com/x07/>

Check it out!!

I snuck home and danced with my sister Phoebe and she cried when she figured out I flunked Pencey and said I didn't like anything or want to be anything and I said I wanted to catch kids from falling from the Rye off a cliff but ol' Phoebe says I got the poem wrong its "meet a body," not "catch a body" Oh well.



Th - *Catcher*: Chapters Twelve and Thirteen. Based on readings, students will complete a worksheet and create journal entries.

F – NO SCHOOL

#### **WEEK FOUR**

M - *Catcher*: Chapters Fourteen and Fifteen. Based on readings, students will complete a worksheet and create journal entries. HW: Students will try to locate specific information about *Catcher* being banned in the U.S.

T - Students will report their findings and debate the ethics of banning this book to high schoolers such as themselves. *Catcher*: Chapters Sixteen and Seventeen. Based on readings, students will complete a worksheet and create journal entries.

W – Final Project Progress check. Students will present work based on criteria established in class.

Th - *Catcher*: Chapters Eighteen and Nineteen. Based on readings, students will complete a worksheet and create journal entries.

F - *Catcher*: Chapters Twenty and Twenty-one. Based on readings, students will complete a worksheet and create journal entries.

#### **WEEK FIVE**

M - *Catcher*: Chapter Twenty-two. Based on readings, students will complete a worksheet and create journal entries.

T - *Catcher*: Chapters Twenty-three. Based on readings, students will complete a worksheet and create journal entries.

W – Final Project Progress Check. Students will present work based on criteria established in class.

Th - *Catcher*: Chapters Twenty-four. Based on readings, students will complete a worksheet and create journal entries.

F - *Catcher*: Chapters Twenty-five. Based on readings, students will complete a worksheet and create journal entries.

#### **WEEK SIX**

M – Students will write essays in class about how they met people they truly care about. What drew them to that person? Do they still know this person? If not, what happened to the relationship.

T - *Catcher*: Chapters Twenty-six. Based on readings, students will complete a worksheet and create journal entries.

W - *Catcher*: Students will create “social atoms” for themselves to show their relationships with other people.

Th – Final Project Due. Students will copy and share projects with others in class. Final Peer evaluation.

F – NO SCHOOL

## Goals for *The Catcher in the Rye*

From \_\_\_\_\_ to \_\_\_\_\_

(1) Reading/word identification/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

The student is expected to:

- (A) expand vocabulary through wide reading, attending, and discussing;
- (B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary;
- (C) apply meanings of prefixes, roots, and suffixes in order to comprehend;
- (D) research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language;
- (E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage;
- (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and read and understand analogies.

(2) Reading/comprehension. The student comprehends selections using a variety of strategies.

The student is expected to:

- (A) establish a purpose for reading such as to discover, interpret, and enjoy;
- (B) draw upon his/her own background to provide connection with texts;
- (E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding;
- (F) produce summaries of texts by identifying main ideas and their supporting details;
- (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience;

(3) Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.

The student is expected to:

- (A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing;
- (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;
  - 1. read world literature, including classic and contemporary works; and
  - 2. interpret the possible influences of the historical context on a literary work.

(4) Reading/culture. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.

The student is expected to:

- (A) recognize distinctive and shared characteristics of cultures through reading; and
- (B) compare text events with his/her own and other readers' experiences.

(5) Reading/literary response. The student expresses and supports responses to various types of texts.

The student is expected to:

(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments;

1. use elements of text to defend his/her own responses and interpretations

(6) Reading/literary concepts. The student analyzes literary elements for their contributions to meaning in literary texts.

The student is expected to:

(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions;

(B) analyze relevance of setting and time frame to text's meaning;

(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

3. connect literature to historical contexts, current events, and his/her own experiences; and

4. understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

(7) Reading/analysis/evaluation. The student reads critically to evaluate texts and the authority of sources.

The student is expected to:

(A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;

(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and

(B) recognize logical, deceptive, and/or faulty modes of persuasion in texts.

(9) Attending/Signing/critical listening. The student listens attentively for a variety of purposes.

The student is expected to:

1. focus attention, interpret, respond, and evaluate speaker's message; and

2. engage in critical, empathic, appreciative, and reflective listening.

(13) Attending/Signing/literary interpretations. The student prepares, organizes, plans, and presents literary interpretations.

The student is expected to:

1. make valid interpretations of a variety of literary texts;

2. justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text; and

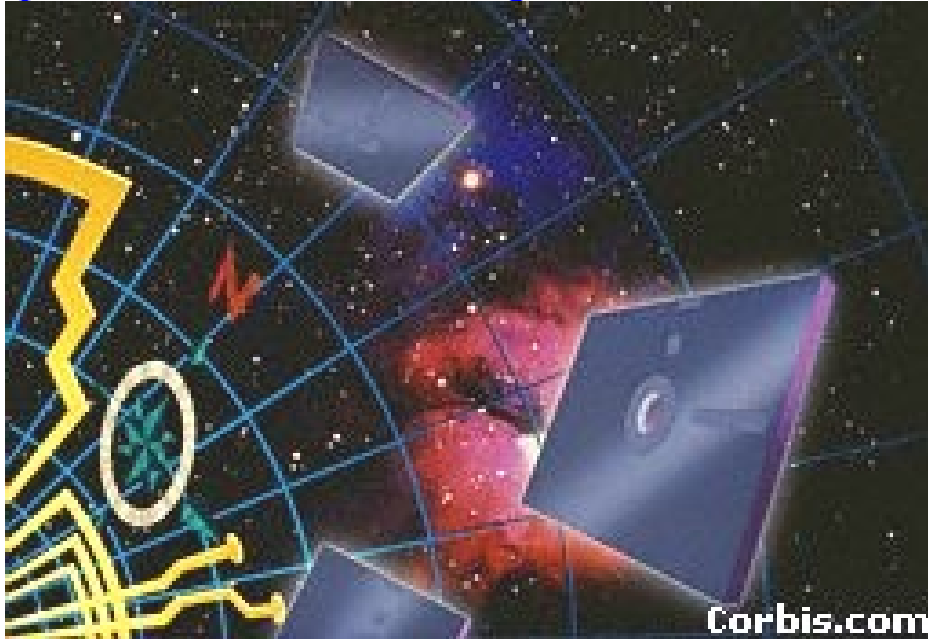
3. present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences.

## CATCHER and the World Wide Web

In class we will go to the computer lab together.

When we arrive, go to the following page:

<http://killdevilhill.com/salingerchat/wwwboard.html>



This is the a “campfire chat” related to Catcher... It has been going on for several years, and people from all over the world come here to ask questions, post ideas and share thoughts about the book.

Your **assignment** is to **post** something here. Your posting can be

- A Question
- A Thought
- An Idea
- A Response to Another Posting

**You will receive a grade for this.**

In **ONE WEEK**, I want you to go back to the site and *print out* any response to your posting. You may respond in turn, but give the printouts to me. **You will receive a grade for this also.**

**IF** at any time during this assignment, I hear/see you using email or a chat program you will automatically receive a **zero** ("0"), no questions asked. *This is your only warning, so please pay attention to it.*



Now, think about *The Catcher in the Rye*. By no means is this a fairy tale, and no parent would want their child to behave the same as Holden; nevertheless, there are lessons to be learned from this novel. For example, I learned that “Sometimes it’s hard and very painful to form relationships.” Holden demonstrates it again and again - he reaches out to people, and he keeps getting hurt. For instance, Holden tries to like Stradlater. Holden even writes an essay for him about Allie’s glove. Stradlater, however, rejects the essay and hurts Holden’s feelings.

This is not a rule to follow, but it is something I learned; and in *my life experience*, I know that it is true. Relationships can hurt.

Now, it’s your turn....

1. What did you learn from reading Catcher..., and listening to Holden’s story? (And don’t put down “Nothing.” And answer of “nothing” will get you a grade of “nothing”.) (75 words)

*Lessons or ideas to think about that we get from a story are called “**themes**”. ALL stories have themes, because most stories are trying to teach or show us something about Life.*

*Don’t misunderstand, sometimes the themes have nothing to do with “right or **moral** behavior”, but they are still lessons to be learned or ideas to think about.*



## Comin Thro' The Rye

O, Jenny's a'sweet, poor body,  
Jenny's seldom dry:  
She draighl't a'her petticoatie,  
Comin thro'the rye!

Comin thro'the rye, poor body,  
Comin thro'the rye,  
She draigl't a'her petticoatie,  
Comin thro'the rye!

Gin a body meet a body  
Coming thro'the rye,  
Gin a body kiss a body,  
Need a body cry?

Gin a body meet a body  
Comin thro'the glen,  
Gin a body kiss a body,  
Need the warld ken?

(Chorus)

O, Jenny's a'weet, poor body,  
Jenny's seldom dry:  
She draigl't a'her petticoatie,  
Comin thro'the rye!

## HOLDEN'S GUTS

An interesting bit of trivia:

Holden talks about his stomach a lot. Much more than most people do. For example, he talks about “having no guts” and in Chapter 14 after being punched by Maurice he has a film noir fantasy about defending himself

But I'm crazy. I swear to God I am. About halfway to the bathroom, I sort of started pretending I had a bullet in my guts. Old Maurice had plugged me. Now I was on the way to the bathroom to get a good shot of bourbon or something to steady my nerves and help me *really* go into action. I pictured myself coming out of the goddam bathroom, dressed and all, with my automatic in my pocket, and staggering around a little bit. ..What I'd do, I'd walk down a few floors – holding onto my guts, blood leaking all over the place – and then I'd ring the elevator bell. As soon as old Maurice opened the doors, he'd see me with the automatic in my hand and he'd start screaming at me in this high-pitched, yellow-bellied voice, to leave him alone. But I'd plug him anyway. Six shots right through his fat, hairy belly. (pp. 103 – 104)

Considering in this passage he says something about “guts” four times, and also considering his personality, what stomach ailment do you think Holden might be suffering from?

Here's something else. According to Eastern beliefs, there are seven light centers in the body called *chakras*. These lights keep our bodies healthy and our spirits in balance. If the chakras are out of alignment or are weak, the body and mind suffer.

The positions and colors of the chakras are as follows:

First/Base - red, black, brown	act without fear, share love, finish things, create new realities, endurance.
Second/Sacral - orange	spiritual and physical balance, allowing freedom for yourself and others, do things in a balanced way for you.
Third/Solar Plexus – yellow	understanding, see the future and put things in perspective, focus, hope.
Fourth/Heart - green, pink	make decisions, teach, testify, express yourself, profile your awareness.

Fifth/Throat - light blue

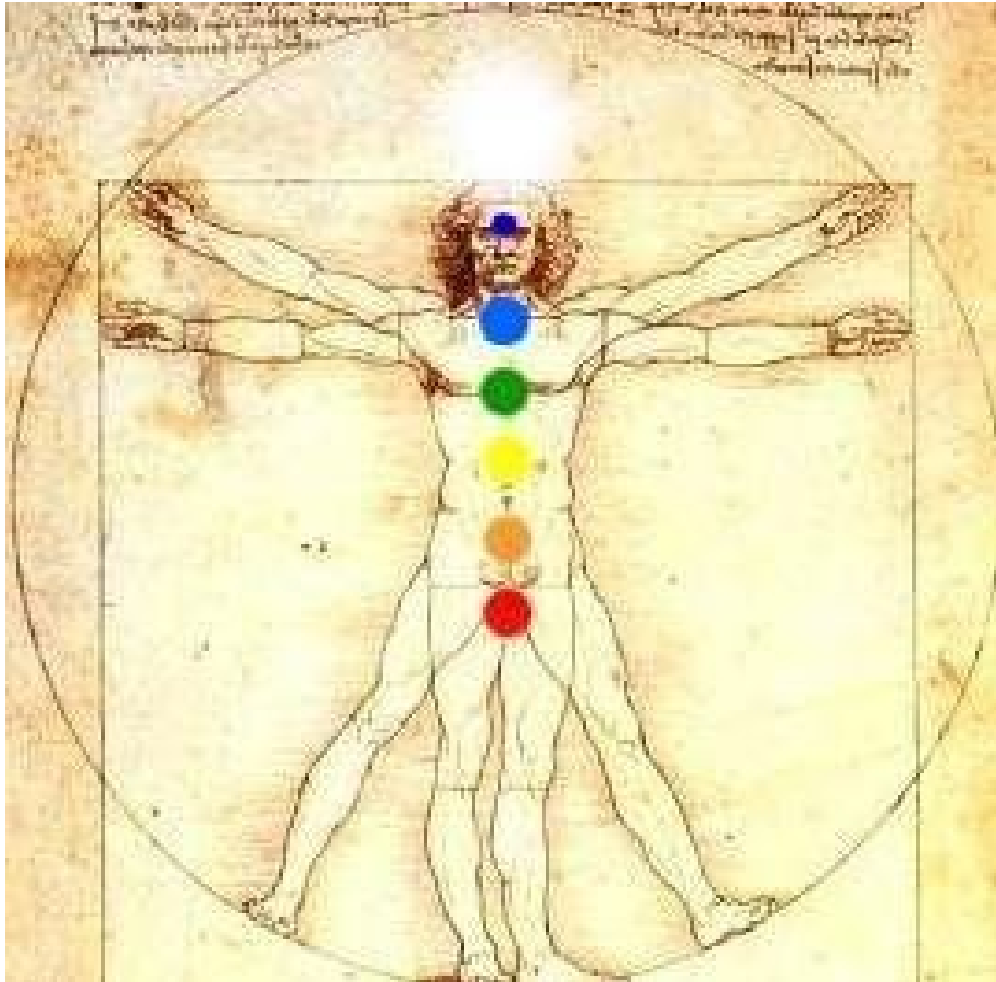
excitement, inspiration, feel what is right for you.

Sixth/Third Eye - Indigo, dark blue

your relations/passions with others, mercy, tenderness, family bonding.

Seventh/Crown - white, violet

receive knowledge, impressions, thoughts, intelligence.



1. Where is the Yellow Chakra located?

2. What does it mean "to be yellow"?



## OUTRODUCTION

Six weeks later and what have we learned?

Holden is the archetype of a child who doesn't want to grow up. He sees adults and thinks that they are phonies, horrible people who don't care about what happens to their children. Holden doesn't want to grow up to be like that. He resists growing up, but that means he stays forever immature.

As horrible as this may sound, in order to grow up children have to lose their innocence. They have to gain experience and understand experience, then they become adults.

Holden wants to be The Catcher in the Rye. The person who keeps kids from falling off of the cliff, from losing their innocence, from becoming adults. Holden wants to save kids, but he's not the right person for the job. He can only complain about what's wrong. He never really does any saving. Heck, he can't even save himself.

I believe, no matter what, there is always someone in our lives who wants to see us be "all right". Someone who wants our lives to be going well. Someone who wants to help us. Whoever that person is for you, go and thank them.

When you reach this page you've finished the unit. Please turn it into me for your final grade. Thanks!

Sean

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Final Grade

## FAIRY TALES, MORALS and THEMES



Fairy Tale – n. – 1. A story (as for children) involving fantastic forces and beings (as fairies, wizards and goblins) -- called also fairy story.

---Merriam Webster's Collegiate Dictionary, Tenth Edition

When most of us were children our parents read us to sleep at night. The stories told to us were the same stories that had been told for hundreds of years to thousands of other children.

### *Fairy Tales.*

Of course, as these fairy tales were told over time, they changed dramatically. For instance, in the original *Red Riding Hood* there was no lumberjack who came to rescue Red and Granny. They were eaten by the wolf and that was The End. Nevertheless, one thing remained – the lesson. Fairy tales were designed to teach children lessons. These *lessons of appropriate* (i.e., “good”) *behavior* (also called “*morals*”) are not clearly stated but can be figured out if one reads carefully.

**On the following pages, there are two fairy tales with which you should be very familiar. Read them and answer the questions at the end.**

# *Beauty and the Beast*

Once upon a time . . . as a merchant set off for market, he asked each of his three daughters what she would like as a present on his return. The first daughter wanted a brocade dress, the second a pearl necklace, but the third, whose name was Beauty, the youngest, prettiest and sweetest of them all, said to her father:

"All I'd like is a rose you've picked specially for me!"

When the merchant had finished his business, he set off for home. However, a sudden storm blew up, and his horse could hardly make headway in the howling gale. Cold and weary, the merchant had lost all hope of reaching an inn when he suddenly noticed a bright light shining in the middle of a wood. As he drew near, he saw that it was a castle, bathed in light.

"I hope I'll find shelter there for the night," he said to himself. When he reached the door, he saw it was open, but though he shouted, nobody came to greet him. Plucking up courage, he went inside, still calling out to attract attention. On a table in the main hall, a splendid dinner lay already served. The merchant lingered, still shouting for the owner of the castle. But no one came, and so the starving merchant sat down to a hearty meal.

Overcome by curiosity, he ventured upstairs, where the corridor led into magnificent rooms and halls. A fire crackled in the first room and a soft bed looked very inviting. It was now late, and the merchant could not resist. He lay down on the bed and fell fast asleep. When he woke next morning, an unknown hand had placed a mug of steaming coffee and some fruit by his bedside.

The merchant had breakfast and after tidying himself up, went downstairs to thank his generous host. But, as on the evening before, there was nobody in sight. Shaking his head in wonder at the strangeness of it all, he went towards the garden where he had left his horse, tethered to a tree. Suddenly, a large rose bush caught his eye.

Remembering his promise to Beauty, he bent down to pick a rose. Instantly, out of the rose garden, sprang a horrible beast, wearing splendid clothes. Two bloodshot eyes, gleaming angrily, glared at him and a deep, terrifying voice growled: "Ungrateful man! I gave you shelter, you ate at my table and slept in my own bed, but now all the thanks I get is the theft of my favourite flowers! I shall put you to

death for this slight!" Trembling with fear, the merchant fell on his knees before the Beast.

"Forgive me! Forgive me! Don't kill me! I'll do anything you say! The rose wasn't for me, it was for my daughter Beauty. I promised to bring her back a rose from my journey!" The Beast dropped the paw it had clamped on the unhappy merchant.

"I shall spare your life, but on one condition, that you bring me your daughter!" The terror-stricken merchant, faced with certain death if he did not obey, promised that he would do so. When he reached home in tears, his three daughters ran to greet him. After he had told them of his dreadful adventure, Beauty put his mind at rest immediately.

"Dear father, I'd do anything for you! Don't worry, you'll be able to keep your promise and save your life! Take me to the castle. I'll stay there in your place!" The merchant hugged his daughter.

"I never did doubt your love for me. For the moment I can only thank you for saving my life." So Beauty was led to the castle. The Beast, however, had quite an unexpected greeting for the girl. Instead of menacing doom as it had done with her father, it was surprisingly pleasant.

In the beginning, Beauty was frightened of the Beast, and shuddered at the sight of it. Then she found that, in spite of the monster's awful head, her horror of it was gradually fading as time went by. She had one of the finest rooms in the Castle, and sat for hours, embroidering in front of the fire. And the Beast would sit, for hours on end, only a short distance away, silently gazing at her. Then it started to say a few kind words, till in the end, Beauty was amazed to discover that she was actually enjoying its conversation. The days passed, and Beauty and the Beast became good friends. Then one day, the Beast asked the girl to be his wife.

Taken by surprise, Beauty did not know what to say. Marry such an ugly monster? She would rather die! But she did not want to hurt the feelings of one who, after all, had been kind to her. And she remembered too that she owed it her own life as well as her father's.

"I really can't say yes," she began shakily. "I'd so much like to . . ." The Beast interrupted her with an abrupt gesture.

"I quite understand! And I'm not offended by your refusal!" Life went on as usual, and nothing further was said. One day, the Beast presented Beauty with a magnificent magic mirror. When Beauty peeped into it, she could see her family, far away.

"You won't feel so lonely now," were the words that accompanied the gift. Beauty stared for hours at her distant family. Then she began to feel worried. One day, the Beast found her weeping beside the magic mirror.

"What's wrong?" he asked, kindly as always.

"My father is gravely ill and close to dying! Oh, how I wish I could see him again, before it's too late!" But the Beast only shook its head.

"No! You will never leave this castle!" And off it stalked in a rage. However, a little later, it returned and spoke solemnly to the girl.

"If you swear that you will return here in seven days time, I'll let you go and visit your father!" Beauty threw herself at the Beast's feet in delight.

"I swear! I swear I will! How kind you are! You've made a loving daughter so happy!" In reality, the merchant had fallen ill from a broken heart at knowing his daughter was being kept prisoner. When he embraced her again, he was soon on the road to recovery. Beauty stayed beside him for hours on end, describing her life at the Castle, and explaining that the Beast was really good and kind. The days flashed past, and at last the merchant was able to leave his bed. He was completely well again. Beauty was happy at last. However, she had failed to notice that seven days had gone by.

Then one night she woke from a terrible nightmare. She had dreamt that the Beast was dying and calling for her, twisting in agony.

"Come back! Come back to me!" it was pleading. The solemn promise she had made drove her to leave home immediately.

"Hurry! Hurry, good horse!" she said, whipping her steed onwards towards the castle, afraid that she might arrive too late. She rushed up the stairs, calling, but there was no reply. Her heart in her mouth, Beauty ran into the garden and there crouched the Beast, its eyes shut, as though dead. Beauty threw herself at it and hugged it tightly.

"Don't die! Don't die! I'll marry you . . ." At these words, a miracle took place. The Beast's ugly snout turned magically into the face of a handsome young man.

"How I've been longing for this moment!" he said. "I was suffering in silence, and couldn't tell my frightful secret. An evil witch turned me into a monster and only the love of a maiden willing to accept me as I was, could transform me back into my real self. My dearest! I'll be so happy if you'll marry me . . ."

The wedding took place shortly after and, from that day on, the young Prince would have nothing but roses in his gardens. And that's why, to this day, the castle is known as the Castle of the Rose.

What is the lesson (“the moral”) here?

## *Red Riding-Hood*

Once upon a time there lived in a certain village a little girl, the prettiest creature that ever was seen; she was loved and admired by all, not one in the village could compare with her. Her mother was fond of her to a great degree, and her grandmother much more so; and well they might, she was so good-natured, so sweet of temper, and so ready to oblige; and, besides, never missed her prayers twice or thrice a day for her mother, and all her relations, and every body else she could think of. It being cold weather, her grandmother had a little red riding-hood made for her to keep [her warm] and she looked so very pretty and pleasant when she had it on, that by every body she soon gained the name of Little Red-Riding-Hood.

Her mother came one day, knowing that her grandmother was ill; and having made some custard and cheesecakes, calling her and said, 'My little Bidy, go and see your grandmother, and take also with you some custards and cheesecakes, and this pot of butter. The little red riding-hood was soon put on, and out she sets to see her grandmother, who, you must observe, lived at another village through a wood.

When she came to the farther end of the wood, she was met by Gossip Wolf, who, being a cruel creature, had a mind to eat her up; but, as some lumberjacks were at work in the forest, he did not dare to do it; so, by his deceitful speeches, he tried another way to destroy her; and, like a treacherous knave, asked where she was going so early?

The pretty little child said, 'I am going to my grandmother, who is not well, with a custard and a little pot of butter which my mother sent her.' At which the cunning wolf asks, if she lived far off. 'A great way off, below yonder mill,' said she, pointing with her little child's finger, 'in the distance you see yonder.' 'Very well,' said the cunning wolf, 'I will go see her too; but I will go the other way, do you go that: I will be there as soon as you.' So the little girl went through the meadows, gathering cowslips and violets to make her grandmother's windows sweet and fine; for it was in the month of May, when those flowers were in their prime.

The Wolf knew the shortest way, and went much faster than the child, was not long before he got to the grandmother's house.

When he knocked at the door, *Toc, toc, toc!* 'Who is there?' said the good old woman. 'Your granddaughter Bidy,' said the wolf (imitating the child's voice). 'I

have brought you some custard, and a little pot of butter, which mother has sent you.' The grandmother, who was ill and in bed, bid him pull the latch, and the door would open; so the wolf pulled the latch, went into the room, and with his great teeth and ravenous appetite did eat the poor old woman entirely up. After he had eaten up the grandmother, he, like a cunning villain, thought how he might deceive Little Red Riding-Hood, and devour her also. So he shuts to the door very close again, and rolls himself into the grandmother's bed, because he was sure Little Red Riding-Hood would soon be there.

A little while after she came, and knocked at the door, Toc, toc, toc! 'Who is there?' asked the treacherous wolf. The little harmless Red Riding-Hood, hearing so gruff a voice (though he had dissembled as much as he could), was afraid at first; however, not knowing but her grandmother might have taken a great cold, and so be very hoarse, she said, 'It is your granddaughter Biddy, and I have brought you some custard and a little pot of butter, my mammy sent me with you. The wolf answers her in as soft a voice as he could, 'Lift up the latch, and the door will open; which she did, and coming to the bedside, the perfidious wolf, hiding his ugly head under the clothes, and speaking in a faint tone, said, 'Put the custard and butter on the stool, and come into bed, for I am very cold.' The good-nature and kind temper of little Red Riding-Hood made it not long before she obeyed the commands of her grandmother, undressed herself, and went into bed; but was sadly affrighted at her grandmother's long ears, which stared over her night-cap. So said the child to her (feeling her arms) Bless me! grandmamma, what great arms you have got!' 'They are the better to embrace thee my pretty child.' 'Grandmamma, what long and great ears you have got!' 'They are the better to hear, my child.' 'Grandmamma, what great eyes and long teeth you have got!' 'They are the better to see you, and to eat you up.' And as soon as he had said these words, this wicked wolf flew upon poor little Red Riding-Hood, and ate her up.

What is the lesson (“the moral”) here?