Part I: Journal - Preparing to Read “How Boys Become Men”:
“*My childhood is a part of my story, and it’s why I’m who I am today.*” – Misty Copeland

Think about how your childhood experiences, especially interactions with other kids, contributed to the development of your identity. For example, how did interactions with other kids at the playground, slumber parties, t-ball and other such childhood experiences shape who you are today? Recount some of those vivid memories and share how their impact molded you into the person you are today (200 word minimum).

Part II: Read and Annotate Nonfiction Essay:
Read “How Boys Become Men” by Jon Katz. Annotate your copy of the essay. Underlining or highlighting are not the same as annotating. With annotating, you must write notes that demonstrate that you are actively engaging with the text (See Annotating Hints and Examples pdf for information and examples). Minimum of 10 meaningful notes.

Part III: “How Boys Become Men” Questions

Answer the following set of 10 questions using complete sentences. These should be well thought out responses and address all parts of the questions. Answer on a separate sheet of paper so that you can turn it in on the first day of school. No typed responses.

“How Boys Become Men” by Jon Katz

1. Katz tells the story in paragraphs 1 and 2 of a boy who prefers to get knocked down rather than be called a "chicken." Why do you think he begins with this incident? What stage or aspect of the boy-training process is he illustrating?

2. In paragraph 3, Katz states one of the “central ethics” of his gender is to “experience pain rather than show fear.” Looking at today’s society, in what ways is this true? In what ways is this not true?

3. Why, according to Katz, do “women tend to see men as a giant problem in need of a solution” (4)?

4. What is that boys are supposed to learn “more than anything else” (7)?

5. Conversely, what do you think girls are supposed to learn “more than anything else”?

6. “Frontier Justice” is referred to in paragraph 12; it is also referred to some times in society as vigilante justice or street justice. What does Katz mean when he says, “Frontier Justice has nothing on Boy Justice”? What does he mean by “Boy Justice” and why can it be worse than “Frontier Justice”?

7. What is the role of the older cousin in the anecdote Katz tells about himself as a boy? How does the cousin's response in paragraph 13 make Katz feel even worse?

8. This essay was originally published in *Glamour* magazine. How can you tell that Katz is specifically addressing an audience of young women? What is his purpose in addressing them in the portion of the essay beginning with paragraph 18?
9. How, according to Katz, do some men finally achieve sensitivity? What are other possible softening influences on adult males?

10. Besides analyzing the processes by which boys learn to behave according to a rigid "Code of Conduct," Katz's essay also analyzes the lasting effects caused by this early training (5). What are some of these effects of such “training”? Discuss at least 3 of these long-lasting effects.

Part IV: Junior Summer Reading Book and Preparing for the In-Class Essay:
Read The Catcher in the Rye (available at your local bookstore or online in PDF form) and take annotated notes on the novel. You will want to be on the lookout for things that are part of the “rules” Holden chooses to live by and how these impact him. Think about what would be part of his “Code of Conduct,” how his previous experiences shaped his code, and how he applies them.

You do not have to write the essay yet, but you must BE PREPARED to write the essay.

Due on the first day of class – You must have a minimum of 20 annotated notes (handwritten on paper that you can turn in) based on the novel. You will need these extended notes in order to provide textual evidence for your in-class essay on Holden’s Code of Conduct. Since you must use textual evidence from the novel, write specific quotes and cite their page numbers using MLA format. Here is an example of MLA format:

Sample annotated note for The Catcher in the Rye:

When Phoebe finishes riding the carousel, she asks Holden, “Did you mean it what you said? You really aren’t going away anywhere? Are you really going home afterwards?” Holden responds by telling her yes. At this point he thinks, “I meant it, too. I wasn’t lying to her. I really did go home afterwards” (274). From that phrase – “I meant it, too” – it’s easy to see that Holden lied a lot throughout the story, even to his sister; however, this seems to be a turning point because he’s actually telling her the truth. Maybe something about watching her riding on the carousel and reaching for the golden ring made Holden realize something about himself or about his life. Although lying might still be a huge part of who he is, it seems like he might finally be ready to face the truth. His “code” might be changing.

The annotation is not just the quote! The bold part above is the annotation. It looks deeper at the exchange between Holden and Phoebe. It analyzes what Holden says and how that demonstrates a possible change in Holden.

Checklist for What to Turn in or Bring on the First Day:

✓ Pre-writing journal
✓ Responses to “How Boys Become Men” questions
✓ Your annotated copy of the essay “How Boys Become Men”
✓ A minimum of 20 annotated notes from The Catcher in the Rye about Holden Caulfield’s “Code of Conduct.”
✓ Bring your copy of The Crucible to class