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Coming of Age

A Thematic Unit for 10th Grade Literature

By Scott Porter and Don Horacek

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Unit Rationale

Why is teaching a literary unit utilizing the coming of age theme beneficial for high school students? On a personal level, adolescents live the theme. They are deeply immersed in a lifestyle that mirrors the concept itself. During adolescence, teens are constantly engaging in the battle between childhood and adulthood. By studying a variety of literature in which the main characters are undergoing coming of age experiences, students will be able to relate the material to their own journeys. Because of its relevance to the students, the theme will engender the type of environment that will produce energetic responses to unit materials and lessons. So, not only is it beneficial to the student; it is also beneficial to the teacher who wishes to create in his or her classroom, the type of environment where students are inspired to react energetically to course material and class discussions.

The "Coming of Age" theme is also a worthy topic to address because of its tried nature. It is relevant to the students and still a relatively safe avenue to explore. It is easily defensible in the face of anyone who would question it because of its accessibility to adolescents and its obvious relevance to their lives. The materials used may be fodder for controversy, but the theme itself has been taught in many units with success. We feel that the fact that it is a tried method is an acceptable reason for considering it because precedent is a good starting point for any possibly challenged issue.

Even though we feel that the theme is above being questioned as important to literature, we offer this defense for its use in the literary curriculum: The "Coming of Age" theme is one that has been written about in many popular young adult novels as well as several classic works. Some of these works are listed in our materials list. From Tom Sawyer to To Kill A Mockingbird, the "Coming of Age" theme is one that teenagers are familiar with and able to understand and recognize. The recognition of the theme within the unit materials will also foster the kind of cognitive learning skills that should be encouraged in 10th grade students.

The ability to discern differences between characters in the "Coming of Age" theme in literature can be helpful for the student to make decisions about their own coming of age experiences. The ability to recognize the situations which constitute a "coming of age" is also helpful in encouraging a student to form opinions about his or her own experience. If a student at this age is in danger of having what is known as an "Identity Crisis," then the exposure to literature that illustrates this theme can help them form an opinion about maturity that is based on the literary characters and their handling of their own maturing process.

It is evident, then, that the use of this thematic unit is at least relevant and at best thought provoking. What is the value, then, in delving into the psychology arena in order to create a connection between the student and the text? The answer lies in how we as teachers see literature and in our desire to have our students see it as a means of expression. Writing has long been a form and forum for the expression of self. It is just this personal need to express ourselves that literature gives vent to. If the goal of literature teachers is to encourage students to find meaning in texts, then the use of a theme relevant to their own experience can help them to find something valuable that will in turn cause them to meditate on the literature as it pertains to their own lives.

This unit will begin by drawing in students as active learners and make them see that this is a unit about them. Because of its inherent relativity to their lives, it will then cause them to engage in the type of operational strategies appropriate to their age group. They will employ these strategies in order to find the meaning in the text that is important to their own lives.

Finally, in order to gauge each student's grasp of the character's coming of age experience, the unit will

include two formal writing assignments, as well as pre-writing exercises. These assignments are designed to use the personal theme mentioned as a means of getting the students interested in the academically challenging aspects of the course. The Identity Map is intended to serve a similar purpose; in that, the students will have the opportunity to develop and elaborate on their own experiences with the coming of age process. The writing assignments centered around the two short stories will prompt the students to write from another person's point of view and to describe a personal experience that has served as a rite of passage in their own lives.

The strategies employed in this unit are constructed with the hope of causing the adolescent learner to interact with the characters and to draw upon their own experiences in forming reactions and responses to the texts. In addition to interacting with the various texts, the students will have the benefit of learning from their peers' perspectives. We hope that this will enable our students to understand the complexities of "coming of age."

Unit Objectives:

1. To produce a piece of creative writing based on the comparison and contrast of characters in a novel and a movie that deals with a related topic.
2. To produce a piece of creative writing based on one's own personal experiences with the related unit theme "Coming of Age."
3. To produce a piece of journal writing in response to the behaviors of a character in a work of literature.
4. To represent one's progression towards adulthood by creating an identity map using various forms of creative expression with art.
5. To provide students the opportunity to prepare a presentation to be given before the class.
6. To develop an understanding of and a personal connection to the theme of "Coming of Age."
7. To develop effective library usage skills through writing a research paper relating to the unit theme.
8. To become increasingly conscious of, and knowledgeable about members of other cultures by researching "rites of passage" in various cultures.
9. To participate actively and responsibly in small-group work related to literary response.
10. To respond regularly and thoughtfully to literary experience in large-group discussions.
11. To relate themes and patterns (especially the theme of "Coming of age) of literary works to one's own personal experiences.
12. To help students find a common understanding with their peers through studying a topic that spans across racial and gender barriers.

"Coming of Age"

A Tenth Grade Unit of Literary Study

by Scott Porter and Don Horacek

Materials List:

Short Stories:

"A & P" by John Updike

"The Bear" by William Faulkner

"Everyday Use" by Alice Walker

"Run" by Barry Milliken

"The Scarlet Ibis" by James Hurst

"Through the Tunnel" by Doris Lessing

Novels:

"Butterfly Revolution" by William Butler

"A Day No Pigs Would Die" by Robert Newton Peck

"To Kill a Mockingbird" by Harper Lee

"Ordinary People" by Judith Guest

"A Separate Peace" by John Knowles

Poetry:

"To an Athlete Dying Young" by A. E. Housman

Film:

"Stand by Me" based on a book by Stephen King; directed by Rob Reiner

* Note: we have enclosed some titles in this list which are not used in this unit but could be incorporated in a unit addressing the issue of "Coming of Age"

Unit Schedule

Monday

Tuesday

Wednesday

Thursday

Friday

DOL-10 min

Model Identity Map

Explain Process

DOL

Questionnaire #1

"Defining Event"

DOL

Post Responses

Questionnaire #2

DOL

Post Responses

Discussion

DOL

Turn in Identity Map

Presentations

DOL

Model Research Paper

Explain Process

DOL

Library Intro.

Group in pairs

Familiarize

DOL

Library Day

Develop Ideas for Topics

DOL

Turn in topics W/1 Paragraph

Explanation

Start Bib.

DOL

Return Topics

Assign and Model Outline

DOL

Bib. Due

Read "The Scarlet Ibis"

DOL

Outlines Due

"Scarlet Ibis"

DOL

Return Outlines

Writing Workshop

DOL

Rough Draft Due

Peer Edit

"The Bear"

DOL

Return drafts

"The Bear"

DOL

Computer Lab

Work on Paper

DOL

Computer Lab

Work on Paper

DOL

Paper Due

Begin Novel

Background Info.

DOL

Reading Day for " A Separate Peace"

DOL

Quiz on Chapters 1-3

Discuss Novel

DOL Words Due

Movie- "Stand By Me"

DOL

"Stand By Me"

Quiz Chapters 4-6

DOL

"Stand By Me"

DOL

Discussion of Movie

Quiz Chapters 7-9

DOL

" To an Athlete Dying Young"

DOL

Novel finished

Quiz Chapters 9-13

Discussion Questions

DOL

Differences and Similarities

DOL

Model C/C Paper

Develop Intro.

DOL

Work on rough draft

DOL

Peer Editing

DOL Due

Paper Due

Lesson Plan

Identity Map

Description: This lesson is an introductory activity designed to familiarize the students with the theme "Coming of Age." It is intended to provide students the opportunity to reflect upon and visualize the events that help them define their own maturation process and progress. It is our desire that students will better recognize these events through visual representation. We also hope that by allowing students to present their maps to the rest of the class, they will be able to find some similarities among the representations of their classmates. We would like them to discover that they are not going through these changes alone.

1. The teacher will create his or her own identity map prior to the introduction of this lesson. It should be large enough for the students to easily see from their desks, or it can be developed into a transparency to be projected via an overhead projector.

2. The teacher will model his or her identity map to the students and give a detailed description of each event that is portrayed. This serves two purposes. First, it will hopefully provide the students an opportunity to see their teacher in a different light (after all, we were adolescents too). Second, it will provide the students with a model of a presentation to help them prepare for their own future presentations.

3. The teacher will provide students with a list of requirements for the construction of the identity map.

A. The map should include a minimum of 4-5 events that represent their journey towards maturity.

B. These events should be arranged in chronological order with arrows drawn between each item to designate the correct order of events.

C. The students may use various materials to create their maps: colored pencils, markers, paints, etc.

D. Those who cannot draw, or choose not to, may use pictures cut from magazines, or they may even use photographs from their family albums.

4. After the students complete and present their maps, they will be required to write a one page paper that explains the coming of age experience depicted in their maps and how they have been changed or effected by that event.

5. Optional: Have fun!!!

Time: two days in class and three days out of class

* see attached rubric for life map assignment

Coming of Age

Grading Rubric for Identity Map

Name Date .

1. Identity Map construction (50 total points)

Illustrations (24 points)

6pts each:

-detail

-neatness

-minimum of 4 displays

-labeling or brief description under each event

Method (21 points)

7pts each:

- chronologically ordered
- sufficiently displays events
- good use of space

Creativity and clarity (5 points)

2. Presentation of Identity Map (25 total points)

- presentation displays understanding of topic (10)
- student explains each event in detail (10)
- student tells how he/she has changed because of events (5)

3. One-page explanation of coming of age experience depicted in map (25 total points)

Usage (10 points)

2pts each

- vocabulary; spelling
- punctuation
- sentence completion
- agreement
- other grammatical errors

Content (15 points)

5pts each

- displays significance of chosen topic
- extensive use of thoughts, feelings, and details in description
- complete development of topic

Lesson Plan

Maturity Assignments 1&2

Description: Both of these assignments are introductory activities designed to help students become more familiar with the theme "Coming of Age." They are intended to prompt students to think about some of the important concepts of maturity as well as helping them develop ideas for the identity map that they

will be working on at the same time outside of class. Assignment #1 will also introduce students to working in groups to find solutions to problems. This is especially beneficial to those students who have no prior group work experience.

Assignment #1:

1. The teacher begins by telling the students that this assignment will start as a sentence completion exercise. He or she will write the statement "I knew I was grown up when..." on the board for the students to copy.

2. The teacher then gives a few examples of the completed statement to give the students an idea of what they are expected to do with the assignment.

A. "I knew I was grown up when I bought a home."

B. "I knew I was grown up when I had my first child."

C. "I knew I was grown up when I got my first job."

These are only a few examples of the many indications that someone has reached adulthood.

3. Next the class is organized into groups of four or five students, in each of which someone serves as the discussion leader, someone is the recorder, and someone else is the reporter. The teacher asks each group to find at least fifteen ways through which we know someone is becoming an adult.

4. The class reassembles and reports their findings. The teacher lists their responses on the board. They are asked to copy all of the responses. The following examples provide a partial list of possible student responses:

being legally able to buy liquor

making your own decisions

paying bills

growing taller

doing your own shopping

growing more muscular

graduating from high school

getting a job/making your own money

growing facial hair

experiencing a change in voice

buying a car

reaching puberty

getting a driver's license

voting

having a confirmation or bar or bat mitzvah

at 16, maybe quitting school and going to work

5. After this discussion, the students are instructed to return to their original groups and refer to the list of indications of maturity that they copied into their notes. The teacher asks the students to try to organize the items into categories, with the guidelines being: Are any of the items on the list similar? Are there any items that can be grouped together?

6. When the groups finish, the class reassembles and the students report the different categories that they have created. The students may identify categories such as:

physical changes

legal responsibilities

social and familial responsibilities

ceremonies, rites of passage

They should then determine the most important or most reliable indications of maturity, and the least reliable indications. They must also be prepared to explain their conclusions.

Assignment #2:

1. The teacher hands out the attached worksheet and asks the students to carefully read and answer each question on their own.

2. After every student has had enough time to give each question careful consideration, the class will discuss their answers to the scenarios as a group.

3. The teacher will write down the different answers on the board and the students should be asked to write the answers in their notes. They will then be asked to evaluate each scenario. During this discussion, the teacher would like the students to realize that experience and knowledge will help shape maturity. Age, in and of itself, does not tell us that a person is mature.

4. Following this discussion, the students will be asked to write a paragraph or two in which they will develop their own definition of what they think determines maturity.

Time: three days

* see attached questionnaire.

*This assignment has been adapted from Explorations: Introductory Activities for Literature and Composition, 7-12. TRIP. Smagorinsky, McCann, and Kern.

What Is Maturity?

* For a copy of the worksheet from this page, see Explorations: Introductory Activities for Literature and Composition, 7-12. TRIP. (Smagorinsky, McCann, and Kern, 1987)

Lesson Plan

An Introduction to Formal Research

Description:

This lesson plan serves as an introduction to the research process. Students will interact with their peers, as well as the media specialist and the teacher in order to better understand and master formal research skills. These skills are:

1. Compiling information for, and writing up, a bibliography in appropriate form.
2. Working in conjunction with a research group.
3. Researching library sources
4. Internet research
5. Publishing findings

After completing this lesson, students will be able to reference library materials, find sources on the Internet, and form an essay which discusses rites of passage in different cultures as well as their own.

Introduction:

The teacher will model a research paper, which he/she has created or done previously.

The teacher will then illustrate the different aspects of formal research and communicate their expectations for the upcoming project.

Day Two:

The students will be given partners among their peers. The teacher, in conjunction with the media specialist, will familiarize the students with library protocol concerning research procedures.

Day Three:

In the library, peer partners will develop ideas for topics of research. At this point, they should be

working on bibliographies.

Day Four:

The topics should be turned in with a one-paragraph explanation for the teacher's approval. Class time will be allotted for research and writing.

Day Five:

The topics and one-paragraph explanations are returned to the students with comments. The instructor will then model an appropriate sample outline. The outline assignment will be given and the students will work separately on their outlines.

Days Six, Seven, and Eight:

The bibliography should be completed on day six. The two following days will be devoted to the development of an outline and rough draft. On day eight the rough draft will be due and the students will peer edit with the accompanying editing sheet.

Days Ten through Thirteen:

This will include the returning of the drafts on day Ten. The students will be required to write it up over the weekend. Days Eleven and Twelve will be set aside for Computer Lab. The paper is due on Day Thirteen.

Expectations

This paper will be expected to be at least three pages long, single spaced - plus an accompanying bibliography, which cites at least 3 sources; one to be an Internet source.

* accompanying rubric

editing sheet

Grading Scale for Research Paper

I. INTRODUCTORY AND CONCLUDING PARAGRAPHS (10 pts.)

- Introductory paragraph moves from the general to the specific.
- Introductory paragraph provides an effective hook
- Introductory paragraph engages the reader's attention.
- Concluding paragraph effectively and briefly summarizes.
- Concluding paragraph does not belabor or repeat thesis.

II. THESIS AND TOPIC SENTENCES (10 pts.)

- Thesis is interesting and clear.
- Topic sentences are well written and relate back to the thesis.

III. BODY PARAGRAPHS (90 pts.)

- good organization
- sufficient, specific support
- use of good examples
- good integration of quoted material
- good transitions

IV. MAJOR ERRORS - comma splices, fragments, run-on sentences

- one point off for each of the above errors

V. USAGE (10 pts.)

- few errors in usage or agreement (S/V agreement, verb tense, verb form, pronoun reference, pronoun agreement, pronoun case)

VI. MECHANICS AND PUNCTUATION (10 pts.)

- few errors in spelling, punctuation, capitalization

VII. FORM (20 pts.)

- title page
- outline
- citations in paper Out of 150 Total Score _____

Lesson Plan

The Scarlet Ibis

Description: This assignment is designed to prompt students to read the short story about a coming of age experience. Following the reading and discussion of the story, students will be asked to describe what the narrator was like before the experience and predict how the experience has changed him.

1. Students will read the short story.
2. The teacher leads a discussion of the work that addresses issues concerning the narrator's actions leading up to his brother's death.

Exp. What do we know about the narrator based on the opening of the story?

Exp. How does the narrator feel towards his younger brother?

Exp. Why do you think that the narrator takes it upon himself to teach Doodle how to walk? Who is he doing this for?

3. After the discussion, students will be asked to do some creative writing. They will be asked to create a journal entry in which they will describe what the narrator was feeling during the time that he spent training Doodle to become stronger. We would like them to pay special attention to the way that he became almost obsessed with this endeavor all the way up to the time of Doodle's death. We will offer another type of entry to give the students a choice of two. In the second journal entry, students will be asked to predict how the narrator feels after Doodle's death and how he has changed because of the experience. Both journals are to be written from the narrator's perspective.

4. This assignment will be done in class and will be graded only on its content. The grade will be part of the daily activities grade.

Time: two days

Lesson Plan

The Bear

Description: This assignment is designed to prompt students to read the short story which describes a coming of age experience or rite of passage. It is yet another example that we hope will provide the students with a deeper knowledge of the coming of age theme. After reading and discussing the elements of the story, students will be asked to perform a short writing exercise in class that describes a personal experience. It is our goal for students to become more aware of the idea of coming of age by describing one of their own experiences. This can lead to both personal insight and greater understanding of the literature.

1. Students will read the short story.
2. The teacher will lead a class discussion that addresses issues of the narrator's progression into manhood.

Exp. What was the significance of the narrator's tenth birthday?

Exp. How did the narrator's woodsman skills change as he got older, and what did this do to the relationships he had with the other hunters and the bear?

Exp. What understanding does the boy reach at the end of the story?

3. After the discussion of the story, students will be asked to write a one-page paper that describes a personal experience that has served as a "rite of passage" for them from childhood to a more grown-up stage. They are to describe the experience in as much detail as possible and reflect on its significance in their lives. They will also want to focus on the way they were before the experience and how they changed as a result of the experience. This assignment will be graded 20% on mechanics and 80% on content. It will be part of the daily activities grade.

Time: two days

* This assignment has been adapted from Expressions: Multiple Intelligences in the English Class. TRIP.

Smagorinsky, Peter

Lesson Plan

To an Athlete Dying Young

Description: This assignment is intended to promote creative thinking through reading and analyzing poetry. It is also used to get the students to try to make a connection between the subject in the poem and a main character in the novel being read for class.

1. The teacher will begin by asking for seven volunteers to read a stanza of the poem aloud in the class.
2. After the poem is read, the teacher will present questions about the poem to generate discussion.
3. Following the discussion, the students will be asked to write a paragraph summarizing the idea expressed in the poem.
4. Next, the students will be asked to write a second paragraph to discuss how this poem can be related to the character of Finny in "A Separate Peace."
5. These two paragraphs will be graded on content only, and they will be part of the daily activities grade.

Time: one day

* see attached poem

To an Athlete Dying Young

The time won your town the race

We chaired you through the market place

Man and boy stood cheering by,

And home we brought you shoulder-high

Today, the road all runners come,

Shoulder-high we bring you home,

And set you at your threshold down,
Townsmen of a stiller town.
Smart lad, to slip betimes away
From fields where glory does not stay
And early though the laurel grows
It withers quicker than the rose.
Eyes the shady night has shut
Cannot see the record cut,
And silence sounds no worse than cheers
After earth has stopped the ears:
Now you will not swell the rout
Of lads that wore their honors out,
Runners whom renown outran
And the name died before the man.
So set, before its echoes fade,
The fleet foot on the sill of shade,
And hold to the low lintel up
The still-defended challenge-cup.
And round that early-laureled head
Will flock to gaze the strengthless dead,
And find unwithered on its curls
The garland briefer than a girl's.
A. E. Housman

Lesson Plan

A Separate Peace vs. Stand By Me

Stand By Me, a movie produced and directed by Rob Reiner, is a movie about three friends and their journey across the countryside to find the body of a young boy who was tragically killed by a train. Told from the perspective of Gordy as an adult, this story highlights the friendships and struggles these three boys experience.

Assignment

Your task is to write an essay comparing and contrasting a set of characters. You are free to choose from any of the characters you wish, but one must be from the movie and the other from the novel. A Separate Peace. The following are some examples you may choose to write about. If you choose to write about other characters you may do that also.

By the time your viewing of the film is done, you should have filled in the spaces below.

Similarities between Chris and Finny Similarities between Gordy and Gene

Differences between Chris and Finny Differences between Gordy and Gene

Lesson Plan

Compare and Contrast Essay

Description:

The task is for the student to write an essay comparing and contrasting a set of characters. They will take characters from the movie Stand By Me and compare them to characters from A Separate Peace. This essay will be in five-paragraph form.

Time:

5 Days for completion

Day One:

After having completed the novel the previous day, students will engage in a brainstorming activity to generate differences and similarities between characters. An accompanying handout will give them space to list the similarities and differences.

Day Two:

The instructor will model a previously constructed Compare and Contrast paper dealing with a different movie and book. The students will then be required to develop an introductory sentence and begin working on paragraph one.

Day Three:

Students will be given class time to work on their rough drafts.

Day Four:

The students will have finished the rough drafts. This day will be set aside for peer editing and reviewing. The accompanying editing sheet contains a checklist which one peer will fill out. The rest of the sheet allots space for 4 other peer reviewers to give their comments about the paper. The students will then have the weekend to compose a final draft, which is due on Monday.

*accompanying rubric

*peer editing sheet

*differences and similarities handout

Character Comparison Essay peer editing sheet

Only one reviewer completes the checklist. The other reviewers just need to write comments.

1. Does the first paragraph:

-begin by naming the stories and their authors? __yes __no

-give background on both stories? __yes __no

-end with a thesis statement that states the similarities and __yes __no

differences between the characters?

2. Does the second paragraph:

-begin with a topic sentence, naming a similarity between the characters? __yes __no

-explain / give examples of how one character shows the similarity? __yes __no

-explain / give examples of how the other character shows the similarity? __yes __no

3. Does the third paragraph:

-begin with a topic sentence, naming a similarity between the characters? __yes __no

-explain / give examples of how one character shows the similarity? __yes __no

-explain / give examples of how the other character shows the similarity? __yes __no

4. Does the fourth paragraph:

-begin with a topic sentence, naming a difference between the two characters? __yes __no

-explain / give examples of how one character shows the difference? __yes __no

-explain / give examples of how the other character shows the difference? __yes __no

5. Does the fifth paragraph tell which character the writer finds more admirable and explain why? __yes __no

6. In the space below, write an overall comment about the paper. If you think it's a strong paper, give specific reasons why. If you think the paper needs improvement, give specific reasons for improvement.

reviewer 1:

reviewer 2:

reviewer 3:

reviewer 4:

Grading Scale for Compare / Contrast Essay

1 - Not acceptable considering the source

2 - You can do so much better

3 - As good as the next guy's

4 - Better than the next guy's

5 - Your usual excellent creation

I. Content

--- use of interesting details and specifics

--- good grasp of comparisons and contrasts 1 2 3 4 5

II. Organization

--- sound thesis statement

--- effective topic sentences

--- coherent and logical progression of thought 1 2 3 4 5

III. Sentence Style and Syntax Subtotal___x5 = ___

--- Use of syntactically mature sentences

--- use of sentences appropriate to audience and purpose

--- use of felicitous, varied sentences 1 2 3 4 5

IV. Diction

--- avoidance of clichés, ambiguous language and
jargon

--- use of concrete, specific diction

--- words spelled correctly 1 2 3 4 5

V. Grammar and Mechanics Subtotal___x3 = ___

--- papers that contain four or more editing errors

listed under heading 16 - A,B, or C on your editing

sheet will receive a 1 for editing 1 2 3 4 5

Subtotal___x4=___

A = 90-100

B = 75-89

C = 55-74

D = 45-54

F = 0-44

Lesson Plan

"A Separate Peace" Reading Quizzes

Description: These quizzes are to be given throughout the time period in which the students are given to read the novel "A Separate Peace." They are not intended for use as a method for the teacher to assess the students' understanding of the novel. They are to be used as an aide for the teacher to monitor the students' progress of reading. This will

allow the teacher to identify any students who are experiencing any difficulty keeping up with the pre-established reading schedule and provide those students with any help they may need to get back on schedule.

The quizzes contain questions over material in either two or three chapter units. They are a combination of true/false, multiple choice, and sentence completion. (See calendar for scheduled quiz dates.)

Time: four different quiz dates; approximately 10-15 minutes per quiz

*see attached quiz forms

A Separate Peace

Chapters 1-3

1. The narrator of "A Separate Peace" is .
 - a. Phineas b. Gene c. Leper d. Mr. Prud'homme
2. Much of the story takes place .
 - a. during the First World War
 - b. on the Boardwalk
 - c. in 1957
 - d. at Devon School
3. The narrator recalls a time in .
 - a. Summer 1942 b. November 1918

c. Winter 1940 d. June 1957

4. One of the sites the narrator strongly wishes to see on his visit to the school is .

- a. Gilman Street b. the Far Common
- c. the swimming pool d. a tree by the river

5. At first Finny and Gene are the only boys in their group brave enough to .

- a. play blitzball
- b. stand up to Mr. Patch-Withers
- c. jump from the tree
- d. skip meals and classes

6. Finny wears his pink shirt to .

- a. celebrate the bombing of Central Europe
- b. shock the acting headmaster
- c. honor the summer session at Devon
- d. celebrate the lowering the draft age

7. Gene believes that Finny can get away with everything because .

- a. Finny is a con artist
- b. No one pays attention to Finny
- c. Win a swimming race
- d. Finny carefully hides what he does wrong

8. To become a member of the Super Suicide Society, each person has to .

- a. spend a night alone on the beach
- b. jump from the tree into the river
- c. win a swimming race
- d. win a game of blitzball

9. When Finny breaks the school swimming record, Gene is shocked by .

- a. Finny's refusal to tell anyone

- b. Finny's carving his name on the record plaque
 - c. Finny's speed
 - d. Finny's plan to wake the coach to tell him
10. On the beach Finny admits that .
- a. he is afraid of the war
 - b. he does not like sports
 - c. Gene is his greatest rival
 - d. Gene is his best friend

A Separate Peace

Chapters 4-6

1. Finny accuses Gene of wanting to be the so that Gene can make a speech on Graduation Day.
2. Finny is by far Devon's best .
3. Gene believes that Finny is trying to wreck his studies so that they will not be by graduation.
4. When Finny says he thought Gene had to study, Gene realizes there never has been between them.
5. When Gene and Finny are in the tree, Gene the limb.
6. Finny falls and breaks .
7. Dr. Stanpole tells Gene that are finished for Finny.
8. Gene feels a need to tell Finny that he Finny's accident.
9. When Gene confesses to Finny, Finny calls him a .
10. Gene and Quackenbush end up in the river.

A Separate Peace

Chapters 7-9, True/False

1. Brinker knows for certain that Gene is responsible for Finny's broken leg.
2. Most of the time the war does not seem real to the boys at Devon School.
3. Brinker scorns Leper for being a naturalist.
4. After seeing the troop train at the rail yard, the boys lose their interest in joining the armed services.
5. Leper is highly praised for his work at the rail yard.
6. Gene sees Finny's return to Devon as the return of peace to the school.
7. Brinker is the first student to enlist.
8. The Winter Carnival is a big success.
9. Thinking about the war prevents Gene from performing well at the Carnival.
10. Gene receives an alarming telegram from his parents.

A Separate Peace

Chapters 10-11, True/False

1. Gene's trip to Leper's house in Vermont reminds him of his travels as a soldier in America.
2. Leper left the army because the war was over.
3. Gene fights with Leper because Leper accuses him of having crippled Finny.
4. Gene refuses to hear about Leper's army experiences because he does not believe Leper.
5. When Gene tells Finny what happened to Leper, Finny's response is to deny it ever happened.
6. Brinker and his cohorts take Finny and Gene to the First Academy Building to play a joke.
7. When asked to recall what happened in the tree, Finny says that he lost his

balance.

8. When Gene is questioned, he refuses to speak.

9. When Leper stops short of saying he saw Gene jounce the tree limb, Finny begins to laugh.

10. After Finny leaves the room, the boys hear him falling down the stairs.

A Separate Peace

Chapters 12-13

1. While Finny is lying on the before being moved to the infirmary, Gene keeps out of the way.

2. After Finny is taken away, Gene goes to the .

3. When Gene identifies himself at the window he sees the Finny feels for him at the moment.

4. What really bothers Finny about having a broken leg is that he cannot participate in .

5. Finny wants to believe that the cause of Gene's having jounced the tree limb was a .

6. When Gene returns to the infirmary in the afternoon, Dr. Stanpole tells him that Finny is .

7. Dr. Stanpole thinks that a piece of marrow went from the bone to Finny's .

8. Gene and his acquaintances never talk about .

9. Brinker disagrees with enthusiastic attitude toward fighting in the war.

10. Gene believes that wars are caused by something in the human heart.

Daily Oral Language Exercises

Description:

Each day students will be given 2 vocabulary words from the A Separate Peace

vocabulary list. The students will be responsible for defining each word and using it in context within a sentence. They will also be responsible for keeping these vocabulary words in a notebook until the end of the unit. At the end of the sixth week students will turn in their notebooks with word definitions and sentences.

They will also be given the opportunity to earn extra credit by creating a word search or crossword puzzle.

This DOL, like many others, is designed to give the students an ongoing exercise in proper word usage and identification. It will also meet AKS requirements for Daily Oral Language skills appropriate for 10th grade academic track students..

* accompanying vocabulary list

A Separate Peace

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Vocabulary List

1. vindicated
2. treachery
3. anarchy
4. reprimand
5. irate
6. insidious
7. rhetorically
8. resonant
9. collaborator
10. infer
11. indulgent
12. pun
13. contentious

14. vulnerable
15. enmity
16. opulent
17. pungent
18. accolade
19. poignance
20. gullible
21. inveigle
22. eloquence
23. inane
24. candid
25. ludicrous
26. erratic
27. tacit
28. venerable
29. idiosyncratic
30. inured
31. essence
32. consternation
33. denounce
34. intimidated
35. conniver
36. cacophony
37. austerity
38. parry
39. aphorisms
40. cranium
41. incongruity

42. opulent
43. impinge
44. vagaries
45. abashed
46. foreboding
47. torpidly
48. languid
49. futility
50. bellicose
51. sanctity
52. judiciously
53. discernible
54. precariously
55. liaison
56. holocaust
57. bane
58. ambiguously
59. ruefully
60. refuting