

Teacher Guide

Grades 7–8

Peter Pan

J. M. Barrie

NOVEL UNITS[®]



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PETER PAN

by
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Teacher Guide

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Note

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Please note: Parts of this novel deal with sensitive, mature issues. Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Skills and Strategies

Thinking

Brainstorming, research,
critical thinking, decision-
making, creative thinking,
compare/contrast

Listening/Speaking

Oral presentation, discussion,
acting/drama, interview

Writing

Creative writing, poetry, blog
entry, scene, chapter, essay

Comprehension

Predicting, cause/effect,
evaluating decisions

Literary Elements

Genre, characterization, conflict,
point of view, antagonist/
protagonist, figurative language,
allusion, setting, satire

Vocabulary

Definitions, parts of speech,
synonym/antonym, context,
usage

Across the Curriculum

Art—sculpture, diorama,
caricature, painting, sketch,
illustrated map; Fantasy—
mermaids, fairies; History—
pirates; Sports—fencing

Chapters 3–4

Peter Pan and Tinker Bell arrive in the nursery to find Peter's lost shadow. They awaken Wendy, who helps reattach Peter's shadow. Peter tells Wendy about the magic of the Neverland. Peter wants Wendy to tell him stories and eventually convinces Wendy, John, and Michael to fly with him and Tinker Bell back to the Neverland. Peter teaches the children how to fly, and they all escape the nursery just before Mr. and Mrs. Darling arrive. After having an exciting but difficult time flying on the long journey, the children arrive in the Neverland. Pirates begin shooting at them, and the Darling children are separated from Peter and unable to land. A jealous Tinker Bell deviously leads Wendy away to danger.

Vocabulary

rummaged	appalled	impetuously	patronizingly*	rapturously
venture	intense	obnoxious	distressed	relenting
tempted	cunning	trifling	gallant	indignant
imperiously	impetuously	spires	amorous	poised
bewildered	* See glossary in text			

Discussion Questions

- How does Wendy react to Peter's presence in the nursery? Why does Wendy believe she is "in the presence of a tragedy" (p. 31)? How does Peter respond to Wendy? (*Peter awakens Wendy by crying because he cannot reach his shadow. Wendy is undisturbed by his sudden presence in the nursery and notices that it must be Peter Pan. She is curious about why he is upset, and after learning that his mother believes this must be the reason. After speaking to Wendy, Peter feels slightly insecure about the length of his name and his strange address. He assures Wendy that he is not upset about not having a mother, as he finds them to be "overrated persons."*)
- Peter is described as a cocky boy. How is this trait displayed when he fixes Wendy's shadow? What is Wendy's reaction? (*Peter takes the credit for fixing his shadow, even though Wendy does all the work of reattaching it. He dangles about the nursery and says, "I do it with the cleverness of me" [p. 32]! Wendy is annoyed at his conceit, to which Peter replies "I did a little..." [p. 33]. Wendy takes offense and hides under her covers.*)
- Why doesn't Peter know what a kiss is? (Answer will vary.)
- What do readers learn about Peter? What part of Peter's life does Wendy find most fascinating? (*Peter tells Wendy that, as a baby, he heard his parents talking about him growing into a man. He was determined to always have an adventure grow up, so he ran away and lived with fairies in Kensington Gardens. Wendy is delighted with Peter's knowledge of the fairies, and is especially thrilled that a fairy has accompanied Peter to the nursery.*)
- What does Peter tell Wendy about the history of fairies? What do you think this story about fairies symbolizes? (*When the first baby laughed for the first time, the laugh broke into a thousand pieces and became fairies. However, whenever a child stops believing in fairies, a fairy dies. Answers will vary, but students should discuss how growing up can dull the imagination.*)
- Describe Tinker Bell's personality. What is Tinker Bell's opinion of Wendy? Why do you think she feels this way? (*When Peter finds Tinker Bell trapped in the drawer, Tinker Bell is furious with him. She flies about angrily and curses at Peter. She is feisty and passionate and seems more moody than charming. Tinker Bell obviously dislikes Wendy. She pulls Wendy's hair when Peter kisses Wendy, and replies rudely when Peter suggests she could be Wendy's fairy. Answers will vary, but students should infer that Tinker Bell is enamored of Peter and jealous of Wendy.*)

7. Why does Peter want Wendy to come to the Neverland? How does he convince her to go with him? *(He wants Wendy to tell stories to him and the lost boys. She is unwilling to leave, but Peter tells her he can teach her to fly, introduce her to mermaids, and will allow her to tuck the lost boys in at night. Wendy is intrigued and so awakens her brothers to prepare for the trip to the Neverland.)*
8. What problems do Wendy, John, and Michael experience on their first flight to the Neverland? What might these problems indicate about the rest of the adventure? *(The children realize that they do not know their way home or to the Neverland and are dependent on Peter for their safe arrival. Peter, who flies faster than they, flies off and leaves them, and they are fearful he will eventually forget them. When the children fall asleep in mid-air, they fall like rocks, and it is up to Peter to catch them. They bump their heads on clouds and realize Peter has forgotten to teach them how to stop flying. While the adventure is fun and new, the children realize Peter is not a very reliable teacher. He is more concerned with impressing them and playing games than ensuring their safety. As we will see in the Neverland it is likely Peter will continue to care more for the adventures at hand than the survival of the Darling children, even though he sees great value in Wendy's ability to care for the children and tell stories. These problems also indicate that children need real caretakers (adults), even though Peter doesn't think they're important. The Darling children are used to being well cared for, so these initial difficulties might foreshadow how things will go in the Neverland without adults around.)*
9. Although Peter delights in being young and never growing up, some of his characteristics are decidedly mature. For example, when discussing Captain Hook, Peter tells John, "You don't think I would kill him while he was sleeping! I would wake him first and then I'd kill him" (p. 57). This is indicative of courage and honor—very adult characteristics. Discuss Peter Pan as a contradiction. *(Discussions may vary but should examine the ways in which Peter's youthful spirit, his formidability, and his silliness contrast with his adult qualities. Examine the question: How can Peter be childish and carefree with a careless nature yet at the same time be so concerned with being fearless and heroic? Some students may make the argument that "little boys do like to play the gallant hero.")*
10. What danger must Peter, Tinker Bell, and the Darling children face as they face the darkness of the Neverland? What does Peter do to avoid and avert this danger? *(The pirates hunt them and shoot at them. The pirates' leader, Captain Hook, despises Peter and wants to kill him. The pirates are shooting at them, but Tinker Bell gives off a light that Peter refuses to send Tinker Bell away. Peter decides to keep Tinker Bell in John's hat so that she can still travel with them without her light being visible.)*
11. **Prediction:** What does Tinker Bell plan to do with Wendy?

Supplementary Activities

1. Creative Writing: Peter, who simply does whatever comes to mind, makes up his own directions to the Neverland. Think of the fantasy world you created in Unit Activity #4 on page 6 of this guide. Write a set of directions that could allow a person to visit your fantasy world.
2. Figurative Language: **Similes**—"...he and his shadow...would join like drops of water..." (p. 30); "still as salt" (p. 43); "...Michael suddenly dropped like a stone" (p. 50); **Metaphor**—Wendy, John, and Michael: birds (p. 48); **Personification**—"directed by their friend the sun" (p. 54)
3. Literary Devices: **Satire**—" [The lost boys] are the children who fall out of their perambulators when the nurse is looking the other way. If they are not claimed in seven days they are sent far away to the Neverland to defray expenses" (p. 38).

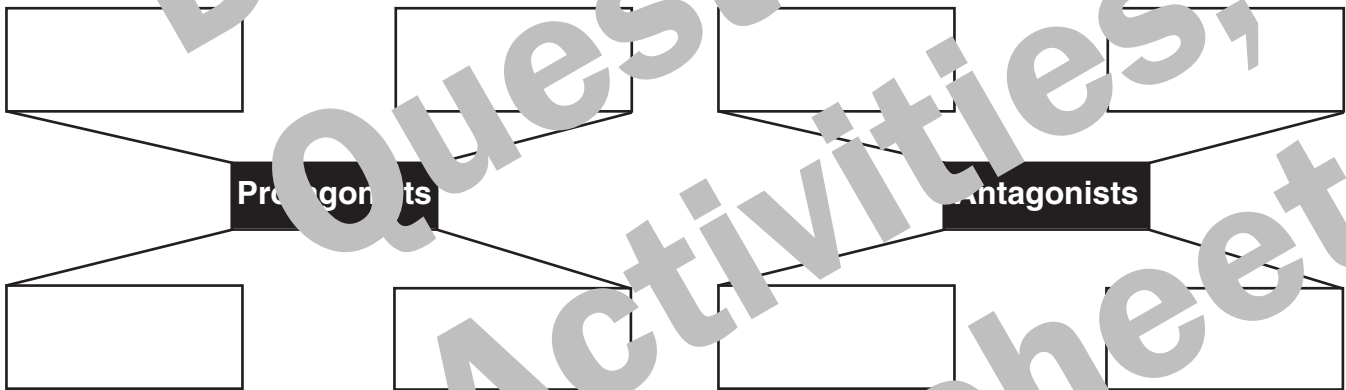
Protagonists and Antagonists

The main character in a story is called the **protagonist**. Sometimes we call the protagonist the hero or heroine (the "good" person). The character who opposes the hero in a story is called the **antagonist**. Sometimes we call the antagonist the villain (the "bad" person).

Directions: Think about stories you have read. Who were some of the protagonists (heroes/heroines) in these stories? Who were the antagonists (villains)? List some of the protagonists and antagonists and the stories in which they appeared.

Protagonists	Antagonists	Story

Complete the charts below by listing some common characteristics of protagonists and antagonists. For example, a protagonist is often brave. An antagonist may be cunning or cruel. Sometimes the antagonist is not just a person but a belief or custom.



As you read, decide who is the protagonist and who or what is the antagonist. Notice their characteristics, and compare/contrast them with the characters you listed in the chart above.

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Story Map

Directions: Complete the story map below for *Peter Pan*.

Characters	Setting	Conflict(s)
	Date: _____ Place: _____ Other: _____	
main _____ main _____ main _____ minor _____ minor _____	<div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> _____ Novel Title </div>	
Possible Themes (general statements the novel makes about _____)	Point of View _____	Author's Style and Tone
	Genre _____	