

Robinson Crusoe: The Original “Survivor”!

Grade Level or Special Area: 4th Grade

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Length of Unit: Eight Lessons (approximately fourteen days, each 45 minutes in length)

I. ABSTRACT

This is an integrated unit combining the teaching of *Robinson Crusoe* (Daniel Defoe) with the learning of important reading comprehension skills. The book will be taught as a teacher read aloud and will focus on strategies with teach connection with the text including sticky notes, the quick sketch method, retelling and synthesizing. The culminating project will be a problem solving activity, similar to the tasks assigned on the popular television show, *Survivor*. With this unit, students will understand the connection between classical literature and the human experience.

II. OVERVIEW

- A. Concept Objectives
 1. Students understand how to read and comprehend a variety of materials.
 2. Students read and recognize literature as a record of human experience. (Colorado Standards Reading and Writing 6)
- B. Content from the *Core Knowledge Sequence* (4th Grade, page 89)
 1. Fiction/Stories/*Robinson Crusoe* (Daniel Defoe)
- C. Skill Objectives
 1. The student will use a full range of strategies to comprehend materials such as classical stories.
 2. The student will make connections between their reading and what they already know and identify what they need to know before reading about it.
 3. The student will read literature to investigate common issues and interests.
 4. The student will read literature to understand places, people, events and vocabulary both familiar and unfamiliar.
 5. The student will recognize the concept of classic or enduring literature, and reading and listening to classical works.
 6. The student will use new vocabulary from literature in other contexts.
 7. The student will determine an author’s purpose for writing.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D., *What Your Fourth Grader Needs to Know*
 2. Harvey, S., and Goudvis, A., *Strategies That Work*
 3. Defoe, D., *Robinson Crusoe*
- B. For Students
 1. The students will have a basic knowledge of narrative and fiction writing
 2. Other fiction pieces from Grades 1, 2, 3 and 4
 3. A knowledge of timelines from The American Revolution unit in Grade 4

IV. RESOURCES

- A. Auman, M.E. *Step Up To Writing*. Longmont, Colorado: Sopris West, 1999. 1-57035-208-9.
- B. Core Knowledge Foundation. *Baltimore Curriculum Project*. Baltimore: Core Knowledge Foundation, 1996. (still in draft form)

- C. Defoe, D. *Eyewitness Classics Robinson Crusoe*. New York: Dorling Kindersley Limited, 1998. 0-7894-3625-6.
- D. Defoe, D. *Illustrated Classics Robinson Crusoe*. New York: Masterwork Books, 2001. 1-56156-911-9.
- E. Harvey, S., & Gordvis, A. *Strategies That Work*. York, Maine: Stenhouse Publishers, 2000. 1-57110-310-4.
- F. Hirsch, E.D. *What Your 4th Grader Needs to Know*. New York: Doubleday, 1992. 0-385-31260-1.

V. LESSONS

Lesson One: The Beginning (one 45 minute class period)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Student understands how to read and recognize literature as a record of human experience.
 - 2. Lesson Content
 - a. Stories: *Robinson Crusoe* (Daniel Defoe)
 - 3. Skill Objective(s)
 - a. The student will read literature to investigate common issues and interests.
 - b. The student will recognize the concept of classic or enduring literature, and reading and listening to classical works.
 - c. The student will determine an author's purpose for writing.
- B. *Materials*
 - 1. A copy of Daniel Defoe's, *The Young Collector's Illustrated Classics, Robinson Crusoe*
 - 2. A large world map displayed in the classroom
 - 3. Notetaking handout (see Appendix A) for each student
 - 4. A pad of small sticky notes for the teacher
- C. *Key Vocabulary*
 - 1. Survivor – a person who lives through or survives a hardship
 - 2. Robinson Crusoe – both the name of the book and the main character in the story
 - 3. Daniel Defoe – the author of the book, *Robinson Crusoe*
 - 4. Shipwreck – when a large boats wrecks and is unable to sail
 - 5. Classic – literature which lasts over time; it usually contains some common elements to which all mankind can relate
- D. *Procedures/Activities*
 - 1. The teacher should begin by telling students that he/she will be reading a book aloud called *Robinson Crusoe*. The main character in the book is just like the contestants in the game show, *Survivor*, on television, except that this character was actually shipwrecked on an island for over twenty-seven years.
 - 2. Discuss biographical information about Daniel Defoe (found on page 187 of *Illustrated Classics Robinson Crusoe* by Daniel Defoe). Explain that he actually wrote this book for adults to explain how one man realized he needed to become more thankful and humble as well as turn to God for his needs. He also told a great survival story, which has become a classic.
 - 3. Discuss the term, classic, and how books that are classified as this talk about things that are common to people everywhere. Identify the three elements that make *Robinson Crusoe* a classic novel: survival, religious awakening, and examination of character traits, such as pride and humility.

4. Show on the world map the possible location of Robinson Crusoe's island, somewhere between South America (near Brazil) and Africa. Tell students that the exact location is not mentioned in the book but clues such as warm weather, plentiful fruits year round, and tropical type animals tell the reader approximately where he is. Instruct the students to look for other clues as to the true location as the book is read.
5. Distribute the handout for notetaking (Appendix A-1). Tell students that this is the skeleton of a timeline of Robinson Crusoe's life and that they should fill in words or phrases as the teacher reads to remind them later of the events that happened in the book.
6. Talk about the reasons why Defoe may have written a book like this. Remind students of what was said earlier about his religious awakening and how he may have wanted to show a character who had to learn the hard way to devote his life to God and to depend on Him for his very survival. Ask students what other reasons he may have had to write this particular story. Suggestions may include that he wanted to write a good survivor, adventure story in which everyone could identify.
7. Read the first chapter of the book, *Illustrated Classics, Robinson Crusoe*, "How I Left Home" (pages 11-22) aloud to the class. As the teacher reads, he/she should "think aloud" and mark his/her thoughts with sticky notes. The following examples from Chapter One can be used: "I was born during the year 1632" (page 11). The teacher could comment, "Wow, that was a long time ago. Let me see, let's figure it out on the chalkboard." The teacher might then do the subtraction problem on the board to see how long ago the character lived. He/she might then ask the class, "How long was that before the American Revolution which we just studied?" "My father and mother begged me to give up those dreams." (page 12) The teacher might then say, "I wanted to be an astronaut when I was little and my sister told me that was silly. I will always remember how much that hurt my feelings. I never thought that way about being an astronaut again." The teacher should make as many oral connections of this variety that they can in Chapter One. (It might be wise to read this beforehand, mark the sticky notes, and have them ready to put into the book in the correct places.)
8. Continue reading Chapter One, pausing to "think aloud" and place sticky notes into the book wherever you stop to comment. Don't explain what you are doing to the class; just act as if you always read aloud this way.

E. *Assessment/Evaluation*

1. Students will be able to locate the probable location of Robinson Crusoe's island on a small world map in their daily planners.
2. The students should have filled out the number one item on their timelines with information about Robinson Crusoe's birth, his home, and how he goes to sea in 1659 against the wishes of his family.

Lesson Two: The Castaway (two 45 minutes class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and comprehend a variety of materials.
2. Lesson Content
 - a. Stories/ *Robinson Crusoe* (Daniel Defoe)

3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classical stories.
 - b. The student will make connections between their reading and what they already know and identify what they need to know before reading about it.
 - c. The student will read literature to understand places, people, events and vocabulary, both familiar and unfamiliar.
- B. *Materials*
1. A copy of the book, *Illustrated Classics Robinson Crusoe*, by Daniel Defoe
 2. A blank transparency to review text connections
 3. Sticky notes which were completed as the teacher read in Lesson One
 4. Either a chalkboard or a large blank piece of chart paper displayed in the front of the classroom
 5. A pad of sticky notes (small or large, cut into four or five strips) for the teacher
 6. The notetaking sheet (Appendix A-1)
- C. *Key Vocabulary*
1. Pirate – a robber who captured people and goods at sea and kept them in slavery or to use for themselves
 2. Stranded – lost
 3. Plantation – a large piece of land where crops can be grown, in this case, sugarcane
 4. Cannibals – natives who ate other people as part of their food source
 5. Hurricane – a tropical storm with huge winds and rain
 6. Castaway – a person who is stranded somewhere with no hope of returning home; they are often without food or shelter and are literally “cast away” from their homes
- D. *Procedures/Activities*
1. Begin by explaining why you used sticky notes as you read yesterday, what is on the sticky notes, and why you told your thoughts aloud as you read. Explain that this is a way of connecting with the text. Just as an animal leaves its footprints on a field of new snow, your connections as a reader should leave “footprints” on the text. The footprints are your thoughts and your notes on these thoughts, i.e. the sticky notes.
 2. Using a large piece of chart paper that you have put on the board, pull the sticky notes from the book, one by one, and put them in the first column that you have drawn on the chart. Read the sticky note aloud to the class and then in the second column of the chart write a sentence that explains your thoughts. For example, your first sticky note from page 11 may have read “1632.” Your thought next to it is what you expressed aloud to the class during the reading, and can be summarized in a few words, “This was 144 years before the American Revolution.”
 3. On that first sticky note, write the initials, “T-W.” Explain that the connection you made with that date was a text to world connection (T-W) because it reminded you of another event we had just studied in the world, the American Revolution.
 4. On a blank transparency, write the following codes for text connections in one column and write their definitions in the second column (see Appendix B). The text connections include T – T, T – M, T – W, ?, Huh?, and P.
 5. Go through the remaining sticky notes from Chapter One and record them on the chart. Ask students to identify what type of connection each one is.

6. Continue reading *Robinson Crusoe*, Chapters 2 and 3 aloud to the class, again using sticky notes and thinking aloud. This time record each note with the correct code.
 7. When the two chapters are read, complete the chart with the new sticky notes you have added. Have the students tell you which code should be used on each. Do this fairly quickly so they see it is not a long, drawn out process, but rather a quick way of recording their connections to the text.
 8. Have students write one or two sentences on their notes under the second heading, "September 30, 1659 – 27 years old." (Appendix A–1) Explain they will be adding to this entry tomorrow as additional chapters are read.
- E. *Assessment/Evaluation*
1. Students will be able to write one or two sentences under the proper heading on their notetaking sheets. (Appendix A–1)
 2. Students should be able to name the six text connections when they are written on the chalkboard without their definitions.

Lesson Three: Provisions (two 45 minute class periods)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and comprehend a variety of materials.
 2. Lesson Content
 - a. Stories/ *Robinson Crusoe* (Daniel Defoe)
 3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classical stories.
 - b. The student will make connections between their reading and what they already know and identify what they need to know before reading about it.
- B. *Materials*
1. A boxed cake mix of any type that you purchase from a grocery store
 2. Ingredients that go with the particular mix you buy; for example, oil, eggs, water, etc.
 3. Measuring cups, a large spoon and a mixing bowl in which to mix the cake (you can use a mixer, if the recipe calls for it)
 4. Access to an oven to bake the cake
 5. Frosting already prepared (optional)
 6. Paper plates and plastic forks for each student
 7. A spatula to serve the cake
 8. A copy of the book, *Illustrated Classics Robinson Crusoe* , by Daniel Defoe
 9. A blank transparency for the overhead with markers for recording information
 10. The student notetaking form (Appendix A–1)
- C. *Key Vocabulary*
1. Synthesis – using information you already know, putting it together and making an original thought from its mixture
 2. Ingredients – the parts of the whole; in the cake, the ingredients are the mix, oil, water and eggs. Mixed together, these make the whole cake.
 3. Recipe – explanation for cooking or baking something
- D. *Procedures/Activities*
1. Tell the students that today you will demonstrate how they can connect in another way with what they read by using a strategy called "synthesis." Explain you will show them, rather than tell them, what this word means.

2. Go through the steps of making a cake from a boxed cake mix. (If you have a school kitchen, it would be best to do the demonstration there. If not, mix the cake in your classroom and then take it later to an oven to bake.)
3. Once the ingredients have all been put into the mixing bowl, mix them up with a spoon or mixer. Have the students describe the difference between the dry ingredients and the finished cake dough. Ask how the cake might change again as it is baked in the oven.
4. Explain that synthesizing is the same as baking a cake. You take your own thoughts and ideas and experiences from the past and combine them with the new things you learn from the story, and create a whole new thing that is your thoughts on the story.
5. As the cake bakes in an oven, read Chapter 4 of *Robinson Crusoe*, “Rescuing Valuable Items,” to the class.
6. When completed, on a blank transparency, draw two columns. Label the first one “Facts,” the second “Process” (Thinking). Have the students list all the rescued items from the chapter that they can remember. Record them under column one, “Facts.”
7. Next, have students as a whole class help you fill out column two, “Process (Thinking).” Have them share their ideas of how each item would be used in Robinson Crusoe’s survival. Record all ideas and discuss them.
8. Show the class that they have just “baked their cake” by thinking about the items they read about in Chapter 4. They used the facts from the story, plus their own background knowledge of what these items could be used for, and combined them to think about how Robinson Crusoe was going to use each item for survival. The final piece of the synthesis will be a later assignment, a journal entry.
9. Tell the students that they will have an opportunity at the end of this book to take a list of similar items and tell how they would use them for their own survival. The “cake they bake” will be their plan of survival.
10. Serve the cake the next day or after it is cooled and frosted (optional) to remind the students how good synthesis tastes and how it helps them to understand what they read.
11. Have students write a sentence under their second notetaking section (Appendix A–1) titled, “September 30, 1659 – 27 years old”

E. *Assessment/Evaluation*

1. Students will be able to write a sentence describing what happened in Chapter 4 of the story under the second heading in Appendix A–1.
2. Students will be able to participate in the discussion on the synthesis of the facts from Chapter 4, giving ideas about what each item rescued from the ship would do to help Robinson Crusoe to survive.

Lesson Four: Shelter and Illness (one 45 minute class period)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and comprehend a variety of materials.
 - b. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Stories/*Robinson Crusoe* (Daniel Defoe)

3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classic stories.
 - b. The student will make connections between their reading and what they already know and identify what they need to know before reading about it.
 - c. The student will read literature to investigate common issues and interests.
 - d. The student will read literature to understand places, people, events and vocabulary both familiar and unfamiliar before reading about it.
 - e. The student will recognize the concept of classic or enduring literature, and reading and listening to classical works.
- B. *Materials*
 1. Sticky notes for the teacher
 2. The book *Illustrated Classics Robinson Crusoe* by Daniel Defoe
 3. The student notetaking form (Appendix A–1)
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 1. Read Chapters 5 and 6 aloud to the class. While reading, keep connecting using the sticky notes and thinking aloud.
 2. Review the skill of synthesis taught in Lesson Three by listing on the board the facts about Robinson Crusoe’s thoughts about God in Chapter 6. Ask students what synthesis he came up with throughout his illness and the “accidental” growing of his crops.
 3. Have students finish writing the on the second entry of their notetaking form (Appendix A–1). Items in this section should include his shipwreck, his return to the ship for provisions, his efforts to make shelter and clothing and his attempts to build a boat and leave the island. Other details might be the animals he domesticates and his fear of cannibals.
- E. *Assessment/Evaluation*
 1. Students will be able to fill in the details of the Appendix A–1 notetaking form with suggested ideas listed in the above procedures section.

Lesson Five: A Footprint in the Sand (two 45 minute class periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read and comprehend a variety of materials.
 - b. Students understand how to read and recognize literature as a record of human experience.
 2. Lesson Content
 - a. Stories/ *Robinson Crusoe* (Daniel Defoe)
 3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classic stories.
 - b. The student will read literature to understand places, people, events and vocabulary, both familiar and unfamiliar before reading about it.
 - c. The student will recognize the concept of classic or enduring literature, and reading and listening to classical works.
 - d. The student will read literature to investigate common issues and interests.

B. *Materials*

1. The book *Illustrated Classics Robinson Crusoe* by Daniel Defoe
2. Student notetaking sheet (Appendix A-1)
3. Three large sticky notes per student
4. A piece of 8" x 11 ½" notebook paper (one per student) folded in half lengthwise (hotdog fold)

C. *Key Vocabulary*

1. Anguish – deep sadness
2. Captivity – being held against one's wishes
3. Salvation – the act of being saved from something
4. Fortress – place of safety
5. Mainland – large piece of land located away from the island
6. Cowardice – being afraid; cowardly

D. *Procedures/Activities*

1. Instruct students that today as the book is read aloud, they will be reacting to the text in a new way besides just listening and taking notes at the end. Have them take a piece of notebook paper and fold it in half (hotdog style). Distribute a pad of large sticky notes to each student, or give each student three such sticky notes.
2. As each of the three chapters (Chapters 7, 8, 9) are read, the students should do a "quick sketch" of what they are hearing. Since they are to use only one sticky note per chapter they need to sketch only the main idea of each chapter.
3. Read the chapter titles first and ask students to predict what will happen in each chapter. This will get them "tuned in" to the main idea. The quick sketch is just that, not a completed, detailed art piece.
4. As the teacher reads, he/she should continue to use sticky notes and think aloud. When the reading is complete, the students should stick their notes to the left side of the paper before the fold down the middle. Next, they should write two or three sentences in the right column opposite of each sketch, telling what their sketch portrays from the story. They may need to write an entire paragraph to explain its meaning.
5. When all writing is complete, choose students who volunteer to share their sketches and especially the meaning they have recorded by each drawing. Point out what differences, if any, there are between what some students thought was the main point and what others thought.
6. Record on the chalkboard any major themes that are emerging from the book so far. Examples might be reliance on God, despair at being shipwrecked, fear from the cannibals and the unknown, and survival techniques. Point out that these major themes are what make this book a classical literature piece.
7. Have students record events from the book on their notetaking sheet. (Appendix A-1) Under "Three Years Later" include the words "1662 – 30 years old." Review details the students have written. Some should include the miracle of the corn and rice growing from the seed Robinson Crusoe had used to feed the chickens.
8. Under the next category, "Fifteen Years Later," add "1674 – 42 years old" and again ask the students to record details. (Appendix A-1) The main detail here is the footprint he sees in the sand and the fear he feels.
9. As these categories are completed, make sure the math used to figure out Robinson Crusoe's age is done on the board as a class so that students can see the progression of his life.

- E. *Assessment/Evaluation*
1. Students should write correct headings and details in their notetaking sheets (Appendix A-1).
 2. Students should complete the quick sketch exercise. The teacher should collect these and check for ideas to share with the whole class as well as completeness.

Lesson Six: Visitors (one 45 minute class period)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to read and comprehend a variety of materials.
 2. Lesson Content
 - a. Stories/ *Robinson Crusoe* (Daniel Defoe)
 3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classical stories.
 - b. The student will make connections between their reading and what they already know and identify what they need to know before reading about it.
 - c. The student will read literature to understand places, people, events and vocabulary, both familiar and unfamiliar.
- B. *Materials*
1. The book *Illustrated Classics Robinson Crusoe* by Daniel Defoe
 2. A pad of large sticky notes – one per student
 3. Notetaking sheet – (Appendix A-1)
 4. Notebook paper, folded in half lengthwise – number of pages will depend on the number of sketches done by each student
 5. Blank transparency with markers for the overhead projector
- C. *Key Vocabulary*
1. Telescope – a tube with a glass lens used to see far away, usually to the stars
 2. Musket – gun which uses gunpowder for ammunition, rather than bullets
 3. Ambush – to attack someone by sneaking up on them
 4. Barbaric – acting without rules or ethics, like a barbarian
 5. Executioner – someone who murders another
 6. Muster – draw upon; put all your resources together to accomplish
 7. Grisly – gross and hard to look upon; often bloody
- D. *Procedures/Activities*
1. The teacher should read the next two chapters from the book, Chapters 10 and 11. While reading aloud, he/she should be using sticky notes and conducting think alouds as before.
 2. The students should be listening to the reading, while doing quick sketches of what they hear. This time there are no limits to the number of quick sketches made. There is a minimum of two, however, one for each chapter read.
 3. At the end of the reading, the students should take out notebook paper, fold it in half lengthwise, and place the completed sticky notes in the left-hand column. In the right column, students should record their thoughts of what they were thinking when they did the sketches.
 4. Those who wish to volunteer should share their sketches and writing with the class.
 5. Afterward, all students should do recording on their notetaking sheets (Appendix A-1). In the next section labeled “Twenty Years Later,” students should write in the date, which would be 1679 and figure out Robinson Crusoe’s age, which

would be 47. They should then record details for that time frame. Some examples might include finding human remains on the shore, and his fear at being discovered by the cannibals.

6. Students should predict what will happen next in the book. The teacher should record these predictions on a blank transparency to refer to later.

E. *Assessment/Evaluation*

1. Students should complete at least two quick sketches with writing to explain what they drew.
2. Students should complete the 5th section of the notetaking form. (Appendix A–1)

Lesson Seven: My Man, Friday (two 45 minute class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and comprehend a variety of materials.
2. Lesson Content
 - a. Stories/ *Robinson Crusoe* (Daniel Defoe)
3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classical stories.
 - b. The student will make connections between their reading and what they already know and identify what they need to know before reading it.
 - c. The student will read literature to investigate common issues and interests.

B. *Materials*

1. The book *Illustrated Classics Robinson Crusoe* by Daniel Defoe
2. Student notetaking sheet (Appendix A–1)
3. Pad of large sticky notes (one pad per student)
4. Notebook paper folded lengthwise (number of sheets dependent upon number of quick sketch connections the student makes)
5. Names of all students in the class written on pieces of paper or sticks for random selection purposes
6. The transparency with students' predictions from Lesson Six

C. *Key Vocabulary*

1. Schemes – carefully designed plans
2. Flexible – will to change quickly
3. Observation post – a hidden place where one can watch someone secretly
4. Ravenously – eating quickly, tearing at the food
5. Nauseated – made ill, caused to throw up or vomit
6. Optimistic – hopeful about the future
7. Petrified – unable to move or speak because of fear
8. Slaughter – kill without remorse; murder without thought or pause

D. *Procedures/Activities*

1. The teacher should begin this lesson by reviewing yesterday's class predictions and ask students to determine if they are correct as the story is continued.
2. The teacher will then read the next three chapters, Chapter 12, 13, and 14 aloud, using sticky notes and think alouds.
3. The students will use the quick sketch method of making connections while the teacher reads aloud.
4. Time should be provided at the end to write several sentences about each of the quick sketches on notebook paper.

5. Students will then complete their notetaking form including the last two sections (Appendix A–1). Under section 6, “Twenty-three years later”, students should record the date and Robinson Crusoe’s age. (1682 and 50 years old) They should then write details including finding the campfire of the cannibals, and viewing the cannibals as they eat. Details should also be recorded on the escape of one of the men and the capture of the man by Crusoe. Finally, the man’s name, Friday, and his consequent companionship to Crusoe should be noted.
 6. Under the last section titled, “Twenty-seven years later”, students should record the date and age of Robinson Crusoe. (December 19, 1686, 54 years old) The part of the story where the cannibals return and the two Spaniards being saved should be recorded here. It should also be noted that one of the men they saved turned out to be Friday’s father (Appendix A–1).
 7. When the quick sketches and notetaking are completed and discussed, the teacher should tell the class they are going to practice one last reading strategy with this book. It is called retelling. The teacher should choose names of students randomly (from slips of paper or sticks with student names written on them). Using their notes from Appendix A–1 and their quick sketches from today’s lesson and the past few lessons, the first student chosen should begin telling in their own words the story of the castaway, Robinson Crusoe. After they have given a few facts, the teacher draws the next name, and that student tells another piece of the story. This should go on until everyone’s name is drawn or until the story is told up to the point where the reading stopped today (Chapter 14).
 8. Make sure any misinformation is corrected. Give other students a chance to fill in important details that were left out of the story.
 9. Have students make predictions for how the story will end. Discuss whether or not yesterday’s predictions came true by putting the previous transparency with the ideas on the overhead.
- E. *Assessment/Evaluation*
1. Students will record details correctly on their notetaking sheets.
 2. Students will complete the quick sketch exercises.
 3. Students will be able to add to the oral telling of the story in the correct sequence when their name is drawn randomly to participate.

Lesson Eight: Rescue (two 45 minute class periods)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to read and recognize literature as a record of human experience.
2. Lesson Content
 - a. Stories/ *Robinson Crusoe* (Daniel Defoe)
3. Skill Objective(s)
 - a. The student will use a full range of strategies to comprehend materials such as classical stories.
 - b. The student will make connections between their reading and what they already know and identify what they need to know before reading about it.

B. *Materials*

1. The book *Illustrated Classics Robinson Crusoe* by Daniel Defoe
2. A pad of large sticky notes – one per student
3. The notetaking sheet (Appendix A–1)
4. The journal entry assignment (Appendix C)

C. *Key Vocabulary*

1. Mutiny – when sailors on a ship refuse to obey the captain and take over the running of the boat themselves
2. Mutineers – those who participate in a mutiny
3. Boatswain – one of the sailors on a ship
4. Souvenirs – items taken to remember a place

D. *Procedures/Activities*

1. Predictions from Lesson Eight will be discussed. Today the book will be finished so possible predictions will be tested.
2. The teacher will read the remainder of the book (Chapters 15, 16 and the Epilogue) aloud and use the sticky note method plus make oral connections.
3. Students will discuss the ending to the book. The teacher should ask how many students thought Robinson Crusoe would be rescued. Another question the class should be asked is who thought Friday would go with him?
4. The students should have completed their quick sketches as the teacher read. After the class discussion, time should again be provided for students to write their explanations for their quick sketches and discuss their choices of drawing as a complete class.
5. The last entry on the notetaking sheet should be completed, including details of the rescue and the epilogue (Appendix A–1).
6. Finally, the journal entry assignment (Appendix C) should be introduced to the class. This assignment will require the students to write three journal entries that Robinson Crusoe might have written during his stay on the island. They should be dated. The completed Appendix A should be used for accurate dates. Students should pay attention to correct mechanics of writing such as spelling, punctuation and capitalization.
7. Part of this assignment should be the use of vocabulary words that were read and discussed as think alouds during the reading. A list of these appears on Appendix C. This list should be reviewed orally before the students begin the assignment to ensure they know the meanings of these words. Make sure the definitions are within the context of the story just read.
8. Students should write their journal entries on notebook paper. When finished they should choose a partner in class and read their entries aloud to each other. Each partner should make suggestions for improvement either in content or mechanics.
9. When complete, several students should be chosen to read their favorite entry to the class aloud. These should be discussed as to interest level and accuracy. Could Robinson Crusoe really have written these entries?

E. *Assessment/Evaluation*

1. Students should complete the entire notetaking activity (Appendix A-1). This should be collected and checked for completion by the teacher. (Appendix A–2)
2. Students should write at least three quick sketches with explanations (Chapters 15, 16, and Epilogue).
3. Students should complete three journal entries that could have been written by Robinson Crusoe on the island. They should be properly dated, written with proficient mechanics and should contain at least ten of the vocabulary words listed at the top of the assignment sheet (Appendix C).
4. The teacher can construct his/her own rubric or grade sheet for assessment if they wish to record a grade at this time, or they may record only the grade for the culminating activity that will follow this lesson.

VI. CULMINATING ACTIVITY

- A. The culminating activity for this unit as well as the final assessment for the book, *Robinson Crusoe* by Daniel Defoe, will be a problem solving activity which will require students to apply what they have learned from the book to attack a similar situation. The setting the students will face is a mountain scene rather than an island, as the students this unit was created for live in Colorado. (Teachers are encouraged to use their own localities to adapt this assignment to meet the needs of their particular students.)
- B. In this assessment, the students will be given ten items that were supposedly recovered from a backpack that snagged on a rock in a climber's fall down one of the Rocky Mountains. The student will take the role of the fallen climber. He/she finds the injuries suffered are minor, but now the climber must survive until he/she can be rescued. The assignment is to write a plan for survival, either in the form of a list of things to do and in what order they should be done, or in narrative, paragraph form. The student is also asked to draw a map or sketch of their location so it can be reported to any possible rescuers.
- C. The assignment will be graded on creativity, use of materials provided in the problem, completeness of map or sketch, and writing skills. Students may use their quick sketches and notetaking sheets from the book to compare their rescue with that of Robinson Crusoe. Their goal is to be a survivor just like the television show by that name and also like the original survivor, Robinson Crusoe.
- D. The assignment sheet is presented as Appendix D and a possible rubric or grade sheet is presented as Appendix E.
- E. When complete, students should share their solutions to the survivor problem orally in class. The class can critique the ideas of the presenters and ask appropriate questions of the presenters.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A–1: Notetaking sheet with time sequences labeled
- B. Appendix A–2: The above appendix with possible details written in for teacher use
- C. Appendix B: Text connections to use on sticky notes and their definitions
- D. Appendix C: Journal entry assignment
- E. Appendix D: Assignment sheet for problem solving activity
- F. Appendix E: Rubric or grade sheet for the problem solving activity
- G. Appendix F: A list of reading strategies used during this unit

VIII. BIBLIOGRAPHY

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Appendix A – 1: Robinson Crusoe: The Original “Survivor”

(Adapted from *The Baltimore Project*, Core Knowledge Foundation)

Time Line of the Life of Robinson Crusoe

(To be used with the book, *Illustrated Classics Robinson Crusoe*, by Daniel Defoe)

Section One: Chapter 1 – “How I Left Home” – Born, 1632

Section Two: Chapters 2 – 6 “My Adventures with Pirates”, “I Become a Castaway”, “Rescuing Valuable Items”, “I Build Shelter and Find Food”, and “A Terrible Illness” – September 30, _____ - ___ years old.

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Section Three: Chapter 7 “I Adapt to Island Life” – Three Years Later
- _____ - ____ years old.

Section Four: Chapter 8 – 9 “I Try to Escape by Boat” and “A
Footprint in the Sand” – Fifteen Years Later - _____ -
____ years old.

Section Five: Chapter 10 "Cannibals Visit My Island" - _____
- ____ years old.

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Section Six: Chapters 11-13 “Another Shipwreck”, I Save a Man’s Life”, “We Build a Boat” - _____ - _____ years old.

Section Seven: Chapters 14-Epilogue “The Cannibals Return”, “An English Ship!”, “Battle for the Ship”, “Epilogue” - _____ - _____ years old

Appendix A – 2: Robinson Crusoe: The Original “Survivor”

(Adapted from *Baltimore Curriculum Project*, Core Knowledge Foundation)

Time Line of the Life of Robinson Crusoe

Section One: born, 1632: He lives with his family in York, and goes to sea in 1659 even though his family doesn’t want him to.

Section Two: September 30, 1659, 27 years old: He is the only survivor of a shipwreck and ends up on what he thinks is a deserted island. He makes a shelter and clothes, and tries to make a boat to escape, but fails. He rescues items from the wrecked ship and captures several animals. He is afraid of cannibals on the island.

Section Three: Three years later, 1662, 30 years old: He discovers that seed he used to feed his chickens has grown, which he counts as a miracle from God.

Section Four: Fifteen years later, 1674, 42 years old: He sees a man’s footprint in the sand, which he knows is not his own.

Section Five: Twenty years later, 1679, 47 years old: He finds human body parts all over the beach. He loads his gun but does not fire upon the cannibals.

Section Six: Twenty-three years later, 1682, 50 years old: He finally sees the cannibals. He rescues one of their prisoners, who is forever grateful to him. He takes him home to be his servant and names him Friday.

Section Seven: Twenty-seven years later, December 19, 1686, 54 years old: The cannibals come back with more captives. Robinson Crusoe and Friday rescue two Spaniards and one of them turns out to be Friday's father. An English ship arrives and Friday and Robinson Crusoe go back to England to live.

Appendix B: Robinson Crusoe: The Original "Survivor"
Text Connections – Coding the Text

T – S.....Text to Self (personal experiences that the reader shares with the characters or events in the book)

Example: "That reminds me of a dog I had when I was little."

T – T.....Text to Text (experiences with other texts such as books, movies and television programs)

Example: "Robinson Crusoe reminds me of the father in *Swiss Family Robinson*."

T – W.....Text to World (experiences from world events or historical happenings)

Example: "I think there was a tornado in Europe last year a lot like that one."

?.....Question (vocabulary or questions from the text)

Example: "What does *vociferous* mean?"

Huh?.....Confusion from something written in the text

Example: "I don't understand what the character is doing here. Why doesn't he take his bow and arrows with him?"

P..... Predictions from the text

Example: "I think the maid is the one who killed him. She was the only one with opportunity and motive!"

Appendix C: Robinson Crusoe: The Original "Survivor" Journal Entry Assignment

Using the following words, write **three** journal entries describing three days that Robinson Crusoe spent on the island. Make sure you date them at the top and begin each entry with the words, "Dear Diary". You may use your notetaking sheet to get approximate dates for your entries. You must use at least **ten** of the words below as you write. **Underline** these as you use them. Remember to use your best handwriting, spelling and mechanics.

mutiny
mutineers
boatswain
souvenirs
schemes
flexible
observation post
ravenously
nauseated
optimistic
petrified
slaughter

telescope
musket
ambush
barbaric
executioner
muster
grisly
anguish
captivity
salvation
fortress
mainland

cowardice
pirate
stranded
plantation
cannibals
hurricane
castaway
survivor
Robinson Crusoe
Daniel Defoe
shipwreck

Robinson Crusoe Final Assessment
"Survivor"

This is your chance to prove you are a survivor like Robinson Crusoe. You are backpacking on Mount Lamborn in July and while climbing, you suddenly lose your balance and fall. Your jacket catches on a rock and you manage to scramble to a ledge so you are safe, but your equipment free falls to the ground, leaving you without supplies. You know you must survive for as long as you can and hope to signal someone to help you. You notice a small backpack that has not fallen clear to the bottom of the mountain and in it you find the following items: a small box of matches, a spoon, a fork and a knife, a plastic rain hat, a bruised apple, a candy bar, four tent stakes, and a small notebook. Using these items, what you may have in your pockets, and what you know about survival, write out a plan of what you intend to do. Make sure you include efforts to get help and how you intend to eat, stay warm, etc.

You may write this plan as a list of things you will do or in paragraph form. Also include a sketch or map of your surroundings on a piece of white construction paper. Good luck.....I hope you, too, can be a survivor!

Appendix E: Robinson Crusoe: The Original "Survivor"

Rubric or Grade Sheet for the Survivor Assessment

- I. Writing mechanics (each area is worth 5 points) **25 pts. Possible**
 - B. Paper has 80% correct punctuation _____
 - C. Paper has 80% correct capitalization _____
 - D. Paper has 80% correct spelling _____
 - E. Paper has 80% correct usage (subject/verb agreement) _____
 - F. Paragraphs, if used, are indented _____
Lists, if used, are correctly numbered _____

- II. Creativity **25 pts. Possible**
 - A. Paper shows creative ways of survival; i.e. using the items found in unique ways, using the environment as a means to survival, and finding creative ways to meet needs and send a help signal.

- III. Content (each area is worth 5 points) **25 pts. Possible**
 - A. Writing shows use of all found items _____
 - B. Writing shows how the survivor keeps warm at night _____
 - C. Writing shows what the survivor eats _____
 - D. Sketch or map shows accurate location of the survivor _____
 - E. Writing tells how the survivor was rescued _____

- IV. Organization **25 pts. Possible**
 - A. Paragraph, if used, has a beginning, middle and end _____

List, if used, is sequenced from beginning to end _____

V. Grade Scale

100-93 = A (advanced)

92-80 = P (proficient)

79-70 = PP (partially proficient)

69 - below = U (unsatisfactory)

Appendix F: Robinson Crusoe: The Original “Survivor”

Reading Strategies Used in this Unit

- I. Using sticky notes to connect with the text:
The reader “thinks aloud” as he/she reads and makes connections with what is said in the text. The reader then uses codes (described in Appendix B) to jot on sticky notes and places these in the book where the connection took place. Later, these sticky notes can be used with a two-column form to write about what the reader was thinking when they were written.

- II. The “Quick Sketch” method:
The reader does a quick drawing on a small sticky note, which tells him/her what the story means at that point. It is not a polished drawing, but rather a quick little sketch that will help the reader remember the text where the sketch was made. These

can also be used with the two-column format to explain in words what the picture represents.

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III. Synthesis:

The reader takes the facts or content from the story, adds thinking or process to each fact, and creates a new way of reacting to the text, like a paragraph, a journal entry, a poem, etc. A three-column format can be used with Content (Facts) in the first column, Process (Thinking) in the second column, and Synthesis in the third.

IV. Retelling:

The story is retold orally, with one student telling the first event, the second student

telling the next event, etc. This can be done orally, in written form, or with drawing. Using sticky notes and creating a comic strip type format is also an idea for a retelling activity.