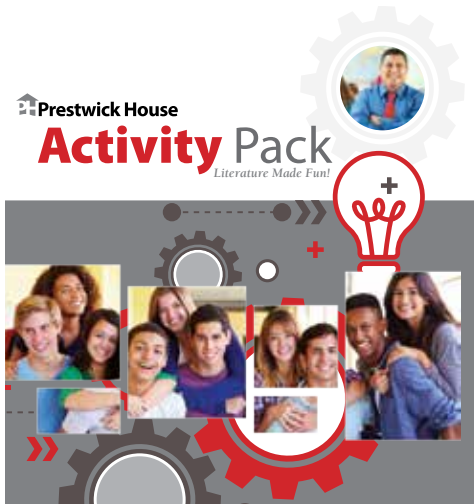




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***A Separate Peace***  
BY JOHN KNOWLES



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## Table of Contents

<b>Pre-Reading</b>	
Literary Terms .....	4
<b>Chapter 1 and Ongoing</b>	
Critical Reading.....	6
<b>Chapter 1</b>	
Flashback I .....	8
Flashback II.....	10
Imagery.....	12
Subtext.....	14
<b>Chapter 2</b>	
Setting.....	16
Symbolism.....	18
<b>Chapter 3</b>	
Exposition .....	20
Critical Reading and Thinking.....	26
<b>Chapter 4</b>	
Personification, Hyperbole, Metaphor, and Simile.....	28
Characterization .....	30
<b>Chapter 5</b>	
Inference.....	34
Characterization .....	36
<b>Chapter 6</b>	
Characterization and Setting.....	38
Setting.....	40
Characterization .....	42
<b>Chapter 7</b>	
Theme.....	44
Critical Reading.....	46
<b>Chapter 8</b>	
Theme.....	48
Critical Reading.....	50
Characterization .....	52
Literary Terms .....	54

<b>Chapter 9</b>	
Characterization .....	56
Atmosphere .....	60
<b>Chapter 10</b>	
Critical Reading.....	62
Conflict.....	64
<b>Chapter 11</b>	
Imagery.....	66
Critical Reading.....	68
<b>Chapter 12</b>	
Foreshadowing.....	70
Writing .....	72
<b>Chapter 13</b>	
Structure .....	74
Plot .....	76
Point of View .....	78
<b>Wrap-Up</b>	
Theme.....	80
Genre .....	82
Authorial Motivation.....	84
Critical Reading.....	86
<b>Follow-Up</b>	
Theme.....	88
<b>Appendices</b>	
Terms and Definitions .....	90
Directions for a Debate.....	93
Dramatization of Scenes in the Novel .....	94
Panel Discussion.....	95
Writing Poems.....	96
Small Group Learning .....	98
Procedures for Small Group Work .....	100
Small Group Evaluation Sheet.....	101
Student Roles in Group Discussions .....	102

All references come from the Bantam Books edition of *A Separate Peace*, published 1975.

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 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 4

### Personification, Hyperbole, Metaphor, and Simile

**Objective:** Recognizing the use of figurative language in a literary text

#### Activity

Match the following types of figurative language with the applicable passages from this chapter of *A Separate Peace*.

- A. personification
- B. simile
- C. metaphor
- D. hyperbole

- \_\_\_ 1. "It began not as the gorgeous fanfare I had expected, but as a strange gray thing, like sunshine seen through burlap." (Pg. 41)
- \_\_\_ 2. "The ocean looked dead too..." (Pg. 41)
- \_\_\_ 3. "I sensed it like the sweat of relief when nausea passes away." (Pg. 45)
- \_\_\_ 4. "...in the jungle of a boy's school." (Pg. 45)
- \_\_\_ 5. "Your brain'll explode if you keep this up." (Pg. 44)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 8****Theme**

**Objective:** Extracting underlying ideas from a literary text

**Activity**

Peer pressure plays an important role in *A Separate Peace*. For instance, in this chapter alone, Finny keeps Gene from enlisting in the army, causes him to skip classes to visit the gym, and convinces him to become a competitive sportsman.

All teenagers experience peer pressure, whether they attend a prestigious prep school or an inner city public school. As a class, discuss the concept of peer pressure. Individually, write down a specific incident in which you experienced peer pressure. How old were you? How did you react? Did a group attempt to influence you or a single individual? What, if anything, would you do differently if confronted with the same situation today?

Divide into small groups and select one of your group's incidents to act out. Each group will perform a one to three-minute skit.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Chapter 10****Conflict****Objective:** Considering conflict in a literary text**Activity**List three different incidents from *A Separate Peace* that reflect each of the three different types of conflict.**• Man vs. Self**

1. "I was subject to the dictates of my mind, which gave me the maneuverability of a straight jacket." (Pg. 26)

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**• Man vs. Nature**

1. "Winter's occupation seems to have conquered, overrun and destroyed everything..." (Pg. 120)

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

**• Man vs. Man**

1. "...I took a step toward him, and then my knees bent and I jounced the limb." (Pg. 52)

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_