

Catcher in the Rye Board Game Project

A Lesson Plan by Michael Nix

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Premise: Mr. Spencer tells Holden, “Life is a game.”

Objective: Demonstrate comprehension of the novel through creative application of its contents and thematic expression.

Goal: Creation of a board game based on *Catcher in the Rye* by J. D. Salinger.

Instructions: Work together in groups of four to plan and create a board game based on *Catcher in the Rye* by J. D. Salinger based upon the following criteria.

1. Overall game theme and design must be taken from an element of the novel.
2. Players must be asked to interact in a way that demonstrates knowledge of the novel.
3. A complete set of rules must be created to guide play of the game.
4. The game must also include a box in which it is stored.
5. All elements of the game need to include graphics that in some way illustrate the theme of the game or an element of the novel.
6. Job responsibilities in game creation are to be shared equally among the group members (see grading rubric).
7. The game will be presented to the class with a time limit of two minutes to explain the game.

Suggestions: Use these novel elements as a springboard for your thinking. Consider the designs of classic board games with which you are familiar as templates for your design, such as Monopoly, Life, Chutes and Ladders, Truth or Consequences, Trivial Pursuit, etc.

1. Holden likes to go hunting.
2. Holden has a penchant for using the word “phony”.
3. Holden is undergoing psychiatric care.
4. Holden is seeking his way from childhood, through adolescence, and into adulthood.
5. Holden seeks to be a “catcher in the rye”.
6. Holden likes the Museum of Natural History.
7. Holden enjoys the Central Park Zoo.
8. Holden cries at the carousel with Phoebe.
9. Remember the ducks?
10. Holden loves digression.

Application: The games will be played during Finals. Thus, each game should be able to be played for a varying length of time to accommodate an indefinite time available for play. Rules and board design can incorporate varying time limits or the time element can be open ended. Also, considering the time available for play and the limited amount of time for game design, simplicity is paramount. Games should not have a long learning curve and the design elements should be simple enough as to not require many hours of preparation. However, apparent effort will be a large part of the grade given to each game.

Assessment: Each group will earn points based on the varying design elements of the game according to the following rubric.

1. **Theme (25 points):** Relevance to *Catcher in the Rye*. Namely, how well the overall game design incorporates the novel.
2. **Rules (25 points):** Complete set of rules that provide for an extremely short learning curve and simplicity of play.
3. **Board Design (25 points):** Use of color and other visual elements to portray the theme and to guide play.
4. **Box Design (25 points):** Use of color and other visual elements to portray the theme and to hold all parts of the game.
5. **Game Parts (25 points):** Use of color and other visual elements to portray the theme.
6. **Game Presentation (25 points):** A concise explanation of the game within the time limit.

Game Evaluation Form

Group (Game) Name _____ Per. ____

1. Theme _____/25 points

Relevance to *Catcher in the Rye*. Namely, how well the overall game design incorporates the novel.

2. Rules _____/25 points

Complete set of rules that provide for an extremely short learning curve and simplicity of play.

3. Board Design _____/25 points

Use of color and other visual elements to portray the theme and to guide play.

4. Box Design _____/25 points

Use of color and other visual elements to portray the theme and to hold all parts of the game.

5. Game Parts _____/25 points

Use of color and other visual elements to portray the theme.

6. Game Presentation _____/25 points

A concise explanation of the game within the time limit.

Total _____/150 points

Game Project Group Member Evaluation Form

Group Name _____ **Per.** _____

Instructions: Place an X In the grade area for your name and a grade rating from one (low) to five (high) for each other member of your group. Consider the quality of their work and their cooperation as a group member.

Student Name

Rating

_____	_____
_____	_____
_____	_____
_____	_____