

Peter Pan by J. M. Barrie

Grade Level: Second

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Length of Unit: 16 lessons

I. ABSTRACT

This unit focuses on literature and the unique aspects that reflect inner-self and place for second graders. Students identify and organize details of a story. They distinguish fact from fantasy by comparing literary characters to their own experiences. Students create major land and water formations in 3-D as well as symbolically. An understanding of interactions between characters is shown through adaptations to various physical environments. An extensive vocabulary is developed through writing for a variety of audiences in various forms.

II. OVERVIEW

The Second Grade Core Knowledge Sequence is designed to enable children to read and comprehend text written for Second Grade students. Each lesson in this unit provides an opportunity for students to build knowledge so that comprehension will increase. Recognizing that literature and art reflect the inner life of people and developing an awareness of place and how literature reflects the unique aspects of that place are the underlying concepts in this unit.

A. Concept Objectives:

1. Students will recognize that literature and art reflect the inner life of people
2. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place.

B. Content Objectives: Peter Pan by J.M.Barrie

C. Skill Objectives:

1. The student will distinguish between realistic fiction and fantasy; recite a simple poem from memory.
2. The student will identify major land and water formations.
3. The student will understand concepts of location, distance, and direction.
4. The student will identify and organize the critical details of a story both visually and verbally.
5. The student will demonstrate the use of an extensive vocabulary.
6. The student will write for a variety of audiences and purposes in various forms.
7. The student will use conventions of the English language.
8. The student will demonstrate an understanding of interactions between organisms in a given environment.
9. The student will understand how humans adapt to variations in the physical environment.
10. The student will compare and contrast literary characters in classic and contemporary stories and connect them to student's own experience.
11. The student will discuss simple environmental, economic, and cultural issues that relate to them and their classmates.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

B. For Students:

1. Kindergarten Core Knowledge Sequence
 - a. Realistic fiction and fantasy
 - b. Fairy Tales

- c. Maps and rivers
- d. Seasonal cycle
- 2. First Grade Core Knowledge Sequence
 - a. Writing descriptions, journal entries, and brief stories
 - b. Fairy tales
 - c. Story detail – characters
 - d. Drama
 - e. Map keys and symbols
 - f. Specific habitats and what lives there
 - g. Relationships between living things
 - h. Directions on a map: north, south, east, west
 - i. Geographical terms – peninsula, harbor, bay, island

IV. RESOURCES

- A. Peter Pan by J. M. Barrie, adapted by D. J. Arneson
- B. ACTS of Teaching: How to Teach Writing, by Joyce Armstrong Carroll and Edward E. Wilson
- C. Core Knowledge Sequence, edited by the Core Knowledge Foundation

V. LESSONS

Lesson 1: Real vs. Fantasy

- A. Objectives
 - 1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 - 2. Concept Objective: Students will recognize that literature and art reflect the inner life of people
 - 3. Skill Objective/Standard: The student will distinguish between realistic fiction and fantasy; recite a simple poem from memory
- B. Materials
 - 1. Poem “Who Has Seen the Wind?” by Christina Rosetti written on sentence strips
 - 2. Pocket Chart
 - 3. T-chart graphic organizer (Appendix A)
 - 4. Peter Pan by J.M. Barrie
- C. Background Notes: none
- D. Key Vocabulary
 - 1. Fantasy – the free play of creative imagination; not real
 - 2. Real – of or relating to practical or everyday activities
- E. Procedures/activities
 - 1. Display Poem “Who Has Seen the Wind?” by Christina Rosetti on sentence strips in pocket chart. Leave in book center at end of lesson.
 - 2. Read poem to students. Ask “Is the wind real? Can you see it? Then, how do you know its real?”
 - 3. Allow time for discussion
 - 4. Present T-Chart graphic organizer (see example below)
 - 5. Using familiar fairy tales such as The Three Bears, Little Red Riding Hood, Snow White, or Beauty and the Beast discuss and chart what is real and what is fantasy.
Example:

Real	Fantasy
Bears	Cook & eat porridge
Princess	Sleep for 100 years
Wolf	Dresses like grandmother

6. Display Peter Pan by J. M. Barrie. Talk about the author. Ask, “What do you know about Peter Pan? What could be real? What could only be fantasy? List on T-chart.
- E. Evaluation/assessment:
1. Teacher observation from discussion of real and fantasy

Lesson Two: Making an Island

A. Objectives

1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
3. Skill Objective/Standard:
 - a. The student will identify major land and water formations
 - b. The student will understand concepts of location, distance, and direction

B. Materials

1. Crayola Air Dry Modeling Magic (4 oz. per student) or paper mache’
2. Paint and brushes
3. Wax paper
4. Venn diagram (Appendix B)
5. Poster board cut into 12” X 12” squares (1 per student)
6. Masking Tape
7. Peter Pan by J. M. Barrie

C. Background Notes: none

D. Key Vocabulary

1. Island - a small body of land completely surrounded by water. The fact that an island is isolated allows it to have a unique variety of plant and animal life.
2. Lagoon - a large area filled with salt water. Lagoons are shallow, usually only 6.5 feet. There is a sand bar separating the water in the lagoon from the larger sea body. Lagoons are found along all coastal area of the world, on all continents.

E. Procedures/activities - This is a two day activity.

Day 1

1. Discuss and define islands and lagoons.
2. Explain that students are going to make an island with a lagoon.
3. Pass out sheets of wax paper (approximately 12” X 18”). Tape corners to desk. Slide 12” X 12” poster board beneath the wax paper.
4. Pass out 4 oz. of modeling Magic to each child.
5. Show children how to manipulate the Modeling Magic to soften it, then to shape it into an island leaving the surface rough for the terrain.
6. Write names on wax paper. Then remove wax paper with island to a safe place to air dry until tomorrow.

Day 2 - Students work in pairs

7. Students retrieve their islands, wax paper and 12” x 12” poster boards
8. Students carefully remove their islands from the wax paper and glue them to the 12” X 12” poster board.
9. Place poster board with island attached onto the wax paper (to catch any over flow of paint). Tape the wax paper to desk to prevent slippage.

10. Pour small amounts of green, brown and blue paint onto dinner size paper plates. Distribute one plate of paint to every 2 students. Distribute paintbrushes or Q-tips (1 for each color).
 11. Students paint water blue (lagoon, around the island), beaches brown (for sand) and rest of land green (vegetation).
 12. Clean up paints and leave islands to dry.
 13. Move students to another area in room.
 14. Using a Venn Diagram, compare and contrast differences in life styles in students' home town and on an island (food, clothing, shelter)
 15. Hang Venn Diagram for students to review
- F. Evaluation/assessment:
1. Rubric:
 - 4: Clearly defined island, lagoon, beaches, and vegetation
 - 3: Clearly defined island & lagoon; poorly defined beaches & vegetation
 - 2: Poorly defined island, lagoon, beaches, and vegetation
 - 1: Project attempted

Lesson Three: Setting

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 3. Skill Objective/Standard
 - a. The student will identify and organize the critical details of a story both visually and verbally.
 - b. The student will develop an extensive vocabulary.
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 1
 2. 9" X 12" or 12" X 18" drawing paper – 1 per student
 3. Crayons or markers
- C. Background Notes: none
- D. Key Vocabulary
1. Dart – to move suddenly
 2. Primly – stiffly formal and proper
 3. Tidy - neat
- E. Procedures/activities
1. Gather students near. Tell them to listen carefully for the setting of the chapter.
 2. Read Chapter 1 of Peter Pan discussing Key Vocabulary (see above) as it appears in the text.
 3. When you finish reading, discuss the setting with the students. "Where are the children? What does it look like there?"
 4. Distribute drawing paper.
 5. Ask students to draw what they visualize the setting to look like
 6. Students write one or two sentences on their paper that best describes their drawing.
 7. Collect papers; assemble into a class book.
 8. Place class book in book center for student reading.
- E. Evaluation/assessment:
1. Teacher observation and anecdotal notes that answer the following question: Does drawing depict setting in Chapter 1?

Lesson Four: Characters

A. Objectives

1. Lesson Content: Peter Pan by J.M. Barrie, adapted by D. J. Arneson
2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
3. Skill Objective/Standard
 - a. The student will organize and identify the critical details of a story both visually and verbally
 - b. The student will develop an extensive vocabulary

B. Materials

1. Peter Pan by J. M. Barrie, adapted by D. J. Arneson, Chapter 2
2. 9 character webs (Appendix C)
3. Pencils or markers

C. Background Notes

1. Nana: Newfoundland Sheep Dog, guardian, caregiver, babysitter, kind, watchful, conscientious
2. Mr. Darling: father, wanted to be just like the neighbors, viewed position in community as extremely important
3. Mrs. Darling: mother, wanted everything just so, prudent, loved her children, organized, neat, tidy, cuddles children
4. Wendy: oldest child, loving, mother-like, orderly, neat
5. John: second and middle child, striving for attention
6. Michael: youngest child wants to be taken care of, pampered
7. Peter Pan: boy who never grew up, child in all of us, wants to have a mother, adventurous, mischievous, rebellious
8. Tinker Bell: fairy, jealous of Wendy, friend of Peter Pan
10. Captain Hook: Pirate, scoundrel, hates Peter Pan, afraid of crocodile

D. Key Vocabulary

1. Coddle – to treat with extreme care
2. Fateful – critical, important
3. Mischievous – naughty, playful
4. Pamper – spoil, baby
5. Rebellious - disobedient
6. Scoundrel - crook

E. Procedures/activities

1. Before reading distribute a character web to each group of 3 students. Have name of a character prewritten in the center of web.
2. Tell children to listen carefully for the characters and for their personality characteristics.
3. Students write on the lines of the web when they hear something that describes their character. Example: Nana – watchful
4. Read Chapter 2 of Peter Pan discussing Key Vocabulary (see above) as it appears in text.
5. Discuss characters at end of chapter. Fill in characteristics as need arises.
6. Post on bulletin board for quick reference.

F. Evaluation/assessment:

1. Students write in their Reader's Response Journals. Choose a character from the story so far. Tell how you are like one of these characters. Tell how you are different. Share with others at the end of writing time.

Lesson Five: Similes

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective: Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 3. Skill Objective/Standard:
 - a. The student will develop an extensive vocabulary
 - b. The student will write for a variety of audiences and purposes in various forms
 - c. The student will use conventions of the English language
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 3
 2. Chart paper
 3. Markers
- C. Background Notes
1. Simile is a comparison using like or as.
 2. When you add the suffix -ly to a word it changes the word to an adverb that tells how something is done.
- D. Key Vocabulary
1. Angry as a hornet
 2. Cocky – conceited, overconfident, boastful
 3. Conceited – vain, arrogant
 4. Cunning – sly, sneaky
 5. Despises - hate
 6. Gracefully – elegant, beautiful
 7. Graciously – pleasant, friendly, warm
 8. Indignantly – angry, offended
 9. Jealous – envious, resentful
 10. Nuisance – pest, trouble, bothersome
 11. Rage - anger
 12. Selfish - self-centered
- E. Procedures/activities
1. Read Chapter 3 of Peter Pan discussing Key Vocabulary (see above) as it appears in text.
 2. At the top center of a piece of Chart Paper write the heading Simile
 3. Discuss simile and its definition (see Background Notes, Lesson 5)
 4. Ask if anyone heard any similes in Chapter 3.
 5. Write: angry as a hornet on your chart. Discuss its meaning. (see Key Vocabulary, Lesson 5)
- F. Evaluation/assessment: Teacher observation

Lesson Six: Read for Enjoyment

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective: Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 3. Skill Objective/Standard: The student will develop an extensive vocabulary
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 4
 2. Simile Chart (from previous day)
- C. Background Notes
1. Add “like a moth around a candle” to simile chart

- D. Key Vocabulary
1. Annoy – bother, upset
 2. Cautious – carefully, watchful
 3. Doom – fate, destiny, lot in life
 4. Like a moth around a candle - automatically drawn to light; unable to stop self, self-destructive
 5. Reputation – overall quality or character as seen or judged by people in general
 6. Swooping - fly down, dive
- E. Procedures/activities
1. Read Chapter 4 of Peter Pan discussing Key Vocabulary (see above) as it appears
 2. Add “like a moth around a candle” to simile chart and discuss (see Key Vocabulary, Lesson 6)
- F. Evaluation/assessment: Teacher observation

Lesson Seven: Cycles

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 3. Skill Objective/Standard
 - a. The student will demonstrate an understanding of interactions between organism in a given environment
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 5
 2. Transparency of cycle diagram (Appendix D)
 3. Copy of cycle diagram for each student
- C. Background Notes: none
- D. Key Vocabulary
1. Chimney – smokestack on top of house to vent exhaust from fireplace
 2. Daggers – a small, short knife
 3. Lad - boy
 4. Mischief – trouble, monkey business
 5. Single file – to walk in a straight line, one behind the other
 6. Villainous – wicked, bad, evil
- E. Procedures/activities
1. Discuss cycles prior to reading. Define cycles as something that begins and has distinct stages before it reaches its conclusion only to begin again. Diagram the seasons – spring, summer, fall, winter- and the life cycle of a frog – egg, tadpole, adult frog.
 2. Hang diagrams for student review
 3. Pass out a blank cycle diagram (Appendix D) to each student.
 4. Read Chapter 4 of Peter Pan discussing Key Vocabulary (see above) as it appears
 5. Diagram the character cycle in Neverland as you read on your transparency.
 6. Students copy your diagram.
- F. Evaluation/assessment:
1. Teacher observation and student discussion

Lesson Eight: Homes

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson

2. Concept Objective: Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
3. Skill Objective/Standard: The student will understand how humans adapt to variations in the physical environment.

B. Materials

1. Peter Pan by J. M. Barrie, Chapter 6
2. 12" X 18" drawing paper (1 per student)
3. 9" X 12" drawing paper (1 per student)
4. Glue or tape
5. Crayons or markers

C. Background Notes

1. Pictures of wigwam, pirate ship, cave, houses, apartments, mobile home

D. Key Vocabulary

1. Damp – moist, slightly wet
2. Delicate – fragile, easily broken
3. Exhausted – tired, worn out
4. Glee – delight, happiness, joy
5. Pleaded – begged, implored
6. Sneered – scorn, laugh at, turn your nose up at
7. Tailors before a wedding – extremely busy, nonstop work that must be completed soon
8. Wigwam – dome shaped dwelling, larger than a teepee, arched poles covered by sticks and leaves

E. Procedures/activities

1. Read Chapter 6 of Peter Pan discussing Key Vocabulary (see above) as it appears
2. Display the pictures of different types of homes
3. Discuss why different people live in different homes. (economic reasons, climate, preference)
4. Pass out drawing paper, one of each size for each student
5. Students glue or tape the 12" sides together
6. Now fold the 12" X 27" (papers taped together) into 6 parts. Draw a house for each character - one in each box.

Draw your home in Neverland	Draw a wigwam for Michael in Neverland	Draw a house for Wendy in Neverland
Draw the Pirates' Ship in Neverland	Draw the Lost Boys' underground home in Neverland	Draw John's home under the boat on the beach in Neverland

8. In your Reader's Response Journal, tell why you chose the home you drew in Neverland for yourself.

F. Evaluation/assessment:

1. Check drawings for comprehension of different types of homes. Do not count for artistic ability. Check Reader's Response Journals for a reasonable reason why the home was chosen.

Lesson Nine: Mother

A. Objectives

1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
2. Concept Objective: Students will recognize that literature and art reflect the inner life of people

3. Skill Objective/Standard: The student will demonstrate an understanding of interactions between organisms in a given environment
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 7
 2. Reader's Response Journal
- C. Background Notes
1. Add "as bare as a stone in the midst of a calm green sea" and "as fast as a sleeping dog that smells danger" to Simile Chart.
- D. Key Vocabulary
1. As bare as a stone in the midst of a calm green sea – explain that water in the sea is always moving even when calm; the water is constantly washing over the rock and keeping all debris and plant life from growing
 2. As fast as a sleeping dog that smells danger – immediately, quickly
 3. Brandishing – waving, swinging
 4. Cutlass – large sword carried by a pirate
 5. Dinghy – small boat usually carried by a larger boat, powered by oars
 6. Like fish poured from a barrel – scattered quickly
 7. Maroon - be stuck, leave behind
 8. Midst – middle, center
 9. Muffled – quieted, hushed
 10. Tide – the alternate rising and falling of the surface of the ocean and of water bodies connected with the ocean that occurs twice a day and is caused by the gravitational attraction of the sun and moon occurring unequally on different parts of the earth
 11. Tragedy – disaster, misfortune
- E. Procedures/activities
1. On the board write, "What is a Mother?" Briefly discuss then allow students 10 – 15 minutes to write in their Reader's Response Journals an answer to the question.
 2. Read Peter Pan, Chapter 7 discussing Key Vocabulary (see above) as it appears in the text
 3. Briefly discuss the chapter
 4. Ask students to draw a line in their Reader's Response Journal under the entry they made prior to hearing Chapter 7
 5. Now have students write an answer to the question, "What is a Mother?"
 6. All 10 to 15 minutes to write.
 7. Ask "Did anyone change his or her answer to the question? If so how did your answer change?" Briefly discuss how answers may have changed.
- F. Evaluation/assessment: Teacher observation

Lesson Ten: Read for Enjoyment

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective: Students will recognize that literature and art reflect the inner life of people
 3. Skill Objective/Standard: The student will distinguish between realistic fiction and fantasy and recite a simple poem from memory
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 8
 2. Poem "Who Has Seen the Wind?" by Christina Rossetti from Lesson 1
- C. Background Notes: none
- D. Key Vocabulary
1. Barred – to block the path or doorway

2. Beneath - under
 3. Bewilderment – confused, puzzled
 4. Complaint – grumble, moan, criticize
 5. Descendants – offspring, children
 6. Devoted – loyal, dedicated, faithful
 7. Elegant – stylish, graceful, well-dressed, neat
 8. Flannels – pajamas, nightgown
 9. Handsome - good-looking, attractive
 10. Interruptions –break, pause, bother
 11. Praise – admire, honor
 12. Prisoner – captive, hostage
 13. Respectful – polite, courteous, kind
 14. Squabble – argue, quarrel
 15. Stunned – astonished, amazed, surprised
 16. Sympathized - be supportive, feel sorry for
 17. Thrilled – excitement, joy, pleasure
 18. Withdrew - remove
- E. Procedures/activities
1. Read Peter Pan, Chapter 8 discussing Key Vocabulary (see above) as it appears
 2. Review poem “Who Has Seen the Wind?” by Christina Rossetti
- F. Evaluation/assessment: Teacher observation

Lesson Eleven: Drama

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective: Students will recognize that literature and art reflect the inner life of people
 3. Skill Objective/Standard: The student will identify and organize the critical details of a story both visually and verbally
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 9
 2. Simile Chart
- C. Background Notes
1. Add “slithered like a snake” and “smash like a mosquito” to Simile Chart
- D. Key Vocabulary
1. Bothersome – troublesome, difficult
 2. Brew – prepare, make
 3. Buccaneer – pirate, adventurer
 4. Cavernous – spacious, deep, hollow
 5. Concocted – pretend, invent, not real, make believe
 6. Dawn – dawn, sunrise, daybreak
 7. Deed - action
 8. Despised – hate, scorn
 9. Devilish – mischievous, naughty
 10. Devious – tricky, sneaky
 11. Displease - upset
 12. Dozen – twelve of anything
 13. Elated – thrilled, overjoyed
 14. Faint – pale, weak, faded, dim
 15. Gruesome – horrible, frightening
 16. Lair – home, hole, burrow

17. Motley – a group composed of unlikely, incompatible individuals
 18. Perished – rotten, died
 19. Potent – strong, powerful
 20. Satisfied – pleased, happy, contented
 21. Sinister – threatening, evil, creepy
 22. Slithered like a snake – slid quickly and quietly
 23. Smash like a mosquito – squash quickly
 24. Staggered – sway, totter, wobble, walk unsteadily
 25. Swollen – puffy, enlarged
 26. Tactic – method, way, approach
 27. Tom-tom – small hand-held drum
 28. Utter – complete, absolute, total
 29. Vile – evil, wicked
 30. Vowed – swear, promise, give your word
 31. Wielding – exerting, using, having, swinging
- E. Procedures/activities
1. Read Peter Pan, Chapter 9 discussing Key Vocabulary (see above) as it appears in text
 2. Ask students to show feelings and emotions for the Key Vocabulary as appropriate
 3. Add to Simile Chart and discuss the following:
 4. Slithered like a snake
 5. Smashed like a mosquito
- F. Evaluation/assessment:
1. Teacher observation of appropriate emotions

Lesson Twelve: Letter Writing

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 3. Skill Objective/Standard
 - a. The student will compare and contrast literary characters in classic and contemporary stories and connect them to student's own experience
 - b. The student will demonstrate an understanding of interactions between organisms in a given environment
 - c. The student will develop an extensive vocabulary
 - d. The student will write for a variety of audiences and purposes in various forms
 - e. The student will use conventions of written language
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 10
 2. Frank Shaeffer Poster – Parts of a Friendly Letter
 3. Formatted friendly letter template – 1 copy for each student (Appendix E)
 4. Reader's Response Journals
 5. Simile Chart
- C. Background Notes
1. Add "be brave and die like English gentlemen" to Simile Chart
- D. Key Vocabulary
1. Be brave and die like English gentlemen – with elegant manners, cool, calmly
 2. Brig – jail cell below the deck of a ship
 3. Cannibal - eater of one's own kind, savage, head-hunter

4. Contrary - opposite
 5. Dejected – sad, depressed, discouraged
 6. Fiendishly – sinister, wicked
 7. Foul – disgusting, repulsive
 8. Grim – merciless, uncompromising, harsh
 9. Hoist – lift, raise
 10. Overwhelm – defeat, crush, overpower
 11. Pathetic - pitiful
 12. Reeked – stink, smell awful
 13. Scornful – insulting, leering, disdainful
 14. Terrified – frightened, afraid, extreme fear
 15. Walk the plank – walk a narrow board placed over the edge of a ship until you fall off the end into the water
- E. Procedures/activities
1. Review parts of a friendly letter – heading, greeting, body, closing, signature
 2. Pass out friendly letter template (Appendix A)
 3. Fill in date and greeting (Dear Captain Hook,), closing (Your friend,) and signature. Leave body of letter open
 4. Ask students to listen as you read to find out what Captain Hook needs to do in order for people to like him
 5. Read Peter Pan, Chapter 10 discussing Key Vocabulary (see above) as it appears in text
 6. Discuss Captain Hook’s behavior
 7. Students write the body of their letter on template
 8. Students copy the letter into their Reader’s Response Journal.
 9. Add “be brave and die like English gentlemen” to Simile Chart and discuss its meaning (see Key vocabulary, Lesson 12)
- F. Evaluation/assessment:
1. Rubric:
 - 4: Strong links to appropriate behaviors including kindness, loyalty, compassion, and friendship. Extensive use of content specific vocabulary making explicit references back to story. Letter format followed with all five parts included.
 - 3: Moderate link to appropriate behaviors. Little or no reference to story. Letter format followed with all five parts included.
 - 2: Weak link to appropriate behaviors. No content specific vocabulary. No reference to story. Letter format followed with all five parts included.
 - 1: Date, greeting, closing, signature

Lesson Thirteen: Self

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective: Students will recognize that literature and art reflect the inner life of people
 3. Skill Objective/Standard: The student will discuss simple environmental, economic, and cultural issues that relate to them and their classmates
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 11
 2. Magazines, newspapers, etc.
 3. Large drawing paper
 4. Glue
 5. Markers, crayons
 6. Simile Chart

- C. Background Notes: none
- D. Key Vocabulary
1. As calmly as if it were a scrap of bread - casually
 2. Black locks – black curly hair
 3. Cautiously – carefully, slowly
 4. Desperation - hopelessness
 5. Din – commotion, noise
 6. Disarm - deprive of weapons, disarm
 7. Emerged - come out
 8. Enraged - anger, provoke
 9. Faltering - hesitate
 10. Hushed - quieted
 11. Imitated – copied, mimicked
 12. Jeered – ridicule, insult
 13. Midway – halfway, in the middle, center
 14. Mutiny – rebellion, revolt
 15. Nip - bite
 16. Outwitted - outsmart
 17. Overboard – over the side of a ship or boat into the water
 18. Peered – looked cautiously
 19. Precarious – uncertain, unsure
 20. Prepare to meet thy doom – get ready to die
 21. Prey - victim
 22. Scowl – frown intently
 23. Strolled - walk
- E. Procedures/activities
1. Read Peter Pan, Chapter 11 discussing Key Vocabulary (see above) as it appears in text
 2. Add “as calmly as if it were a scrap of bread” to Simile Chart and discuss
 3. Discuss things that are important to the characters
 - a. Lost Boys – mothers
 - b. Indians – Tiger Lily
 - c. Wendy – Home
 - d. Peter Pan – adventure
 - e. Captain Hook - Friends
 4. Students cut pictures from newspaper, magazines, etc that depict things that are important to them
 5. Then write one or two sentences that explain the items on the paper
 6. Share in large group
- F. Evaluation/assessment:
1. Teacher’s anecdotal notes and children’s ability to explain why they chose the items

Lesson Fourteen: Compare & Contrast

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective: Students will recognize that literature and art reflect the inner life of people
 3. Skill Objective/Standard: The student will compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience
- B. Materials
1. Peter Pan by J. M. Barrie, Chapter 12
 2. Venn Diagram (Appendix B)

- C. Background Notes: none
- D. Key Vocabulary
 - 1. Cozy – snug, safe secure, comfortable
 - 2. Helm – lever or wheel controlling her rudder of a ship for steering
 - 3. Inquisitive – curious, nosy
 - 4. Remorse - regret
 - 5. Struggle – fight, battle
- D. Procedures/activities
 - 1. Read Peter Pan, Chapter 12 discussing Key Vocabulary (see above) as it appears in text
 - 2. Display Venn Diagram (Appendix B) and explain that it is used for comparing
 - 3. Label diagram to compare Peter Pan to Second Graders
 - 4. Fill in as student discuss how Peter Pan compares to Second Graders
 - 5. Display for student review
- F. Evaluation/assessment: Teacher Observation

VI. CULMINATING ACTIVITIES

Lesson Fifteen: Mapping

- A. Objectives
 - 1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 - 2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 - 3. Skill Objective/Standard:
 - a. The student will match pictures of major land water formations by reading symbols on a map
 - b. The student will understand concepts of location, distance, and direction on maps and globes
- B. Materials
 - 1. Transparency of an island
 - 2. Drawing paper 9” X 12” or 12” X 18”
 - 3. Markers and crayons
- C. Background Notes
 - 1. Teacher:
 - a. An island is a small body of land completely surrounded by water. The fact that an island is isolated allows it to have a unique variety of plant and animal life.
 - b. A lagoon is a large area filled with salt water. Lagoons are shallow, usually only 6.5 feet. There is a sandbar separating the water in the lagoon from the larger sea body. Lagoons are found along all coastal area of the world, on all continents.
 - 2. Student: Students need to know the meaning of the following: Map Key, symbol, island, lagoon, river, cave. They need to know a symbol that they associate with pirates, lost boys, Indians, rivers
- D. Key Vocabulary
 - 1. Map Key – the symbols used on a map are defined in the map’s key or legend
 - 2. Symbol – picture that stands for something else
 - 3. Island - Island - a small body of land completely surrounded by water. The fact that an island is isolated allows it to have a unique variety of plant and animal life.
 - 4. Lagoon - a large area filled with salt water. Lagoons are shallow, usually only 6.5 feet. There is a sand bar separating the water in the lagoon from the larger sea body. Lagoons are found along all coastal area of the world, on all continents.
 - 5. River – any body of water flowing from an upland source to a lake or the sea

6. Compass Rose – symbol on a map that shows the cardinal direction for North
- E. Procedures/activities
1. Distribute blank sheets of drawing paper - one sheet per student.
 2. Students retrieve their islands made in Lesson 2.
 3. Students make a map of their island including the lagoon.
 4. Students create a Map Key that identifies:
 - a. Mysterious River
 - b. Cave
 - c. Indians
 - d. Pirates
 - e. Lost Boys
 5. On the map of their island students draw symbols for each of the elements in their Map Key.
 6. Somewhere on the map, students draw a compass rose indicating NORTH.
- F. Evaluation/assessment:
1. Rubric:
 - 4: Neatly completed with all of the following symbols on map and key: river, cave, Indians, pirates, lost boys, compass rose)
 - 3: Neatly completed with most of the following symbols on map and key: river, cave, Indians, pirates, lost boys, compass rose
 - 2: Neatly completed with many of the following symbols missing on map and key: river, cave, Indians, pirates, lost boys, compass rose
 - 1: Attempt

Lesson Sixteen: Reflections

- A. Objectives
1. Lesson Content: Peter Pan by J. M. Barrie, adapted by D. J. Arneson
 2. Concept Objective:
 - a. Students will recognize that literature and art reflect the inner life of people
 - b. Students will develop an awareness of place and understand how literature reflects the unique aspects of that place
 3. Skill Objective/Standard:
 - a. The student will compare and contrast literary characters in classic and contemporary stories, and connect them to student's own experience
 2. The student will develop an extensive vocabulary
 3. The student will write for a variety of audiences and purposes in various forms
 4. The student will use conventions of written language
- B. Materials
1. Reader's Response Journals
- C. Background Notes: none
- D. Key Vocabulary: none
- E. Procedures/activities
1. Students write in their Reader's Response Journals. Responses must include:
 2. Tell what you liked about this book and why you liked it
 3. Tell what you didn't like about this book and why you didn't like it
 4. Tell something you learned from this story
- F. Evaluation/assessment:
1. Rubric:
 - 4: Journal writing includes:
 - Something you like about the book and why
 - Something you didn't like about the book and why

- Something you learned from the story
- 3: Journal writing includes:
 - Something you like about the book
 - Something you didn't like about the book
 - Something you learned from the story
- 2: Journal writing includes:
 - Something you like about the book
 - Something you didn't like about the book
- 1: Journal writing attempted

VII. HANDOUTS/WORKSHEETS

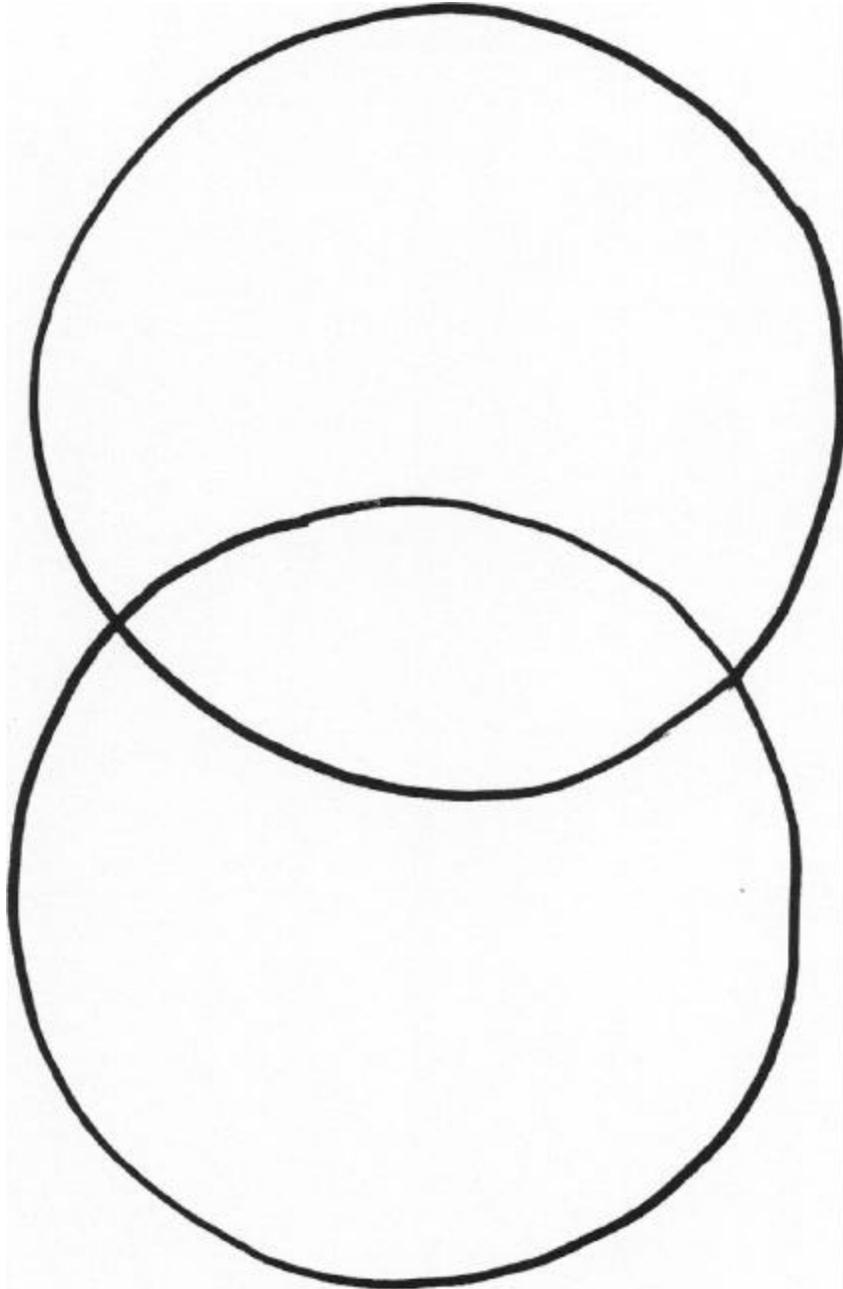
- A. T-Chart Graphic Organizer
- B. Venn Diagram
- C. Character Web
- D. Cycle Diagram
- E. Friendly Letter Template

VIII. BIBLIOGRAPHY

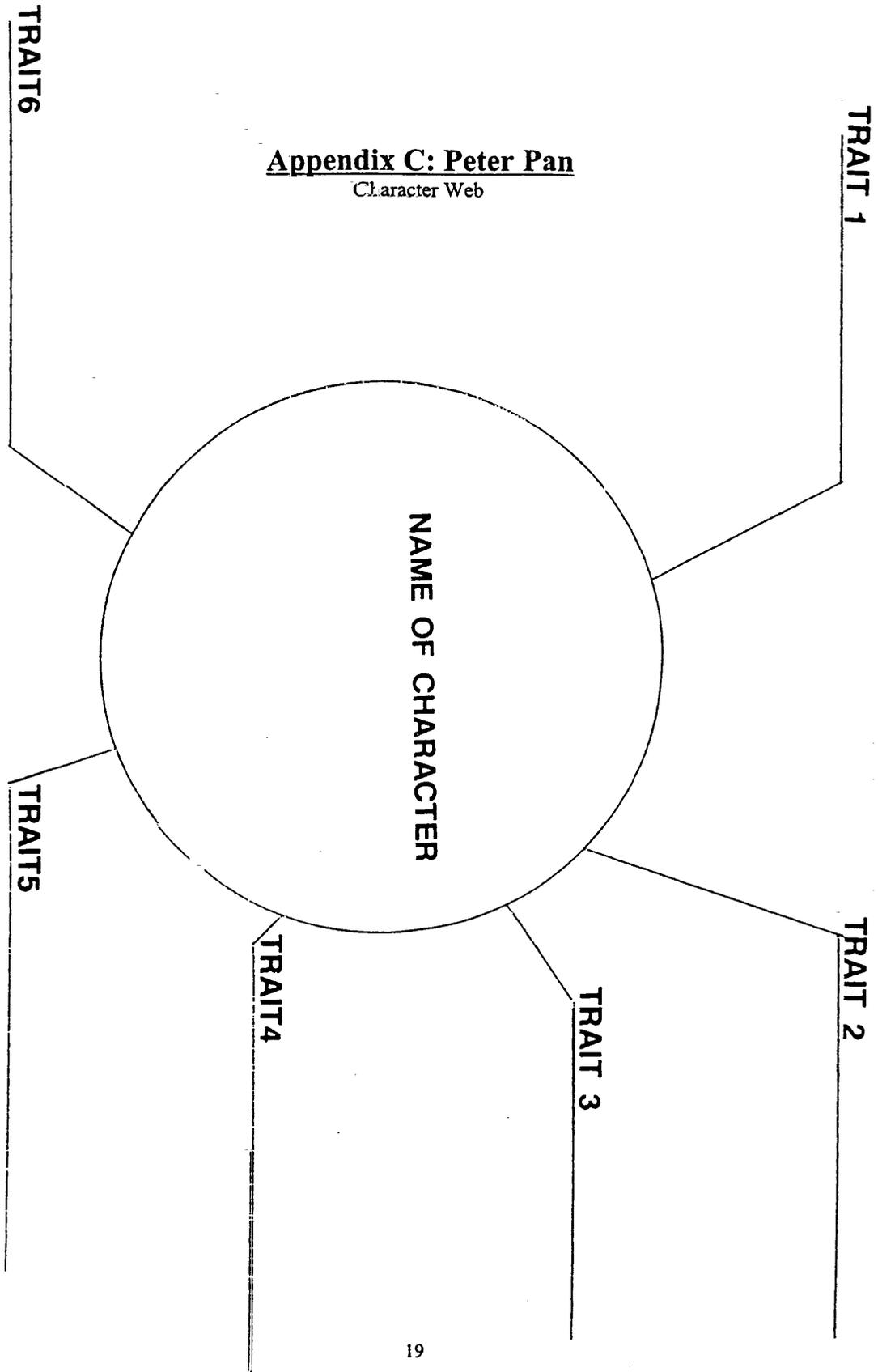
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Appendix A: Peter Pan
T-Chart Graphic Organizer

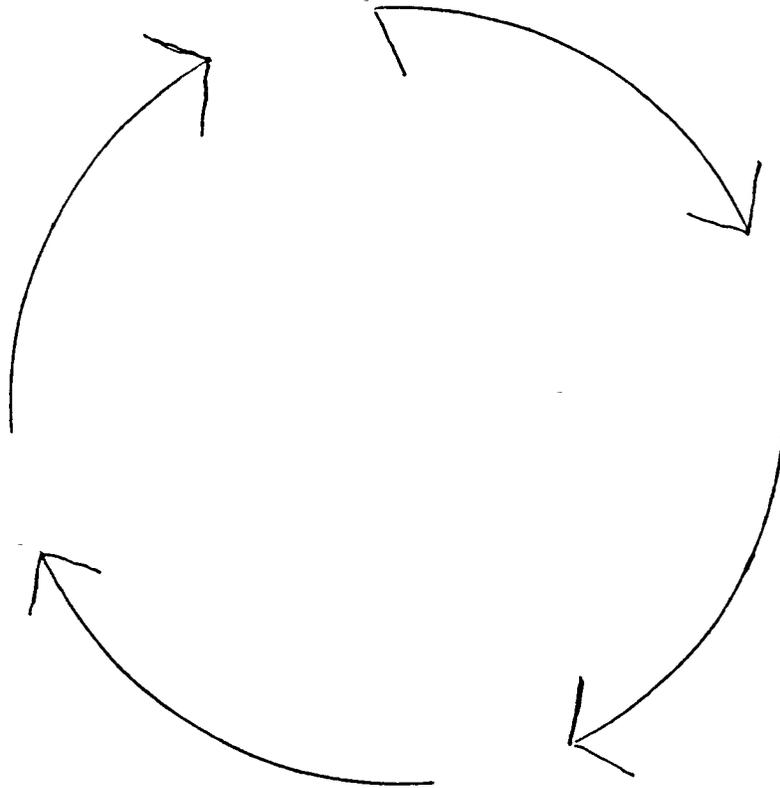
Appendix B: Peter Pan
Venn Diagram



Appendix C: Peter Pan
Character Web



Appendix D: Peter Pan
Cycle Diagram



Appendix E: Peter Pan

Friendly Letter Template

Date

_____, Greeting

Body

Closing

Signature
