

Comprehending *Treasure Island*

Grade Level or Special Area: Fourth Grade

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Length of Unit: Nine lessons (approximately two weeks (14 days), one day = one hour)

I. ABSTRACT

To aid students' understanding of this advanced-level book, this unit is composed of lessons that are teacher-directed and meant for a whole-group experience. Students will comprehend the book through vocabulary building exercises, discussion questions, and journal entries that focus on predicting and paraphrasing. The unit includes a final examination.

II. OVERVIEW

A. Concept Objectives

1. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing. (Colorado State Standard Reading and Writing #4)
2. Students will recognize literature as a record of human experience. (Colorado State Standard Reading and Writing #6)
3. Students will read and understand a variety of materials. (Colorado State Standard Reading and Writing #1)

B. Content from the *Core Knowledge Sequence* (p. 89)

1. Language Arts: Fiction
 - a. Stories
 - i. *Treasure Island* (Robert Louis Stevenson)
 - b. Literary Terms
 - i. novel
 - ii. plot
 - iii. setting

C. Skill Objectives

1. Students will use a full range of strategies to comprehend novels.
2. Students will make connections between their reading and what they already know.
3. Students will identify the setting, main characters, and plot in a novel.
4. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
5. Students will use new vocabulary from literature in other contexts.
6. Students will write an organized paragraph in response to questions about the novel.
7. Students will participate constructively in whole-group discussions about the novel.
8. Students will research a topic using the Internet and other resource material.
9. Students will summarize chapters from a novel, relaying the main idea.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. The website www.treasure.amitylearning.com is an excellent resource for background material for this book; there is a printable picture of the Hispaniola complete with the ship parts labeled and a printable map of Treasure Island; a plot summary and descriptions with pictures of the main characters are also provided
2. Stevenson, Robert Louis. *Treasure Island* (Core Knowledge Foundation edition)

- B. For Students
 - 1. Core Knowledge Language Arts: writing and spelling, grammar, and usage for third grade (p. 65-66 of the *Core Knowledge Sequence*).

IV. RESOURCES

- A. Stevenson, Robert Louis. *Treasure Island* (Core Knowledge Foundation edition) (Lessons One-Eight)

V. LESSONS

Lesson One: Introducing the unit (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
 - 3. Skill Objective(s)
 - a. Students will make connections between their reading and what they already know.
 - b. Students will research a topic using the Internet and other resource material.
- B. *Materials*
 - 1. Access to the Internet for each student
 - 2. Access to resources such as encyclopedias, Encarta, or library books about pirates
 - 3. A Sea Log for each student, which is a blank sheet of paper for a cover and 10 pieces of notebook paper stapled together
 - 4. A copy of *Treasure Island* for every student
 - 5. Copies of Appendices B and C for each student
- C. *Key Vocabulary*
 - 1. Novel – is a fictional story of substantial length
 - 2. Setting – where and when a novel takes place
 - 3. Plot – the main story in a novel
- D. *Procedures/Activities*
 - 1. Today’s lesson will build students’ interest about the new book they will be hearing, *Treasure Island*. The focus of today’s lesson will be on activating their prior knowledge or considering what they already know about the subject: pirates. They will browse the text to get an idea of what to expect from it. They will learn the literary terms novel, setting, and plot. Lastly, they will consider their purpose of reading, whether it is for pleasure or to learn something specific.
 - 2. To begin, have the students examine their copies of *Treasure Island*. Explain that *Treasure Island* is a novel, which is a fictional story of substantial length. To be a novel, it must be longer than a short story, an essay, and a poem. Then have a discussion about what the students normally do before reading a book to find out what the book is going to be about. Suggestions might include: reading the back of the book, looking at the cover, reading the chapter titles, and reading the blurb about the author in the back of the book. Take time to walk the students through each of these pre-reading strategies. Talk about the title and the cover of the book: What do they indicate? Talk about the summary in the back

of the book: What does “overcome the treacherous plans of buccaneers” mean? What can the students surmise from the passage and picture on the back cover of the book? What predictions can we make about the content of the book based on the summary? What predictions can we make about the book using the picture on the back cover as a guide?

3. Read through the author’s description. Help the students to comprehend how long ago was 1883. Talk about the literary term setting. Tell the students that this book’s setting is in the 1700’s. Help the students to comprehend how long ago was the 1700’s. While you are on the topic of literary terms, define plot for the students. Have them discuss plots that they thought were really good from recent books that they have read.
4. Once you have help the students make predictions about the text, have discussed the literary terms, and have activated prior knowledge of the time period, explain how the *Treasure Island* unit will work. The unit will be a teacher-directed, whole-group experience. The teacher will go through a vocabulary building exercise to preview any words that may be difficult to understand in the text. Then the teacher will read five chapters per day, stopping to allow the students to write in their Sea Logs, which are journals that will contain definitions, summaries, observations, predictions, and questions about the text. These will be graded daily.
5. At the conclusion of the each chapter, the class will hold a discussion of the text and will answer comprehension questions as a group. The reason why this unit’s lessons are done whole group is because the book, *Treasure Island*, is very hard for this age to comprehend. The vocabulary and story line are hard to follow, particularly at the beginning of the story. Whereas the book is a wonderful read and the students will get a lot out of it, it is important to set up a teaching environment where everyone can have a successful experience with this book.
6. To get the students in the pirate frame of mind, explain to them that they will be looking at some web sites that feature pirates and that they will be getting some ideas for illustrating the cover of their Sea Logs. Take the students to the computer lab and give them a copy of Appendix B, which is a list of approved web sites. Also go over Appendix C, which is a checklist for what is expected in terms of their behavior and for their pirate research. The students may also use encyclopedias and other reference material, if it is accessible. Give the students 30 minutes to search the web sites to find out as much as they can about pirates. They should take notes on any particularly interesting facts that they find. At the end of the research period, each student should have at least three new facts written down. The students may also print as many as two pictures that they think would be a benefit for the whole group to see.
7. When the students return to the classroom, have them share in groups of three what they learned about pirates. They should decide as a group new pieces of information about pirates and share these along with any pictures with the whole group. Be sure that images such as the Jolly Roger flag are discussed, as it plays heavily in the story, and the students may want to use this image for the covers of their Sea Logs.
8. For homework, the students are to decorate the covers of their Sea Logs. They may glue pictures of pirates if they wish, draw, or use any other art materials they wish to create their covers.

E. *Assessment/Evaluation*

1. Using Appendix C (checklist and rubric for Lesson One) grade the students’ participation in the research project.

Lesson Two: Chapters 1-5

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience. Students will read and understand a variety of materials.
2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.

B. Materials

1. Overhead transparency that includes the example passages listed in a-f of the procedures section
2. A clear overhead transparency
3. Overhead projector
4. Sea Logs
5. Copies of *Treasure Island* for every student and the teacher
6. Copies of Appendix D, a rubric for Sea Logs, for each student
7. Access to Appendix E for the teacher

C. Key Vocabulary

See Appendix E

D. Procedures/Activities

1. Before getting started with the book, take time to teach the students some strategies for figuring out words they come across in reading that are difficult. Usually when authors use more sophisticated words, they will embed clues so the reader can determine the words' meanings. These are some strategies to teach the students to use when they get stuck on a word. Write the example sentences on the board or on an overhead transparency beforehand and work through these with the students, demonstrating the strategies.
 - a. Skip the word, read to the end of the sentence. Now reread the sentence. Example passage: For an hour, shots kept crashing through the woods. Towards the end of the *bombardment*, I had begun to get courage again. (p. 124)
 - b. Carefully look at the beginning, middle, and end of the word. Use your knowledge of letter-sound relationships and sentence's meaning to try to pronounce it. Example passage: The captain was in the porch, protected from a *treacherous* shot should any be intended. (p. 130)
 - c. Instead of guessing, reread the sentence containing the word you don't know, as well as the sentences that come before and after it. Example passage: The *conduct* of the men became truly threatening. The slightest

order was received with a black look, and grudgingly obeyed. Even the honest hands must have been affected. (p. 88)

- d. Try to find clues in those sentences to help you figure out the word. Example passage: He made himself the most interesting companion, telling me about the ships that we passed by, explaining the work that was going on, and every now and then telling me some little *anecdote* of ships or seamen. (p. 59)
 - e. Look closely at the word. If the word has a prefix or suffix, try to say it, then take it off. Look at the base or root word that's left. Does it resemble another word you know? For example, felon resembles melon. Try saying the base word, then blend all the word parts together. Reread the sentence and see if the word makes sense. Example passage: The two gentlemen *regretted* Black Dog's escape, but we all agreed there was nothing to be done. (p. 60)
 - f. If all else fails, ask a classmate or adult for help or look the word up in the dictionary. Use the dictionary for this example passage: *Mutiny* hung over us like a thundercloud. (p.88)
2. Explain that each day before reading from the book, the group will go over new vocabulary words. Explain that the group will use the strategies that were discussed today to try to figure out the meaning behind the word. If a working definition can't be attained, the word will be looked up and the definition read. The teacher will choose one person to look up the difficult word, and the person will read all the possible definitions. Then the group will decide which definition is the most appropriate
 3. The routine for working through the vocabulary and reading the chapters is as follows:
 - a. The teachers should lead the students in the vocabulary building exercise for a particular chapter, such as chapter 1.
 - b. The teacher writes the word on an overhead transparency along with the working definition as the students write it in their Sea Logs under the heading "Vocabulary for Chapter 1."
 - c. The teacher then reads the chapter and leads the students in a discussion, using the questions listed on Appendix E. (Note: You may want to tape record the reading to give to students who are absent.)
 - d. Finally, the students should write for five minutes in their Sea Logs a summary of the chapter. The summary should include the main idea and any significant events that happened in the chapter. The teacher should go through the criteria listed in Appendix D to give the students an idea of what is expected in the summary sessions of the Sea Log. Students should also label their summary sections. For example for chapter 1, the student would write "Summary for Chapter 1."
 4. When the teacher reads the text to the students, they should follow along in their copies of the book, if it aids their comprehension. The students can also choose to simply listen as the teacher reads, if this strategy works better for them. All the students should have a copy of the book, however, so that they can look at the pictures as they arise.

E. *Assessment/Evaluation*

1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Three: Chapters 6-10

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will read and understand a variety of materials.
2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.

B. Materials

1. A clear overhead transparency
2. Overhead projector
3. Sea Logs
4. Copies of *Treasure Island* for every student and the teacher
5. Access to Appendix F for the teacher
6. A bag containing four black circles and the rest white circles (this number will vary depending on how many students are in the class; there needs to be enough circles for each student to draw one out)

C. Key Vocabulary

See Appendix F

D. Procedures/Activities

1. The teacher should either reread chapters 6-10 before class or review the summaries listed in Appendix A. Begin today's lesson by having the students draw a circle from a bag. The students who draw the black circles or the "black spots" will read one summary from their Sea Logs.
2. The teacher should then lead the students in the vocabulary building exercise previous to reading the chapter. In doing so, the teacher writes the word on an overhead transparency and the group works through the strategies in Lesson Two to help achieve a working definition. The teacher then writes the definition on the overhead, and the students record the definition in their Sea Logs. Be sure to remind the students to use a header to clearly identify what chapter the vocabulary words are coming from.
3. The teacher should then read the chapter and lead the students in a discussion, using the questions listed on Appendix F. Finally, the students should write for five minutes a summary of the chapter in their Sea Logs. The summary should include the main idea and any significant events that happened in the chapter. Remind the students to also clearly label their chapter summaries. Repeat this process for chapters 6-10.

E. Assessment/Evaluation

1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Four: Chapters 11-15

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will read and understand a variety of materials.
2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.

B. *Materials*

1. A clear overhead transparency
2. Overhead projector
3. Sea Logs
4. Copies of *Treasure Island* for every student and the teacher
5. Access to Appendix G for the teacher
6. The bag containing the black spots

C. *Key Vocabulary*

See Appendix G

D. *Procedures/Activities*

1. The teacher should either reread chapters 11-15 before class or review the summaries listed in Appendix A. Begin the lesson by having the students draw from the bag containing the black spots. The students who draw the black spots will read one summary from their Sea Logs.
2. The teachers should lead the students in the vocabulary building exercise previous to reading the chapter. In doing so, the teacher writes the word on an overhead transparency and the group works through the strategies in Lesson Two to help achieve a working definition. The teacher then writes the definition on the overhead and the students record the definition in their Sea Logs. Be sure to remind the students to use a header to clearly identify what chapter the vocabulary words are coming from.
3. The teacher should then read the chapter and lead the students in a discussion, using the questions listed on Appendix G. Finally, the students should write for five minutes a summary of the chapter in their Sea Logs. The summary should include the main idea and any significant events that happened in the chapter. Remind the students to also clearly label their chapter summaries. Repeat this process for chapters 11-15.

E. *Assessment/Evaluation*

1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Five: Chapters 16-20

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will read and understand a variety of materials.
 2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.
- B. *Materials*
1. A clear overhead transparency
 2. Overhead projector
 3. Sea Logs
 4. Copies of *Treasure Island* for every student and the teacher
 5. Access to Appendix H for the teacher
 6. The bag containing the black spots
- C. *Key Vocabulary*
See Appendix H
- D. *Procedures/Activities*
1. The teacher should either reread chapters 16-20 before class or review the summaries listed in Appendix A. Begin the lesson by having the students draw from the bag containing the black spots. The students who draw the black spots will read one summary from their Sea Logs.
 2. The teachers should lead the students in the vocabulary building exercise previous to reading the chapter. In doing so, the teacher writes the word on an overhead transparency and the group works through the strategies in Lesson Two to help achieve a working definition. The teacher then writes the definition on the overhead, and the students record the definition in their Sea Logs. Be sure to remind the students to use a header to clearly identify what chapter the vocabulary words are coming from.
 3. The teacher should then read the chapter and lead the students in a discussion, using the questions listed on Appendix H. Finally, the students should write for five minutes a summary of the chapter in their Sea Logs. The summary should include the main idea and any significant events that happened in the chapter. Remind the students to also clearly label their chapter summaries. Repeat this process for chapters 16-20.
- E. *Assessment/Evaluation*
1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Six: Chapters 21-25

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will read and understand a variety of materials.
 2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.
- B. *Materials*
1. A clear overhead transparency
 2. Overhead projector
 3. Sea Logs
 4. Copies of *Treasure Island* for every student and the teacher
 5. Access to Appendix I for the teacher
 6. The bag containing the black spots
- C. *Key Vocabulary*
See Appendix I
- D. *Procedures/Activities*
1. The teacher should either reread chapters 21-25 before class or review the summaries listed in Appendix A. Begin the lesson by having the students draw from the bag containing the black spots. The students who draw the black spots will read one summary from their Sea Logs.
 2. The teachers should lead the students in the vocabulary building exercise previous to reading the chapter. In doing so, the teacher writes the word on an overhead transparency and the group works through the strategies in Lesson Two to help achieve a working definition. The teacher then writes the definition on the overhead, and the students record the definition in their Sea Logs. Be sure to remind the students to use a header to clearly identify what chapter the vocabulary words are coming from.
 3. The teacher should then read the chapter and lead the students in a discussion, using the questions listed on Appendix I. Finally, the students should write for five minutes a summary of the chapter in their Sea Logs. The summary should include the main idea and any significant events that happened in the chapter. Remind the students to also clearly label their chapter summaries. Repeat this process for chapters 21-25.
- E. *Assessment/Evaluation*
1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Seven: Chapters 26-30

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will read and understand a variety of materials.
 2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.
- B. *Materials*
1. A clear overhead transparency
 2. Overhead projector
 3. Sea Logs
 4. Copies of *Treasure Island* for every student and the teacher
 5. Access to Appendix J for the teacher
 6. The bag containing the black spots
- C. *Key Vocabulary*
See Appendix J
- D. *Procedures/Activities*
1. The teacher should either reread chapters 26-30 before class or review the summaries listed in Appendix A. Begin the lesson by having the students draw from the bag containing the black spots. The students who draw the black spots will read one summary from their Sea Logs.
 2. The teachers should lead the students in the vocabulary building exercise previous to reading the chapter. In doing so, the teacher writes the word on an overhead transparency and the group works through the strategies in Lesson Two to help achieve a working definition. The teacher then writes the definition on the overhead, and the students record the definition in their Sea Logs. Be sure to remind the students to use a header to clearly identify what chapter the vocabulary words are coming from.
 3. The teacher should then read the chapter and lead the students in a discussion, using the questions listed on Appendix J. Finally, the students should write for five minutes a summary of the chapter in their Sea Logs. The summary should include the main idea and any significant events that happened in the chapter. Remind the students to also clearly label their chapter summaries. Repeat this process for chapters 26-30.
- E. *Assessment/Evaluation*
1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Eight: Chapters 31-35

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience.
 - c. Students will read and understand a variety of materials.
 2. Lesson Content
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
 3. Skill Objective(s)
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will participate constructively in whole-group discussions about the novel.
 - f. Students will summarize chapters from a novel, relaying the main idea.
- B. *Materials*
1. A clear overhead transparency
 2. Overhead projector
 3. Sea Logs
 4. Copies of *Treasure Island* for every student and the teacher
 5. Access to Appendix K for the teacher
 6. The bag containing the black spots
- C. *Key Vocabulary*
See Appendix K
- D. *Procedures/Activities*
1. The teacher should either reread chapters 31-35 before class or review the summaries listed in Appendix A. Begin the lesson by having the students draw from the bag containing the black spots. The students who draw the black spots will read one summary from their Sea Logs.
 2. The teachers should lead the students in the vocabulary building exercise previous to reading the chapter. In doing so, the teacher writes the word on an overhead transparency and the group works through the strategies in Lesson Two to help achieve a working definition. The teacher then writes the definition on the overhead, and the students record the definition in their Sea Logs. Be sure to remind the students to use a header to clearly identify what chapter the vocabulary words are coming from.
 3. The teacher should then read the chapter and lead the students in a discussion, using the questions listed on Appendix K. Finally, the students should write for five minutes a summary of the chapter in their Sea Logs. The summary should include the main idea and any significant events that happened in the chapter. Remind the students to also clearly label their chapter summaries. Repeat this process for chapters 31-35.
- E. *Assessment/Evaluation*
1. Collect the Sea Logs and grade them according to the rubric in Appendix D.

Lesson Nine: Concluding the Unit

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - b. Students will recognize literature as a record of human experience
 - c. Students will read and understand a variety of materials.
 - 2. Content from the *Core Knowledge Sequence*
 - a. *Treasure Island*
 - b. Literary terms: novel, plot, and setting
 - 3. Skill Objectives
 - a. Students will use a full range of strategies to comprehend novels.
 - b. Students will make connections between their reading and what they already know.
 - c. Students will identify the setting, main characters, and plot in a novel.
 - d. Students will read literature to understand places, people, events, and vocabulary both familiar and unfamiliar.
 - e. Students will use new vocabulary from literature in other contexts.
 - f. Students will write an organized paragraph in response to questions about the novel.
 - g. Students will participate constructively in whole-group discussions about the novel.
 - h. Students will research a topic using the Internet and other resource material.
 - i. Students will summarize chapters from a novel, relaying the main idea.
- B. *Materials*
 - 1. Copies of Appendix L for each student
- C. *Key Vocabulary*
 - None
- D. *Procedures/Activities*
 - 1. Have the students prepare for the final examination the night before by reading through their Sea Logs. Give each of the students a copy of Appendix L, the final examination..
- E. *Assessment/Evaluation*
 - 1. Grade the final examinations using the grading scale at the bottom of Appendix M.

VI. CULMINATING ACTIVITY

- A. A fun writing activity to conclude the unit would be to have the students write a story about what happens to Long John Silver after he escapes in Spanish America. In the story they should answer the following questions: How did he convince Ben Gunn to aid his escape in the shore boat? What did he do with the sacks of coin, worth perhaps three or four hundred guineas? Why didn't he take more of the loot when he had the chance? Does he ever want to return to England? Does he want to go back to Treasure Island? Does he still want to live a seafaring man's life? Does he have any regret about the men marooned on Treasure Island? Does he have any regret about his actions on Treasure Island? Have the students share their stories with the group and reward their efforts with small bags of "booty," such as bags filled with chocolate coins and other treasure.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Chapter summaries

- B. Appendix B: Pirate websites
- C. Appendix C: Rubric and checklist for lesson one
- D. Appendix D: Rubric for Sea Logs
- E. Appendix E: Vocabulary and discussion questions for chapters 1-5
- F. Appendix F: Vocabulary and discussion questions for chapters 6-10
- G. Appendix G: Vocabulary and discussion questions for chapters 11-15
- H. Appendix H: Vocabulary and discussion questions for chapters 16-20
- I. Appendix I: Vocabulary and discussion questions for chapters 21-25
- J. Appendix J: Vocabulary and discussion questions for chapters 26-30
- K. Appendix K: Vocabulary and discussion questions for chapters 31-34
- L. Appendix L: Final examination
- M. Appendix M: Final examination answer sheet

VIII. BIBLIOGRAPHY

- A. Core Knowledge Foundation. *Core Knowledge Sequence*.
- B. Robert Louis. *Treasure Island*. Charlottesville, Virginia: Core Knowledge Foundation, 1999.

Appendix A, page 1

Chapter Summaries

Chapter 1: The Old Sea Dog at the “Admiral Benbow”

The setting for this book is in the 1700s in a coastal town. The narrator, Jim, begins the story by saying that the squire, the doctor and other gentlemen have asked him to write down the whole story about Treasure Island “because there is still treasure there.” He starts his narrative at the time when his father owned the Admiral Benbow Inn. There was an old seaman, Billy Bones, who lived with them for a time. He was coarse in his ways and was often drunk. Billy Bones or captain as he liked to be called paid the narrator, who was boy at the time, a wage to look for a “seafaring man with one leg.” The captain got along with almost everyone except one time he got into a disagreement with the doctor, Dr. Livesey, who is a magistrate and told him that he would have him hung if he lost his temper in his presence again.

Chapter 2: Black Dog Appears and Disappears

A man appears one day at the inn looking for the captain. Billy Bones is on a walk but when he returns he is surprised by Black Dog. The two get into an argument and Billy cuts Black Dog on the shoulder with his cutlass and tries to finish him off. Black Dog escapes, and Billy collapses from a stroke. The doctor intercedes and tells him that he’ll die if he keeps drinking.

Chapter 3: The Black Spot

Billy tells Jim that Black Dog and other buccaneers are after his old sea chest. Jim’s father dies and then a blind man named Pew comes for Billy. He has Jim say, “Here’s a friend for you, Bill,” and the blind man gives him the Black Spot, which is the mark of imminent death among pirate crews. Billy says to Jim, “10 ‘o clock; six hours. We’ll do them yet,” and then dies.

Chapter 4: The Sea Chest

Jim and his mother go to town to try to get help. All the men are cowardly, and they return without help. When they return to the inn, they get the key from around dead Billy Bones’ neck. It unlocks the sea chest, which has some money and an oilskin clothe bag in it. They hear Pew returning and decide to take the just the amount of money that they are owed and the oilskin bag and leave. They are followed by Pew and his band of pirates, which is too much for Jim’s mother, who faints.

Chapter 5: The Last of the Blind Man

Johnny, Black Dog, Dirk, and Pew are the pirates who arrive at the inn and discover that Billy is dead. They search him and his sea chest. They comment that the money is there, but they want “Flint’s fist,” which is the oilskin bag. They deduce that Jim must have taken it, and they go to search for him. Fortunately for Jim who is hiding in the bushes with his unconscious mother, the pirates get into a fight with Pew and leave him on the road. He gets trampled by horses and killed. The men who ran over him were coming to check out a ship, docked near by. The men try to get the boat to stop, but the pirates on board shoot at them and flee. Jim, his mother, and the men return to the inn to find it ramshakled. Jim tells the men he has what the pirates are looking for, and one of the men, Mr. Dance, agrees to take Jim to Dr. Livesey.

Chapter 6: The Captain’s Papers

Mr. Dance takes Jim to Dr. Livesey, who is having dinner with Squire Trelawney. The doctor and the squire talk about Flint, who they say was the “bloodthirstiest pirate that sailed.” They open the oilskin pouch and in it is a book and a sealed paper. The squire says he’ll fit a ship and take Dr. Livesey and Jim to search for the treasure. They open the book and see a series of crosses in it, representing towns and ships Flint’s crew plundered. There is a map with crosses in red ink and a notation that reads “Bulk of treasure here.” They agree to go seek the treasure and the doctor warns the squire not to talk of the treasure. It is apparent that the squire has a problem keeping a secret.

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Chapter 7: I go to Bristol

The squire sends word that the ship is ready to sail. He has hired a crew including an old seaman named Long John Silver. Silver lost his leg but appears to the squire to be a good addition. Jim goes to the inn to say good bye to his mother. The squire has had the inn repaired, and she is in good health. He is sad when he leaves the inn where he had lived since his birth.

Chapter 8: At the Sign of the “Spyglass”

The squire sends Jim to the Spyglass restaurant to give Long John a note. While he’s there he sees Black Dog and says “Stop him!” Long John sends men after him, which seems a little premeditated in Jim’s view. Long John goes to tell the doctor and squire about the incident.

Chapter 9: Powder and Arms

The captain, Mr. Smollett, comes to the squire and doctor with some complaints before they set sail. He is angry that most of the crew knew about the treasure hunt before he did. He also says he is distrustful of the crew, particularly Long John Silver, who was hired as a cook. Lastly, he says he doesn’t like the powder and arms to be stored in the forehold. He suggests that they be available to sleep in. The doctor agrees to move the arms, but the squire says he isn’t going to like the captain.

Chapter 10: The Voyage

The ship sets sail. The mate, Mr. Arrows, gets thrown overboard or falls over in drunkenness. The squire and the captain continue to be at each other’s throats. Long John seems to be friendly with everyone; although, Jim finds out his true intentions while taking a nap in the apple barrel.

Chapter 11: What I Heard in the Apple Barrel

Jim hears Long John trying to convince one of the hands to going in on a mutiny. He and several of the sailors are in on the plan, including Israel Hands. Long John even goes as far as to say when they have the treasure, he wants the doctor, the squire, and the rest of them killed. At the end of the chapter, someone shouts, “Land ho!”

Chapter 12: Council of War

Jim tells the squire, the doctor, and the captain what he heard. They decide to try to determine who is on the other side. In the meantime, there are only 7 out of the 26 men that they can be counted on for sure. They tell Jim that he needs to be on the look out.

Chapter 13: How I Began My Shore Adventure

The captain senses that mutiny is imminent so he takes precautionary measures. He decides to give the men the day off, and they race to go ashore. Jim shoves in with them, and Long John sees him. He calls to him, but Jim runs into the forest.

Chapter 14: The First Blow

Jim witnesses Tom, one of the honest hands, trying to talk Long John out of the mutiny. John kills him, and the crew kills Alan, one of the other honest hands. John blows a whistle to signal a meeting; Jim dashes to hide in the forest.

Chapter 15: The Man of the Island

Jim finds Ben Gunn, a man marooned on Treasure Island by Flint. He says he has the treasure and will help Jim. They hear a cannon shot and assume that fighting has broken out on the island.

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Chapter 16: How the Ship was Abandoned (Doctor's Narrative)

The doctor discovers a stockade on shore and stocks it with provisions, guns and ammunition. The captain and the others have abandoned the Hispaniola and taken refuge in the old stockade.

Chapter 17: The Jolly Boat's Last Trip (Doctor's Narrative)

They go back for more provisions and engage in a battle with the pirates. The jolly boat sinks, but they make it ashore safely.

Chapter 18: End of the First Day's Fighting (Doctor's Narrative)

The captain, the doctor, Squire Trelawney, Gray (the captain's mate), John Hunter and Richard Joyce (Trelawney's servants) and Jim (who is still not present) are the only honest sailors left. They attempt to get to the stockade after the battle in the jolly boat. The buccaneers kill Thomas Redruth, one of the squire's servants, after the squire kills one of their men. The captain raises the British flag over the stockade. Jim shows up at the stockade.

Chapter 19: The Garrison in the Stockade (Jim's Narrative)

Ben Gunn tells Jim to tell his people about him and to meet him where Jim found him, carrying something white. They stock the stockade with wood and bury Tom. They can hear the pirates getting drunk on the ship, and the doctor comments that the pirates will get malaria staying in the tainted air of the marsh. The next day, Jim hears someone yell "The flag of truce."

Chapter 20: Silver's Embassy

Silver comes to the stockade with another man carrying a flag of truce. He appeals to the captain for the treasure map, saying he'll trade getting them home safely for it. The captain refuses defiantly, and Long John vows revenge.

Chapter 21: The Attack

The pirates attack the stockade. After all the fighting, Joyce and Hunter are dead along with five pirates, leaving four of the captain's crew to nine pirates. The captain is wounded in the fighting.

Chapter 22: How I Began my Sea Adventure

The doctor goes to meet Ben Gunn. Jim is restless and takes off. He finds Ben Gunn's boat and decides to go cut the Hispaniola loose, so the pirates can't pull anchor and desert them.

Chapter 23: The Ebb-Tide Runs

Jim takes Ben Gunn's coracle out to the Hispaniola and cuts the anchor free. He looks in the window and sees the watchman and another pirate fighting in a drunken rage. The Hispaniola starts to drift to sea; Jim has to float aimlessly on the coracle because he can't fight the current to get back to shore.

Chapter 24: The Cruise of the Coracle

Jim tries to go for land with the coracle but he can't reach it. He sees the Hispaniola, and it appears that no one is steering it. He is so delirious for water that he decides to go aboard.

Chapter 25: I Strike the Jolly Roger

Jim overtakes the Hispaniola. He removes the Jolly Rogers flag and casts it to sea. He helps Israel Hands, the only pirate aboard, by getting him brandy and taking care of his injury. With Israel's help, he starts the Hispaniola back towards shore.

Appendix A, page 4

Chapter 26: Israel Hands

Israel tells Jim he needs some wine because “the brandy is too strong.” Jim is suspicious of this, so he acts like he is going to fulfill his request and goes up a ladder to watch him instead. Israel grabs a knife and hides it in his shirt. Jim figures that Israel won’t attack until they get to shore because he is so injured that he needs Jim to maneuver the ship. He is right – Israel attacks when the ship beaches. Jim crawls up the shrouds and sits on the cross trees. He readies his pistols as Israel struggles to climb after him. Israel throws a knife at Jim, pinning his shoulder to the mast. Jim shoots Israel, and he plunges into the sea.

Chapter 27: Pieces of Eight

Jim heads back to the stockade and goes in the dark. He ignores warning signs such as remnants of a huge fire and a scratching sound (which he later figures out is Silver’s bird). He walks into a stockade filled with Silver’s crew. They capture him.

Chapter 28: In the Enemy’s Camp

Jim convinces Long John to spare his life, and he says he will speak well of him at the trials back in England. Long John’s crew deserts him because of his decision to spare Jim.

Chapter 29: The Black Spot Again

The pirates, led by George Merry, give Long John the black spot. Long John makes his case, and the other pirates decide to side with him. Long John says he is going to use Jim as a hostage.

Chapter 30: On Parole

The doctor comes to treat the pirates calling himself a “prison doctor.” He is surprised to see Jim, and Jim negotiates with Silver to let him speak with the doctor for a moment. Jim tells the doctor about the boat, and the doctor says he is going to figure out how to get Jim free. Jim is still unclear why the pirates are in the stockade in the first place, and he also knows that they have the treasure map (this is useless as Ben Gunn has already recovered the treasure).

Chapter 31: Flint’s Pointer

The pirates set out to look for the treasure. They find a skeleton placed in an unnatural position, pointing like a compass. Long John is leery as the skeleton doesn’t have any of his belongings with it. Long John says that Flint wouldn’t have taken time to steal the victim’s knife off him.

Chapter 32: The Voice Among the Trees

The pirates hear Flint’s song among the trees and his last words. All but Long John are rifled, but John is suspicious because of the echo. He figures out that the voice is Ben Gunn’s. They race to find the treasure, but it has already been excavated.

Chapter 33: The Fall of a Chieftain

The doctor and Ben Gunn come upon the pirates and help run them off. Long John switches sides and kills George Merry, leaving only three pirates. They all, including Long John, go back to Ben Gunn’s cave where there are provisions and all the treasure.

Chapter 34: An Last

They load the *Hispaniola* with the treasure and take off, leaving the last three mutineers behind. They head for Spanish America to restock the boat and get extra hands. Long John disappears with a sack full of gold and is never seen again. They reach Bristol just as they are about to send a rescue boat. They split the treasure. Captain Smollett retires from the sea; Gray is an owner of a full-rigged ship; Ben Gunn squanders his money in 19 days and becomes a porter. Jim comments that bar silver and arms still lie on the island where Flint buried them. But nothing can bring him back to that “accursed island.”

Appendix B Pirate Web Sites

1. Island of the Bahamas/Pirates
www.interknowledge.com/bahamas and click on pirates
2. Smithsonian Magazine – ‘Merry of Soul’
www.smithsonianmag.com/smithsonian/issues95/aug95/rls_0895.html
3. The New England Pirate Museum
www.star.net/People/~mikeb/pirate.html and
www.piratemuseum.com/edwhoswh.html
4. Beej’s Pirate Image Archive
www.ecst.csuchico.edu/~beej/pirates/
5. National Geographic for Kids
www.nationalgeographic.com/pirates/
6. No Quarter Given
www.discover.net/~nqgiven/index.htm
7. Pirates of the Spanish Main
<http://www.sonic.net/~press>
8. The Pirate’s Library
<http://www.thegrid.net/fern.canyon/pirates.htm>
9. The Buccaneer Trading Company
<http://www.buccaneer.net>
10. Pirates!
<http://www.powerup.com.au/~glen/pirate.htm>

Appendix C
Checklist and Rubric for Lesson One

Student Checklist

1. I used websites or other resources (encyclopedias, books, etc.) to get information.

Yes_____ Partly_____ No_____

2. I wrote down three interesting facts about pirates.

Yes_____ Partly_____ No_____

3. I developed these ideas with explanations, details, examples or pictures.

Yes_____ Partly_____ No_____

4. I cited the website or book from which I drew my information.

Yes_____ Partly_____ No_____

5. I followed directions and did my best.

Yes_____ Partly_____ No_____

Rubric

Grade:

Criteria:

A

The student used his/her time wisely and followed directions completely. The student wrote down three pieces of information about pirates that were both interesting and well developed. The student wrote down details, used examples, or printed a picture to further understanding of the topic. The student cited where he/she got the information.

B

The student used most of his/her time wisely. The student wrote down three pieces of information about pirates that were interesting but not as developed as they could have been. The student wrote down some details and used some examples but not enough to give a complete picture of information presented. The student cited where he/she got the information.

C

The student will receive this grade if they did any of the following: The student did not follow directions or use his/her time wisely. The student produced less than three pieces of information about pirates. The student did not cite where he/she got the information.

Appendix D
Rubric for Sea Logs

Grade:	Criteria:
A	The student clearly articulates the main idea of the chapter. Main events are relayed as well as characters described. The student writes any predictions, observations or questions that he/she has about the text in his/her entry.
B	The student has a good grasp of the main idea but doesn't completely develop it in his/her response. Some main events are relayed but not all the significant ones. The student writes any predictions, observations or questions that he/she has about the text in his/her entry.
C	The student writes details instead of the main idea of the chapter. Significant events are left out of his/her entry. Predictions, observations, and questions are limited, if not all together not present.

Appendix E, page 1
Vocabulary and Discussion Questions for Chapters 1-5

Chapter 1

Vocabulary:

1. Cove – n. a small indentation in the shoreline; a sheltered nook
“This is a handy cove,” says he (Billy Bones). “Much company, mate?” (p. 12)
2. Seafaring – adj. traveling by sea
“Every day he would ask if any seafaring men had gone by on the road... He had taken me aside and promised me a silver penny on the first of every month if I would keep my ‘weather-eye open for a seafaring man with one leg.’” (p. 13)
3. Berth – n. a shelf-like sleeping space for one person, as on a ship, railroad car, etc.
“This is the berth for me. I’ll stay here a bit. I’m a plain man,” he (Billy Bones) continued.
“Rum and bacon and eggs is what I want, and a place to watch ships.” (p. 12)
4. Sabre – n. British for saber, a one-edged sword, usually slightly curved
“The old seaman with the sabre cut across his cheek first lodged under our roof.” (p. 11)
5. Magistrate – n. a civil officer charged with the administration of the law
“I’ll have an eye on you day and night,” said the doctor. “I’m a magistrate – if I catch a breath of complaint against you, I’ll have you hunted down.” (p. 17)

Discussion Questions:

1. What is the setting for the book? What time is this taking place? (p. 11)
2. Describe what you know of the narrator, Jim Hawkins.
3. Describe what you know of Billy Bones or Captain.
4. What can you deduce from the first paragraph of the book? (p. 11)
5. What does Captain pay Jim one silver penny per month to do? (p. 13)

Chapter 2

Vocabulary:

1. Cutlass – n. a short, heavy, slightly-curved sword
“Black Dog cleared the hilt of his cutlass and loosened the blade in the sheath.” (p. 20)
2. Talons – n. a claw, especially of a bird of prey
“Ah, Bill, Bill, we have seen a sight of times, us two, since I lost them two talons,” said Black Dog. (p. 20)
3. Oath – n. a solemn appeal to God to witness one’s determination to speak the truth or keep a promise
“For a long time, I could hear nothing but low gabbling. At last the voices grew higher, and I could pick up a word or two, mostly oaths, from the captain.” (p. 21)
4. Gallows – n. a wooden frame, consisting of a cross beam on two uprights, on which a condemned person is executed by hanging
“When I got back with the basin, the doctor had already exposed the captain’s great sinewy arm. It was tattooed in several places. ‘Here’s luck,’ ‘A fair wind,’ and ‘Billy Bones his fancy,’ were on the forearm. Up near the shoulder there was a sketch of a gallows and a man hanging from it – done with great spirit.” (p. 23)
5. Prophetic – adj. predictive, especially when ominous
“Prophetic,” said the doctor, touching this picture with his finger. “Jim,” he said, “are you afraid of blood?” (p. 23)

Appendix E, page 2

Discussion Questions:

1. Who is Black Dog? What clues such as he's missing fingers, carries a sword, and has a name like Black Dog suggest?
2. What does Black Dog want from the captain? (p. 21)
3. What happens after the captain declares: "No, an end of it! If it comes to hanging, hang all, say I." (p. 21)
4. What can you predict about the relationship between Black Dog and the captain?
5. What do you think will happen to Billy Bones, the captain?

Chapter 3

Vocabulary

1. "Raise Cain" – v. to behave in a boisterous manner, cause a disturbance.
"If I don't have rum, I'll have the horrors," said Billy Bones. "If I get the horrors, I'll raise Cain." (p. 25)
2. Black spot – n. the mark of imminent death among pirate crews
"Thunder?" Billy Bones cried. "A week! I can't do that – they'd have the black spot on me by then." (p. 26)
3. Lubber – n. a big, clumsy, stupid person
"The lubbers couldn't keep what they got, and want mine," said Billy Bones. (p. 26)
4. Buccaneer – n. a pirate
"I obeyed him at once, walking towards where our sick buccaneer was sitting, dazed with rum." (p. 29)
5. Nimbleness – n. quick and light in movement
"Now, that's done," said the blind man. And with incredible accuracy and nimbleness, he skipped out of the parlor and into the road." (p. 30)

Discussion Questions:

1. What does the captain mean when he says, "They tipped me the black spot"? (p. 26-27)
2. What does the captain tell Jim that Black Dog and the rest of the pirates are after? (p. 26)
3. What does he tell Jim to do if they tip him the black spot? (p. 27)
4. What can we deduce about Captain Flint? What was Billy Bones' relation to Flint? (p. 27)
5. Why does the blind man (Pew) have Jim lead him in the Inn when he leaves the Inn with "incredible accuracy and nimbleness"? (p. 29 – 30)

Chapter 4

Vocabulary:

1. Hamlet – n. a small village
"We decided to seek help in the neighboring hamlet, and ran out at once in the frosty fog." (p. 31)
2. Smugglers – n. persons who import or export goods illegally
"Some of the men saw several strangers on the road, and taking them to be smugglers, had bolted away." (p. 32)
3. Cowardice – n. lack of courage in facing danger, difficulty or opposition
"They say cowardice is infectious, but argument can make you bold." (p. 32)
4. Foolhardiness – n. incautious, audacious, daring
"They all cried out at our foolhardiness." (p. 32)

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5. Oilcloth – n. a piece of fabric made waterproof by treating it with oil and pigment
“My mother pulled it up, and at the bottom lay a bundle tied up in oilcloth and a canvas bag that gave forth the jingle of gold.” (p. 34)

Discussion Questions:

1. Why does Jim and his mother go to the neighboring hamlet? (p. 31-33)
2. What response do they get? (p. 31-33)
3. What does ‘Cowardice is infectious’ mean? (p. 32)
4. Who are the people that the men think are smugglers? How the lugger anchored in the cove help you figure out who these people really are? (p. 32)
5. What does Jim grab out of the sea chest to “square the count”? (p. 35)

Chapter 5

Vocabulary:

1. Flint’s fist – n. the oilskin pouch that contains the treasure map, which Jim took from Billy Bone’s sea chest.
“The blind man cursed the money. ‘Flint’s fist, I mean,’ he cried. ‘We don’t see it here nohow.’” (p. 38)

Discussion Questions:

1. Why are the pirates not interested in the money from the sea chest? What are they looking for? (p. 38)
2. Why do the pirates get into a fight with Pew? (p. 39) How does this save Jim and his mother’s life?
3. Where is the warning whistle coming from? What does it mean to the pirates? (p. 39) After finishing the chapter, what were the pirates from the lugger warning Pew and his comrades about?
4. What happens to Pew? (p. 40-42)
5. What were the revenue officers going to investigate when they run into Jim? (p. 42) What does Jim need to take to Dr. Livesey? (p. 43)

Appendix F, page 1
Vocabulary and Discussion Questions for Chapters 6-10

Chapter 6

Vocabulary:

1. Squire – n. in England, a country gentleman especially the chief landed proprietor in a district
“We rode hard till we drew up before Dr. Livesey’s door. His maid told us that he had gone to the Hall to pass the evening with the squire.” (p. 44)
2. Latitude – n. angular distance north or south on the earth’s surface
“In a few cases, the name of a place would be added, as “Off Caracas,” or an entry of latitude or longitude.” (p. 46)
3. Longitude – n. angular distance east or west on the earth’s surface
“In a few cases, the name of a place would be added, as “Off Caracas,” or an entry of latitude or longitude.” (p. 46)
4. Plundered – v. to rob of goods or valuables by open force as in war
“These crosses stand for the ships or towns they sank or plundered. The sums are the scoundrel’s share. As the amounts increase, he rose in rank. And now, the other.” (p. 47)
5. Cache – n. a hiding place especially one in the ground for treasures or provisions
“The bar silver is in the north cache.” (p. 48)

Discussion Questions:

1. Describe the squire. Why does the doctor call the squire the only man he is afraid of? (p. 48)
2. What was in Billy Bone’s oilskin bundle? (p. 46)
3. Who is Flint? (p. 45)
4. What is the squire going to do in Bristol? (p. 48)
5. What is the plan for sailing to Treasure Island? (p. 48-49)

Chapter 7

Vocabulary:

1. Tragic – adj. dreadful, calamitous, disastrous, or fatal
“But nothing occurred to me so strange and tragic as our actual adventures.” (p. 50)
2. Schooner – n. a sailing vessel
“The ship lies at anchor, ready for sea. You never imagined a sweeter schooner.” (p. 51)
3. Quays – n. landing place constructed along the edge of a body of water
“Along the quays lay ships of all sizes and rigs and nations.” (p. 53)
4. Figureheads – n. a carved figure or bust on a ship’s prow
“I saw the most wonderful figureheads, and old sailors with rings in their ears, and tarry pigtails, and their swaggering, clumsy sea walk.” (p. 54)
5. Swabs – n. disrespectful term for a seaman
“Long John even got rid of two men I had already engaged, showing me that they were just the sort of freshwater swabs we had to fear in an adventure of importance.” (p. 52)

Discussion Questions:

1. What is Jim eluding to when he writes: “But nothing occurred to me so strange and tragic as our actual adventures.”? What can you predict about the rest of the story after reading this statement? (p. 50)

Appendix F, page 2

2. What can be inferred from Squire Trelawney's comment "The fellow literally slaved in my interest, and so did every one in Bristol, as soon as they got wind of the port we sailed for – treasure, I mean"? Did the doctor's predictions come true? What could be the repercussions of this? (p. 51)
3. Describe what you know of Long John Silver from the squire's letter. What are your predictions about him? (p. 51-52)
4. What important fact does the squire include in the "P.S." section of his letter? (p. 52)
5. How does Jim feel when he sees the apprentice that is to take his place at the Admiral Benbow Inn? (p. 53)

Chapter 8

Vocabulary:

1. Tavern – n. a restaurant that can sell liquor; a bar
"I should easily find the place by following the line of the docks, keeping a lookout for a little tavern." (p. 55)
2. Dexterity – n. skill in using the hands and body; agility.
"In his left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping around like a bird." (p. 57)
3. Suspicions – n. the act of suspecting, or believing to be guilty or false with insufficient evidence or proof
"My suspicions had been thoroughly reawakened on finding Black Dog at the "Spyglass," and I watched the cook narrowly." (p. 58-59)
4. Nautical – adj. of or pertaining to seamen, ships, or navigation
"He made himself the most interesting companion, telling me about the ships that we passed by, explaining the work that was going on, and every now and then telling me some little anecdote of ships or seamen, or repeating a nautical phrase till I had learned it perfectly." (p. 59)
5. Anecdote – n. a short narrative concerning an interesting or amusing incident or event
"He made himself the most interesting companion, telling me about the ships that we passed by, explaining the work that was going on, and every now and then telling me some little anecdote of ships or seamen, or repeating a nautical phrase till I had learned it perfectly." (p. 59)

Discussion Questions:

1. Why does Jim go to the "Spyglass"? (p. 55)
2. Where else have we heard the term "Spyglass" in this book? (p. 47)
3. What does Jim mean when he writes: "All the time he was talking he was giving such a show of excitement as would have convinced a judge"? (p. 58)
4. Why do you think Black Dog was in the Spyglass?
5. What are your suspicions about Long John Silver?

Chapter 9

Vocabulary:

1. Blabbed – v. to reveal indiscreetly and thoughtlessly
"It's a way of speaking. Blabbed, I mean." (p. 62)
2. Mutiny – n. a revolt or rebellion
"You fear a mutiny." (p. 64)
3. Resign – v. to quit
"I ask you to take certain precautions, or let me resign. That's all." (p. 64)

Appendix F, page 3

Discussion Questions:

1. What are the captain's concerns?
2. How does the doctor and the squire handle the captain's complaints? (p. 64-65)
Appendix F, continued
3. How does Jim feel about the captain? (p. 66)
4. Describe Mr. Arrows. Does he seem like an upright sailor? (p. 61)
5. If you were the captain, would you set sail with the conditions given to him?

Chapter 10

Vocabulary:

1. Wily – adj. crafty, cunning
“The coxswain, Israel Hands, was a wily, experienced seaman, who could be trusted in a pinch with almost anything.” (p. 69)
2. Confidant –n. a person to whom secrets are confided
“He was a great confidant of Long John Silver, and the mention of his name leads me to speak of our ship's cook, Barbecue, as the men called him.” (p. 69)
3. Coxswain – n. the steerman of a boat; the seaman in charge of a ship in the absence of an officer
“The coxswain, Israel Hands, was a wily, experienced seaman, who could be trusted in a pinch with almost anything.” (p. 69)
4. Pieces of eight – n. A Spanish peso worth eight “reales.” The silver coins were often cut apart to make change
“And the parrot would say, with great rapidity, ‘Pieces of eight! Pieces of eight! Pieces of eight!’ until John threw his handkerchief over the cage.” (p. 70)
5. Galley – n. a kitchen aboard a vessel
“He was always glad to see me in the galley, which he kept as clean as a pin.” (p. 70)

Discussion Questions:

1. What happens to Mr. Arrows? (p. 68-69)
2. Describe the coxswain Israel Hands. (p. 69)
3. What is the nickname the seamen give Long John Silver? (p. 69)
4. What do the other sailors think of Long John? (p. 69-70)
5. What is Jim hinting at in the first paragraph on p. 71?

Appendix G, page 1
Vocabulary and Discussion Questions for Chapters 11-15

Chapter 11

Vocabulary:

1. Quartermaster – n. an officer in charge with providing quarters, clothing, fuel, transportation for a body of troops

“Flint was cap’n,” said Silver. “I was quartermaster.” (p. 73)

2. Flattery – n. excessive, insincere praise

“When I heard him address another in the very same words of flattery he had used on me, I wanted to kill him.” (p. 74)

3. Gentlemen of fortune – n. common pirates

“By a ‘gentleman of fortune’ they meant a common pirate, and I had just overheard the last act in the corruption of one of the honest hands.” (p. 75)

Discussion Questions:

1. What does Jim overhear while in the apple barrel? (p. 74-75)

2. Who do we know for sure is in on the plan with Long John?

3. What does Long John plan to do with the honest hands after the mutiny? (p. 77)

4. What was Long John’s relationship with Flint? Where are all of Flint’s men now? (p. 73)

5. What other important news does Jim pick up from overhearing Israel and Long John at the end of chapter 11? (p. 78)

Chapter 12

Vocabulary:

1. Duplicity – deceitfulness in speech or conduct

“I had, by this time, such a horror of his cruelty, duplicity, and power, that I could scarce conceal a shudder when he laid his hand upon my arm.” (p. 82)

Discussion Questions:

1. When the captain asks if anyone had ever been to the land ahead, who says he has? What is his description of the island? (p. 79)

2. How can Jim tell that the chart that Long John is looking at isn’t the map found in Billy Bone’s chest? (p. 81)

3. What does Jim tell the captain, the squire, and the doctor? (p. 83) What is their response?

4. How many honest hands are there on board? How many pirates? (p. 85)

5. Why does the doctor say ‘Hawkins, I put a lot of faith in you’? (p. 85)

Chapter 13

Vocabulary:

1. Becalmed – v. to deprive a ship of the wind necessary to move it

“We were now lying becalmed about half a mile southeast of the low eastern coast.” (p. 86)

2. Amphitheater – n. a level area surrounded by rising ground

“The trees came right down to the highwater mark, the shores were mostly flat, and the hilltops formed a sort of amphitheater.” (p. 88)

3. Stagnant – adj. not flowing or running

“A peculiar stagnant smell hung over the anchorage, a smell of sodden leaves and rotting tree trunks.” (p. 88)

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4. Rebellious – adj. defying or resisting authority

“Silver was the captain, and a mighty rebellious crew he had of it.” (p. 90)

Appendix G, continued

Discussion Questions:

1. Why does Jim volunteer for one of the boats where he has no business? (p. 87)
2. What is meant by the passage: “The very sight of the island had relaxed the cords of discipline”? (p. 87)
3. Why isn’t Long John mindful of the report from the “man in chains,” or the sailor that measures the depth of the water below the ship? (p. 87)
4. Why does Jim hate Treasure Island, from his first look? (p. 87)
5. Why does the captain allow the men to go ashore? (p. 89)

Chapter 14

Vocabulary:

1. Conscience – n. fully aware of or sensitive to something

“It’s a black conscience that makes you fear me, John Silver. In heaven’s name, tell me, what was that?” (p. 94)

2. Duty – n. something that one is expected or required to do by moral or legal obligation

“If I die like a dog, I’ll die in my duty.” (p. 95)

3. Destined – adj. predetermined

“But he was not destined to go far.” (p. 95)

4. Frenzy – n. violent mental agitation

“My fear grew into a kind of frenzy.” (p. 97)

Discussion Questions:

1. What does Jim see Long John do to Tom through the bushes? (p. 93-94)
2. What is the cause of the sound that Tom, Jim, and Long John hear? (p. 94)
3. Why does Jim’s fear become frenzied when Long John blows his whistle? (p. 97)

Chapter 15

Vocabulary:

1. Instinctively – adv. prompted by instinct

“My eyes turned instinctively, and I saw a figure leap behind the trunk of a pine.” (p. 98)

2. Apparition – n. a ghostly appearance

“But the terror of this new apparition brought me to a stand.” (p. 98)

3. Adversary – n. opponent, foe

“I was tired, and I could see it was in vain for me to contend with such an adversary.” (p. 98)

4. Cannibals – n. a person who eats human flesh

“I began to recall what I had heard of cannibals.” (p. 99)

5. Union Jack – n. the British national flag

“Then, in front of me, I beheld the Union Jack flutter in the air above a wood.” (p. 104)

Discussion Questions:

1. Who is the “man of the island”? (p. 99-100)
2. What happened to Ben Gunn, and how is he connected to Flint? (p. 100)
3. What deal does Ben Gunn want to strike with the squire? (p. 102)
4. What does Ben Gunn keep under a white rock? (p. 103)
5. What does the sound of a cannon indicate? (p. 103-104)

Appendix H, page 1
Vocabulary and Discussion Questions for Chapters 16-20

Chapter 16

Vocabulary:

1. Narrative – n. something that is narrated, a story
“Narrative continued by the Doctor.” (p. 105)
2. Dysentery – n. a disease characterized by severe diarrhea with passage of mucus and blood and usually caused by infection
“The stench of the place turned me sick. If ever a man smelt fever and dysentery, it was in that anchorage.” (p. 105)
3. Gigs – n. a rowboat designed for speed rather than for work
“It was about half-past one when the two gigs went ashore.” (p. 105)
4. Stockade – n. a line of stout posts set firmly to form a defense
“I had not gone a hundred yards when I reached the stockade.” (p. 106)
5. faint-hearted – adj. lacking courage or resolution
“The head popped back again, and we heard no more from these faint-hearted men.” (p. 108)

Discussion Questions:

1. Why does the doctor continue the narrative at this point in the story?
2. What is the doctor’s concern about staying on the ship anchored in the stagnant water? (p. 105)
3. Describe the stockade. What do you think it was built for? (p. 106)
4. What does the captain tell Mr. Hands will happen if any one of his men makes a signal? (p. 108)
5. What is the result of the captain and Abraham Gray’s conversation at the end of the chapter? (p. 110)

Chapter 17

Vocabulary:

1. Gravely – adv. likely to produce great harm or danger
“On this fifth trip the little boat was gravely overloaded.” (p. 111)
2. Rogues – n. a dishonest or worthless person
“We had entirely forgotten the long nine, and there, to our horror, were the five rogues busy removing her cover.” (p. 112)
3. Comrade – n. an intimate friend or associate
“They never even looked at their fallen comrade, though he was not dead.” (p. 115)
4. Assailants – n. one who attacks violently
“The ebb tide, which had so cruelly delayed us, was now delaying our assailants.” (p. 115)
5. Report – n. an explosive noise
“The report was the first that Jim heard, the sound of the squire’s shot not having reached him.” (p. 116)

Discussion Questions:

1. Describe the jolly boat’s last trip.
2. Why does the doctor write: “To our horror, we had entirely forgotten about the long nine”? (p. 112)
3. When Squire Trelawney aims his gun at Israel Hands, what is the result? (p. 113)

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4. What is adding to the doctor's concerns when they draw near the woods along the shore? (p. 116)
5. Why is there some concern whether or not Hunter and Joyce, if attacked, would stay firm? (p. 116)

Chapter 18

Vocabulary:

1. Custom – n. a usage or practice common to many or to a particular place or class or habitual with an individual
“It's custom, sir,” he added, apologetically. Not long after, he passed away.” (p. 117)
2. Rations – n. food, provisions
“But the rations are so short.” (p. 120)
3. Cannonade – n. an attack likened to artillery fire, bombardment
“For it showed our enemies that we despised their cannonade.” (p. 121)
4. Enclosure – n. something enclosed
“Ball after ball flew over or fell short, or kicked up sand in the enclosure, but they had to fire so high that the shot fell dead and buried itself in the soft sand.” (p. 121)
5. Ebb tide – n. a receding tide
“The ebb tide has probably uncovered our stores.” (p. 121)

Discussion Questions:

1. List the men that are not pirates.
2. Who do the pirates kill? (p. 118)
3. Why does the captain insist on flying the British flag even though it is attracting attention to them? (p. 120)
4. How did the pirates get firearms? (p. 121)
5. How effective is it to use the doctor's narrative? What does it remind the reader?

Chapter 19

Vocabulary:

1. Jolly Roger – n. a black flag with a white skull and crossbones used by pirates as their ensign
“In a place like this, where nobody but gentlemen of fortune, Silver would fly the Jolly Roger.” (p. 123)
2. Genteel – adj. having an aristocratic quality or flavor
“He were afraid of none but Silver – Silver was that genteel.” (p. 123)
3. Bombardment – n. to attack especially with artillery or bombers
“Towards the end of the bombardment, I had begun to get courage again.” (p. 124)
4. Sentry – n. a soldier standing guard at a point of
“I was made sentry at the door, and the captain lent a hand wherever it was wanted.” (p. 127)
5. Truce – n. a suspension of fighting especially of considerable duration by agreement of opposing forces
“Flag of truce!” I heard someone say. And then, “Silver himself!” (p. 129)

Discussion Questions:

1. What does Ben mean when he says, “You won't sell Ben Gunn”? (p. 124)
2. What agreement do Ben Gunn and Jim come to? (p. 123-124)

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3. What is meant by “two able allies: rum and climate”? (p. 129)
4. What is the doctor’s prediction about the pirates living on the ship anchored in the marsh? (p. 129)
5. What can you predict about Silver coming to the stockade with the flag of truce? (p. 129)

Chapter 20

Vocabulary:

1. Embassy – n. a mission abroad undertaken officially especially by an ambassador
“Silver’s Embassy.” (p. 130)
2. Lieutenant – n. an aide or representative of another in the performance of duty
“The tops of the trees shone rosily in the sun, but where Silver stood with his lieutenant all was still in shadow, and they waded knee-deep in a low, white vapor.” (p. 130)
3. Treacherous – adj. marked by hidden dangers, hazards, or perils
“The captain was in the porch, protected from a treacherous shot should any be intended.” (p. 130)
4. Vigor – n. active bodily or mental strength or force
“He advanced to the stockade, threw over his crutch, got a leg up, and with great vigor and skill climbed the fence and dropped safely to the other side.” (p. 132)
5. Wrath – n. strong vengeful anger or indignation
“Silver’s eyes filled with wrath.” (p. 135)

Discussion Questions:

1. What deal does Long John try to make with the captain? (p. 133-134)
2. What is the captain’s reaction to Long John’s deal? (p. 134)
3. What key piece of information does the captain now know from Ben Gunn that makes his dealings with Silver more sharp?
4. Why do you think the author included the part where Silver demands a hand up and everyone in the stockade refuses? (p. 135)
5. What threat does Silver utter before he leaves? (p. 136) What predictions can you make about what will happen?

Appendix I, page 1
Vocabulary and Discussion Questions for Chapters 21-25

Chapter 21

Vocabulary:

1. Quarters – n. an assigned station or post
“Quarters!” he roared. And then, as we all slunk back to our places, “Gray,” he said. “You’ve stood by your duty like a seaman.” (p. 137)
2. Ammunition – n. the projectiles with their fuses, propelling charges, or primers fired from guns
“On each of these piles some ammunition and four loaded muskets were laid ready.” (p. 138)
3. Boarders – n. one that is provided with regular meals or regular meals and lodging
“The boarders swarmed over the fence like monkeys.” (p. 140)
4. Boatswain – n. a petty officer on a merchant ship having charge of hull maintenance and related work
“Gray, following close behind me, cut down the boatswain before he had time to recover from his last blow.” (p. 142)
5. Palisade – n. a fence of stakes especially for defense
“Of the four who scaled the palisade, one only remained unaccounted for.” (p. 143)

Discussion Questions:

1. Why does every one have a “red face” when the captain returns from his visit with Silver? (p. 137)
2. What does it mean when the captain says: “I’ve given Silver a broadside, and pitched it red-hot on purpose”? (p. 138)
3. How have the squire and Jim’s prospective of the captain changed? (p. 143)
4. How many of the captain’s crew remain? How many pirates remain? (p. 143)
5. Who “won” the battle at the stockade? (p. 143)

Chapter 22

Vocabulary:

1. Envy – n. painful or resentful awareness of an advantage enjoyed by another joined with a desire to possess the same advantage
“All the time I was washing out the block house, this disgust and envy kept growing stronger, till I took the first step toward my escape, and filled both pockets of my coat with biscuits.” (p. 145)
2. Scheme – n. a plan or program of action, especially a crafty or secret one
“As for the scheme I had in my head, it was not a bad one in itself.” (p. 146)
3. Plumage – n. the feathers of a bird
“I even thought I could make out the bird by her bright plumage as she perched upon her master’s wrist.” (p. 147)
4. Folly – n. a foolish act or idea
“This was my second folly, far worse than the first, as I left but two sound men to guard the house.” (p.146)
5. Carousing – v. engage in dissolute behavior
“One was the great fire on shore, by which the defeated pirates lay carousing.” (p. 149)

Discussion Questions:

1. What was Jim’s first and second follies? (p. 146)

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2. Why was the disgust and envy growing in Jim until he flees the stockade? (p. 145)
3. Why does the doctor go to meet Ben Gunn? (p. 145)
4. What is Jim's big plan? (p. 147-148)
5. What does Jim see and hear when he get close to the Hispaniola? (p. 147-148)

Chapter 23

Vocabulary:

1. Foolhardy – n. adventurous and bold, rash
“Ten to one, if I were so foolhardy as to cut the Hispaniola from her anchor, the coracle would be knocked clean out of the water.” (p. 151)
2. Sever – v. divide especially to remove (as a part) by or as if by cutting
“Then I lay quiet, waiting to sever these last when the strain should be once more lightened by the wind.” (p. 151)
3. Infinite – adj. immeasurably or inconceivably great or extensive
“I pulled myself up, at infinite risk, and thus commanded a slice of the interior of the cabin.” (p. 153)
4. Consort – n. a ship accompanying another
“By this time the schooner and her consort were gliding swiftly through the water.” (p. 153)
5. Lopsided – adj. leaning to one side
“The coracle was a very safe boat for a person my size, but she was the most lopsided craft to manage.” (p. 150)

Discussion Questions:

1. What does Jim observe through the Hispaniola cabin window? (p. 151-152)
2. Why can't Jim cut the anchor as soon as he gets to it? (p. 151)
3. Why does Jim say he offered his spirit to its Maker at the end of the chapter? (p. 154)

Chapter 24

Vocabulary:

1. Notion – n. an individual's conception or impression of something known, experienced, or imagined
“That notion was soon abandoned.” (p. 155)
2. Crag – n. a steep rugged rock or cliff
“I saw myself, if I ventured nearer, dashed to death upon the rough shore, or spending my strength in vain to scale the crags.” (p. 155)
3. Idly – adj. not occupied or employed
“To and fro, up and down, the Hispaniola sailed by swoops and dashes, and at each repetition ended as she had begun, with idly flapping canvas.” (p. 159)
4. Deserted – v. abandoned
“Where were the men? Either they were dead drunk, or had deserted her.” (p. 159)
5. Intermittent – adj. coming and going at intervals, not continuous
“As for the latter's sailing, it was so wild and intermittent, that she certainly gained nothing.” (p. 161)

Discussion Questions:

1. Describe Jim's boat.

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2. Why can't Jim get to land? (p. 155)
3. How can Jim tell that no one is steering the Hispaniola? (p. 159)
4. What does he figure happened to the pirates? (p. 159)
5. What does he decide to do? How does thirst play a part in his decision? (p. 161)

Chapter 25

Vocabulary:

1. Bowsprit – n. a large spar projecting forward from the stem of a ship
“I had scarce gained a position on the bowsprit, when the flying jib flapped and filled on the other tack, nearly tossing me off into the sea.” (p. 162)
2. Crucifix – n. a representation of Christ on the cross
“Red-cap was on his back, as stiff as a handspike, with his arms stretched out like those of a crucifix.” (p. 163)
3. Ironically – adv. it is ironic, curious, or surprising
“Come aboard, Mr. Hands,” I said ironically.” (p. 164)
4. Possession – n. the act of having or taking into control
“I've come aboard to take possession of this ship, Mr. Hands. Regard me as your captain.” (p. 164)
5. Bargain – n. an agreement between parties settling what each gives or receives in a transaction between them or what course of action or policy each pursues in respect to the other
“We struck our bargain.” (p. 165)

Discussion Questions:

1. What deal does Jim strike with Israel Hands? (p. 165)
2. Why does Jim appease Israel Hands with brandy and tends to his wound? (p. 164)
3. What is Jim's plan as he takes control of the Hispaniola?

Appendix J, page 1
Vocabulary and Discussion Questions for Chapters 26-30

Chapter 26

Vocabulary:

1. Deception – n. the act of deceiving

“All the time he kept smiling in the most guilty, embarrassed manner, so that a child could have told that he was bent on deception.” (p. 168)

2. Estuary - n. a water passage where the tide meets a river current; especially an arm of the sea at the lower end of a river

“The shores of North Inlet were as thickly wooded as those of southern anchorage, but the space was longer and narrower, more like what in truth it was, the estuary of a river.” (p. 170)

2. Peril – n. exposure to the risk of being injured, destroyed, or lost: danger

“I had quite forgot the peril hung over my head.” (p. 172)

3. Scuppers – n. an opening cut through the bulwarks of a ship so that water falling on deck may flow overboard

“Both of us rolled into the scuppers.” (p. 174)

Discussion Questions:

1. Why does Jim suspect Israel is up to something when he asks him for wine? (p. 168)

2. How does he know that Israel won't strike until they hit land? (p. 168)

3. How is Jim injured and Israel killed?

Chapter 27

Vocabulary:

1. Dirk – n. a long straight-bladed dagger

“The dirk seemed to burn like a hot iron.” (p. 177)

2. Gall – n. something bitter to endure

“Nor did it greatly gall me when I used my arm.” (p. 178)

Discussion Questions:

1. How badly is Jim injured? What horrifies him more than his real sufferings? (p. 177)

2. Why does Jim begin to see the ship as dangerous? (p. 178)

3. Why is Ben Gunn burning such a huge fire?

4. What are your predictions about Ben's carelessness? (p. 180)

5. What clues does Jim overlook as he enters the stockade? (p. 181-182)

Chapter 28

Vocabulary:

1. Perished – v. to become destroyed or ruined

“I could only judge that all had perished.” (p. 183)

2. Shiver my timbers – An expression of surprise, inspired by the way a ship's frame (timbers) shudders upon running aground.

“Here's Jim Hawkins, shiver my timbers! Dropped in, like, eh?” (p. 183)

3. Tremulous – adj. characterized by or affected with trembling or tremors

“Am I to answer them?” I asked, with a very tremulous voice.” (p. 185)

4. Avast there! – Hey there!

“Avast there, Tom Morgan!” (p. 188)

Appendix J, page 2

5. Council – n. an assembly or meeting for consultation, advice, or discussion
“But I claim my right and steps outside for a council.” (p. 189)

Discussion Questions:

1. What does Jim think happened to his friends once he sees the stockade has been overtook by the pirates? (p. 183)
2. How many pirates are left? What is their condition? (p. 183)
3. What can you make of Silver’s explanation to Jim of what happened to his friends? Why would they give the pirates stores, brandy, blockhouse, firewood, and a boat? (p. 185)
4. What is Jim’s response? (p. 186)
5. How does Silver react to Jim’s courageous plea? (p. 187) How do the other pirates react?

Chapter 29

Vocabulary:

1. Deposed – v. to remove from a throne or other high position
“Deposed – that’s it, is it?” (p. 193)
2. Bungled – v. to mishandle or botch
“You say the cruise is bungled.” (p. 195)
3. Sentinel – n. to serve as a guard
“Silver’s vengeance was to put George Merry up for sentinel, and threaten him with death if he should prove unfaithful.” (p. 199)
4. Vengeance – n. punishment inflicted in retaliation for an injury or offense, retribution
“Silver’s vengeance was to put George Merry up for sentinel, and threaten him with death if he should prove unfaithful.” (p. 199)

Discussion Questions:

1. Why do the pirates give Silver the black spot? (p. 193-194)
2. What is his reaction to it? (p. 194)
3. How does he convince the majority of the pirates to come back on his side? (p. 194)
4. How does he reckon with George Merry? (p. 199)

Chapter 30

Vocabulary:

1. Parole – n. a promise made with or confirmed by a pledge of one's honor; especially the promise of a prisoner of war to fulfill stated conditions in consideration of his release
“On Parole.” (p. 200)
2. Apprehension – n. suspicion or fear especially of future evil, foreboding
“He seemed under no apprehension, though he must have know that his life among these demons depended on a hair.” (p. 201)
3. Treaty – n. an agreement or arrangement made by negotiation
“No, by thunder! Its us must break the treaty when the time comes.” (p. 203)

Discussion Questions:

1. Why isn’t the doctor more afraid as he tends to his patients, the pirates? (p. 201)
2. Why does the doctor call himself a prison doctor? (p. 201)
3. How do the pirates react when Silver allows Jim and the doctor to talk? (p. 202)
4. What is the gist of the doctor and Jim’s conversation? (p. 203-204)
5. Why doesn’t Jim flee with the doctor as he suggests? (p. 204-205)

Appendix K, page 1
Vocabulary and Discussion Questions for Chapters 31-34

Chapter 31

Vocabulary:

1. Traitor – n. one who betrays another's trust or is false to an obligation or duty
“Should the scheme he now sketched prove feasible, Silver, doubly a traitor, would not hesitate to adopt it.” (p. 205)
2. Feasible – adj. capable of being done or carried out
“Should the scheme he now sketched prove feasible, Silver, doubly a traitor, would not hesitate to adopt it.” (p. 205)
3. Plateau – n. a usually extensive land area having a relatively level surface raised sharply above adjacent land on at least one side
“Before us, the anchorage was bounded by a plateau three hundred feet high that joined the sloping southern shoulder of the Spyglass.” (p. 209)
4. Tethered – v. to fasten or restrain by or as if by a tether
“A good way behind the rest, Silver and I followed – I tethered by my rope, he ploughing, with deep pants, among the sliding gravel.” (p. 209)

Discussion Questions:

1. What is Flint’s Pointer? (p. 210)
2. What is unusual about the way the skeleton is laying? (p. 210)
3. Why does the skeleton’s lack of possessions unsettle the pirates? (p. 211)
4. What was Flint’s favorite song? (p. 213)

Chapter 32

Vocabulary:

1. Breakers – n. a wave breaking into foam
“There was no sound but the distant breakers, and the chirp of countless insects.” (p. 214)
2. Solitude – n. the quality or state of being alone or remote from society, seclusion.
“The very largeness of the view increased the sense of solitude.” (p. 214)
3. Unconquered – v. not overcome by mental or moral power
“Still, Silver was unconquered.” (p. 216)
4. Possessed – v. to bring or cause to fall under the influence
“Silver doubled his pace, digging away with his crutch like one possessed.” (p. 220)
5. Excavation – n. a cavity formed by cutting, digging, or scooping
“Before us was a great excavation, not very recent, for the sides had fallen in and grass had sprouted.” (p. 220)

Discussion Questions:

1. What do the pirates hear among the trees? Whose voice is it? (p. 215-216)
2. What makes Silver suspicious about the voice among the trees? (p. 217)
3. How does the pirates’ attitudes change when they realize the voice is Ben Gunn’s? (p. 218)
4. Silver scolds Dick for damaging his Bible and bringing on bad luck. How did it get damaged? (p. 198)
5. What do the pirates see when they get to the spot marked with a cross on the treasure map? What are your predictions about what could have happened? (p. 220)

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Chapter 33

Vocabulary:

Appendix K, continued

1. Chieftain – n. a chief especially of a band, tribe, or clan

“The Fall of a Chieftain.” (p. 221)

2. Revolted – v. to experience disgust or shock

“I was so revolted at these constant changes that I could not resist whispering, “So you’ve changed sides again.” (p. 221)

3. Fatigue – n. weariness or exhaustion from labor, exertion, or stress

“This was a run of eight or nine miles. Silver though he was almost killed already with fatigue, set to an oar, like the rest of us, and we were soon skimming swiftly over a smooth sea.” (p. 227)

4. Villain – n. a person or thing blamed for a particular evil or difficulty

“John Silver, you’re a villain.” (p. 228)

5. Obsequious – marked by or exhibiting a fawning attentiveness

“Silver sat back almost out of the firelight, eating heartily, even joining quietly in our laughter – the same polite, obsequious seaman of the voyage out.” (p. 229)

Discussion Questions:

1. How does George Merry die? How does the Jim’s party rescue him and Silver? How many pirates remain? (p. 223-224)

2. How does Long John’s attitude and demeanor change once again? (p. 229)

3. What does Ben Gunn have stored in his cave? (p. 228)

4. How does Jim feel when he finally sees the treasure? (p. 228)

5. Why does the squire tell Long John that he is “grossly neglecting his duty” because of him? Why do they let Long John survive after all the havoc and death he has caused? (p. 228)

Chapter 34

Vocabulary:

1. Bored – v. to pierce with a turning or twisting movement of a tool

“There were pieces bored through the middle, as if to wear them around your neck.” (p. 230-231)

2. Liberty – n. the quality or state of being free

“Silver, I should say, was allowed his liberty, and in spite of daily rebuffs, seemed to regard himself once more as a privileged dependent.” (p. 229)

3. Sojourn – n. a temporary stay

“The sight of so many good humored faces, the taste of tropical fruits, and above all, the lights that began to shine in the town, made a charming contrast to our dark and bloody sojourn on the island.” (p. 235)

Discussion Questions:

1. What happens to the last three mutineers? (p. 232)

2. Why does the crew have to stop over in Spanish America? (p. 234)

3. What happens to John Silver? How does the crew feel about his departure? (p. 235)

4. What becomes of the rest of the crew once they return to England? (p. 236)

5. What is the significance of Jim’s reoccurring dream of Captain Flint saying “Pieces of eight! Pieces of eight!”

Appendix L, page 1
Final Examination – Treasure Island

Circle the correct answer.

1. What is Flint's Fist?
 - A. the oilskin pouch that contains the treasure map
 - B. the skeleton that is pointed to resemble a compass
 - C. Long John Silver's bird

2. Why does Jim and his mother go to the neighboring hamlet to get help?
 - A. because Billy Bones is dead
 - B. because Billy Bones told them to do so if he was given the black spot
 - C. because they wanted to find a new place to live

3. What is the squire's greatest fault?
 - A. his temper
 - B. his foul mouth
 - C. his inability to keep a secret

4. How is Long John connected to Captain Flint?
 - A. he doesn't know him
 - B. he served under him at one point in his life
 - C. he works with him at the Spyglass

5. Why does Jim become suspicious of Long John while visiting him at his tavern, the Spyglass?
 - A. he just looks dishonest
 - B. he tries to cover up for having Black Dog in his establishment
 - C. he only has one leg

6. What is one of the Captain Smollett's concerns before they set sail?
 - A. that many of the men know it is a treasure voyage
 - B. that they do not have enough food and water
 - C. that he is not being paid enough

7. What does Jim hear while in the apple barrel?
 - A. the captain singing in the shower
 - B. a plan of mutiny
 - C. the squire telling secrets

8. Why does Jim volunteer for one of the boats going ashore when they first get to Treasure Island, even though he had no business there?
 - A. he is curious about the island
 - B. he wants to join the pirates and find the treasure
 - C. he wants to serve as a spy for the captain, the squire, and the doctor

Appendix L, page 2

9. Why does the doctor take over the narrative for three chapters?
 - A. because Jim is away with Ben Gunn when significant events are happening
 - B. because Jim doesn't want to write any more
 - C. because the doctor has had more schooling than Jim

10. Who is Ben Gunn?
 - A. a pirate who joins Long John's camp
 - B. a marooned sailor, formally with Flint's crew
 - C. a native of Treasure Island

11. Why does Jim decide to set out in Ben Gunn's coracle?
 - A. to find the treasure
 - B. to cut the anchor of the Hispaniola
 - C. to leave Treasure Island

12. Who is the only pirate that Jim kills?
 - A. George Merry
 - B. Long John Silver
 - C. Israel Hands

13. Why do the pirates give Long John Silver the black spot?
 - A. because they don't trust his leadership and do not favor taking Jim in
 - B. because they know Ben Gunn already has the treasure
 - C. because they want to return to England

14. Why does Long John Silver get to join Jim's party and leave the island instead of being marooned like the other three pirates?
 - A. because he threatens them with a cutlass
 - B. because he had struck a deal with Jim to spare his life in return for pardon from punishment
 - C. because he has a good personality

15. What happens to Long John Silver?
 - A. he disappears in Spanish America, never to be seen again
 - B. he takes all the treasure and heads back to Treasure Island to pick up his friends
 - C. he goes back to work at the Spyglass

Answer the following questions to the best of your ability.

1. What are Jim's overall thoughts of his adventures to Treasure Island? Does he feel happy about the experience? Do you think he would go on another treasure voyage if given the opportunity?

Appendix L, page 3

2. Describe Long John Silver. What does he look like, and what is his personality like? Can he be trusted? Why or why not?

3. The author, Robert Louis Stevenson, says any kids who don't like this story have "gone rotten." Do you agree or disagree with this statement? Did you like the story? Why or why not?

4. If given the opportunity to sail to Treasure Island to try to find the remaining treasure, would you do so? How would you prepare for the trip? What precautions would you take to prevent disease, to keep you safe from pirates, and to survive in the wilderness?

Appendix L, page 4

Pick the word from the word box that best fits and write it in the blank space provided.

Word Box

plundered	buccaneer	novel
raise Cain	plot	confidant
cowardice	setting	
deserted	plateau	

1. Where were the men? Either they were dead drunk, or had _____ her.
2. “If I don’t have rum, I’ll have the horrors,” said Billy Bones. “If I get the horrors, I’ll _____.”
3. They say _____ is infectious, but argument can make you bold.
4. These crosses stand for the ships or towns they sank or _____. The sums are the scoundrel’s share. As the amounts increase, he rose in rank. And now, the other.
5. I obeyed him at once, walking towards where our sick _____ was sitting, dazed with rum.
6. A _____ is a piece of raised-up land having a level surface on top.
7. The _____ of this book was intriguing (interesting).
8. The _____ of this book was in the 1700s on a deserted island.
9. A _____ is a story of considerable length.
10. He was a great _____ of Long John Silver, and the mention of his name leads me to speak of our ship’s cook, Barbecue, as the men called him.

Appendix M
Final Examination Answer Sheet and Grading Scale

Multiple choice answers: (2 points each)

- | | | | | |
|-------|-------|-------|-------|-------|
| 1. A | 2. B | 3. C | 4. B | 5. B |
| 6. A | 7. B | 8. C | 9. A | 10. B |
| 11. B | 12. C | 13. A | 14. B | 15. A |

Essay question answers will vary. (10 points each)

Vocabulary answers: (3 points each)

- | | | | |
|--------------|---------------|--------------|--------------|
| 1. deserted | 2. raise Cain | 3. cowardice | 4. plundered |
| 5. buccaneer | 6. plateau | 7. plot | 8. setting |
| 9. novel | 10. confidant | | |

Grading Scale:

- | | |
|--------------------|---|
| 90-100 points | A |
| 80-89 points | B |
| 70-79 points | C |
| 60-69 points | D |
| 59 points or below | F |