



 Prestwick House

Activity Pack

A SEPARATE PEACE

BY JOHN KNOWLES



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Written by Rebecca Challman

Name: _____

Date: _____

Chapter 1 and Ongoing**Critical Reading**

Objective: Supporting critical reading by providing a reading guide for a literary text

Activity

As you read *A Separate Peace*, answer the following questions. Your teacher may ask you to write your answer on a separate sheet of paper. Do not lose it, as you will need to add to it as you read further in the book.

1. Who is the protagonist or main character?
2. When and where do the events take place?
3. Who are the main characters?
4. Who are the minor characters?
5. What techniques does the author use to reveal information about the characters?
6. Who or what is the antagonist?
7. What is the theme or central idea of the novel?
8. What are some of the underlying themes of the novel?
9. What genre is the novel?
10. What do you think might be the author's motivation?
11. What is the significance of the title *A Separate Peace*?
12. What role does the war play in the novel?
13. Is the novel believable?
14. Would you recommend the novel? Why?

Name: _____

Date: _____

Chapter 1**Subtext**

Objective: Extracting underlying ideas from a literary text

Activity

In Chapter 1, author John Knowles reveals many of the ideas that will help the reader decide upon the theme of the novel *A Separate Peace*. Verify the following ideas by using passages or quotations from this chapter of *A Separate Peace*.

- Fear
- Friendship
- Change
- Distrust

Name: _____

Date: _____

Chapter 2**Setting****Objective:** Understanding setting in a literary work**Activity**

A Separate Peace is set at a boys' preparatory school in rural New Hampshire, during 1942. World War II is raging. Write a paragraph identifying the ways in which the war affects the characters so far. How does the war affect the way the Masters treat the students? How does Gene explain this treatment?

Name: _____

Date: _____

Chapter 3**Exposition****Objective:** Applying information revealed through exposition**Activity**

Use the following chart to document the introduction of each new character in the novel. This is an ongoing activity. As more characters are introduced, and as more of a character's traits are revealed, you will need to add to your findings. Use a separate worksheet for each character. We have begun one for you. Keep your work for use on other characterization activities.

Name: _____

Date: _____

Chapter 3

Critical Reading and Thinking

Objective: Practical application of ideas from a literary text

Activity

In Chapter 2, Finny and Gene form a club they call the Super Suicide Society of the Summer Session. In this chapter, Finny invents a game he calls *blitzball*.

In groups, students decide whether to form a club or invent a game. Each club must have a president, an initiation activity or ceremony, and a list of rules. Each game must have a name, instruments of play (balls, bats, goals, etc.), an object (capture the ball, etc.), and a set of rules (number of players, in doors, etc.).

Name: _____

Date: _____

Chapter 4

Characterization

Objective: Understanding characterization

Activity

In literature, a character's personality reveals itself the same way it does in real life. Authors use the following techniques of characterization:

1. Speech and thought – what characters say and think about themselves and others.
2. Action – how characters behave.
3. Reputation – what other characters say about each other.
4. Author's voice – what the author uses the narrator to say about characters, their physical descriptions, and their histories.

Name: _____

Date: _____

Chapter 5**Inference**

Objective: Inferring meaning from a character's thoughts and behavior

Activity

In this chapter, the author reveals certain things about Gene by allowing the reader to be privy to Gene's thoughts. Read Gene's thoughts below and write a paragraph about what the reader may infer regarding Gene.

“...but it seemed, standing there in Finny's triumphant shirt, that I would never stumble through the confusions of my own character again.” (Pg. 54)

Name: _____

Date: _____

Chapter 6**Characterization and Setting**

Objective: Understanding how characters relate to their situations

Activity

Assume the identity of one of the characters. How do you feel about being at Devon School? Write a three-paragraph letter home to your parents in which you include your opinions, information to back the opinions, and a summary of events going on around you. Start the letter with a creative hook to get their attention. Include a passage or two from this chapter. It may be a quote from a friend or a description.

Name: _____

Date: _____

Chapter 6**Setting**

Objective: Understanding the creation of setting in a literary work

Activity

Create a map of the Devon School campus from *A Separate Peace*. Include the First Academy Building (label the assembly room), the dormitories (label the Butt Room), the Cage, the tree, the Devon River, the Naguamsett River, the wooden tower, the crew house, and the commons.