**Unit 1: Character and Idea Development using Strong, Correct, and Complete Sentences**

**Primary Text of Study:**

Knowles, John. *A Separate Peace.* New York: Scribner, 1987. Print.

**Tentative Unit Dates:** 31 August- 12 October

**Unit Standards:**

* 2.1b- Analyze complex characters and the characters’ interactions with one another and the plot.
* 2.2b Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
* 3.1c- Refining voice in writing.
* 3.1d- Review and revise idea development.
* 3.3a.ii- Distinguish between phrases and clauses.
* 3.1a- Write narratives to develop real or imagined experiences or events.

**Tentative Assignment Schedule:**

* **Monday, August 31**
  + Ch. 1
  + Annotate and complete a dialectical journal in your writer’s notebook as you read. This should be time-consuming! We are going to read this first chapter CAREFULLY and MINDFULLY!
  + Email your three MOST INSIGHTFUL observations to me as an attachment no later than **Wednesday, Sept. 2 @ 7:00 pm.**
* **Tuesday, September 1**
  + **BLOCK DAY—NO CLASS**
  + Keep working on Ch.1 assignments.
* **Wednesday, Sept. 2 (BLOCK DAY)**
  + Timed Writing Assessment (in class)
  + Keep working on Ch.1 assignments.
* **Thursday, Sept. 3**
  + Ch. 1 Vocab. Quiz—Be ready!!!
  + Discussion based on emails (names will be removed)
  + Language, tone, and narration homework
* **Friday, Sept. 4**
  + Practice Writer’s Workshop: Thesis Focus
  + Writer’s Notebook #1: The first chapter establishes two relationships: 1) the narrator/ Devon School

and 2) the narrator/ Finny. Return to the first chapter to examine the ***language*** used when narrating these relationships. Explain what the reader learns about the narrator based upon his ***narration*** regarding these relationships. Cite evidence to support your analysis.

* **Monday, Sept. 7**
  + Writer’s Workshop #1: Idea Development
  + Ch. 2
* **Tuesday, Sept. 8**
  + Ch. 3
* **Wednesday, Sept. 9**
  + Think of three examples from the text that you could use for WN #2. **Email** them to me along with brief commentary regarding your reasoning for each example. (Explain HOW and WHY each example from the text shows a juxtaposition of characters.) **No later than 9:00 pm!!!**
* **Thursday, Sept.10**
  + Juxtaposition discussion (based on emails; names will be removed)
  + Writer’s Notebook #2: Chapters two and three create a ***foil*** between Finny and Gene. Return to the text to examine the ***characterization*** used and the ***language*** or ***diction***  that supports that characterization (i.e., Finny is often referred to as “formidable”). Why do you believe the author is taking time to ***juxtapose*** these two characters?
* **Friday, Sept. 11**
  + Ch. 4-5
  + How has the ***tone*** of the previous two chapters shifted? Identify 3-4 ***tone words/ phrases*** and explain how these words/ phrases reflect a change in the ***attitude*** of Gene’s narration. **Email your thoughts to me no later than 7:00 pm on Sunday!**
* **Monday, Sept. 14**
  + Language Discussion (based on emails; names will be removed)
  + Fever Chart
* **Tuesday, Sept. 15 (BLOCK DAY—NO CLASS!)**
* **Wednesday, Sept. 16**
  + Fever Chart
  + Ch. 6
* **Thursday, Sept. 17**
  + Ch. 7
* **Friday, Sept. 18**
  + Writer’s Notebook #3: Consider the changes in Gene. Use your fever chart to explain how Gene’s decisions reflect the ***dynamic qualities*** and ***development*** of his character. Based on these changes, who is the “real” Gene?
* **Monday, Sept. 21**
  + Writer’s Workshop #2: The Conclusion
  + Ch. 8-9
* **Tuesday, Sept. 22 (BLOCK DAY—NO CLASS)**
* **Wednesday, Sept. 23 (BLOCK DAY)**
  + **IN CLASS** Writer’s Notebook #4: Choose a passage from chapters seven and eight and compare that passage to a passage from chapters three and four. Annotate the ***characterization*** and ***imagery*** used in each passage. Discuss the similarities and differences in ***language, tone***, and **characterization.** **What are some possible themes present?**
  + Ch. 10
* **Thursday, Sept. 24**
  + Vocab. Quiz—Be ready!
  + Ch. 11
* **Friday, Sept. 25**
  + Writer’s Notebook #5: Take the assigned passage and color code the different sentence structures. Rewrite a section of this passage using different ***sentence structures*** (i.e., all simple sentences and ***infinitive phrases***, etc.). How does sentence structure change the effect of the passage?
  + **Email your restructured passages to me no later than 7:00 pm on Sunday!!!**
  + **Don’t forget to turn in your notebook as well.**
* **Monday, Sept. 28**
  + Writer’s Workshop #3: Sentence Structure
  + Ch. 12.-13
* **Tuesday, Sept. 29 (BLOCK—NO CLASS)**
* **Wednesday, Sept. 30**
  + Vocab Quiz—All Chapters!!!
  + Writer’s Notebook #6: Consider how the events in the novel impacted each character. Take your assigned character and return to the text. Analyze how the ***plot***  and ***conflict*** affect and change your specific character. **OR** Analyze how your character (**if minor**) affects the ***plot*** and ***conflict***. Choose passages from the exposition/rising action, climax, and falling action to write your analysis. **(DUE FRIDAY, OCTOBER 2)**
* **Thursday, October 1**
  + **Final Assignment:** As we have discussed in class, characters are used to create a ***theme*** and purpose for a novel. Your job is to write a ***narrative*** driven by a main character/ characters. The narrative may be based upon real events or imagined events. Manipulate the character to create a specific theme and purpose. You will be provided with a handout to write your ***characterization sample***. You will type the final draft of this assignment.
* **Monday, October 12**
  + FINAL ASSIGNMENT DUE!!!