**Title**

*Catcher in the Rye* Trivia Game!

**Time**

50 minutes

**Setting**

The student population consists of 20 freshmen students in a moderate level English class. The breakdown of the students is as follows: 9 African American, 7 Caucasian, 2 Latino/a and 2 Asian American. Furthermore, there are 5 students requiring special accommodations: 2 students who have been diagnosed with ADHD, 1 student with progressive hearing loss, 1 student bilingual in English and Spanish and 1 Asian American student who is having some trouble with written English.

**Objective**

\*Students will recall prior information discussed in class to answer a variety of challenging questions

\*Students will function as members of a group, assigning a leader and working collaboratively to answer a variety of challenging questions under a strict time limit

\*Students will practice verbal and nonverbal communication during the course of the review game in order to decide on one answer for their group for each question asked

**Background**

Prior to this lesson, students will have finished reading *The Catcher in the Rye* and discussing the various components of Holden’s identity. They will also have finished their dramatic performances, which will serve as a good transition to this lesson, since it is a review for the exam.

**Materials**

\*Attendance sheet

 \*Trivia poster

 \*Trivia answer sheet

 \*Stopwatch

**Preparation**

For this lesson I will create a big Jeopardy-style trivia poster with 5 categories: Vocabulary, Passage Identification, Plot, Author Trivia and Holden Trivia. Each category will have 10 point values under it, ranging from 50 to 500. Under the values will be questions corresponding to each category, progressively increasing in difficulty (meaning that the 50 point questions will be the easiest while the 500 ones will be the most challenging). The Daily Double will be hidden somewhere on the poster. I will also create an answer sheet for myself, so I can overlook the game. To make sure that the game goes smoothly, I will bring a stopwatch and colored chalk on the day of the lesson.

**Procedure**

1. Take attendance (1 minute)
2. Explain the rules of *The Cather in the Rye* Trivia and encourage students to take notes during the activity(1 minute)

-Students will be divided into two teams, we will toss a coin to see who goes first, each team will pick a category and money value, each team will have 30 seconds to answer, if one team does not answer correctly the other team can steal their turn, the team with most points at the end will win (I will keep score)

3. Divide students into two teams based on where they are sitting (1 minute)

4. Allow groups to pick a speaker and have the speakers do a coin toss to decide who will pick the first question (1 minute)

5. Play Trivia! (40 minutes)

6. Allow time for students to ask questions about the test (5 minutes)

7. Wrap up and dismiss students (1 minute)

**Discussion Ideas**

During lesson:

 \*Who is the author of the novel?

 \*Where was the author born?

 \*What does putrid mean?

 \*What does suave mean?

 \*What is the name of Holden’s sister?

 \*Where is Holden as he narrates this story?

After lesson:

 \*What did you think of this activity?

 \*Was it a helpful review?

 \*Do you feel ready for the test tomorrow?

**Bilingual/ESL and Dialect Accommodations**

My bilingual student will need no accommodations for this lesson, since he is fluent in English and can understand and participate as well as the other students.

My student who is struggling with written English will need no accommodations for this lesson, since the lesson does not involve any writing. However, if she finds it too difficult to keep up with taking personal notes, I will provide her with a list of questions and answers from the activity at the end of class.

**Special Education Accommodations**

To help my two students who have been diagnosed with ADHD focus better, I would allow them frequent breaks during class. To make these breaks less noticeable to other students, we have developed a system where if they are getting antsy and loosing focus they will give me a sign and I will have them take a “note” to the main office, get a drink of water, or go to the bathroom. Since this is a high speed activity, with frequent changes of pace, no further accommodations will be necessary.

To help my student with progressive hearing loss not lose her place during the review game, I will provide her with a handout of detailed instructions for the day. I will also sit close to her during the activity and read each question and provide each answer in a clear voice. Since this activity is mainly visual, she should not have too much trouble keeping up with the rest of the class. However, to make sure that she has all of the questions and answers to the activity, I will give her a handout after class.

**Assessment**

The entirety of this lesson will be assessed using informal assessment techniques. This means making sure that students are paying attention and completing class work by scanning the room, using proximity control, walking around and making sure students are on task, asking students to reiterate certain points and monitoring classroom discussions/participation. If students are present and on task (paying attention, participating in discussion, and taking notes) they will receive all 10 participation points for the day. Furthermore, to promote higher participation, the members of the winning team will be awarded 3 extra credit points on their tests.

**Extension Ideas**

To extend this activity beyond the constraints of this lesson, I may:

 \*Have the students create their own review game

 \*Give students a review sheet to complete at home

 \*Hold an extra study session after school

**Source of Activity**

This activity was created in-house by Marija Radovanovic with the help of the resources and references listed below

**Resources and References**

*The Catcher in the Rye* by J.D. Salinger

<http://www.isbe.net/ils/ela/standards.htm>

**Illinois State English Language Arts Goals and Learning Standards**

**4.A.4c** Follow complex oral instructions.

Students will be given lengthy directions for the review game at the beginning of the class, and they will be asked to follow those directions during the course of the game.

**4.B.4b** Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

Students will be asked to pick a speaker for their groups, and they will have to work together to convey information to the speaker in order to receive the most points and win the review game.

**4.B.4d** Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.

Students will have to remain in constant communication with their group members, both verbally and nonverbally, to convey a correct answer to the group’s speaker in the allotted time.

**Reflection**

I always enjoyed when teachers included a fun, yet beneficial activity as a review before an exam. Therefore, I wanted to create something that would allow students to have a change of pace from daily routine, but also to help them prepare for the upcoming exam. I really like the game of Jeopardy, so I decided to use the basic rules of that game (minus the question-answer format of the game) to create a trivia review. I am actually a really big fan of this activity and I can see myself using it next semester during student teaching, if the opportunity permits. I do not think there is anything I would like to change about this activity for the time being.