

Name: _____

Due Date: First Day of Class

Summer Reading for Entering 9th Graders 2020-21

Novel: *A Separate Peace* by John Knowles

School: Liberty Charter High School

9th Grade English Teacher: Ms. LeBlanc

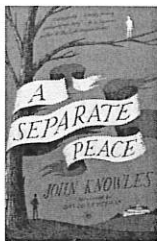
Ms. LeBlanc's Website: <https://sites.google.com/lfcsinc.org/leblanc/>

Google Classroom Link: <https://classroom.google.com/c/MTA3MzgZNDMyNTI3>

Google Classroom Code: 3dmfvt7

Materials

Students will need to access a copy of the novel *A Separate Peace* by purchasing or obtaining a hard or electronic copy of the novel. Links to free PDF and audio options are listed below.



PDF Copies: <https://www.bydewey.com/Peace.pdf>
<http://online.anyflip.com/yffc/wndg/mobile/index.html>

Audiobook: <https://www.youtube.com/playlist?list=PLk5mkAE5S1d0GygjlkGeSxylQelbyTuW>

Other Possible Resource: <https://www.overdrive.com/apps/libby/>

In addition to utilizing the novel over summer, students will also need to plan to have access to a copy of the novel in class *each day* for the first few weeks of the school year. Please bring your own hard copy of the novel to class if possible; the school has a limited number of hard copies of the novel.

All other necessary reading materials are attached in this packet or accessible on Google Classroom.

Expectations Over Summer

Standard, College Prep, and Honors: All students are expected to read the *entire* novel and complete the *entire* reading guide for the novel. All students are expected to complete the reading guide entirely with thoughtful and original responses to all questions and have it ready to turn in on the first day of school.

Honors: *In addition to the expectations listed above for all students, Honors students are also expected to turn in a completed handwritten essay on the first day of class. Honors students will need to come to the first day of class with their completed handwritten essay ready to turn in with their reading guide. Review the prompts and be sure to follow the expected structure of the essay. Use lined paper to write your essay and staple all papers and prewriting together. ***If you do not come to class with your handwritten essay on the first day of class, you may be moved to a College Prep level English class.****

Expectations During the First Week of School

Test: On the first day of class, all students will take a test with questions on it that cover content throughout the entire novel. Students will be allowed to utilize their book, *handwritten* annotations, and reading guide while taking the test.

Timed Essay: All students will be writing a timed essay in class during the first week of school. Students will be allowed to utilize their book, *handwritten* annotations, and reading guide while writing their essay.

Objectives

By reading *A Separate Peace*, completing the reading guide over the summer, and taking the test on the first day of class, students will be able to demonstrate their reading comprehension of a grade-level, complex text. Students will be able to demonstrate their ability to analyze how an author of a text develops a complex plot and complex characters and themes through the use of literary devices such as characterization. Also, students will demonstrate their ability to effectively present an argument by making a claim and providing sufficient text evidence and analysis to support the claim. Finally, by writing the essay, students will be able to demonstrate their ability to meet all of the objectives listed above including demonstrating their ability to effectively include and organize content to support a response to a prompt and meet the expected structure and format of an essay.

Purpose

The purpose of the summer reading assignment is to help students retain skills and information gained from the prior academic school year while on summer break in order to more effectively build on the skills needed to continue to develop as a literate citizen and effective communicator throughout the next school year. In addition, by completing the summer reading, students are able to demonstrate their ability to act as self-directed learners without having access to all of the same supports provided within a classroom setting. Finally, by reading *A Separate Peace* and considering the plot, characters, and themes presented within the novel, students are able to analyze actions of characters in response to various circumstances and interactions between peers to determine values on topics such as friendship, loyalty, and war, which prompts the discussion of what it means to be a responsible community leader in the very beginning of the school year.

Success Criteria

Students will know they are successful in meeting the objectives and purpose of the summer reading assignment when they finish reading *A Separate Peace*, complete the reading guide over the summer by including original, thoughtful, and accurate responses to each question based on the text within the novel and provide sufficient text evidence to support responses that require text evidence. By doing so, students will be prepared to take the test on the novel on the first day of school. In addition, Honors students will know they are successful when they have met this success criteria and finish writing an essay that meets the expectations outlined in the objectives.

If any questions or concerns arise, please feel free to contact Ms. LeBlanc at brandy.leblanc@lfcinc.org. In addition, please refer to Ms. LeBlanc's 9th Grade Summer Reading Google Classroom and website for additional support materials.

NAME _____

[A Separate Peace 9th Grade Summer Reading Guide - All Students]

Chapter 1

Comprehension Questions

1. To where does the narrator return? How long has it been since he has been there last?
2. How does the school look to him now?
3. What feeling does the narrator remember about his time at the school, even though he was not able to recognize its presence when he was a student?
4. What two places does the narrator want to see?
5. What does the tree look like? Has it changed?
6. Whose idea was it to climb the tree?
7. Why do the boys want to climb it?
8. What is the setting for this story (season and year)? What is going on in the outside world during this time?
9. Who ends up jumping from the tree?

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Chapter 2

Comprehension Questions

1. What do the boys get in trouble for doing?
2. How does Mr. Prud'homme respond to Finny?
3. What reason does Finny give for why he and Gene (the narrator) had to jump from the tree?
4. What two reasons does Gene give for why the teachers were easier on the boys?
5. What is Finny's emblem?
6. What does Finny discuss at the tea? How does he feel about the topic?
7. What happens with Finny at the tea?
8. Why does Gene say that he and Finny couldn't believe the bombing in Europe?
9. What partnership do Finny and Gene form?
10. What happens when both the boys go out onto the branch?

Chapter 3

Comprehension Questions

1. Why doesn't Gene feel a "tremendous rush of gratitude toward Phineas?"
2. How does every meeting of the SSS of the SS start? How does Gene feel about this as well as about the meetings in general?
3. What kinds of rules does Finny live by? Give examples.
4. What does Finny believe about sports?
5. What is blitzball? What is the basic concept of how to play?
6. What historical event does Gene say is the one that belongs particularly to him?
7. What happens at the swimming pool?
8. Where do Finny and Gene go?
9. What does Finny tell Gene at the end of the chapter? How does Gene respond?

Chapter 4

Comprehension Questions

1. What happens to Gene, for the first time ever, when he and Finny get back to Devon School after their beach trip?
2. What do we learn about Gene and his academic performance? What's his goal for school?
3. Why does Gene want to be at the top of his graduating class? Look at the paragraph that starts with "What if I was" to help you answer this question.
4. What does Gene ask Finny? How does Finny respond?
5. What realizations does Gene come to about Finny?
6. What does Gene become after reaching these conclusions about his friendship with Finny?
7. How does Gene look at Finny's increased studying?
8. What do Gene and Finny talk about the night before their French final?
9. What does Finny want to do that night at the tree?
10. What happens that night?

Chapter 5

Comprehension Questions

1. What happens to Finny?
2. What does Gene do while dressing? How does this affect him?
3. What bad news does Dr. Stanpole deliver?
4. What does Finny say about that night and why he fell?
5. Instead of going back to Devon after vacation, where does Gene go?
6. How does Finny react when Gene tells him the truth about what happened at the tree?

Chapter 6

Comprehension Questions

1. What is the campus like now that the summer session is over and the winter session is starting?
2. Who moves into Leper's old room? What is he like?
3. Who is Quackenbush? What happens between him and Gene?

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4. On whose behalf does Gene say he fought this fight?
5. Who does Gene run into after the fight and what does he say to Gene?
6. Why does Finny say that he called?
7. Why did Gene decide to be a manager and not play sports?
8. What does Finny tell Gene about sports?

Chapter 7

Comprehension Questions

1. What is the Naguamsett River like?
2. What does Brinker say to Gene that upsets him?
3. What happens in the Butt Room? How does Gene respond?
4. What do the boys do for the war effort?
5. Who does Gene run into on his way to the train station? What is this person doing? What is he looking for?

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6. What do the boys talk about on their way back to school after shoveling snow?
7. What does Brinker announce that is going to do? How does Gene respond to this?
8. What happens to change the plans Gene made about the war?

Chapter 8

Comprehension Questions

1. What does Brinker come in to ask Gene? What stops him?
2. How does Finny react to Brinker's question? What does this make Gene realize?
3. What does Finny want to do on his first day back?
4. What reason does Gene give Finny for why he isn't going out for any sports teams? How does Finny respond to that?
5. Finny says that the whole world is "a Funny Farm now," and only the "fat old men" and he get the joke. What reason does he give for why he is able to see that?

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6. What does Finny make Gene do?
7. What does Finny tell Gene is main goal had been? What is he planning on doing now?
8. Does Gene believe Finny is right about the war? What does he believe about the school's chaplain's beliefs about God being in the foxholes with the soldiers?
9. What does Gene train Finny in? What does Finny train Gene in? How do they both do?
10. What does Mr. Ludbury say about the boys' training?
11. How does Finny respond? Why is this surprising?

Chapter 9

Comprehension Questions

1. What does Gene say deceived him during the war and therefore stopped him from having a real understanding of the war?
2. Who surprisingly enlists?

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3. What is it that prompts him to do so?
4. What does Leper say he realizes about the war?
5. How do the boys react to Leper leaving?
6. What does Finny do when Gene gets involved with the other boys and their jokes about Leper and the war?
7. What does Finny suggest the boys do?
8. Once the carnival gets going, what is it like?
9. What does Gene receive during the carnival? What does it say?

Chapter 10

Comprehension Questions

1. What do we learn about Gene's time in the army?
2. Where is the "Christmas location?"

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3. How does Leper seem when Gene goes to visit him?
4. How does Leper say that Gene sees him?
5. Why did Leper have to escape from the army?
6. What does Leper say about Gene that makes Gene mad?
7. What do the boys do after this incident?
8. How does Gene react when Leper starts telling him hallucinating while he was in the army?

Chapter 11

Comprehension Questions

1. What does Gene do when he gets back to campus?
2. What does Gene ask Finny after the snowball fight? How does Finny respond?
3. What causes Finny to give up his belief that the war doesn't exist and that he and Gene are training for the 1944 Olympics?

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4. In what ways has the war come to Devon? How does Devon react to it? How does Gene react to it?
5. What does Brinker say is the reason why Gene hasn't enlisted? What else does Brinker bring up?
6. What is the one thing that Finny says he has to believe in?
7. Who does Finny say he saw hiding in the bushes?
8. Where does Brinker take Gene and Finny, and why?
9. How does the questioning of the two boys go?
10. Who does Brinker go get as the surprise witness? What does he reveal?
11. What happens when Finny leaves?

Chapter 12

Comprehension Questions

1. What happens to Finny once again?
2. Where does Gene go to talk to Finny? How does Finny react when he sees Gene?

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3. What does Gene do when he leaves the infirmary?
4. When Gene brings Finny a suitcase of his things to the infirmary, what does Finny say he wished? What else does he reveal?
5. What does Gene tell Finny about the war?
6. What does Finny want Gene to reassure him of about that night at the tree?
7. Does Finny believe Gene?
8. What does Dr. Stanpole tell Gene when he goes to the infirmary?
9. What happened to Finny?
10. Does Gene ever cry about Finny, even at his funeral?

Chapter 13

Comprehension Questions

1. What arrives in the Far Common at Devon?

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2. Who does Gene meet in the Butt Room? What does this person express to Gene and Brinker?
3. What branch of the armed services are Brinker and Gene going to join?
4. What does Brinker's dad say about that?
5. Whose fault does Brinker say the war is? How is it similar to Finny's belief? What does Gene believe?
6. Gene says that most of the boys, when they understood the war and realized that "there was this overwhelmingly hostile thing in the world with them, then the simplicity and unity of their characters broke and they were not the same again." Who was the only boy who this did not happen to, and why?
7. What has made Gene ready for the war finally?
8. As the boys grow up, what happens to them, and what do they realize about the world?
9. Why was Finny never afraid and never had any hatred of anyone?

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[Analysis Questions]

[Read each of the questions carefully and formulate a focused argument for each one. Then, in your response, provide *at least one properly documented piece of text evidence* from the novel to support your argument.]

1. "Everything has to evolve or else it perishes." Analyze and explain how this quotation applies to the novel in terms of characters, conflicts, and/ or themes.

2. Critic James M. Mellard has observed Knowles' use of contrasts in the novel to highlight the theme of the loss of innocence and growth to maturity. He notes "the idyllic peace of Devon is set against the harsh reality of World War II . . . the dreamlike gypsy summer with the harsh, frozen dead of winter . . . the relationship between Finny and Gene- two antithetical characters searching for personal fulfillment." Describe and explain how these contrasts reinforce the theme of growth through experience.

3. Throughout the novel, Gene wages a battle against himself within his own consciousness. At the conclusion of *A Separate Peace*, he claims he has killed his enemy. What, exactly, is Gene's enemy and how is he confronted with it? How does he attempt to evade his enemy? Finally, how is he able to overcome his enemy?

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4. Analyze the role of Elwin "Leper" Lepellier or Phineas in the novel. Discuss how Knowles' characterization of either character helps us understand a major theme of the novel and/or Gene's moral and psychological growth.

5. How do Brinker and Finny vie for Gene's view of reality or "ego" (in Freudian terms)? Who ultimately wins out? Why?

6. How do changes in Finny and Gene's friendship parallel changes in Gene's level of self-understanding? Discuss the significance of Finny's death in terms of Gene's growth.

7. What differing views of war are presented in the novel? What idea or message does Knowles convey about war and why it exists?

9th Grade Summer Reading

A Separate Peace Essay

(Honors Only)

*You will be answering *one* of the following prompts for this essay. Read each of the questions carefully then choose your prompt for the essay. After you choose your prompt, reread the question a few times and synthesize the ideas being asked into a single thesis statement. It is not necessary to answer each question in the big question. They are there to make you think about the topic, the thesis, and what the larger significance will be in the essay.

Essay Prompts:

1. Throughout the novel, Finny seems to force himself to remain in the innocent moment, denying both his accident and the war until Brinker and the trial force him to come face to face with his injury and Gene's role in it. Yet, it is this knowledge that ultimately destroys him. What comment is Knowles making about people like Finny in the novel? Is it possible to stay youthful and free or is that simply irresponsible? Was it Finny's naiveté that destroyed him or Gene's jealousy? Why can't we remain forever young? Is it dangerous?
2. Competition and rivalry play a large role in the novel. Considering the relationship between Gene and Finny, discuss whether or not competition between peers is a healthy or unhealthy thing. What are the dangers of competition/rivalry? Consider the last lines in the novel about constructing Maginot Lines against imaginary enemies in formulating your thesis.
3. Throughout the book, Gene is associated with bitterness, rivalry, complicity, and competence. In contrast, Finny is associated with strength, power, goodness, and excellence. Considering both characters write an essay about the strengths and weaknesses in both boys arguing who is the weaker character. Consider the statement Knowles is making about strength and survival through these young men. What does it take to survive in a modern world?

Essay Requirements

Your essay will be evaluated on the following:

I. Content/ Organization

A. Introduction

- You will need an introduction that clearly introduces the topic and novel in a creative, specific way.
- Your thesis sentence will be the last sentence of the introduction. It needs to answer the question you have chosen, address what the paper is about, and **answer the larger question of “so what?”**

B. Body – Minimum of 2 body paragraphs

- The body of the essay should prove your thesis.
- **You will use a minimum of three quotations from *A Separate Peace* to support the thesis.**
- Each quotation should have a proper lead, followed by explanation and analysis.
- Quotations will be analyzed and linked back to the thesis. Connections will be made.

C. Conclusion

- Your conclusion will tie all the ideas in the essay together.
 - Your Restated Thesis should be the first sentence in your conclusion.
 - Your conclusion will reinforce the “why” or the importance of reading a *A Separate Peace*

II. Word Choice/ Fluency/ Conventions

- Proper attention to spelling, grammar, and punctuation will be evident.
- Run-on sentences and fragments will be avoided.
- Quotations will be properly cited in the essay. **Please use MLA format.**

3. Your essay will be between two and three pages. Please write your essay on lined paper.

4. All prewriting, including any brainstorming, is required on the day it is due and must be handed in with the final handwritten essay. It is your responsibility to keep it until you hand in the final paper.