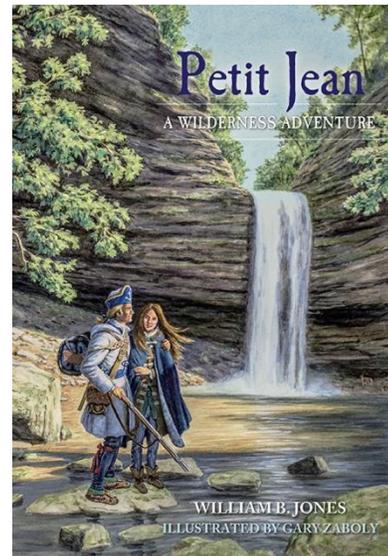


LESSON PLAN FOR

Petit Jean: A Wilderness Adventure

William B. Jones • Illustrated by Gary Zaboly
Published by Plum Street Publishers, Inc.

Interest Level: Grades 4–7 (ages 9–12)
Reading Level: Grades 5–6 (ages 10–11)
Lexile Level: 780L
BISAC Codes: JUV016120; JUV016050; JUV001000



SYNOPSIS

The legend of Petit Jean has endured for centuries. Marguerite, Parisian heiress, disguised as a cabin boy, accompanies her fiancé on a voyage to the New World to redeem the land grant he has earned in service to the king. Hiding in plain sight as Petit Jean (“Little John”), she proves herself more than capable of the demands of the journey. Drawing on variants of the legend, William B. Jones sets his fictional narrative in the French Colonial era during the reign of Louis XV. Taking his reader on a journey across the Atlantic, through Louisiana Territory, to a beloved natural landmark, Jones spins a tale of mistaken identity, love, and adventure.

ABOUT THE AUTHOR AND ILLUSTRATOR

William B. Jones is the author of *Classics Illustrated: A Cultural History*; editor of *Robert Louis Stevenson Reconsidered*; and contributor to *The Oxford Handbook of Adaptation Studies* and *Icons of the American Comic Book*. He has written more than 100 introductions for the revived *Classics Illustrated* series. He lives in Little Rock, Arkansas.

Gary Zaboly specializes in historical illustration and writing focusing on American frontier history. He has authored seven books, including *A True Ranger: The Life and Many Wars of Major Robert Rogers*, *An Altar for Their Sons: The Alamo and the Texas Revolution in Contemporary Newspaper Accounts* (winner of the Summerfield G. Roberts Award), and *The American Colonial Ranger: The Northern Colonies, 1724–1764*. He lives in New York City.

TEACHING TIP

You may feature this book in your Arkansas Studies unit; as part of your Arkansas Heritage Month celebration (May); or in observance of International Women’s Day (March 8)

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Suggested time frame for reading: 2–3 class periods
Suggested time frame for culminating activity: 2–3 class periods

BEFORE READING

Learning Objectives

- The student will discuss the central theme of the novella and use textual evidence to support the theme.
- The student will summarize the main character's (Petit Jean) journey from France to Arkansas.

Build Background and Prior Knowledge

- Use Petit Jean State Park website to read *The Legend of Petit Jean & French Exploration* <http://www.petitjeanstatepark.com/history/history-petit-jean-mountain/default.aspx>
- French exploration in the Americas (optional) <https://www.britannica.com/place/New-France>
- European Exploration and Settlement in Arkansas (optional) <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=2916>

Vocabulary

chevalier (p. 7)

courtier (p. 7)

marquis (p. 7)

harpsichord (p. 11)

frigate (p. 13)

valet (p. 13)

Creole (p. 21)

Free Black Militia (p. 25)

coureurs de bois (p. 25)

periwig (p. 28)

bateaux (p. 30)

thatched (p. 35)

tricorn (p. 35)

calumet pipe (p. 41)

forage (p. 45)

betroted (p. 46)

prow (p. 50)

DURING READING

Focus Questions

- What is the central theme of the novella?
- How did Petit Jean's journey contribute to the history and colonization of Arkansas?
- Approximately 20 years after the death of Marguerite Dumond, the Seven Years' War began. What evidence from the novella points to a war brewing between the native Americans, England, and France?

Classwork

- Timeline summary (daily work)
- Vocabulary worksheet (daily work)

Literal Comprehension Questions

- Why is the French King displeased with Governor Perier? How is he hoping to resolve the problem? *The French king's policy is to live in peace with the native tribes. The governor almost exterminated the Natchez in an unnecessary war. Other tribes have aligned with the English (p. 9).*
- What was the purpose of Petit Jean racing Joseph up the rigging to win an apple? What did Joseph discover after he lost? *To earn respect. Joseph discovered who she really was. He saw her medallion (p. 17).*
- Summarize why Marguerite was not allowed on the journey. *André was worried something would happen to her. He feared for her (p. 20).*
- Governor Etienne de Perier was asked to return to France. Based on the events in June 1732 do you think he is happy about leaving his post? Why or why not? *He is not happy. He has a scowl on his face while reading the letters. He talks about all the improvements he has made. He apologizes for his bad manners (p. 28).*
- Why did the Chickasaws attack Joseph? *They support the English (p. 28). Joseph jumped in the river thinking the animal he saw was a buffalo. It was a Chickasaw in disguise (p. 32).*
- Infer why the French king provided gifts for the "downstream people," the Quapaw. *His policy is to keep the peace with the native tribes. The gifts he sends offer friendship and show that he is willing to share (inference from p. 36 and referring back to p. 9).*
- Why did Wasá want to teach Petit Jean to hunt? How will this help her later? *To help her keep her secret and be able to hunt with the men on the journey. It gives her a skill that will help the troop survive (inference from page 39).*
- Thinking back, what events led to Joseph's and André's new tattoos and names when they were made part of the Quapaw tribe? *André's tattoo featured waves because he sailed from France to explore the area. Joseph's tattoo featured a buffalo because he was so eager to hunt them that he mistook a Chickasaw in disguise for a buffalo and attempted to kill it.*
- How was André able to spot Petit Jean Mountain? *The land looked like the prow of a ship (p. 50).*

- Identify at least three characteristics of the location of Petit Jean Mountain that made it ideal for a settlement. *Overlooks river; high vantage point; springs on top for water; Arkansas River below for trading and travel; land for farming and hunting (pp. 50–51).*
- What could have caused Petit Jean’s sickness? *The weather had been damp and rainy. Being in a new place with a different climate could have caused her to be sick.*

Higher Level Thinking Questions

- Why is keeping the peace with native American tribes important to the French King? *The French, English, and various other European countries were attempting to colonize America. Keeping the peace with the native Americans meant gaining their trust and support. The native Americans would, in turn, protect and support the French colonization.*
- Before boarding the Venus, the marquis told Marguerite that “Joseph will protect you as if he were a brother.” *On page 22, Joseph tells Marguerite of his childhood. Look back in the text. Where is Petit Jean’s father? Make an inference about the relationship between Joseph and Marguerite. Marguerite’s father died as a Spanish prisoner in Havana (p. 11). On p. 22, Marguerite seems to recognize something in Joseph. He is a native of Saint-Domingue, and he never knew his father. Joseph’s father was a French Marine. His father also died in Havana as a Spanish prisoner. It is possible that Marguerite and Joseph are siblings.*
- Dig further (research): What was the result of the French treatment of the native Americans? *For the most part, the French made peace with native tribes and developed a relationship that led to a flourishing fur trade. Many native American tribes supported the French. Because of this, English tribes often attacked the natives. These attacks led to the French and Indian War, also known as the Seven Years’ War.*
- Dig further (research): The novella refers to both buffalo and bison being seen and hunted. Which is more accurate? Why? *Bison are found in the United States. Many earlier settlers called them “buffalo” because they closely resemble the buffalo. The name stuck. Both species are actually found in Asia and Africa.*
- Take a look back (research): Summarize La Harpe’s expedition to the Arkansas River in 1722. What was the purpose of the expedition? *To further France’s goal of developing trading routes with the Spanish and native Americans*
<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=2209>

AFTER READING

Culminating Activity

- Option 1: Using a medium of your choice, capture the life of Petit Jean on her voyage from France to her final days in Arkansas. Visual representations can be created using print or digital media (poster, digital poster, visual timeline, drawing, etc.).
- Option 2: Create a digital timeline (slideshow, DiscoveryEd timeline, graphic organizer) of the events in the novella. You may use your daily classwork timeline to help summarize events.

- Option 3: Create a comic strip or comic book/graphic novel to illustrate one or more events in the novella. Assign each student a portion of the journey, then combine each comic strip to create a collaborative graphic novel retelling of the novella. *(Students may utilize online tools such as Powtoon, Storyboard That, or ReadWriteThink comic strip generator.)*

Writing Prompts

- Courage is a central theme throughout the novella. What evidence from the text supports the theme throughout the novella?
 - Above the image of Joan of Arc on the medallion, the word *courage* was inscribed.
 - Before Marguerite’s father left in 1719, he shouted “courage” from the ship.
 - Marguerite often touched the medallion to remind her to be courageous on the journey.
 - After André realized who Petit Jean truly was, she whispered “courage” to him while he was sick.
 - The entire journey took tremendous courage. The area was new and relatively unexplored. Marguerite was especially courageous because she was hiding her identity as a stowaway on the mission.
- Identify and describe at least three ways in which the journey of Petit Jean contributed to the history and colonization of Arkansas.
 - The explorers strengthened relationships with native tribes by offering gifts and keeping the peace.
 - The voyage up the Arkansas River extended the exploration of La Harpe.
 - Notes and information provided by André’s group led to the colonization of the Petit Jean Mountain area.
 - André’s notes included information about the geography of the land. He also made notes about the fertile soil which would have been ideal for crops.

Suggested Modifications

- Daily reading: partner read; extended time
- Vocabulary worksheet: provide multiple choice answers; provide definitions and allow students to locate the vocabulary word in the daily reading
- Timeline summary: reduce required summary; pair with partner

SUPPLEMENTS

Supplemental Material List

Timeline worksheet
Vocabulary worksheet
Arkansas map (1700s)
Native American tribe map

Reference Websites

Petit Jean State Park <http://www.petitjeanstatepark.com/history/history-petit-jean-mountain/default.aspx>

The History Channel: History of New Orleans <http://www.history.com/topics/new-orleans>

Encyclopedia of Arkansas: Petit Jean (Legend)
<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=3474>

François Couperin–Les Barricades Mystérieuses–Harpsichord
<https://www.youtube.com/watch?v=DT2D7Kp3k3c>

Marlbrough s'en va-t-en guerre French nursery song (Marlborough Has Left for the War)
1928 <https://www.youtube.com/watch?v=rPCVr5pdz-A>

Cedar Falls, circa 1890s <http://www.encyclopediaofarkansas.net/encyclopedia/media-detail.aspx?mediaID=8714>

Hester Davis, Archaeological Activist <https://www.youtube.com/watch?v=GOMdzNjxZRA>
Excavations at Rockhouse Cave
<http://archeology.uark.edu/rockart/index.html?pageName=Excavations%20at%20Rockhouse%20Cave>

Arkansas History Timeline, Arkansas Secretary of State
<http://www.sos.arkansas.gov/educational/students/historyTimeline/Pages/1700s.aspx>

CURRICULUM CONNECTIONS

- World History: foundation of America; English/French relationships
- Geography: South America, Southern North America, Mississippi River, Arkansas River Valley, Ozark and Ouachita mountain ranges
- Science: Archaeology, Hester Davis

Student Name _____

Petit Jean: A Wilderness Adventure
Vocabulary

Vocabulary Word	Page Found	Definition
chevalier		
courtier		
marquis		
harpishord		
frigate		
valet		
Creole		
Free Black Militia		
coureurs de bois		
periwig		
bateaux		
thatched		
tricorn		
calumet pipe		
forage		
betrothed		
prow		

Student Name _____

Petit Jean: A Wilderness Adventure
Timeline Summary

January 1732, Versailles	
January 1732, Paris	
February 1732	
February–March 1732	
April 1732	
May 1732, A Conversation	
May 1732, Le Cap-Français	
May 1732, La Balize	
June 1732, New Orleans	
June 1732, Governor’s Residence	
July 1732, A Pact	
July 1732, Mississippi River	
August 1732	
September 1732, Arkansas Post	
September 1732, Birth in the Arkansas	
October 1732, Bow and Arrow	
October 1732, Quapaw Adoption	
November 1732, Fever	
November 1732, Revelations	
December 1732	
March–April 1733	
May 1733, The Mountain	
May 1733, The Falls	
May 1733, Always	
May 1733, A Grave	

STANDARDS ADDRESSED

Arkansas English Language Arts Curriculum Frameworks

Key Ideas and Details

1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Arkansas Social Studies Curriculum Frameworks (K-4)

Strand: History

Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

Content Standard 13: Perspective, historical evidence, and causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

Arkansas Social Studies Curriculum Frameworks (5-6)

Strand: History

Content Standard 12: United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of the United States.

Common Core Anchor Standards

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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