

Peter Pan

J. M. Barrie

The background of the lower half of the cover is a vibrant, abstract graphic. It features a large, bright yellow sun or starburst in the upper left, with rays of light extending across the scene. Overlaid on this are numerous translucent, colorful shapes in shades of blue, red, orange, and purple, some resembling bubbles or stylized flowers. The overall effect is a dynamic and colorful composition.

**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



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PETER PAN

by
J. M. Barrie

Student Packet

Written by
Monica L. Odle

Contains masters for:

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 2 Literary Analysis Activities
- 4 Character Analysis Activities
- 2 Critical Thinking Activities
- 1 Writing Activity
- 3 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 2003 Aladdin Paperbacks edition of the novel was used to prepare this guide. Page references may differ in other editions.
Novel ISBN: 0-689-86691-7

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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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Chain

rummaged
venture
tempted
imperiously
bewildered

appalled
intense
cunning
implicitly

contemptuously
tedious
trifling
spires

patronisingly*
distorted
gallant
amends
* spelling in text

rapturously
relenting
indignant
poised

Directions: Create a chain of ten words using the vocabulary words above. Between each pair of words, describe how one word relates to the next word. The words can have similar prefixes or suffixes, be of the same part of speech, be synonyms or antonyms, or have commonality among their definitions, etc. Write the vocabulary words you choose in the ovals below. Write the way the words relate to each other on the lines between the ovals.

Example:



A series of six empty ovals arranged in two rows of three. Lines connect the ovals in a zig-zag pattern: from the first oval of the top row to the second of the bottom row, then to the third of the top row, then to the first of the bottom row, then to the second of the top row, then to the third of the bottom row, and finally to the first of the top row.

6. Whom does Peter imitate in order to save Tiger Lily? What does he say?
7. If Wendy could have a pet pirate, whom would she choose?
8. What do the pirates plan to do with Wendy?
9. How does Hook discover that it is Peter Pan who is imitating him?
10. Who in the battle is the first to draw blood?
11. What does Hook do when Peter gives him a hand to help him up the rock?
12. Which two people end up stranded on a rock?
13. How is Wendy saved?
14. Whom does Peter have a hard time understanding?
15. Into what does Peter put the Never bird's eggs?
16. How does one determine the time in the Neverland?
17. What does Peter say are his feelings for Wendy? How does this make Wendy feel? Why?
18. Who tells a dull bedtime story?

Chapters 11–13

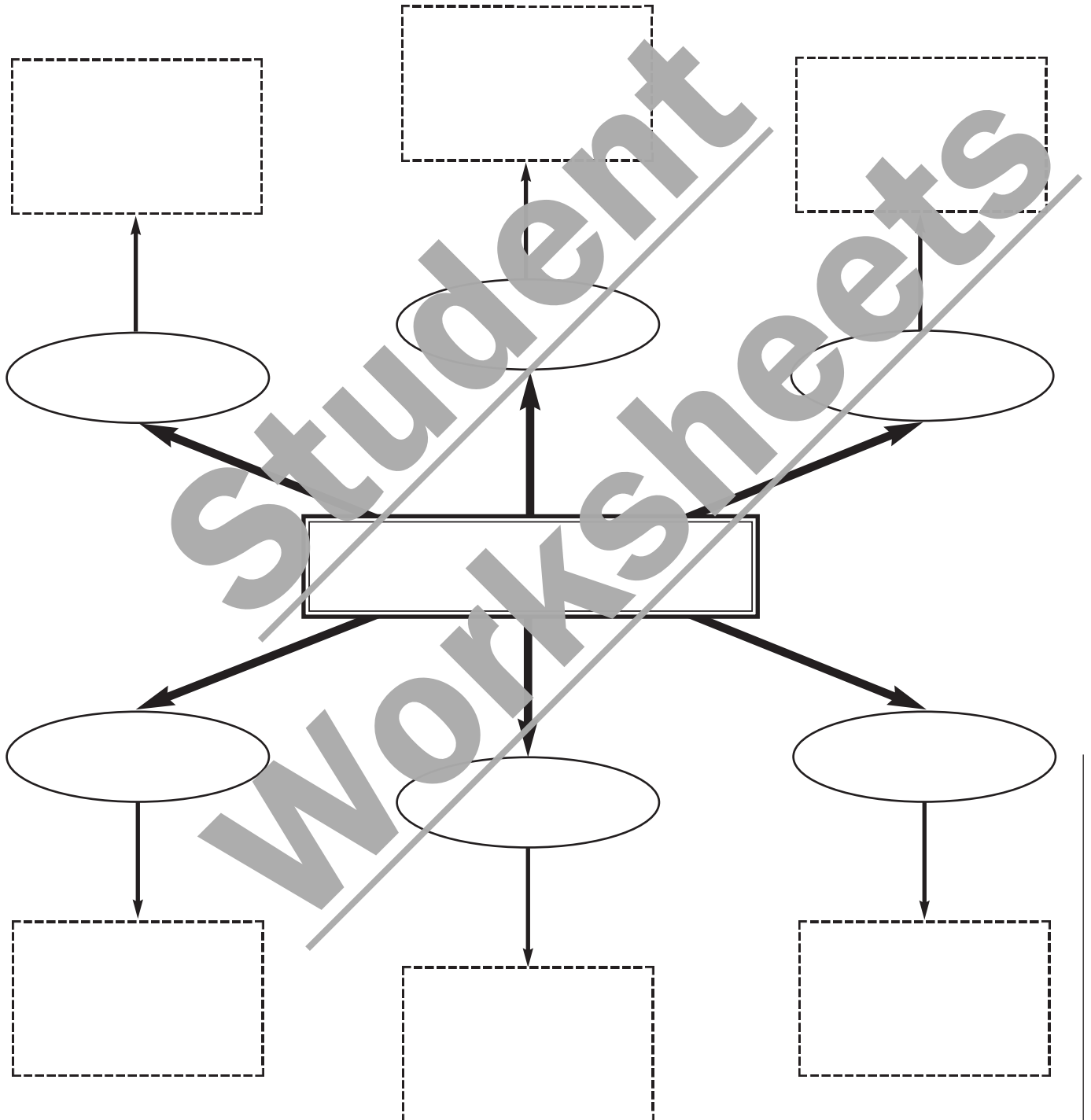
1. What does Wendy believe about a mother's love?
2. What does Peter claim to have found when he returned to his own nursery window?
3. To whom does Wendy appeal when the lost boys advance upon her in fear of losing her?
4. Why does Peter skip and play his pipes after he tells Wendy he is not returning to the nursery with her?
5. What causes the children to become silent in their underground abode?
6. Why didn't the natives stand up to them once they knew that the pirates had landed on the island?
7. Why don't the natives jump to action immediately upon seeing the pirates?
8. Who is Hook truly afraid of this night?
9. Why do the pirates miss the tom-tom?
10. Who is the only person met with politeness upon coming out of the tree?
11. What had Slightly done to his tree without Peter's knowledge?
12. Which of Peter's characteristics particularly bothers Hook? Why do you think this is so?
13. What does Hook put in Peter's medicine?
14. Who tells Peter the truth about what happened to the children?

Name _____

Peter Pan
Activity #13 • Character Analysis
Use During and After Reading
(Character Analysis)

Characterization

Directions: Write the name of a character from the novel in the center rectangle. In each oval, write an adjective that describes the character's personality. Then fill in each dotted rectangle with a detail about the character that illustrates that part of the character's personality.



Name _____

Qualities of a Hero

Directions: Choose a character from the novel. For each quality listed in the left column, tell if the character has this quality. If you write “yes” in the second column, then you must list an event in the third column that proves that the character has the quality. If you write “no” in the second column, you may leave the third column blank.

Quality	Does the character have this quality? (Yes or No)	Event from the Story
honest		
fair		
brave		
kind		
calm		
smart		
good friend		

Look at the chart you filled in above. Based on this information, do you think the character is a hero? Explain your decision on the lines below.
