

## 12 Honors Summer Reading 2018 (Ms. Plaza)

***Catcher in the Rye* Essay**

**1500+ words**

**9+ Quotations from *Catcher***

**Due: 9/4**

**2+ Quotations from *NYTimes* Articles**

**Turn in on Google Classroom (Code = 5nstuz)**

Please purchase [this edition](#) of *Catcher in the Rye* by J. D. Salinger and bring to class the first day. Use the literary analysis paragraph template on the next sheet as a model for your body paragraphs.

**Prompt:** Is *Catcher in the Rye* still relevant to you and/or your generation, or should Holden “get a life” and stop whining about how hard it is to be a rich, white boy in New York City? Or do you stand somewhere in between?

**First, annotate the text as you read, looking for quotations that provide rich material to consider. This means more than highlighting. Quotes you highlight--approx. one annotation every four pages--should have margin notes (5+ words) that indicate the significance to the work as a whole (theme, characterization, question prompt). NOTE: Annotations will be checked/graded the first day of class.**

After you finish the novel, read all responses in this [New York Times article](#). Then, brainstorm your ideas and formulate a working thesis that answers the question above. Next, following the order of your thesis, outline your answer below:

Introduction/Thesis:

First Body Paragraph:

Support/analysis:

Second Body Paragraph:

Support/analysis:

Third Body Paragraph:

Support/analysis:

Conclusion [So what? What do we learn?]:

NOTE: Make sure your thesis functions as a “blueprint” or outline for your essay and that every topic sentence links back to the thesis. Transitions from one paragraph to the next should also occur in the topic sentence.

## Paragraph Outline for Literary Analysis

Good writing often breaks away from any formula, but the following outline below will ensure your paragraphs contain these essentials:

- A. Topic sentence (everything this paragraph will discuss and, for full-length essays, how it will prove your thesis)
- B. First Supporting Point.
- C. Context for the quotation that will illustrate first supporting point.
  - 1. Who says it?
  - 2. What’s happening in the text when they say it?
- D. Quotation from the text (cited and punctuated correctly)
- E. Analysis of the quote: How does it prove your topic sentence?
- F. Additional analysis and/or transition to next supporting

**Repeat one or two times, depending on the length of your analysis and the purpose of your paragraph.**

- G. Closing sentence (wrap up the paragraph by explaining what we learn from your observations and analysis)

### **Student Sample:**

Cassio works by Othello's side as the army's lieutenant, and though very useful in the army's duties, he seems unconscious of his surroundings and his actions. During the celebration of the Turks' destruction and Othello's marriage, Cassio tells Iago, "I have very poor and unhappy brains for drinking. I could well wish courtesy would invent some other custom of entertainment" (II.iii.33-35). **However**, shortly after this statement Cassio finds himself in a state in which he is so drunk he ends up fighting with a Cyprus official, a mistake in judgment that costs him his position. The audience sees **a similar lapse** later in the play when Cassio desperately tries to get back into Othello's good graces...

Words in blue= transitions