

PETER PAN

COMPREHENSION GUIDE



PETER PAN

Comprehension Guide
by Ned Bustard



www.VeritasPress.com
(800) 922-5082

*This guide is dedicated
to my marvelous Magpie.*

*Margaret,
you are in this story
and you are in my heart.*

Never forget how to fly.

*Remember that the
window is always open and
there are thimbles galore
awaiting you at home.*

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PETER PAN

How to Use this Guide

This guide is intended to help you study, understand and enjoy *Peter Pan*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly, it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training, he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education, we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

Example:

Question: Who was a cowardly custard?

Answer: Mr. Darling was a cowardly custard.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

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Chapter 1—Peter Breaks Through

1. “Two is the beginning of the end.” What do you learn at two?

2. What did Mrs. Darling keep in an innermost box?

3. Where did the Darlings meet Nana?

4. Mr. Darling knew the nursery couldn’t be run better, so what made him uneasy?

5. When did Mrs. Darling first hear about Peter?

6. Neverlands vary greatly from child to child. Describe John’s Neverland.

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Chapter 1, Page 2

7. What clue had Mrs. Darling found that showed Peter had been in the nursery?

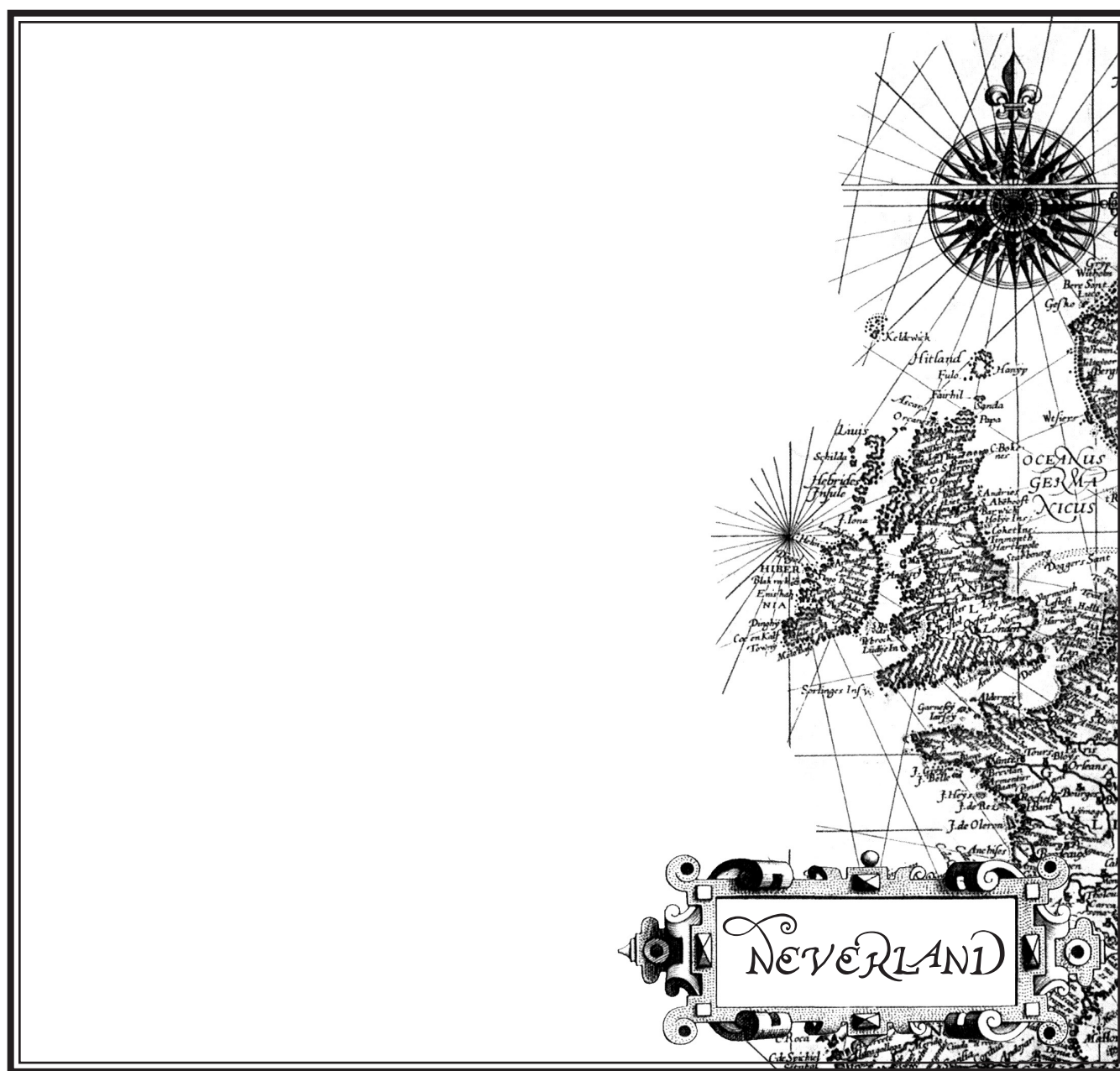
8. What accompanied Peter when he came in to the nursery on Nana's night off?



Project—Neverland Map

Of course the Neverlands vary a good deal. John's, for instance, had a lagoon with flamingoes flying over it at which John was shooting, while Michael, who was very small, had a flamingo with lagoons flying over it. John lived in a boat turned upside down on the sands, Michael in a wigwam, Wendy in a house of leaves deftly sewn together. John had no friends, Michael had friends at night, Wendy had a pet wolf forsaken by its parents . . .

Draw a map of your Neverland in the space provided below.



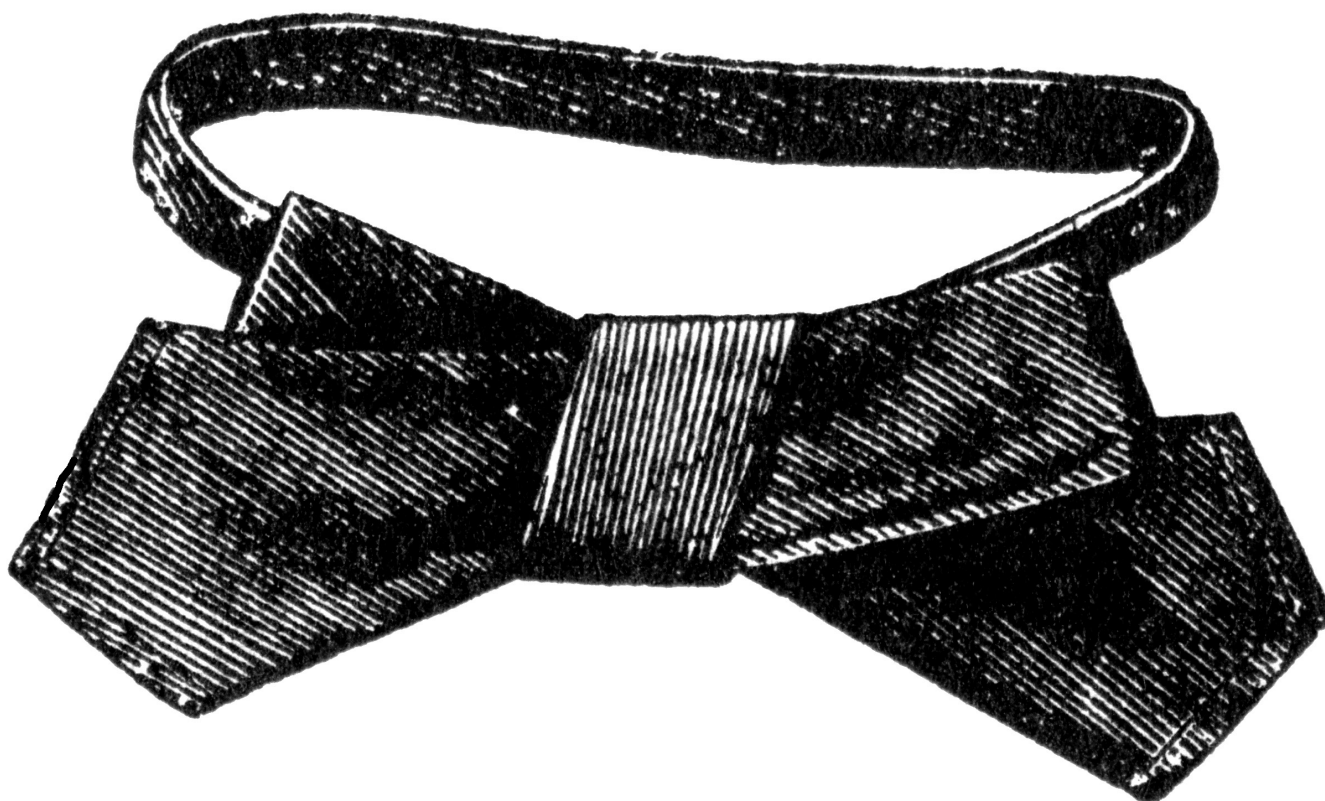
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Chapter 2—The Shadow

1. Who caught Peter's shadow?

2. Where did Mrs. Darling put Peter's shadow instead of hanging it out the window?

3. Mr. Darling knew about Stocks and Shares but had no real mastery of what?



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Chapter 2, Page 2

4. Mr. Darling had not lost his medicine. What had actually happened to it?

5. Who was a cowardly custard?

6. What cruel joke was played on Nana?

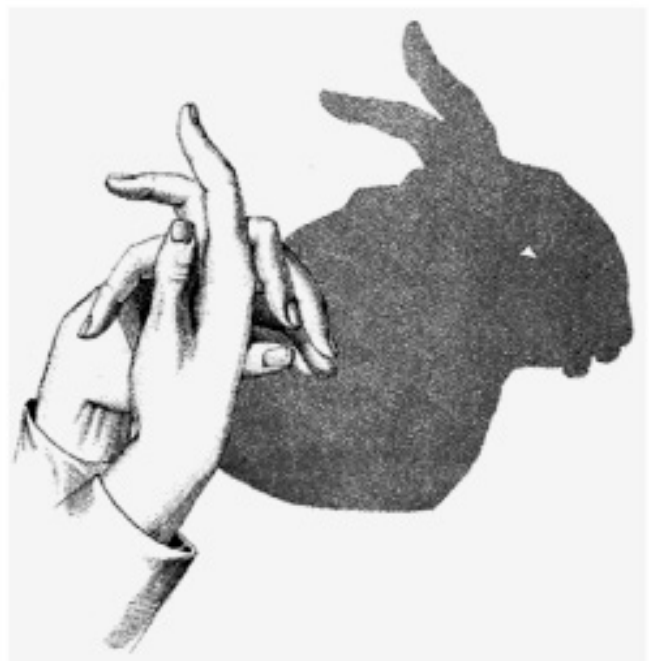
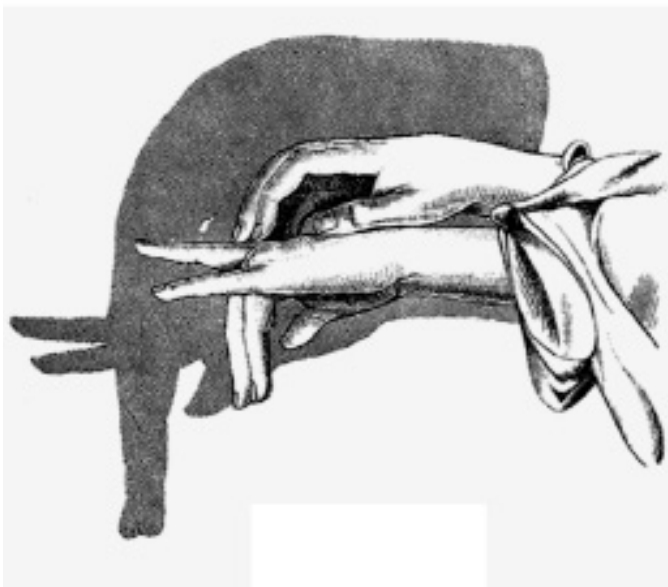
7. According to Wendy, what kind of bark was Nana barking that night?

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Project—Shadow Puppets

She returned to the nursery, and found Nana with something in her mouth, which proved to be the boy's shadow. As he leapt at the window Nana had closed it quickly, too late to catch him, but his shadow had not had time to get out; slam went the window and snapped it off. You may be sure Mrs. Darling examined the shadow carefully, but it was quite the ordinary kind . . .

Find a nice blank wall in a dark room and a flashlight, then follow the examples below to try to make a shadow goat, bird, elephant and rabbit.



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Chapter 3—Come Away, Come Away!

1. Describe the sound of fairy language.

2. What did Peter use to try to reattach his shadow?

3. What is the “address” of Peter’s home?

4. What did Wendy end up using to reattach Peter’s shadow?

5. What did Peter give to Wendy as a “kiss”?

6. How did fairies come into existence?

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Chapter 3, Page 2

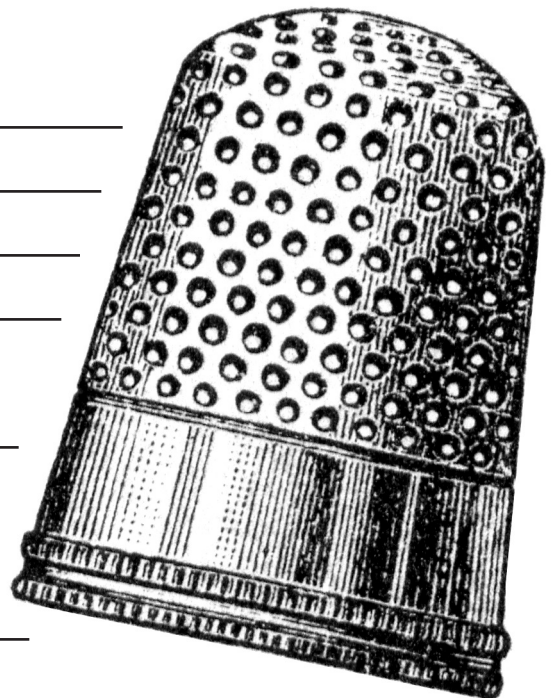
7. Why is Tinker Bell named Tinker Bell?

8. Why did Tink pull Wendy's hair?

9. Why had Peter been coming to visit the nursery?

10. What were two of the temptations Peter offered Wendy to get her to come with him to Neverland?

11. What two things are needed to fly?

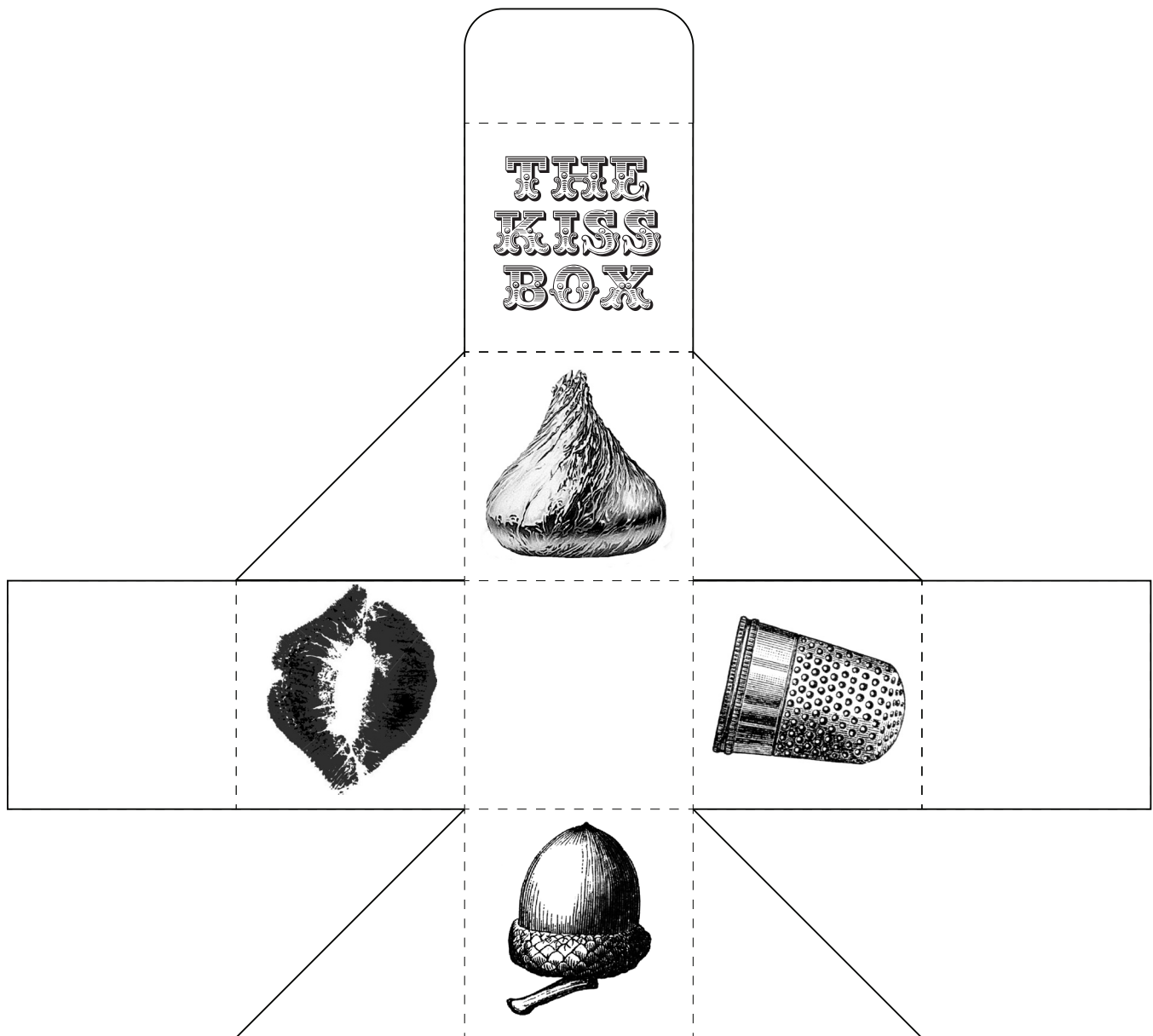


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Project—The Kiss Box

She was a lovely lady, with a romantic mind and such a sweet mocking mouth. 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; and her sweet mocking mouth had one kiss on it that Wendy could never get . . .

Make a box to hold kisses—be they wood, metal, chocolate, or of another sort entirely. Photocopy the template below onto cardstock. Cut along the solid black lines and fold along the dashed lines. Fill the completed box with a kiss.



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Chapter 4—The Flight

1. What happened to the flying children when they “popped off”?

2. When Peter would return from speaking with the stars or visiting with the mermaids, what would he tend to forget?

3. What did lying flat on a strong wind allow the children to do?

4. Who directed a million golden arrows toward Neverland to show the children the way?

5. What adventure did Peter offer to Michael?

6. What was the name of Blackbeard’s bo’sun?



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Chapter 4, Page 2

7. What promise did Peter require of all his Lost Boys?

8. Where did they hide Tink to keep the pirates from seeing them?

9. Was Tink all bad or all good?



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