

Teacher Guide

Grades 7–8

Treasure Island

Robert Louis Stevenson



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



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TREASURE ISLAND

by
Robert Louis Stevenson

Teacher Guide

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Note

The Signet Classic paperback edition of the book was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

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Parts contain: Vocabulary Words, Discussion Questions and Activities, Predictions, Supplementary Activities	
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Skills and Strategies

Thinking

Brainstorming, research,
recognizing themes

Literary Elements

Characterization, story
elements

Writing

Summarizing, description,
poetry

Vocabulary

Semantic features analysis,
context clues, prefixes/
suffixes, word mapping

Listening/Speaking

Discussion, pantomime

Comprehension

Predicting, inference

9. What did they discover about the captain from his book? (*He was a buccaneer and a plunderer. He kept account of the treasures he had taken.*)
10. How does the author create an exciting breaking point at the end of Part One? (*The squire and doctor decided to look for Flint's Treasure Island.*)
11. How does Stevenson get the reader interested in the book right away?

Supplementary Activities:

1. Writing: How would you have a protect a treasure map?
2. Start a story map to record important elements in the story. (See pages 10-11 of this guide.)

Part Two "The Sea-cook" — Pages 47-80

Vocabulary

calumnies 49	odious 49	coxswain 72	forfeit 72
chapling 73	pinnikin 73	mizzen-top 75	fore-sail 75
career 76	duplicity 77	prodigious 77	

Discussion Questions and Activities:

1. Read aloud the first paragraph of Chapter 7. Why was imagining exciting? What do you predict about Treasure Island?
2. How did Long John Silver differ from Jim's idea of a buccaneer? (*Long John was clean and pleasant-tempered, like Black Dog or the blind beggar, even.*) What did Long John do to reassure Jim that he truly wasn't a buccaneer? (*page 50-57*)
3. What concerns did Captain Smollett express? (*The crew might be mutinous.*)
4. Why was it fortunate that Jim Hawkins fell asleep in the apple barrel? (*He overheard Long John Silver's plan to take over the ship, take the treasure, and kill the captain.*)
5. What was "six to their nineteen"? (*the numbers of members of the two opposing groups—the ship's true owners and Silver's group*)
6. What are some of the characteristics of a story written in first person?

Supplementary Activities:

1. Draw your own treasure map. How would you disguise the directions?

Using Story Maps in the Novel Units Approach

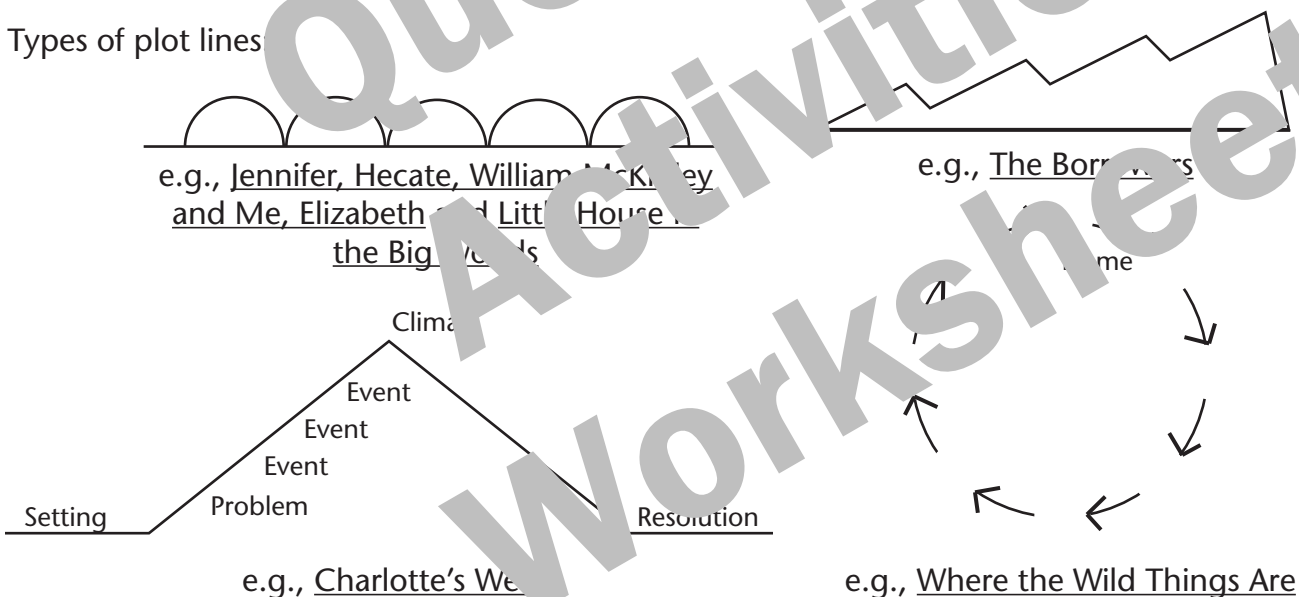
Story maps provide a systematic way to review the elements of a story. They may be used as a predicting tool to foretell a story, as a story is read to reveal story elements, or as a summary to recall a story's development and resolution. In a classroom teaching setting, story maps can be completed together as a group, in cooperative groups, or individually.

Story Map Element	Question Prompt	Extension Questions
Setting	Where? When?	Why is this an intriguing setting? How does the setting support the story?
Characters	Who?	Who is the protagonist? Who are the main characters? the supporting characters? What is the point of view of the book?
Problem	Did what? Why?	What is the goal of the story? What questions does the plot present?
Solution/ Resolution	How did it end?	What is the climax of the story? What conclusion? Is there falling action? How does the author round out the ending?

Students can use blank "charts" to fill in story maps or they can be challenged to devise their own maps. The blank frameworks vary, but usually include some form of the above story map elements.

An intriguing "Bare Bones Story Map" is simply, Somebody wanted but / so.

Types of plot lines



Story Map

