Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

American Studies English 11

*The Catcher in the Rye*

Annotations and Socratic Seminar

Your assignment for *The Catcher in the Rye* is to annotate important elements of the novel using Post-It notes. For each reading assignment, analyze the following literary elements: Post Modernism, characterization, conflict, point of view, style, tone, irony, symbolism, metaphors, motifs, allusions, and themes.

Additionally, you will be assigned one specific section of the text for which you will lead a Socratic Seminar. You will discuss your annotations and analysis points with the class. The day you lead the Socratic Seminar, you will need two copies of a typed outline of your discussion points (one is for you to use during the discussion, and one is to be submitted for a grade). The outline should include discussion questions, DQs, and analysis points.

Reading Assignments:

1. Chapters 1-7
2. Chapters 8-14
3. Chapters 15-20
4. Chapters 21-26

Reading Assignment for Socratic Seminar: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

American Studies English 11

*The Catcher in the Rye*

Annotations and Socratic Seminar Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Annotations:**  | Notes effectively identify examples of literary elements. Notes show the student’s emerging understanding of the novel’s literary elements.  | Notes show the student’s emerging understanding of the novel’s literary elements with occasional errors, omissions, or inaccuracies. | The notes show that the student understands the novel instead of showing that emerging understanding of the novel’s literary elements with many errors, omissions, or inaccuracies. | The notes reflect that student may not have finished reading the chapter, or the notes show that the student relied too heavily on an outside source for comprehension and analysis.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality of Responses in Socratic Seminar:** | Responses demonstrate in-depth close reading. Responses are extremely thorough and discuss the significance of literary devices and use the literary lenses accurately and meaningfully.  | Responses demonstrate close reading. Responses are thorough and most note the significance of literary devices and many apply the literary lenses.  | Some responses demonstrate close reading, but may not note the significance of literary devices or the literary lenses.  | Responses do not demonstrate close reading and do not note the significance of literary devices or the literary lenses.  |
| **Conduct in Socratic Seminar:** | Student assumes and maintains a formal posture throughout the discussions. | Student sits up straight. Occasionally, the student’s composure is broken.  | Student sits up straight, and, for the most part, maintains his or her composure.  | The student is inattentive, and he his or her body language is informal and disinterested. |
| **Listening, Speaking, and Reasoning Skills in Socratic Seminar:** | Studentdoes not interrupt others; he or she responds to the comments of other group members so that the topics of the discussion are connected; he or she tries to get every group member involved in the discussion. Student consistently uses formal language. Student shows excellent understanding of the text andavoids inaccuracies by consistently using textual evidence to support his or her ideas. Additionally, student varies his or her responses (asks questions, agrees, disagrees, supports someone else’s idea, offers a new idea) and takes risks.  | Studentaccidentally interrupts others occasionally. Student responds well to the comments of other group members, and he or she asks questions or supports the ideas of others in an attempt to get everyone involved in the discussion. Student uses formal language with occasional lapses into slang. Studentshows very good understanding of the text because he or she uses textual evidence often enough to avoid inaccuracies and to support his or her ideas.  | Student interrupts his or her classmates, or he or she does not consistently pay adequate attention to the conversation; consequently, his or her comments are disconnected with the substance of the conversation. Student does not try to get his or her classmates involved in the discussion. The student consistently uses informal language. Studentshows a shallow understanding of the text, and he or she does not use textual evidence to support his ideas. Some of his or her statements may be inaccurate or repetition of material that has already been discussed. | Student interrupts and makes irrelevant comments.Student uses informal diction or does not talk at all. Student does not demonstrate an appropriate comprehension of the text. Excessive repetition of material that has already been discussed. |
| **Typed Outline Content and Grammar:** | Outline is extremely well organized and includes significant DQs, analysis points, and discussion questions. Writer makes no errors in spelling or grammar that distract the reader from the content. | Outline is organized and includes significant DQs, analysis points, and discussion questions. Writer makes 1-2 errors in spelling or grammar that distract the reader from the content. | Outline is organized and includes DQs, but analysis points and discussion questions may not be developed. Writer makes 3-4 errors in spelling or grammar that distract the reader from the content. | Outline lacks organization. Outline does not include DQs, and analysis points or discussion questions are underdeveloped. Writer makes more than 5 errors in spelling or grammar that distract the reader from the content. |