

COMMON CORE CURRICULUM MAPS

ENGLISH LANGUAGE ARTS


[Home](#) | [FAQs](#) | [About the Project](#) | [News](#) | [Contact](#)


[Grade 6](#) ▶ [Unit 1](#)
[Previous](#) | [Next](#)

I Won't Grow Up

This first six-week unit of sixth grade starts off the year with reflections on childhood—from literature to poetry to student experiences.

OVERVIEW

[Show All](#) | [Hide All](#) | [Top](#)

Students build upon books read in fifth grade, and explore the theme of “growing up.” Students read the original and prequel versions of the popular story, *Peter Pan*. They have the opportunity to listen to one of the books on tape, compare and contrast the written and audio presentations, and extend this comparison to the Broadway musical version. Students read biographies about and interviews with the respective authors of the various versions to examine how life experience influences all authors. After reading and discussing elements of effective prequels, students attempt to write their own prequel to another well-known story in order to see just how challenging writing one can be. This unit ends with an open-ended reflective essay answering the essential question.

ESSENTIAL QUESTION

? How can we learn from characters and the authors who wrote about them?

[Standards Checklist](#)

FOCUS STANDARDS

[Show All](#) | [Hide All](#) | [Top](#)

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.7:** Compare and contrast the experience of reading a story, poem, or drama to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
- **SL.6.1 (a):** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- **SL.6.1 (b):** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.6.1 (a):** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **L.6.1 (b):** Use intensive pronouns (e.g., *myself*, *ourselves*).

[Common Core State Standards, ELA](#) (1.5 MB)

SUGGESTED STUDENT OBJECTIVES

[Show All](#) | [Hide All](#) | [Top](#)

- Read and compare the original *Peter Pan* to its prequel, *Peter and the Starcatchers*.

- Compare and contrast the text of a story, such as *Peter and the Starcatchers*, to its audio version.
- Research authors through biographies, autobiographies, and copies of interviews; present findings to the class.
- Write a variety of responses to literature, poetry, and informational text.
- Write narratives (specifically, a prequel).
- Perform scenes from stories read for classmates.
- Participate in group discussions.

SUGGESTED WORKS

Show All | Hide All | Top

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Stories

- "Eleven" (Sandra Cisneros) (E)
- *Peter Pan* (J.M. Barrie)
- *Peter and the Starcatchers* (Dave Barry, Ridley Pearson, and Greg Call)
- *Peter and the Shadow Thieves* (Dave Barry, Ridley Pearson, and Greg Call)
- *When I Was Your Age, Volume Two: Original Stories about Growing up* (Amy Ehrlich, ed.)
- *The Secret Knowledge of Grown-Ups* (David Wisniewski)
- *James and the Giant Peach* (Roald Dahl)
- *Charlie and the Chocolate Factory* (Roald Dahl)

Audiobooks

- *Peter Pan* (BBC Radio Presents) (Random House Audio)
- *Peter and the Starcatchers* (Audiobook CD) (Brilliance Audio)
- *James and the Giant Peach* (Audiobook CD) (Puffin Books)

Poems

- "Past, Present, Future" (Emily Bronte)
- "A Birthday" (Christina Rossetti) (EA)

INFORMATIONAL TEXTS

Biographies

- *J.M. Barrie: The Magic Behind Peter Pan* (Susan Bivin Aller)

Autobiographies

- *Boy: Tales of Childhood* (Roald Dahl) (EA)

Articles

- "Peter Pan's early years" (Bob Minzesheimer, *USA Today*, 9/1/2004)
- "Prequel to Peter Pan fills in the blanks with fun" (Sue Corbett, *Miami Herald*, No Date)

Additional Resources

- "Classic story flies in many forms" (A Peter Pan timeline) (Bob Minzesheimer, *USA Today*, 9/1/2004)

ART, MUSIC, AND MEDIA

Music

- Moose Charlap and Carolyn Leigh, "I Won't Grow Up" (1954)

Note: This song is from *Peter Pan* the musical, and the version in which Cathy Rigby sings the part of Peter is recommended.

Media

- *Peter Pan* (Cathy Rigby version) (2000)
- *James and the Giant Peach* (1996)
- *Charlie and the Chocolate Factory* (1971)
- *Charlie and the Chocolate Factory* (2005)

SAMPLE ACTIVITIES AND ASSESSMENTS

Show All | Hide All | Top

Literature Response

As you read the original and prequel versions of *Peter Pan*, take notes about the following in your journal:

- Setting
- List of characters and traits
- The character's internal responses and external behaviors to events in the story
- The events that lead up to climax, and, ultimately, the character's development
- "I Won't Grow Up" – What does Peter Pan do to live up to these famous words?

Be sure to write down the page numbers of relevant information, or mark your book with Post-It notes, so you can go back and cite the text during class discussion. You will be given an opportunity to talk through your ideas with a partner prior to class discussion. (RL.6.1)

Literature Response

Discuss the elements of setting (e.g., time, place, environment) with your classmates. Find examples of how time, place, and environment are used in *Peter Pan*. Write your ideas on a Post-It note before sharing ideas as a class. After the class discussion, look back in the text to find specific examples of how J.M. Barrie described Neverland, and even how he described the Darling's home in England. Create a three-column chart (one column for each element of setting) in your journal. (RL.6.1, RL.6.3)

Literature Response

Create a character map of one of the characters from *Peter Pan*, citing specific examples from the text. As a class, we will compare and contrast similarities and differences in how the characters develop over the course of a story, and discuss how we learn from characters—either through examples or non-examples of behavior. (RL.6.1, RL.6.3)

Class Discussion

In *Peter and the Starcatchers*, Dave Barry and Ridley Pearson took a well-known book, *Peter Pan*, and wrote about what happened before the events that took place prior to it. How do Barry and Pearson connect this story to the original? What elements and details are kept and which ones are spared? Your teacher may ask you to first write your own response in your journal and share it with a partner prior to discussing as a class. Be sure to write down the page numbers of relevant information, or mark your book with Post-It notes, so you can go back and cite the text during class discussion. (SL.6.1a,b, RL.6.1, RL.6.6)

Narrative Writing

Write a prequel to *Charlie and the Chocolate Factory* by Roald Dahl. What elements of the original are important to maintain in creating a prequel? What elements of setting (e.g., time, place, environment) will you include? Be sure to stay true to the original characters and open with an exciting scene in the way that *Peter and the Starcatchers* began (see above). (RL.6.3, W.6.3a, b, c, d, e, W.6.4, L.6.1a, b)

Literature Response/Essay

How is listening to *Peter Pan*, *Peter and the Starcatchers*, or *James and the Giant Peach* as an audiobook similar to/different from reading the book? Which do you prefer? Why? Write an argument to support your preference in your journal. (RL.6.7, W.6.1a, b, c, d, e, L.6.1a, b)

Dramatization/Fluency

Choose a scene from one of the books read that you find humorous or touched you in some way. Work with classmates to present the scene as a dramatic reading. (SL.6.6)

Informational Text Response/Essay

What did you learn about the authors from the biographies/autobiographies and/or interviews that you didn't know before? How much of the author's experience do you "see" after learning more about him/her? You will have the opportunity to exchange ideas with a partner prior to writing your essay. Cite specific information from the texts we've read. (RI.6.1, L.6.1a, b)

Poetry Response

How is the treatment of "growing up" similar and different in the poems and the prose we've read? Write your ideas down in your journal prior to class discussion. (SL.6.6)

Literature Response/Media Appreciation

What does the phrase "I won't grow up" mean to you? Based on the lyrics from the musical version of *Peter Pan*, what does growing up mean to Peter? Does this song include all aspects of growing up? Do you want to grow up? Your teacher may ask you to first write your own response in your journal and share it with a partner prior to discussing as a class. (RL.6.1a, b) (Note: Alternately, you may watch the "I Won't Grow Up" scene from the movie and then discuss.) (RL.6.7)

Word Study

Keep an index card file of words studied while reading *Peter Pan*. Keeping the words on index cards will help you when we sort words by prefix, suffix, root words, meaning, spelling feature, etc. Can you select a word and find its root? How do prefixes and suffixes affect the part of speech and spelling? (Note: This will be an ongoing activity all

year long.) (L.6.4a, b)

Class Discussion [questions that build on texts read in grade 5]

- Compare and contrast the character of Wendy Darling in *Peter Pan* with Alice in *Alice's Adventures in Wonderland*. How are their experiences in a fantastic land similar? Different? How does the fact that these characters are female affect their fantastic experiences?
- Eternal youth is a common theme between *Tuck Everlasting* and *Peter Pan*. Would you like to remain young forever? Why or why not? Cite specific passages or events from *Peter Pan* or *Tuck Everlasting* to support your claim. (SL.6.1a, b)

Reflective Essay

Write an essay response to the essential question ("How can we learn from characters and the authors who wrote about them?"). Prepare it for publication. Be prepared to make an audio recording of your essay and upload it as a podcast on the class webpage for this unit. (W.6.9a, b, W.6.4, L.6.1a, b, L.6.2a, b)

ADDITIONAL RESOURCES

Show All | Hide All | Top

Literary Elements Map (ReadWriteThink) (RL.6.3)

Note: This interactive best suits secondary students in literary study. The tool includes a set of graphic organizers designed to assist teachers and students in prewriting and postreading activities, focusing on the key elements of character, setting, conflict, and resolution development.

Lights, Camera, Action: Interviewing a Book Character (ReadWriteThink) (RL.6.3)

Note: While reading, students closely examine the different characters in a novel by keeping journal entries, meeting for group discussions, and using an online graphic organizer.

Book Report Alternative: Creating a Childhood for a Character (ReadWriteThink) (RL.6.3)

Note: In this lesson, students are introduced to familiar characters from literature and from popular culture whom readers first encounter as adults, but whose childhood stories are only told later. They then discuss the characteristics and stories of other familiar literary characters that are first introduced as adults. Then students plan their own versions of a childhood for a selected character, and describe that childhood in the form of a short story, journal entry, or time capsule letter.

Action is Character: Exploring Character Traits with Adjectives (ReadWriteThink) (RL.6.1)

Note: By "becoming" a character in a novel they have read and making lists from that character's perspective, students analyze the character while also enriching their vocabulary. Students gain a deeper understanding of a character by creating charts linking the character's actions with the character's traits.

Internalization of Vocabulary Through the Use of a Word Map (ReadWriteThink) (RL6.4, RI6.4)

Note: This lesson provides a concrete way for students to learn vocabulary.

Improve Comprehension: A Word Game Using Root Words and Affixes (ReadWriteThink) (RL7.4, RI7.4)

Middle school students love friendly competition, and word games can be an ideal context to help them study the meaning, structure, and spelling of words.

Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary (ReadWriteThink)

Note: The Flip-a-Chip activity turns ordinary poker chips into a teaching tool, showing students how different affixes and roots can be joined to make words and then placed into a context-rich paragraph. (RL7.4, RI7.4)

You Can't Spell the Word Prefix Without a Prefix (ReadWriteThink) (RL7.4, RI7.4)

Note: Students learn in a cooperative setting to identify, define, and construct words with prefixes.

March is Music in Our Schools Month (ReadWriteThink) (SL.6.1)

Note: American film and theater have many examples of musical works that have been adapted from a novel or other non-musical version. Explore the effects of music on a story by examining one example with your class.

Roald Dahl was born on this day in 1916 (ReadWriteThink) (RL.6.7)

Students adapt a Roald Dahl story to picture book format, share their books, and add them to the classroom library. Additionally, they compare a book version and film version of one of Dahl's works.

TERMINOLOGY

Show All | Hide All | Top

- character development

- character traits
- elements of setting: place, time, environment
- interviews
- prequel

[Previous](#) | [Next](#)

© 2011 Common Core, Inc. All rights reserved. • [Contact Us](#)