

Peter Pan



By

J.M. Barrie

A Novel Study
by Joel Michel Reed

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on two or three chapters of **Peter Pan** and is comprised of five of the following activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities in this unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to the following:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Themes which may be taught in conjunction with the novel include growing up, families and family relationships, knowing the difference between right and wrong.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identify *foreshadowing*.
6. Identify *personification*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Identifying syllables
11. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

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Synopsis

One starry night, Peter Pan and Tinker Bell lead the three Darling children over the rooftops of London and away to Neverland – the island where lost boys play, mermaids splash and fairies make mischief. But a villainous-looking gang of pirates lurk in the docks, led by the terrifying Captain James Hook. Magic and excitement are in the air, but if Captain Hook has his way, before long, someone will be walking the plank and swimming with the crocodile. (Publisher)

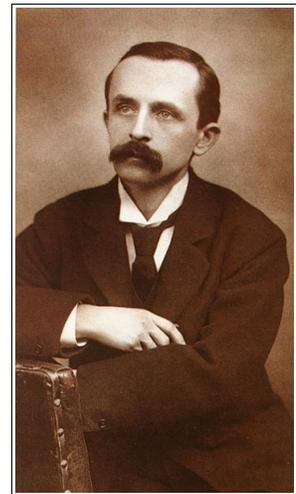
A complete synopsis and other helpful reviews can be found on the following website:

http://en.wikipedia.org/wiki/Peter_pan

Author Biography

J.M. Barrie

Sir James Matthew Barrie, 1st Baronet, OM (9 May 1860 – 19 June 1937) was a Scottish author and dramatist, best remembered today as the creator of Peter Pan. The child of a family of small-town weavers, he was educated in Scotland. He moved to London, where he developed a career as a novelist and playwright. There he met the Llewelyn Davies boys who inspired him in writing about a baby boy who has magical adventures in Kensington Gardens (included in *The Little White Bird*), then to write *Peter Pan, or The Boy Who Wouldn't Grow Up*, a "fairy play" about this ageless boy and an ordinary girl named Wendy who have adventures in the fantasy setting of Neverland.



This play quickly overshadowed his previous work and although he continued to write successfully, it became his best-known work, credited with popularising the name Wendy, which was very uncommon previously. Barrie unofficially adopted the Davies boys following the deaths of their parents.

Barrie was made a baronet by George V in 1913, and a member of the Order of Merit in 1922. Before his death, he gave the rights to the Peter Pan works to London's Great Ormond Street Hospital, which continues to benefit from them. (Courtesy of Wikipedia)

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Name: _____

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Chapters 1-2

Peter Breaks Through - The Shadow



Before you read the chapter:

The story of Peter Pan has been classified as both a fiction novel, as well as a classic *fairy tale*. What is your favorite novel or fairy tale? Give reasons for your answer.



Vocabulary:

Choose a word from the list to complete each sentence.

vindictive	prejudiced	window	tornado
shadow	plucked	childhood	romped

1. One day when she was two years old she was playing in a garden, and she _____ another flower and ran with it to her mother
2. "Of course we can, George," she cried. But she was _____ in Wendy's favour, and he was really the grander character of the two.
3. At first Mrs. Darling did not know, but after thinking back into her _____ she just remembered a Peter Pan who was said to live with the fairies

4. It was quite true; the leaves had been found very near the _____.
5. She returned to the nursery, and found Nana with something in her mouth, which proved to be the boy's _____.
6. "It was then that I rushed in like a _____, wasn't it?"
7. "How wildly we _____!" says Mrs. Darling now, recalling it.
8. "You have been wonderfully quick," her father retorted, with a _____ politeness that was quite thrown away upon her. "Michael first," he said doggedly.

Questions



1. Describe the **setting** of the story as Chapter One begins.

2. In the first chapter there are a number of characters that are introduced in the story. Name all three of the children that were introduced at the beginning of the chapter.

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3. What did Mrs. Darling do with the shadow that she caught?

4. What does the phrase '*Mea Culpa, Mea Culpa*' mean?

5. Describe the cruel trick that Mr. Darling played on Nana.

Language Activity



A. Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “. . . screaming, shrieking, shouting about something scary.”



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of a wild animal.	
The sounds of a musical instrument.	
The sounds of nature.	

B. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is “. . . Her romantic mind was like the tiny boxes, one within the other, that come from the puzzling East, however many you discover there is always one more;”

What two things are being compared in this example?

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Invent your own **similes** comparing the following items with something from your own imagination:

a) A train traveling down the tracks.

b) A bird flying through the air.

C. The Myth of Enormous, Tiny Legend!

There are many people who believe that fairies are not just a myth, but actually still exist somewhere in the world! One such example comes from Ann Arbor, Michigan, where the residents of the town have built more than a dozen tiny doors for their fairy neighbors! Your task is to make it possible for your classroom colleagues to become more familiar with another famous 'mythical creature' that is known throughout history. With your teacher's approval you may choose an alternative mythical creature for this assignment, such as giants, dragons, mermaids or unicorns.



Create an information card featuring another such mythical creature. Your card should closely resemble a sports card (i.e. baseball, football, hockey...) The front of the card will feature an appropriate picture (or drawing) and the back a brief description of the creature, and at least five fascinating facts that you have researched.

<p style="text-align: center;">Fairy</p> 	<p style="text-align: center;">Fairy</p> <p>A small imaginary creatures with wings, often depicted to resemble humans.</p> <ul style="list-style-type: none">- Fairies are said to be short tempered.- Fairies are also know as Sprites, Pixies, and in some cases Angels or Spirits.- Fairies have been used by many famous authors, including William Shakespeare.- Consumption (known as Tuberculosis) was once said to be blamed on fairies.- Some Irish/Scottish tribes once believed fairies to be the spirits of the dead.
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Front of Card

Back of Card