

Name _____

Pd. _____

A Separate Peace: Chapter 1 Reading and Study Guide

I. VOCABULARY: Be able to define the following words and understand them when they appear in the novel and in class discussion.

Seigneurs: A man of rank, especially a feudal lord in the ancient régime
—“*He and I started back across the fields, preceding the others like two seigneurs.*”

cupola [architecture]: a roof in the form of a dome
—*the Academy Building has a cupola.*

convalescence: _____

inveigle: _____

prodigious: _____

II. LITERARY TERMS: Be able to define each term and apply each term to the novel.

setting _____

*What is the setting of this story? Be sure to include time, place, and atmosphere.

point of View _____

First person _____

Third person omniscient _____

Third person limited _____

*What Point of View does the narrator use in *A Separate Peace*? _____

*What advantages does this point of view have over the other choices?

flashback _____

metaphor _____

simile _____

III. QUESTIONS: answer the following questions. Use complete sentences.

1. The narrator says, “There were a couple of places now which I wanted to see. Both were fearful sites, and that was I why I wanted to see them.” What are the two “fearful sites?”

2. Where is everyone when the narrator first returns to the school?
3. The narrator says, “I had overlooked [. . .] crucial fact.” What is the “crucial fact” about the marble stairs that the narrator overlooked?
4. What was the field house called?
5. The narrator says, “[The tree] loomed in my memory as a huge lone spike dominating the riverbank, forbidding *as an artillery piece*.” What literary device is the narrator/author using in this passage? What is its significance?
6. The narrator says, “The tree was tremendous, an irate, steely black steeple beside the river.” What literary device he is using? What is its significance?
7. What will be the name of the narrator and Phineas’s class when they start in the fall?
8. Where did the idea of jumping from the tree originate? The senior class had to do it as part of war training.
9. Why was the Summer Session established?
10. What physical similarity does the narrator and Phineas have?
11. What is Elwin Lepellier’s nickname? What does his nickname mean?
12. What choice does Elwin make about jumping from the tree?

IV. Passages: the following passages might prove to be important. Re-read the sections with these passages and think about why they might be significant? What do they mean? What are important ideas, imagery, or words? How do they add or detract from the story? Do they incorporate any literary devices?

“Finny trapped me again in his strongest trap, that is, I suddenly became his collaborator. As we walked rapidly along I abruptly resented the bell and my West Point stride and hurrying and conforming. Finny was right. And there was only one way to show him this. I threw my hip against his, catching him by surprise, and he was instantly down, definitely pleased. [. . .] When I jumped on top of him, my knees on his chest, he couldn’t ask for anything better. We struggled in some equality.”

V. Close Reading: authors sometimes incorporate motif in their writing. One might argue that a motif of this book is war. Below provide quotes and page numbers of words and phrases that seemed borrowed from war.

Example: “*torpedo the troopship*” (9) – Phineas says this to the narrator to get him to jump.

“*counterattack*” (11) – the narrator uses this to describe the playful fighting between him and Finny.