



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Treasure Island

Robert Louis Stevenson



READ, WRITE, THINK, DISCUSS AND CONNECT

Treasure Island

Robert Louis Stevenson

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-270-5

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author.....	3
Initiating Activities.....	3
Background Information on Sailing	4
Overview of the Guide	5
Six Parts	8
Parts contain: Vocabulary Words, Discussion Questions and Activities, Predictions, Supplementary Activities	
Summarizing Activities	20
Vocabulary Activities.....	21
Cooperative Groups as a Strategy with the Novel Units Approach	29

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

Summary

Pirates, buried treasure, and intrigue are the ingredients of *Treasure Island*. Jim Hawkins tells the story; he is drawn into the adventure when a guest at his father's inn dies, leaving a sea chest and treasure map. Jim, then seventeen, teams up with Dr. Livesey and Squire Trelawney to set out by ship in search of the Treasure Island and the treasure. An unsavory crew led by Long John Silver mutiny once the island is found. Battles and intrigue follow. It's an appealing plot and the characters are vivid and memorable. Originally published in 1883, the story is still viable and enjoyable today.



About the Author

Robert Louis Stevenson, born in Scotland, lived from 1850 to 1894. He was plagued by poor health and he searched worldwide for a healthful climate. He actually died in Samoa. All the while he wrote. Among his other works are *A Child's Garden of Verses*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, and *Kidnapped*.

Initiating Activities

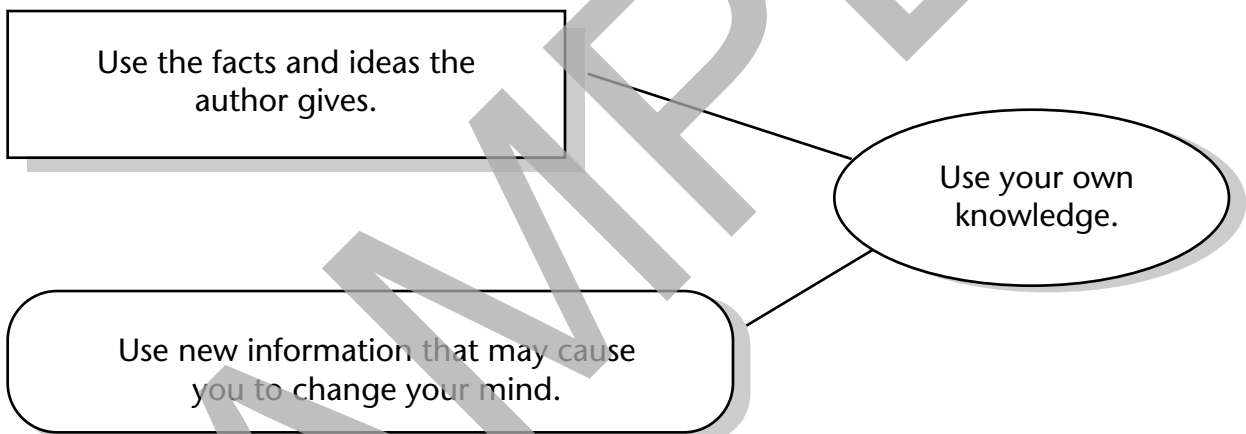
1. Play a record or tape of sea chanties. Part One of the book is titled "The Old Buccaneer." What is a buccaneer? What is the kind of person who would sing sea chanties while drinking rum?

Buccaneer

Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give us to help us in making our predictions? Why are some predictions more likely than others?

A predicting chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

After reading a chapter, brainstorm "what ifs." What if one or another character weren't in the story, a character did something different, events followed a different sequence or didn't happen at all, etc. The teacher writes all these "what if" class responses on the board or a large sheet of paper. At the conclusion of the novel, the review of these "what ifs" may be used in writing a different development and/or ending for the novel.

Part One: "The Old Buccaneer" — Pages 11-46

Vocabulary:

bearings 11	year of grace 11	tarry 11	livid 11
grog-shop 12	diabolical 13	assizes 16	cutlass 18
hilt 19	lee 24	apoplexy 29	reiterated 37
miscreant 38	prodigiously 43	rum-puncheon 43	plundered 45
incomprehensible 46			

Discussion Questions and Activities:

1. Who is telling the story? (*Jim Hawkins*)
2. Describe the old sea dog that visited the Admiral Benbow. Use words, pictures, or drama.
3. What was a grog-shop? (*a bar*) What other terms could be used for a grog-shop? (*inn, tavern, cocktail lounge, watering hole, etc.*)
4. Why did the old salt pay Jim a four-penny piece each month? (*to look out for a seafaring man with one leg*) How is the author arousing your interest in the one-legged man? (*introduced early in the story, expanded in Jim's dreams*) What is foreshadowing? (*clues or hints an author gives to help anticipate coming action*)
5. What image does the name "Black Dog" evoke? (*tough, strange and unusual nickname for a man*)
6. How did the captain get the black spot? (*from a blind beggar*) What was the black spot? (*a summons*)
7. What was in the Captain's sea chest? (*miscellaneous items, a money bag, and an oilskin packet*)
8. Why did Jim hold his breath when he heard a distant tapping? (*He suspected the blind beggar and trouble.*)

-
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 hide and 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	forecastle 72
chapling 73	pannikin 74	mizzen-top 75	fore-sail 75
careen 76	duplicity 77	prodigious 80	

Discussion Questions and Activities:

1. Read aloud the first paragraph of Chapter 7. Why was it exciting? What do you predict for Treasure Island?
2. How did Long John Silver differ from Jim's idea of a buccaneer? (*Long John was clean and pleasant-tempered, unlike Black Dog or the blind beggar Pew.*) What did Long John do to reassure Jim that he truly wasn't a buccaneer? (*pages 53-57*)
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 others.*)
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 Character Webs—In the Novel Unit Approach

Attribute Webs are simply a visual representation of a character from the novel. They provide a systematic way for the students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character or completed gradually as information unfolds, done individually, or finished as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character feel in this picture? How would you feel if this happened to you? How do you think the character feels?)
- How a character looks. (Close your eyes and picture the character. Describe him to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about the student attribute webs and specific characters, the teacher can ask for backup proof from the novel. You can also include inferential thinking.

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object or place.

Attribute webs are a kind of semantic mapping. Students can move on from attribute webs to other creative kinds of mapping. They can be encouraged to modify attribute webs, use subdivisions, in whatever ways are useful to them personally. It is important to emphasize, especially to older children, that attribute webs are just a visual way to remember concepts. They provide the students with a tool to remember.

Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

Acts

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

Character

Looks

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____