

Treasure Island

Grade Level or Special Area: 4th Grade

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Length of Unit: 7 Lessons (7 Weeks – approximately 1 hour per day)

I. ABSTRACT

Have you ever wanted to go on a sea adventure and search for buried treasure? Join us for an exciting adventure and travel through a great literary work – *Treasure Island* by Robert Louis Stevenson. Students will study geography, map skills, sayings and phrases, poetry, music, and art. Appropriate for any version of *Treasure Island*, this versatile, teacher friendly unit provides activities and assessments which enrich comprehension, characterization, setting, plot, predicting, and interviewing skills. Whether read aloud by students or teacher, the activities accommodate all learning styles by allowing students to participate in discussions, in writing, artistically, whole group, cooperatively, or independently.

II. OVERVIEW

A. Concept Objectives

1. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
2. Develop competence in speaking to convey information. (NM Language Arts Benchmark II-A).
3. Use language, literature, and media to gain and develop awareness of cultures around the world (NM Language Arts Benchmark III-A).
4. Understand the concept of visual data such as maps, diagrams, and other geographic tools. (NM Social Studies Benchmark II-A).
5. Know and use art to interpret personal ideas, feelings, and experiences through visual form. (NM Visual Arts Content Standard 2, Benchmark B).

B. Content from the *Core Knowledge Sequence*

1. Treasure Island (Robert Louis Stevenson) (page 89)
2. Produce a report with a coherent structure (page 87)
3. Know how to gather information from different sources and write short reports presenting the information in his or her own words. (page 87)
4. Expose children to poetry. (page 88)
5. One picture is worth a thousand words (page 90)
6. Don't count your chickens before they hatch (page 90)
7. Shipshape (page 90)
8. Through thick and thin (p. 90)
9. Birds of a feather flock together (page 90)
10. As the crow flies (page 90)
11. On the warpath (page 90)
12. Go to pot (page 90)
13. Don't put all your eggs in one basket (page 90)
14. Blow hot and cold (page 90)
15. Bury the hatchet (page 90)
16. Seeing is believing (page 90)
17. Develop fluent, competent readers of appropriate materials. (page 89)
18. Measure distances using map scales. (page 91)

19. Read maps using longitude and latitude. (page 91)
20. Song: Blow the Man Down (page 100)

C. Skill Objectives

1. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
2. Identify the types of literature according to their purpose and function. (NM Language Arts Benchmark III-B).
3. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose. (NM Language Arts Benchmark II-A, Performance Standard 3).
4. Use language skills to conduct an interview. (NM Language Arts Benchmark II-A, Performance Standard 2).
5. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).
6. Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps. (NM Social Studies, Geography Strand, Benchmark II-A, Performance Standard 1).
7. Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts. (NM Social Studies, Geography Strand, Benchmark II-A, Performance Standard 2).
8. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
9. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
10. Respond to fiction by examining reasons for characters' actions, identifying and examining characters' motives, and considering a situation or problem from different characters' perspectives. (NM Language Arts Benchmark I-C, Performance Standard 1).
11. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response. (NM Language Arts Benchmark I-C, Performance Standard 4).
12. Complete, discuss, and display one's own original works of art. (NM Visual Arts Benchmark B-2).
13. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Core Classics, *Treasure Island* by Robert Louis Stevenson
2. *What Your 4th Grader Needs to Know* edited by E.D. Hirsch
3. *Core Knowledge Sequence*

B. For Students

1. Grades 1 – 3 Geography – Find directions on a map: east, west, north, south.
2. Grades 1 – 3 Geography – Understand that maps have keys or legends with symbols and their uses.
3. Grade K – Reading Comprehension – Know parts of a story (for example, title, beginning, end) and their functions.

4. Grade 1 – Reading Comprehension – Predict what will happen next in stories, justify his or her predictions, and later discuss whether predictions were confirmed.
5. Grade 1 – Reading Comprehension – Discuss how, why, and what-if questions about fiction and non-fiction.
6. Grade 2 – Reading Comprehension – Recall incidents, characters, facts, and details of stories and other texts.
7. Grade 2 – Reading Comprehension – Discuss similarities in characters and events across stories.
8. Grade 3 – Reading Comprehension – Point to specific words or passages that are causing difficulties in comprehension.
9. Grade 3 – Reading Comprehension – Orally summarize main points from fiction and non-fiction readings.
10. Grade 2 and 3 – Writing – Understand what a complete sentence is.
11. Grade 3 – Writing – Know how to use the following punctuation: end punctuation (period, question mark, or exclamation point).
12. Grade 3 – Writing – Use capital letters correctly.
13. Grade 3 – Writing – Know the following parts of speech and how they are used: nouns, adjectives.
14. Grade K – Poetry – Children should be introduced to a varied selection of poetry with strong rhyme and rhythm.

IV. RESOURCES

- A. Appendices
- B. Teacher selected version of *Treasure Island* by Robert Louis Stevenson
- C. *A Child's Garden of Verses* by Robert Louis Stevenson

V. LESSONS

Lesson One: Meet the Author – Robert Louis Stevenson

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Develop competence in speaking to convey information. (NM Language Arts Benchmark II-A).
 - c. Use language, literature, and media to gain and develop awareness of cultures around the world. (NM Language Arts Benchmark III-A).
 2. Lesson Content
 - a. *Treasure Island* (Robert Louis Stevenson)
 - b. Produce a report with a coherent structure.
 - c. Know how to gather information from different sources and write short reports presenting the information in his or her own words.
 - d. Expose children to poetry.
 3. Skill Objective(s)
 - a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
 - b. Identify the types of literature according to their purpose and function. (NM Language Arts Benchmark III-B).

- c. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose. (NM Language Arts Benchmark II-A, Performance Standard 3).
- d. Use language skills to conduct an interview. (NM Language Arts Benchmark II-A, Performance Standard 2).
- e. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

B. *Materials*

- 1. Appendix A - Biography of Robert Louis Stevenson – one copy for teacher
- 2. Appendix B - Student Interview Worksheet for Robert Louis Stevenson – one copy per student
- 3. Appendix C - Student Outline for Interview – one copy per student
- 4. *A Child's Garden of Verses* by Robert Louis Stevenson – one copy for teacher (If the book is not available in your library, there are many web sites where the book can be downloaded for free on the Internet).
- 5. Appendix D - Oral Presentation Rubric – one copy per student

C. *Key Vocabulary*

- 1. interview – asking questions to get information about a person or event
- 2. author – person who writes stories, poems, or books
- 3. hobby – something a person does for fun with their free time
- 4. novel – a chapter book written from someone's imagination
- 5. poetry – creative writing style using verses or rhyme

D. *Procedures/Activities*

Day One:

- 1. Teacher needs to read and study the Biography of Robert Louis Stevenson (Appendix A) in order to be prepared for students' interview. Teacher will write vocabulary words (listed above) on the board and lead a discussion gaining information of the students' prior knowledge base concerning the meanings of the words. The teacher will then write the correct definition (provided above) for each word on the board. Teacher will announce to the class that they will be learning how to interview and will practice in class. The teacher will assume the role of Robert Louis Stevenson and the students will act as interviewers.
- 2. In order to aid students with interview questions, hand out the Student Interview Worksheet for Robert Louis Stevenson (Appendix B). The students will use this handout to conduct the interview of the teacher acting as Robert Louis Stevenson. As selected students ask the prepared questions, all students will record responses on their interview worksheet.
- 3. After the interview is completed, the class will discuss the types of questions asked and what types of questions can be used to gather wanted information.
- 4. Based on discussion of interviewing questions, the teacher will announce an individual student interview assignment. Students will be asked to interview a grandparent or other adult of grandparent age. Students will develop their own questions using the Student Outline for Interview (Appendix C) to conduct the interview by turning the stated topics into complete questions. Teachers will review the interview worksheet to ensure students have written questions appropriately. Teacher will also review the Oral Presentation Rubric (Appendix D) that will be used to assess the oral presentation. Allow students two days to complete the interview.

Day Two:

5. Review content from yesterday's lesson and introduce Robert Louis Stevenson as a poet, using *A Child's Garden of Verses*. Teacher will read selected poems. Teacher will also lead a discussion on Stevenson's ability to write in various genres and talk about the different types of writing (emphasize novels and poetry).

Days Three and Four:

6. Students will make oral presentations to share their findings from the interviews they conducted. Students must turn in Oral Presentation Rubric (Appendix D) before making their presentation. Teacher will use rubric for assessment.

E. Assessment/Evaluation

1. Teacher will review Student Interview Worksheet for Robert Louis Stevenson (Appendix B) to ensure students are recording interview responses appropriately.
2. Teacher will review Student Outline for Interview (Appendix C) to ensure proper question formation.
3. Class discussion of literature genres will determine understanding of novels and poetry.
4. Students' oral presentations will be evaluated through the use of the Oral Presentation Rubric (Appendix D).

Lesson Two: The Old Buccaneer**A. Daily Objectives**

1. Concept Objective(s)
 - a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Use language, literature, and media to gain and develop awareness of cultures around the world. (NM Language Arts Benchmark III-A).
 - c. Understand the concept of visual data such as maps, diagrams, and other geographic tools. (NM Social Studies Benchmark II-A).
2. Lesson Content
 - a. *Treasure Island* (Robert Louis Stevenson)
 - b. One picture is worth a thousand words
 - c. Don't count your chickens before they hatch
 - d. Develop fluent, competent readers of appropriate materials.
 - e. Gather information from different sources.
 - f. Measure distances using map scales.
 - g. Read maps using longitude and latitude.
3. Skill Objective(s)
 - a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
 - b. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
 - c. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
 - d. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).

- e. Apply geographic tools of title, grid system, legends, symbols, scale, and compass rose to construct and interpret maps. (NM Social Studies, Geography Strand, Benchmark II-A, Performance Standard 1).
- f. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

B. *Materials*

- 1. *Treasure Island* novel (either class set or teacher copy)
- 2. Index cards (4 x 6) – five per student - Students will need five cards for each lesson. There are six lessons (two through seven) resulting in the need for a total of 30 cards per student.
- 3. Clasp envelopes (6 x 9) – one per student for storage of vocabulary index cards.
- 4. Appendix E – Treasure Chest (two per student) – run on white card stock
- 5. pencils
- 6. crayons
- 7. scissors
- 8. Appendix F – The Old Buccaneer Comprehension Teacher’s Guide – one copy
- 9. Appendix G – The Old Buccaneer Comprehension Guide – one copy per student (optional)
- 10. spiral notebooks or three prong/two pocket folders filled with 35 sheets of notebook paper – one per student
- 11. map pencils
- 12. Appendix H – Compass Rose – one per student
- 13. glue
- 14. black construction paper (9 x 12) – one piece per student
- 15. Appendix I – Treasure Island Map Project Checklist– one per student
- 16. Appendix CC – Treasure Island Dictionary Checklist – one per student
- 17. Appendix EE – Core Knowledge Sayings and Phrases Checklist – one per student

C. *Key Vocabulary*

- 1. buccaneer – someone who robs at sea; a pirate
- 2. saber – a big, thick sword with a curved blade
- 3. parlor – a room where people can sit, talk, and relax
- 4. quarrel – a fight with words
- 5. squire – an English landowner

D. *Procedures/Activities*

- 1. Teacher needs to determine whether students will read this novel as a class (by supplying each student with a copy of the novel) or whether the novel will be a teacher read aloud. Each lesson will take approximately one week to complete. Teacher will inform the students that they will be reading the novel *Treasure Island* by Robert Louis Stevenson throughout the next 5-6 weeks. The exact length of time to teach this unit will depend on which novel is chosen by the teacher. Various versions of *Treasure Island* are listed in the bibliography.
- 2. Depending on the text used, chapters covered throughout each lesson will vary. This lesson includes the chapters dealing with the following topics: Billy Bones, Appearance of Black Dog, The Black Spot, Discovery of the Sea Chest and Map, and Blind Man Pew. (If the Core Classic book is used, lesson two includes chapters 1 – 6). Reading these chapters should take approximately three days.
- 3. Teacher will write key words on the board to introduce the vocabulary words for this lesson. Teacher will lead a discussion regarding the meaning of the words,

and then will supply the correct definition for each word. The words and definitions have been provided above. Teacher will give each student five index cards (4 x 6). On each card, students will copy one vocabulary word and the definition from the board, and then write their own sentence using the word. Teacher will then give each student two copies of the Treasure Chest (Appendix E) and have them color and cut them out. Students will use this treasure chest at a later date (at the end of the unit) to assemble all the vocabulary cards into a Treasure Island Dictionary. Each lesson will incorporate five vocabulary words so the teacher will need to provide students with a clasp envelope (6 x 9) in which to store their word cards from each lesson. Instruct students to put their two colored treasure chests as well as their five vocabulary cards from this lesson into their clasp envelope. Tell students to put their name on the outside of their clasp envelope. Teacher should pick up these envelopes and store them in a central location. Teacher may wish to use Treasure Island Dictionary Checklist (Appendix CC) to assess vocabulary word cards as they are completed.

4. After reading these chapters with/to the students, the teacher could have students respond orally to comprehension questions found in The Old Buccaneer Comprehension Teacher's Guide (Appendix F). Another choice would be for the teacher to provide students with a copy of The Old Buccaneer Comprehension Guide (Appendix G) and have students work in cooperative learning groups to answer the questions and then come back together as a whole group to discuss their responses. A third option would be for the teacher to provide each student with a copy of Appendix G and have students respond individually to the comprehension questions.
5. To begin incorporating some of the Core Knowledge Sayings and Phrases, the teacher needs to decide whether to use spiral notebooks or three prong/ two pocket folders filled with notebook paper (at least 35 sheets) to develop a Phrase Portfolio. Teacher will need to pass out the portfolios so that each student has one. Instruct the students to write their name and title (4th Grade Core Knowledge Sayings and Phrases) on the front of their portfolio. Now, the teacher will introduce students to a few of the Core Knowledge Sayings and Phrases that correlate with this section of the novel. **One picture is worth a thousand words**, means *a picture can explain things better than words*. The teacher needs to relate this phrase to the section in the book where Jim finds the treasure map. **Don't count your chickens before they hatch**, means *you may be disappointed if you count on having something before it is really yours*. The teacher will again need to relate this phrase to the sections in the novel when characters are dreaming about finding the treasure. The teacher will write these two phrases on the board and ask students what they think these phrases really mean. After some discussion, the teacher will write the actual meaning (shown above) for each phrase. Students will write the phrase **One picture is worth a thousand words** on the top line of their first page. They will then copy the definition for this phrase on the last few lines of this same page. The middle of the page will be used for an illustration that students will draw and color (using map pencils) to depict the phrase's meaning. Students will then complete their second page of the portfolio using the phrase **Don't count your chickens before they hatch** by following the same procedure for the previous phrase. When finished with this assignment, students will need to turn their portfolios in to the teacher so that he/she can store them in a central location. Teacher may wish to use Core Knowledge Sayings and Phrases Checklist (Appendix EE) to assess student progress. These portfolios will be used throughout the school year as an on-

going project in order to incorporate all the sayings and phrases included in the 4th grade Core Knowledge Sequence.

6. Teacher will give each student a copy of the Compass Rose (Appendix H). Students will color the pieces as instructed on the worksheet. Students will then cut the pieces out (cutting **only** on the solid lines). As teacher discusses cardinal and intermediate directions, students will glue the pieces onto the black construction paper using the small diagram in the upper right hand corner of Appendix H as a guide.
7. Teacher will assign the Treasure Island Map Project as a take home project for students to complete within the next week. Students will be required to insert a compass rose on their Treasure Island Map to reinforce learning about cardinal and intermediate directions. Students also need to use these compass skills in order to place the treasure correctly on their map. Teacher will review the Treasure Island Map Project Checklist (Appendix I) with the students so they know what is expected of them and how their project will be graded upon completion. Students may also use this checklist to ensure they have included all the necessary requirements before turning in their completed project. Teacher will use the checklist on Appendix I to assign a grade to this project.

E. *Assessment/Evaluation*

1. Class discussion and/or written responses from The Old Buccaneer Comprehension (Teacher's) Guide (Appendices F and G) will ensure student comprehension of the novel, and enable students to increase vocabulary through reading, listening, and interacting.
2. Teacher will review the students' vocabulary cards for completion and understanding using Treasure Island Dictionary Checklist (Appendix CC). Teacher will monitor student progress using the Treasure Island Dictionary Checklist (Appendix CC). This will aid student comprehension of the novel, enable students to increase vocabulary through reading, listening, and interacting, and encourage students to actively participate in a discussion.
3. Class discussion on the Core Sayings and Phrases will enable students to increase vocabulary through reading, listening, and interacting and encourage students to actively participate in a discussion. Teacher will monitor student progress using Core Knowledge Sayings and Phrases Checklist (Appendix EE).
4. Students' Treasure Island Map Projects will be evaluated through the use of a checklist (Appendix I) to ensure student understanding of geographic tools.

Lesson Three: The Sea Cook

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Use language, literature, and media to gain and develop awareness of cultures around the world (NM Language Arts Benchmark III-A).
 - c. Understand the concept of visual data such as maps, diagrams, and other geographic tools. (NM Social Studies Benchmark II-A).
2. Lesson Content
 - a. *Treasure Island* (Robert Louis Stevenson)
 - b. Shipshape
 - c. Through thick and thin
 - d. Develop fluent, competent readers of appropriate materials.

- e. Know how to gather information from different sources.
 - f. Song: Blow the Man Down
3. Skill Objective(s)
- a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
 - b. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
 - c. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
 - d. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).
 - e. Translate geographic information into a variety of formats such as graphs, maps, diagrams, and charts. (NM Social Studies, Geography Strand, Benchmark II-A, Performance Standard 2).
 - f. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

B. *Materials*

1. *Treasure Island* novel (either class set or teacher copy)
2. Index cards (4 x 6) – five per student
3. Clasp envelopes (6 x 9) – prepared in lesson two
4. pencils
5. Appendix J – Hispaniola Diagram Key (pages 1 and 2) – a copy of each per student
6. Appendix K – The Sea Cook Comprehension Teacher’s Guide – one copy
7. Appendix L – The Sea Cook Comprehension Guide – one copy per student (optional)
8. 4th Grade Core Knowledge Sayings and Phrases Portfolio – started in lesson two
9. map pencils
10. Appendix M – Hispaniola Diagram Quiz – one per student
11. Appendix J (page 2 only) – one per student to be used on the day of the quiz
12. Appendix N – Sea Shanty
13. Appendix CC – Treasure Island Dictionary Checklist – one per student (same copy used in lesson two)
14. Appendix EE – Core Knowledge Sayings and Phrases Checklist – one per student (same copy used in lesson two)

C. *Key Vocabulary*

1. musket – a gun with a long barrel
2. schooner – sailing ship
3. galley – the kitchen area of a ship
4. mutiny – rebel against the authority of a ship’s captain
5. swagger – walking like “I’m all that”

D. *Procedures/Activities*

1. Depending on the text used, chapters covered throughout each lesson will vary. This lesson includes the chapters dealing with the following topics: Going to Bristol, Meeting Silver, Boarding the Ship, The Voyage, Jim and the Apple Barrel, and The Doctor’s Plan. (If the Core Classic book is used, lesson three includes chapters 7 through 12).

2. Teacher will write key words on the board to introduce the vocabulary words for this lesson. Teacher will lead a discussion regarding the meaning of the words, and then will supply the correct definition for each word. The words and definitions have been provided above. Teacher will give each student five index cards (4 x 6). On each card, students will copy one vocabulary word and the definition from the board, and then write their own sentence using the word. Teacher needs to distribute the clasp envelopes used in lesson two. Students will add this lesson's cards to the previous cards in the clasp envelope. Teacher should pick up these envelopes and store them in a central location. Teacher may wish to use Treasure Island Dictionary Checklist (Appendix CC), begun in lesson two, to assess vocabulary word cards as they are completed.
3. Teacher will give each student a copy of the Hispaniola Diagram Key pages one and two (Appendix J) to use as a study guide. Throughout the week's lesson, the teacher should review with students the various parts of the schooner. At the end of the week-long lesson, students will be tested on their knowledge of the different parts of a ship. Later, the teacher will provide an identical diagram of the ship (Appendix M) in which students will be required to match each ship part with its name. Sailor's rank, title, and grade will be determined by the number of ship parts correctly identified. This information is found on page two of the Hispaniola Diagram Key (Appendix J). This activity will familiarize students with ship terminology used throughout the chapters in this lesson.
4. After reading these chapters with/to the students, the teacher could have students respond orally to comprehension questions found in The Sea Cook Comprehension Teacher's Guide (Appendix K). Another choice would be for the teacher to provide students with a copy of The Sea Cook Comprehension Guide (Appendix L) and have students work in cooperative learning groups to answer the questions and then come back together as a whole group to discuss their responses. A third option would be for the teacher to provide each student with a copy of Appendix L and have students respond individually to the comprehension questions.
5. To continue incorporating some of the Core Knowledge Sayings and Phrases, the teacher needs to distribute the Phrase Portfolios begun in lesson two. Now, the teacher will introduce students to a few more of the Core Knowledge Sayings and Phrases that correlate with this section of the novel. **Shipshape**, means *in perfect order*. The teacher needs to relate this phrase to the section in the book where Jim is aboard ship. **Through thick and thin**, means *to remain dependable during good and bad times*. The teacher will again need to relate this phrase to the section in the novel when characters are discussing Silver's plan for getting rid of his adversaries. The teacher will write these two phrases on the board and ask students what they think these phrases really mean. After some discussion, the teacher will write the actual meaning (shown above) for each phrase. Students will write the phrase **Shipshape** on the top line of their third page. They will then copy the definition for this phrase on the last few lines of this same page. The middle of the page will be used for an illustration that students will draw and color (using map pencils) to depict the phrase's meaning. Students will then complete their fourth page of the portfolio using the phrase **Through thick and thin** by following the same procedure for the previous phrase. When finished with this assignment, students will need to turn their portfolios in to the teacher so that he/she can store them in a central location. Teacher may wish to use Core Knowledge Sayings and Phrases Checklist

(Appendix EE), first used in lesson two, to assess student progress. These portfolios will be used throughout the school year as an on-going project in order to incorporate all the sayings and phrases included in the 4th grade Core Knowledge Sequence.

6. Next, the teacher should incorporate a song from the Core Curriculum that relates to *Treasure Island*. Background information, words, and links for “Blow the Man Down” are found in Sea Shanty (Appendix N). The teacher should study the information concerning “Blow the Man Down”, share background information with students, and then provide class time for students to listen to the song. Teacher should mention that this shanty was written during the same time period that Robert Louis Stevenson lived. Sailors on the ship in the book *Treasure Island* would have likely sung such a song as they worked onboard ship.
7. The teacher will provide an identical diagram of the ship (Appendix M) in which students will be required to match each ship part with its name. Sailor’s rank, title, and grade will be determined by the number of ship parts correctly identified. This information is found on page two of the Hispaniola Diagram Key (Appendix J).

E. *Assessment/Evaluation*

1. Class discussion and/or written responses from The Sea Cook Comprehension (Teacher’s) Guide (Appendices K and L) will ensure student comprehension of the novel, and enable students to increase vocabulary through reading, listening, and interacting.
2. Teacher will review the students’ vocabulary cards for completion and understanding using Treasure Island Dictionary Checklist (Appendix CC). This will aid student comprehension of the novel, enable students to increase vocabulary through reading, listening, and interacting, and encourage students to actively participate in a discussion.
3. Class discussion on the Core Sayings and Phrases will enable students to increase vocabulary through reading, listening, and interacting and encourage students to actively participate in a discussion. Teacher will monitor student progress using Core Knowledge Sayings and Phrases Checklist (Appendix EE).
4. Students’ Hispaniola Diagram Quizzes will be evaluated by the teacher through the use of the Ranking/Grading Guide on the Hispaniola Diagram (Appendix J).

Lesson Four: My Shore Adventure

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Use language, literature, and media to gain and develop awareness of cultures around the world (NM Language Arts Benchmark III-A).
2. Lesson Content
 - a. *Treasure Island* (Robert Louis Stevenson)
 - b. Birds of a feather flock together
 - c. As the crow flies
 - d. Develop fluent, competent readers of appropriate materials.
 - e. Know how to gather information from different sources.
3. Skill Objective(s)

- a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
- b. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
- c. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
- d. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).
- e. Respond to fiction by examining reasons for characters' actions, identifying and examining characters' motives, and considering a situation or problem from different characters' perspectives. (NM Language Arts Benchmark I-C, Performance Standard 1).
- f. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

B. *Materials*

1. *Treasure Island* novel (either class set or teacher copy)
2. Index cards (4 x 6) – five per student
3. Clasp envelopes (6 x 9) – prepared in lesson two
4. pencils
5. Appendix O – My Shore Adventure Comprehension Teacher's Guide – one copy
6. Appendix P – My Shore Adventure Comprehension Guide – one copy per student
7. 4th Grade Core Knowledge Sayings and Phrases Portfolio – started in lesson two
8. map pencils
9. Appendix Q – Character Map – one copy per student
10. Appendix R – Character Web – one copy per student
11. Appendix S – Treasure Island Vocabulary Lessons 2 - 4
12. Appendix CC – Treasure Island Dictionary Checklist – one per student (same copy used in lesson two)
13. Appendix EE – Core Knowledge Sayings and Phrases Checklist – one per student (same copy used in lesson two)

C. *Key Vocabulary*

1. melancholy – a feeling of sadness
2. adversary – someone who is against you
3. intruders – unwelcome guests
4. marooned – left behind on an island
5. desolate – crushed by grief

D. *Procedures/Activities*

1. Depending on the text used, chapters covered throughout each lesson will vary. This lesson includes the chapters dealing with the following topics: Jim Goes Ashore, Fighting Begins, Jim meets Ben Gunn. (If the Core Classic book is used, lesson four includes chapters 13 through 15).
2. Teacher will write key words on the board to introduce the vocabulary words for this lesson. Teacher will lead a discussion regarding the meaning of the words, and then will supply the correct definition for each word. The words and definitions have been provided above. Teacher will give each student five index cards (4 x 6). On each card, students will copy one vocabulary word and the definition from the board, and then write their own sentence using the word.

Teacher needs to distribute the clasp envelopes used in lesson two. Students will add this lesson's cards to the previous cards in the clasp envelope. Teacher should pick up these envelopes and store them in a central location. Teacher may wish to use Treasure Island Dictionary Checklist (Appendix CC), begun in lesson two, to assess vocabulary word cards as they are completed.

3. After reading these chapters with/to the students, the teacher could have students respond orally to comprehension questions found in My Shore Adventure Comprehension Teacher's Guide (Appendix O). Another choice would be for the teacher to provide students with a copy of My Shore Adventure Comprehension Guide (Appendix P) and have students work in cooperative learning groups to answer the questions and then come back together as a whole group to discuss their responses. A third option would be for the teacher to provide each student with a copy of Appendix P and have students respond individually to the comprehension questions.
4. To continue incorporating some of the Core Knowledge Sayings and Phrases, the teacher needs to distribute the Phrase Portfolios begun in lesson two. Now, the teacher will introduce students to a few more of the Core Knowledge Sayings and Phrases that correlate with this section of the novel. **Birds of a feather flock together**, means *that similar types of people, or people who have similar interests, like to be with each other*. The teacher needs to relate this phrase to the section in the book where pirates with the same intention group together and those individuals who are adversaries to the pirates group together. **As the crow flies**, means *following a straight, direct, and much shorter route to a destination rather than following a system of roads, much as a bird would fly*. The teacher will again need to relate this phrase to the section in the novel when Jim runs without taking notice of surroundings, just trying to get away from Silver. The teacher will write these two phrases on the board and ask students what they think these phrases really mean. After some discussion, the teacher will write the actual meaning (shown above) for each phrase. Students will write the phrase **Birds of a feather flock together** on the top line of their fifth page. They will then copy the definition for this phrase on the last few lines of this same page. The middle of the page will be used for an illustration that students will draw and color (using map pencils) to depict the phrase's meaning. Students will then complete their sixth page of the portfolio using the phrase **As the crow flies** by following the same procedure for the previous phrase. When finished with this assignment, students will need to turn their portfolios in to the teacher so that he/she can store them in a central location. Teacher may wish to use Core Knowledge Sayings and Phrases Checklist (Appendix EE), first used in lesson two, to assess student progress. These portfolios will be used throughout the school year as an on-going project in order to incorporate all the sayings and phrases included in the 4th grade Core Knowledge Sequence.
5. Teacher will place students in cooperative groups and ask students to brainstorm adjectives, nouns, and actions that relate to Jim Hawkins. Teacher will then give each student a copy of Character Map (Appendix Q). Students will be instructed by the teacher to write Jim Hawkins in the bubble labeled character. Students will select three favorite traits or details and place the words in the three bubbles below Jim's name. Students will follow the directions on Appendix Q and will write one sentence for each trait or detail on the lines provided.
6. Teacher will lead the class in completing the Character Web (Appendix R). The teacher will need to have a copy of Appendix R for each student. The teacher will

explain that the center circle contains the title of the character web, Characters of Treasure Island. The other six bubbles contain the names of some of the characters in the story: Jim Hawkins, Long John Silver, Dr. Livesey, Squire Trelawney, Ben Gunn, and Israel Hands. The teacher will lead the class in a discussion about the named characters. For each character, the teacher will remind the class of the role each character played in the plot of the storyline. Jim Hawkins originally found the treasure map in Captain Bill's chest. He goes with Dr. Livesey to hunt for the treasure and ends up saving the group. Dr. Livesey is the doctor and a confidant of Jim and Squire Trelawney. Squire Trelawney arranges for the ship to take them on the quest for treasure and is a friend to Jim and Dr. Livesey. Long John Silver, the leader of the mutinous pirate crew, is after the treasure for himself. Ben Gunn, deserted on the island, befriends Jim, Dr. Livesey, and the Squire. Israel Hands is the pirate who tried to kill Jim on the Hispaniola. He is in league with Long John. In the two smaller bubbles below each name the student will write nouns or adjectives that describe each character. For instance, in the bubbles below Jim Hawkins the students could write *boy*, *trustworthy*, or *hero*. Guide the class through a couple of the bubbles. The teacher could choose to complete the remainder of the paper with the class, assign the remainder of the paper as an individual assignment, or allow the students to work with a partner to complete the remainder of the paper.

7. Teacher will provide each student with Treasure Island Vocabulary Lessons 2 – 4 (Appendix S). Teacher will distribute the clasp envelopes containing the vocabulary cards completed for lessons two through four. Student may use their vocabulary cards to complete the crossword puzzle to reinforce vocabulary learned in the lessons thus far. After completing the puzzles, the teacher should pick up the clasp envelopes and store them in a central location.

E. *Assessment/Evaluation*

1. Class discussion and/or written responses from My Shore Adventure Comprehension (Teacher's) Guide (Appendices O and P) will ensure student comprehension of the novel, and enable students to increase vocabulary through reading, listening, and interacting.
2. Teacher will review the students' vocabulary cards for completion and understanding using Treasure Island Dictionary Checklist (Appendix CC). This will aid student comprehension of the novel, enable students to increase vocabulary through reading, listening, and interacting, and encourage students to actively participate in a discussion.
3. Class discussion on the Core Sayings and Phrases will enable students to increase vocabulary through reading, listening, and interacting and encourage students to actively participate in a discussion. Teacher will monitor student progress using Core Knowledge Sayings and Phrases Checklist (Appendix EE).
4. Class discussion and teacher review of Character Map (Appendix Q) and Character Web (Appendix R) will determine student understanding of characters' actions, motives, and perspectives.
5. Teacher assessment of Treasure Island Vocabulary Lessons 2 – 4 (Appendix S) will indicate that students have increased vocabulary skills.

Lesson Five: The Stockade

A. *Daily Objectives*

1. Concept Objective(s)

- a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Use language, literature, and media to gain and develop awareness of cultures around the world (NM Language Arts Benchmark III-A).
2. Lesson Content
- a. *Treasure Island* (Robert Louis Stevenson)
 - b. On the warpath
 - c. Go to pot
 - d. Develop fluent, competent readers of appropriate materials.
 - e. Know how to gather information from different sources.
3. Skill Objective(s)
- a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
 - b. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
 - c. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
 - d. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).
 - e. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response. (NM Language Arts Benchmark I-C, Performance Standard 4).
 - f. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

B. *Materials*

- 1. *Treasure Island* novel (either class set or teacher copy)
- 2. Index cards (4 x 6) – five per student
- 3. Clasp envelopes (6 x 9) – prepared in lesson two
- 4. pencils
- 5. Appendix T – The Stockade Comprehension Teacher’s Guide – one copy
- 6. Appendix U – The Stockade Comprehension Guide – one copy per student
- 7. 4th Grade Core Knowledge Sayings and Phrases Portfolio – started in lesson two
- 8. map pencils
- 9. black felt (9 x 12) – one per student
- 10. red felt (with sticky back) – half a piece per student
- 11. white felt (with sticky back) –half a piece per student
- 12. scissors
- 13. white chalk, silver Sharpie, or masking tape
- 14. Appendix CC – Treasure Island Dictionary Checklist – one per student (same copy used in lesson two)
- 15. Appendix EE – Core Knowledge Sayings and Phrases Checklist – one per student (same copy used in lesson two)

C. *Key Vocabulary*

- 1. dysentery – severe diarrhea
- 2. provisions – supply of foods
- 3. treacherous – dangerous and unsafe
- 4. sentry – guard

5. abandoned – left behind

D. *Procedures/Activities*

1. Depending on the text used, chapters covered throughout each lesson will vary. This lesson includes the chapters dealing with the following topics: The Ship is Abandoned by the Doctor and Squire, Using the Jolly Boat, First Day of Fighting, the Stockade, Silver's Peace Attempt, and A Second Attack. (If the Core Classic book is used, lesson five includes chapters 16 through 21).
2. Teacher will write key words on the board to introduce the vocabulary words for this lesson. Teacher will lead a discussion regarding the meaning of the words, and then will supply the correct definition for each word. The words and definitions have been provided above. Teacher will give each student five index cards (4 x 6). On each card, students will copy one vocabulary word and the definition from the board, and then write their own sentence using the word. Teacher needs to distribute the clasp envelopes used in lesson two. Students will add this lesson's cards to the previous cards in the clasp envelope. Teacher should pick up these envelopes and store them in a central location. Teacher may wish to use Treasure Island Dictionary Checklist (Appendix CC), begun in lesson two, to assess vocabulary word cards as they are completed.
3. After reading these chapters with/to the students, the teacher could have students respond orally to comprehension questions found in The Stockade Comprehension Teacher's Guide (Appendix T). Another choice would be for the teacher to provide students with a copy of The Stockade Comprehension Guide (Appendix U) and have students work in cooperative learning groups to answer the questions and then come back together as a whole group to discuss their responses. A third option would be for the teacher to provide each student with a copy of Appendix U and have students respond individually to the comprehension questions.
4. To continue incorporating some of the Core Knowledge Sayings and Phrases, the teacher needs to distribute the Phrase Portfolios begun in lesson two. Now, the teacher will introduce students to a few more of the Core Knowledge Sayings and Phrases that correlate with this section of the novel. **On the warpath**, means *someone is angry or in a bad mood and eager to get into a fight*. The teacher needs to relate this phrase to the section in the book where the pirates attack the stockade. **Go to pot**, means *something falls into disrepair when it is not taken care of or maintained*. The teacher will again need to relate this phrase to the section in the novel when Silver's plan falls apart when the doctor, squire, and others get to the stockade. The teacher will write these two phrases on the board and ask students what they think these phrases really mean. After some discussion, the teacher will write the actual meaning (shown above) for each phrase. Students will write the phrase **On the warpath** on the top line of their seventh page. They will then copy the definition for this phrase on the last few lines of this same page. The middle of the page will be used for an illustration that students will draw and color (using map pencils) to depict the phrase's meaning. Students will then complete their eighth page of the portfolio using the phrase **Go to pot** by following the same procedure for the previous phrase. When finished with this assignment, students will need to turn their portfolios in to the teacher so that he/she can store them in a central location. Teacher may wish to use Core Knowledge Sayings and Phrases Checklist (Appendix EE), first used in lesson two, to assess student progress. These portfolios will be used

throughout the school year as an on-going project in order to incorporate all the sayings and phrases included in the 4th grade Core Knowledge Sequence.

5. Teacher will explain that Long John Silver flew the skull and crossbones (Jolly Roger) to tell the world something about himself. Each student will make a pirate flag that tells something about themselves. Teacher will share with students that pirates would design a flag that told about themselves and would then ask the ladies in the West Indies to stitch the design on their pirate flag. The pirates were able to tell who was the captain of a ship by what design was on the flag. The teacher will need to supply each student with a piece of black felt (9 x 12) and half a piece of red and half a piece of white felt (both the red and white felt have the sticky back). The teacher will lead a discussion with the class about students' interests and hobbies. The teacher can make a list on the board to reflect the interests class members volunteered. The student is to choose something he/she enjoys doing (baseball, read, soccer, etc.), something he/she likes to watch (football, movies, video games, etc.), or whatever he/she feels tells something about themselves. The student is to draw the design on the paper side of the red or white felt. *Caution the students to make the drawing large, small drawings tend to not show the detail and sometimes loses the overall shape.* Then, the student needs to carefully cut out the shape and carefully peel the paper backing from the felt. Decide where the design needs to be placed on the flag and press the sticky side to the black felt. Make sure to place the name of the student on the back of the flag with white chalk, a silver Sharpie, masking tape, or some other method to identify the maker of the flag. Display the flags in the hall. As an extension to this activity, the teacher could have another class of the same grade level try to guess what flag belongs to which student based on the design.

E. *Assessment/Evaluation*

1. Class discussion and/or written responses from The Stockade Comprehension (Teacher's) Guide (Appendices T and U) will ensure student comprehension of the novel, and enable students to increase vocabulary through reading, listening, and interacting.
2. Teacher will review the students' vocabulary cards for completion and understanding using Treasure Island Dictionary Checklist (Appendix CC). This will aid student comprehension of the novel, enable students to increase vocabulary through reading, listening, and interacting, and encourage students to actively participate in a discussion.
3. Class discussion on the Core Sayings and Phrases will enable students to increase vocabulary through reading, listening, and interacting and encourage students to actively participate in a discussion. Teacher will monitor student progress using Core Knowledge Sayings and Phrases Checklist (Appendix EE).
4. Teacher observation of completed student flag will ensure teacher that students have understood how visuals help to bring a character to life.

Lesson Six: My Sea Adventure

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Use language, literature, and media to gain and develop awareness of cultures around the world (NM Language Arts Benchmark III-A).

- c. Know and use art to interpret personal ideas, feelings, and experiences through visual form. (NM Visual Arts Content Standard 2, Benchmark B).
- 2. Lesson Content
 - a. *Treasure Island* (Robert Louis Stevenson)
 - b. Don't put all your eggs in one basket
 - c. Blow hot and cold
 - d. Develop fluent, competent readers of appropriate materials.
 - e. Know how to gather information from different sources.
- 3. Skill Objective(s)
 - a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
 - b. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
 - c. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
 - d. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).
 - e. Complete, discuss, and display one's own original works of art. (NM Visual Arts Benchmark B-2).
 - f. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).

B. *Materials*

- 1. *Treasure Island* novel (either class set or teacher copy)
- 2. Appendix V – Teacher Information on Mosaics – one copy
- 3. Appendix W – Parrot Mosaic – one copy per student
- 4. construction paper (red, orange, yellow, green, blue, brown, black, white) one of each color per student
- 5. Ziplock baggies (sandwich size) - one per student
- 6. glue
- 7. scissors
- 8. construction paper (black, 9 x 12) – one per student
- 9. Index cards (4 x 6) – five per student
- 10. Clasp envelopes (6 x 9) – prepared in lesson two
- 11. pencils
- 12. Appendix X – My Sea Adventure Comprehension Teacher's Guide – one copy
- 13. Appendix Y – My Sea Adventure Comprehension Guide – one copy per student
- 14. 4th Grade Core Knowledge Sayings and Phrases Portfolio – started in lesson two
- 15. map pencils
- 16. Appendix CC – Treasure Island Dictionary Checklist – one per student (same copy used in lesson two)
- 17. Appendix EE – Core Knowledge Sayings and Phrases Checklist – one per student (same copy used in lesson two)

C. *Key Vocabulary*

- 1. desertion – leave without permission
- 2. conquest – gaining control or success
- 3. folly – foolish behavior

4. trundled – moved slowly
5. deception – false story

D. *Procedures/Activities*

1. Depending on the text used, chapters covered throughout each lesson will vary. This lesson includes the chapters dealing with the following topics: Jim Leaves the Stockade, Jim Steals the Hispaniola, Jim Fights Israel Hands, Jim Returns at Night to the Stockade and Finds Pirates. (If the Core Classic book is used, lesson six includes chapters 22 through 27).
2. The teacher will conduct a brief art lesson on mosaics using Teacher Information on Mosaics (Appendix V). During this lesson, the teacher will display examples of mosaics and will describe the process through which they are developed. The teacher will then give each student a copy of the Parrot Mosaic (Appendix W) and explain to the students that they are going to create their own mosaic using the parrot as their pattern. Next, the teacher will provide each student with several pieces of construction paper using the following colors (red, orange, yellow, green, blue, brown, black, white) as well as a Ziplock baggie (sandwich size). Students will begin this art project by tearing small pieces (approximately pea size) from their various colors of construction paper. The teacher will need to instruct students to stop every once in a while to put their small torn pieces of paper into their baggies. Also, the teacher should explain to students that they will require a fairly good amount of torn pieces in order to complete their mosaics. Students should be allowed to tear paper for a while. As students work, teacher needs to discuss the role of the parrot, Captain Flint, in this chapter. Jim knew his friends were no longer in the stockade when he heard Silver's parrot talk. Once students think they have enough paper pieces to cover their parrots, they should begin to glue the torn pieces to the pattern. If/when students run out of torn pieces of paper before completing their mosaic, the teacher should prompt students to go back to the first step of tearing more pieces of paper from their colors of construction paper. This routine should be followed until students are able to complete their mosaics. After completing the mosaic, the student will cut out the parrot and branch. For the final step, the teacher should give each student a black piece of construction paper (9 x 12) and instruct students to center and glue their mosaics onto this final piece of paper. Teacher should instruct students to write their name on the back of the black construction paper using a white crayon. Completed mosaics will be collected for display in the hall.
3. Teacher will write key words on the board to introduce the vocabulary words for this lesson. Teacher will lead a discussion regarding the meaning of the words, and then will supply the correct definition for each word. The words and definitions have been provided above. Teacher will give each student five index cards (4 x 6). On each card, students will copy one vocabulary word and the definition from the board, and then write their own sentence using the word. Teacher needs to distribute the clasp envelopes used in lesson two. Students will add this lesson's cards to the previous cards in the clasp envelope. Teacher should pick up these envelopes and store them in a central location. Teacher may wish to use Treasure Island Dictionary Checklist (Appendix CC), begun in lesson two, to assess vocabulary word cards as they are completed.
4. After reading these chapters with/to the students, the teacher could have students respond orally to comprehension questions found in My Sea Adventure Comprehension Teacher's Guide (Appendix X). Another choice would be for the teacher to provide students with a copy of My Sea Adventure Comprehension

Guide (Appendix Y) and have students work in cooperative learning groups to answer the questions and then come back together as a whole group to discuss their responses. A third option would be for the teacher to provide each student with a copy of Appendix Y and have students respond individually to the comprehension questions.

5. To continue incorporating some of the Core Knowledge Sayings and Phrases, the teacher needs to distribute the Phrase Portfolios begun in lesson two. Now, the teacher will introduce students to a few more of the Core Knowledge Sayings and Phrases that correlate with this section of the novel. **Don't put all your eggs in one basket**, means *you shouldn't count on one single thing and ignore other possibilities. If you do, you could lose out.* The teacher needs to relate this phrase to the section in the book where Jim explored other options by stealing the ship—he didn't just stay in the stockade. **Blow hot and cold**, means *a person or thing has frequent changes or changes of mood.* The teacher will again need to relate this phrase to the section in the novel when Israel Hands first seems friendly towards Jim, then tries to attack with a knife. The teacher will write these two phrases on the board and ask students what they think these phrases really mean. After some discussion, the teacher will write the actual meaning (shown above) for each phrase. Students will write the phrase **Don't put all your eggs in one basket** on the top line of their ninth page. They will then copy the definition for this phrase on the last few lines of this same page. The middle of the page will be used for an illustration that students will draw and color (using map pencils) to depict the phrase's meaning. Students will then complete their tenth page of the portfolio using the phrase **Blow hot and cold** by following the same procedure for the previous phrase. When finished with this assignment, students will need to turn their portfolios in to the teacher so that he/she can store them in a central location. Teacher may wish to use Core Knowledge Sayings and Phrases Checklist (Appendix EE), first used in lesson two, to assess student progress. These portfolios will be used throughout the school year as an on-going project in order to incorporate all the sayings and phrases included in the 4th grade Core Knowledge Sequence.

E. *Assessment/Evaluation*

1. Class discussion and/or written responses from My Sea Adventure Comprehension (Teacher's) Guide (Appendices X and Y) will ensure student comprehension of the novel, and enable students to increase vocabulary through reading, listening, and interacting.
2. Teacher will review the students' vocabulary cards for completion and understanding using Treasure Island Dictionary Checklist (Appendix CC). This will aid student comprehension of the novel, enable students to increase vocabulary through reading, listening, and interacting, and encourage students to actively participate in a discussion.
3. Class discussion on the Core Sayings and Phrases will enable students to increase vocabulary through reading, listening, and interacting and encourage students to actively participate in a discussion. Teacher will monitor student progress using Core Knowledge Sayings and Phrases Checklist (Appendix EE).
4. Teacher visual review of parrot mosaic will ensure that each student has completed his/her original work of art.

Lesson Seven: Captain Silver

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop critical thinking skills to comprehend written, spoken, and visual information. (NM Language Arts Benchmark I-C).
 - b. Use language, literature, and media to gain and develop awareness of cultures around the world (NM Language Arts Benchmark III-A).
 - c. Acquire reading strategies. (NM Language Arts Benchmark I – D).
 2. Lesson Content
 - a. *Treasure Island* (Robert Louis Stevenson)
 - b. Bury the hatchet
 - c. Seeing is believing
 - d. Develop fluent, competent readers of appropriate materials.
 - e. Know how to gather information from different sources.
 3. Skill Objective(s)
 - a. Respond to fiction, poetry, and drama using interpretive, critical, and evaluative processes. (NM Language Arts Benchmark I-C, Performance Standard 1).
 - b. Read a variety of texts, including fiction (novels). (NM Language Arts Benchmark I-A, Performance Standard 3).
 - c. Increase vocabulary through reading, listening, and interacting. (NM Language Arts Benchmark I-A, Performance Standard 4).
 - d. Actively contribute to a discussion. (NM Language Arts Benchmark II-A, Performance Standard 1).
 - e. Identify key words and discover their relationships. (NM Language Arts Benchmark I-D, Performance Standard 2).
- B. *Materials*
1. *Treasure Island* novel (either class set or teacher copy)
 2. Index cards (4 x 6) – five per student
 3. Clasp envelopes (6 x 9) – prepared in lesson two
 4. pencils
 5. two – hole punch
 6. prong fasteners – 1 inch capacity
 7. Appendix Z – Captain Silver Comprehension Teacher’s Guide – one copy
 8. Appendix AA – Captain Silver Comprehension Guide – one per student
 9. 4th Grade Core Knowledge Sayings and Phrases Portfolio – started in lesson two
 10. map pencils
 11. Appendix BB – Treasure Island Vocabulary Lessons 5 – 7
 12. Appendix CC – Treasure Island Dictionary Checklist – one per student (same copy used in lesson two)
 13. Appendix EE – Core Knowledge Sayings and Phrases Checklist – one per student (same copy used in lesson two)
 14. Appendix FF – Treasure Island Dictionary Alphabetical Order Key
- C. *Key Vocabulary*
1. distressed – extremely upset
 2. truce – peace
 3. gallows – wooden frame used in executions by hanging
 4. conspirators – people who work together to plan a crime
 5. grievance – a complaint about being treated badly
- D. *Procedures/Activities*

1. Depending on the text used, chapters covered throughout each lesson will vary. This lesson includes the chapters dealing with the following topics: Jim is Captured by Pirates, The Black Spot Given to Silver, Search for Treasure, Pirates Captured, Return to England. (If the Core Classic book is used, lesson seven includes chapters 28 through 34).
2. Teacher will write key words on the board to introduce the vocabulary words for this lesson. Teacher will lead a discussion regarding the meaning of the words, and then will supply the correct definition for each word. The words and definitions have been provided above. Teacher will give each student five index cards (4 x 6). On each card, students will copy one vocabulary word and the definition from the board, and then write their own sentence using the word. Teacher needs to distribute the clasp envelopes used in lesson two. Students will add this lesson's cards to the previous cards in the clasp envelope. Teacher may wish to use Treasure Island Dictionary Checklist (Appendix CC), begun in lesson two, to assess vocabulary word cards as they are completed.
3. After reading these chapters with/to the students, the teacher could have students respond orally to comprehension questions found in Captain Silver Comprehension Teacher's Guide (Appendix Z). Another choice would be for the teacher to provide students with a copy of Captain Silver Comprehension Guide (Appendix AA) and have students work in cooperative learning groups to answer the questions and then come back together as a whole group to discuss their responses. A third option would be for the teacher to provide each student with a copy of Appendix AA and have students respond individually to the comprehension questions.
4. To continue incorporating some of the Core Knowledge Sayings and Phrases, the teacher needs to distribute the Phrase Portfolios begun in lesson two. Now, the teacher will introduce students to a few more of the Core Knowledge Sayings and Phrases that correlate with this section of the novel. **Bury the hatchet**, means *to forgive and forget*. The teacher needs to relate this phrase to the section in the book where Silver tries to be friends once again with Jim's friends. **Seeing is believing**, means *a person doesn't always believe something exists or is true unless they see the evidence for themselves*. The teacher will again need to relate this phrase to the section in the novel when characters are discussing Silver's plan for getting rid of his adversaries. The teacher will write these two phrases on the board and ask students what they think these phrases really mean. After some discussion, the teacher will write the actual meaning (shown above) for each phrase. Students will write the phrase **Bury the hatchet** on the top line of their eleventh page. They will then copy the definition for this phrase on the last few lines of this same page. The middle of the page will be used for an illustration that students will draw and color (using map pencils) to depict the phrase's meaning. Students will then complete their twelfth page of the portfolio using the phrase **Seeing is believing** by following the same procedure for the previous phrase. When finished with this assignment, students will need to turn their portfolios in to the teacher so that he/she can store them in a central location. Teacher may wish to use Core Knowledge Sayings and Phrases Checklist (Appendix EE), first used in lesson two, to assess student progress. These portfolios will be used throughout the school year as an on-going project in order to incorporate all the sayings and phrases included in the 4th grade Core Knowledge Sequence.

5. Teacher will provide each student with Treasure Island Vocabulary Lessons 5 - 7 (Appendix BB). Teacher will distribute the clasp envelopes containing the vocabulary cards completed for lessons two through seven. Students may use their vocabulary cards to complete the crossword puzzle to reinforce vocabulary learned in the last three lessons.
 6. Students will take all 30 vocabulary cards out of their clasp envelopes. They will then arrange these word cards in alphabetical order. Students will also need to remove their two treasure chests from the clasp envelope. The teacher will instruct students to use the treasure chests as the front and back cover for their Treasure Island Dictionary. The teacher will then help students to punch holes in their stacks of vocabulary cards using a two-hole punch. Then, the teacher will provide each student with a prong fastener and demonstrate how to insert the prong fastener to bind their dictionary together. Students will turn completed Treasure Island Dictionaries in to the teacher. Teacher will use Treasure Island Dictionary Alphabetical Order Key (Appendix FF) to assess the dictionaries.
- E. *Assessment/Evaluation*
1. Class discussion and/or written responses from Captain Silver Comprehension (Teacher's) Guide (Appendices Z and AA) will ensure student comprehension of the novel, and enable students to increase vocabulary through reading, listening, and interacting.
 2. Teacher will review the students' vocabulary cards for completion and understanding using Treasure Island Dictionary Checklist (Appendix CC). This will aid student comprehension of the novel, enable students to increase vocabulary through reading, listening, and interacting, and encourage students to actively participate in a discussion.
 3. Class discussion on the Core Sayings and Phrases will enable students to increase vocabulary through reading, listening, and interacting and encourage students to actively participate in a discussion. Teacher will monitor student progress using Core Knowledge Sayings and Phrases Checklist (Appendix EE).
 4. Teacher assessment of Treasure Island Vocabulary Lessons 5 - 7 (Appendix BB) will indicate that students have increased vocabulary skills.
 5. Teacher will assess the Treasure Island Dictionary Alphabetical Order Key (Appendix FF).

VI. CULMINATING ACTIVITY

- A. At the beginning of the week, it is strongly suggested that the teacher send a note home with the students to their parents. This note will inform the parents of the planned activities for later in the week, including props, costumes, treasures for the chests, money to purchase the students' lunches from Long John Silvers, and the need for parent volunteers on this final day. Students will be encouraged to dress up as pirates (or their favorite characters from the novel *Treasure Island*) for this very special day. Students will participate in various activities throughout the day: playing a Treasure Battle Game, creating Treasure Chests, drawing Treasure Maps, going on a Treasure Hunt, eating Long John Silvers for lunch with gold coins (of chocolate) for dessert, and watching the video Treasure Island.
- B. To start the morning off, students will be divided into small groups of four or five. Students will work with their groups to cover and decorate a shoe box (provided by the teacher) to make it look like a treasure chest. Some items to consider for use in decorating the treasure chests are: sequins, beads, pearls, small tiles, flat stones, foil gift wrap, old keys, etc. Students will then fill their chest with small "treasures" that they

have brought from home (having been previously told about this project). As a backup, the teacher might want to have a variety of small, inexpensive items that students could choose from if needing help in filling their chests. Examples: stickers, books, pencils, toys, candy, balls, beef jerky, etc.

- C. Then, students will come back together as a group and play the Treasure Battle Game (see instructions on Appendix DD, page 1). The game will reinforce the use of diagrams and charts.
- D. Later, students will once again divide into their small groups from earlier in the morning. For this activity, parent volunteers are highly suggested (one for each group). This time, the student groups will take their treasure chests and hide them in various places around the school (or playground if weather permits). Students will then work with their groups to draw maps (using manila drawing paper) to lead others to where their treasure chests are hidden. Students need to use cardinal and intermediate directions on their maps. Once the maps are completed, groups will exchange their maps and then off they'll go to search for treasure. Upon finding the treasure chests, each group will return to the classroom where students will wait for every group to come back before opening their chests to discover what "treasures" are inside. Group members will divide/share the "bounty" from their findings.
- E. Next is a luncheon where students will have the opportunity to enjoy eating Long John Silvers (previously arranged by the teacher, with a specified amount of money collected from each student).
- F. Students will then enjoy the final activity of the day. Students will watch a video version of Treasure Island for the rest of the afternoon.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Biography of Robert Louis Stevenson
- B. Appendix B – Student Interview Worksheet for Robert Louis Stevenson
- C. Appendix C – Student Outline for Interview
- D. Appendix D – Oral Presentation Rubric
- E. Appendix E – Treasure Chest
- F. Appendix F – The Old Buccaneer Comprehension Teacher's Guide
- G. Appendix G – The Old Buccaneer Comprehension Guide
- H. Appendix H – Compass Rose
- I. Appendix I – Treasure Island Map Project Checklist
- J. Appendix J – Hispaniola Diagram Key
- K. Appendix K – The Sea Cook Comprehension Teacher's Guide
- L. Appendix L – The Sea Cook Comprehension Guide
- M. Appendix M – Hispaniola Diagram Quiz
- N. Appendix N – Sea Shanty
- O. Appendix O – My Shore Adventure Comprehension Teacher's Guide
- P. Appendix P – My Shore Adventure Comprehension Guide
- Q. Appendix Q – Character Map
- R. Appendix R – Character Web
- S. Appendix S – Treasure Island Vocabulary Lessons 2 - 4
- T. Appendix T – The Stockade Comprehension Teacher's Guide
- U. Appendix U – The Stockade Comprehension Guide
- V. Appendix V – Teacher Information for Mosaics
- W. Appendix W – Parrot Mosaic
- X. Appendix X – My Sea Adventure Comprehension Teacher's Guide
- Y. Appendix Y – My Sea Adventure Comprehension Guide
- Z. Appendix Z – Captain Silver Comprehension Teacher's Guide

- AA. Appendix AA – Captain Silver Comprehension Guide
- BB. Appendix BB – Treasure Island Vocabulary Lessons 5 – 7
- CC. Appendix CC – Treasure Island Dictionary Checklist
- DD. Appendix DD – Treasure Battle Game
- EE. Appendix EE – Core Knowledge Sayings and Phrases Checklist
- FF. Appendix FF – Treasure Island Dictionary Alphabetical Order Key

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Treasure Island
Appendix A - Biography of Robert Louis Stevenson

Robert Louis Stevenson was born in Edinburgh, Scotland on November 13, 1850. His parents were Thomas and Margaret Stevenson. Thomas Stevenson was an engineer who built lighthouses. As a child, Robert was always sick and skinny. He had constant problems with his lungs. Stevenson very likely had tuberculosis, but the disease was never diagnosed. He had a nurse who took care of him named Alison Cunningham. The Stevenson family called her “Cummy”. When young Robert was sick in bed, Cummy would read aloud to him from novels and the *Bible*. Later, Robert would write a book of poetry (*A Child’s Garden of Verses*) and dedicate this book to his nurse. Robert’s father also enjoyed telling stories to his young son. Robert loved to travel and he was able to travel across Europe many times in his youth.

In 1867, at age 17, Robert entered the Edinburgh University. First, he studied to be an engineer like his father. Then, he decided to become a lawyer. At the insistence of his father, he did obtain a law degree, but he rarely used it. Finally, he concentrated on learning to write essays, plays, and stories. He submitted several articles to the University magazine. While at the University, he began to wear long hair, floppy hats, and velvet jackets. People even called him by the nickname of “Velvet Jacket”.

In 1876, Robert met an American woman, Fanny Osborne, who was ten years older than Stevenson. Fanny had come to Paris because she was grieving over the loss of a son. About a year later, Fanny returned to California. Her husband had remained in California. After returning to America, she obtained a divorce from her husband. Stevenson had fallen in love with Fanny, so he followed her to America. He landed in New York and undertook a cross-country trip by train to California. By the time he got to California, he was sick, penniless, and almost dead. Robert and Fanny were married in San Francisco in May 1880. In August 1880, Robert and Fanny returned to England.

During the next seven years, Robert was constantly sick. One thing he could do while sick in bed was write. During this time, he wrote some of his most famous works including *Treasure Island*, *Kidnapped*, *Strange Case of Dr. Jekyll and Mr. Hyde*, and *The Black Arrow*. He drew a treasure map to entertain his twelve-year-old stepson, Lloyd Osborne. He then came up with a pirate story to go along with the map, and this became the story of *Treasure Island*. It became one of the most popular books of its time. Even though he was sick, Robert still enjoyed traveling and he went to France and Switzerland.

After several years in England, Robert and his family returned to America. In San Francisco, they chartered a yacht and traveled to various islands: Tahiti, Hawaii, Samoa, and Australia. He learned that whenever he lived near the equator, his health improved, and Robert enjoyed the sea. On December 3, 1894, Robert suffered a stroke while living in Samoa and died at the age of 44. Some men whom he had helped free from political prison cut a path to the top of a mountain, and they buried him there.

Treasure Island
Appendix B - Student Interview Worksheet for Robert Louis Stevenson

1. What is your name? _____
2. When and where were you born? _____
3. Did you go to school? If so, where and what did you study? _____

4. Do you like to travel? If so, where do you go and what kinds of transportation do you use? _____

5. What do you do for entertainment? _____

6. What jobs have you had? Why did you choose these careers? _____

7. What famous books have you written? _____

8. How did you come up with the idea for *Treasure Island*? _____

9. What kind of clothes do you like to wear? _____

10. When history is studied, when and where will you die? _____

Treasure Island
Appendix C – Student Outline for Interview

1. Name of person interviewed _____

2. Date of birth: _____

Place of birth: _____

3. Education: _____

4. Transportation: _____

5. Entertainment/Hobbies: _____

6. Jobs: _____

7. Other: _____

Treasure Island
Appendix D – Oral Presentation Rubric



Name: _____ Date: _____

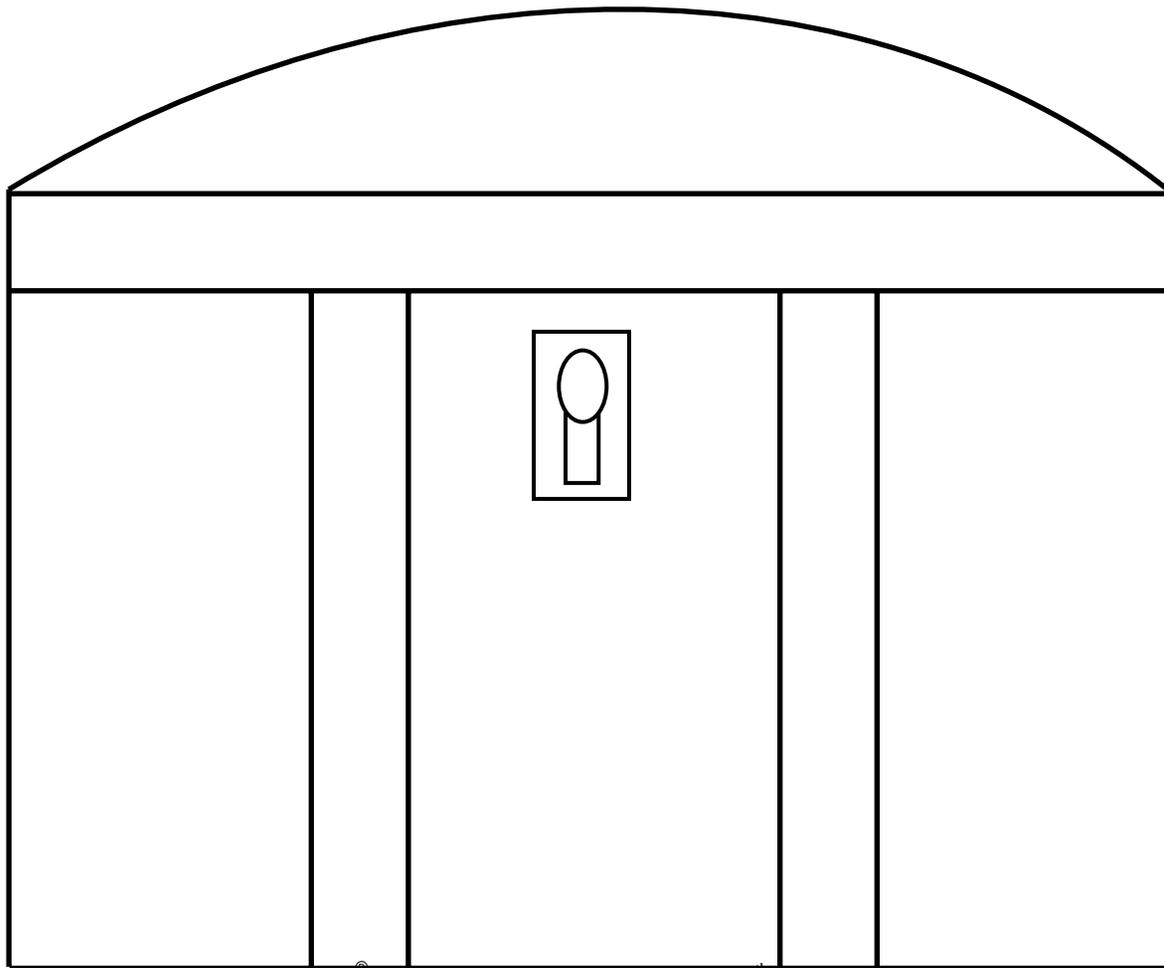
Person Interviewed: _____

	Criteria				Points
	4	3	2	1	
Body Language	Movements or gestures seemed fluid and enhanced presentation.	Movements or gestures aided presentation.	Very little movement or gestures.	No movement or gestures.	—
Eye Contact	Consistent and direct eye contact.	Frequent eye contact.	Minimal eye contact.	No eye contact.	—
Introduction and Closure	Used interesting introduction and good closing remarks.	Used fairly clear introduction or closing remarks.	Used either an introduction or closing, but not both.	No introduction or closing.	—
Interview Outline	Completed all 5 sections of interview outline and supplied additional information.	Completed all 5 sections of interview outline.	Completed 3 or 4 sections of the interview outline.	Completed 1 or 2 sections of the interview outline.	—
Poise	Spoke in front of class with relaxed, self-confident nature.	Spoke in front of class with minor mistakes.	Spoke from different location in room.	Unable to speak.	—
Voice	Excellent volume, good organization and delivery.	Good volume, but speech not fluid.	Barely audible.	Unable to hear.	—
				Total---->	—

Grading Scale

24 points	100	A+
21 – 23 points	90	A
17 – 20 points	80	B
12 – 16 points	70	C
9 – 11 points	60	D
0 - 8 points	50	F

Treasure Island
Appendix E – Treasure Chest



Treasure Island
Appendix F – The Old Buccaneer Comprehension Teacher’s Guide

Ask the questions written in **bold** print below to assess student comprehension. Suggested student answers are given in *italic* print.

1. **What was the name of the inn kept by Jim Hawkins’s parents?**
The Admiral Benbow
2. **What happened to Jim’s father? Why do you think that the author had this happen?**
Jim’s father was very sick, then he died. It makes us have feelings of care and concern for Jim. It gives Jim a reason to go after the treasure (to help support his mother). In addition, it is a reason for Jim’s mother to allow him to go.
3. **Describe the character named Jim Hawkins.**
Jim was a young boy who lived with his parents in an inn. He seems to be helpful to his parents and people staying at the inn. He seems to be brave. He was a friend to Captain Billy.
4. **In your opinion, what motivated the captain to come to the inn?**
Accept any reasonable answers. Students should be able to come to the conclusion that the captain is hiding at the inn from other pirates.
5. **What theory do you have as to why the captain had Jim watch for a one legged man?**
Students have not yet met Long John Silver in the story. Accept any reasonable theories and tell students that as the story is read, the reason may become apparent.
6. **What was the meaning of the “black spot”? Why do you think a spot was used instead of a note or letter?**
The “black spot” was a message from pirates telling what they intended to do. It was probably a spot rather than something else because many pirates could not read or write.
7. **What did Jim’s mother want from the treasure chest? After reading the chapters in this section, what words would you use to describe the character of Jim’s mother?**
Jim’s mother wanted only rent that Captain Billy had not paid. Jim’s mother seems honest, brave, loving, and self-reliant.
8. **Before leaving for Bristol, the squire says, “I’ll be as silent as the grave.” What does this mean?**
A grave is silent and when a person is dead, they are silent. He means that he will not tell anyone about the treasure map. He will not talk just as a grave does not talk.
9. **Make up an oral sentence using one of the vocabulary words.**
Accept sentences which use vocabulary words appropriately.
10. **As we continue to read this novel, predict what you think will happen next.**
Accept any reasonable answers. Tell students that as they continue to read the book, they will learn what really happens.

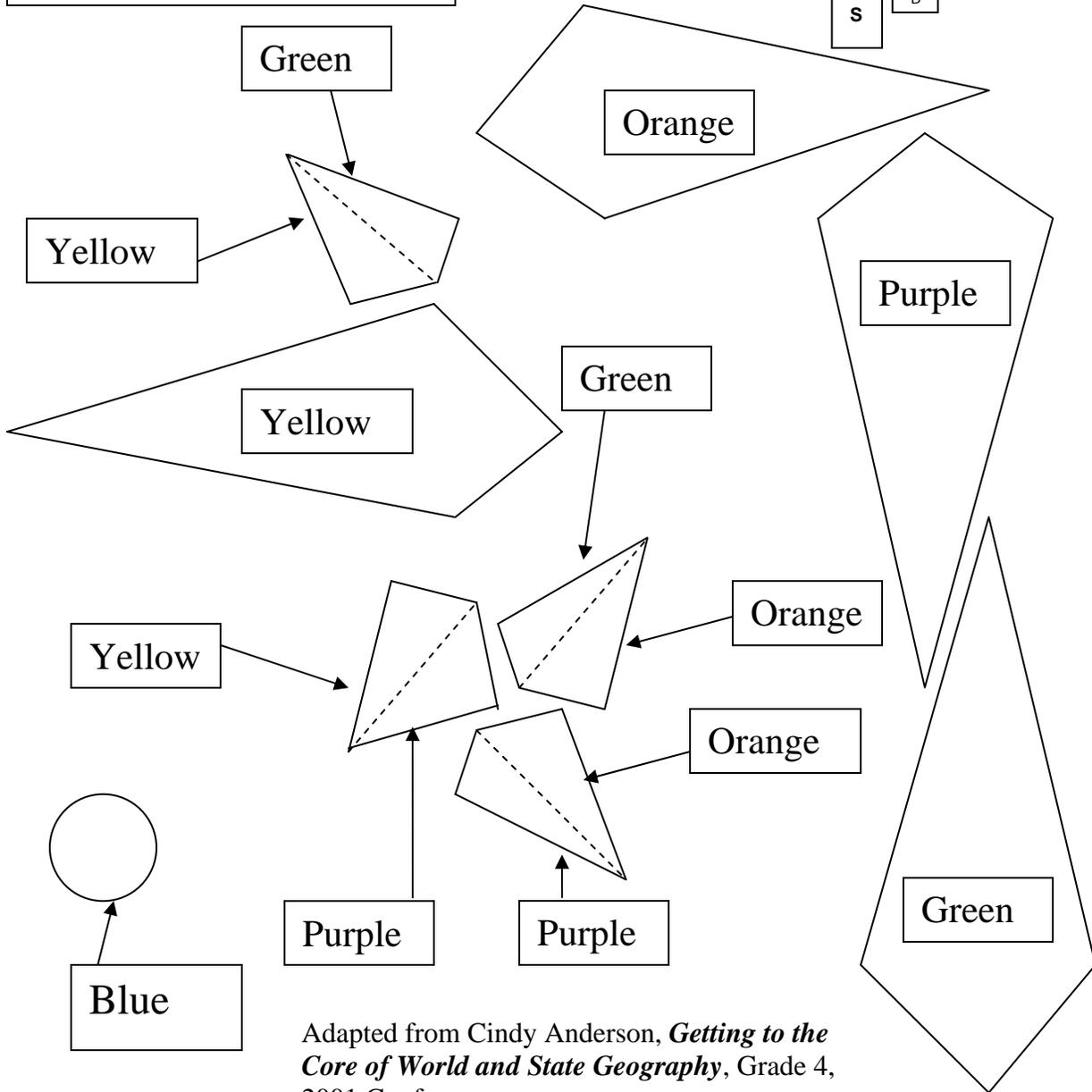
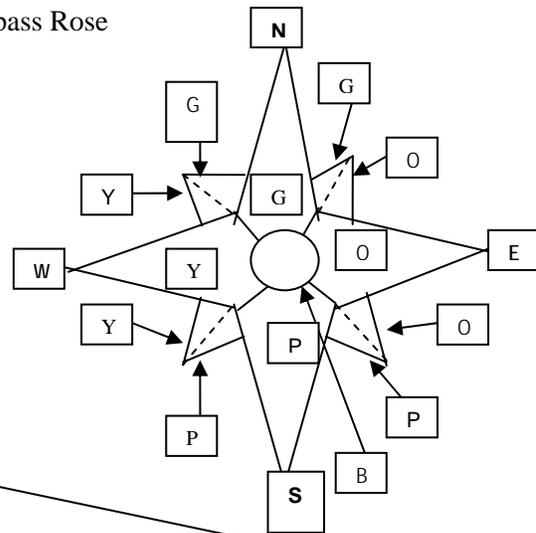
Treasure Island

Appendix G – The Old Buccaneer Comprehension Guide (page 1 of 2)

1. What was the name of the inn kept by Jim Hawkins's parents?
2. What happened to Jim's father? Why do you think that the author had this happen?
3. Describe the character named Jim Hawkins.
4. In your opinion, what motivated the captain to come to the inn?
5. What theory do you have as to why the captain had Jim watch for a one legged man?

Treasure Island
Appendix H- Compass Rose

Compass Rose Directions:
 1. Color all pieces as labeled.
 2. Cut pieces apart.
 3. Use example as a guide to glue pieces onto construction paper.
 4. Label cardinal directions N, S, E, W on your compass rose.
 5. Label intermediate directions NE, NW, SE, SW on your compass rose.



Adapted from Cindy Anderson, *Getting to the Core of World and State Geography*, Grade 4, 2001 Conference



Treasure Island
Appendix I – Treasure Island Map Project Checklist

Due Date _____

Name _____

Your assignment is to design and draw your own Treasure Island Map, like the one we have been reading about in *Treasure Island*.

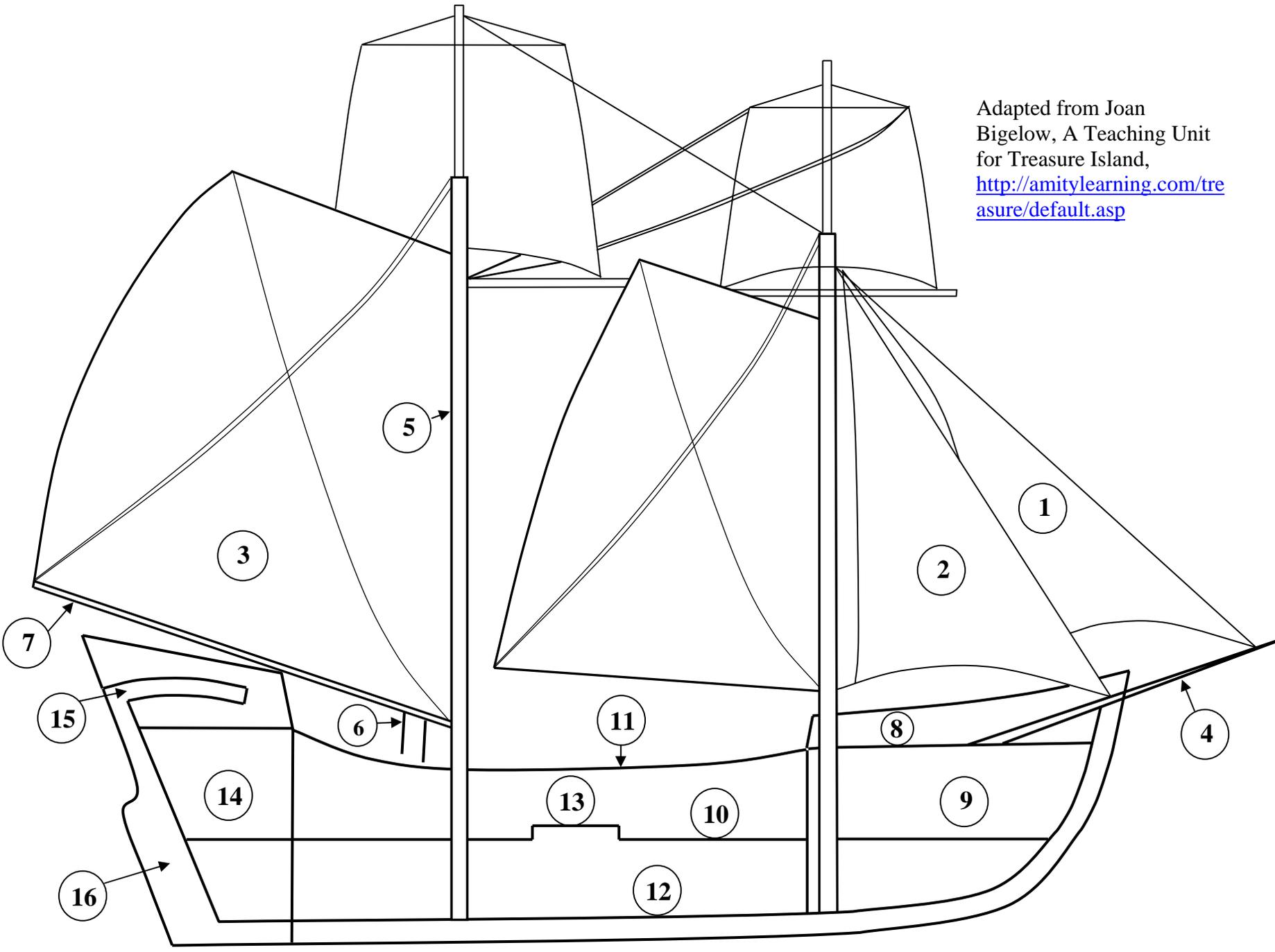
You need to use a brown paper grocery sack. Cut out a large square of the grocery sack. Repeatedly wad up and crumple the sack. Get it slightly wet. After repeated crumpling and handling, the sack will become very soft and have an old appearance. Tear the edges or have a parent help you burn the edges.

After preparing the sack, begin to draw your map on the sack. First, draw with pencil so you can change things—later use a pen to trace over your pencil markings when your map is the way you want it to be.

The map will count for three grades: Reading, Social Studies, and Art. Use the checklist provided below so that you are sure you have included each item. Turn this checklist in with your map. Your map must include the following:

- ____ 1. Island (shaped like a fat dragon standing up)
- ____ 2. Title
- ____ 3. Compass Rose (Primary directions – North, South, East, West)
- ____ 4. Compass Rose (Intermediate directions – Northeast, Northwest, Southeast, Southwest)
- ____ 5. Map Scale (island was about 9 miles long and 5 miles across)
- ____ 6. Lines of latitude and longitude (Make these up – Jim does not tell us these)
- ____ 7. Map Key with symbols
- ____ 8. A hill in the center labeled “Spyglass Hill”
- ____ 9. Other hills and bays (make up names)
- ____ 10. Vegetation (plants, trees, etc.)
- ____ 11. Two good harbors (make up names)
- ____ 12. Three buried treasure locations (two in the north and one on the southwest)
- ____ 13. The Hispaniola
- ____ 14. All listed items are labeled with words or map key symbols
- ____ 15. Everything must be colored (use map pencils or crayons)
- ____ 16. Your name must be in the top right corner
- ____ 17. Sack map appears wrinkled and old
- ____ 18. Writing is neat
- ____ 19. Coloring is neat
- ____ 20. Map is turned in on or before the due date

Adapted from Joan Bigelow, A Teaching Unit for Treasure Island, <http://amitylearning.com/treasure/default.asp>



Treasure Island
Appendix J – Hispaniola Diagram Key (page 1 of 2)

Treasure Island
Appendix J - Hispaniola Diagram Key (page 2 of 2)

1. Flying Jib
2. Jib
3. Mainsail
4. Bowsprit
5. Mainmast
6. Shrouds
7. Main Boom
8. Forecastle Deck (Crew's Quarters)
9. Forecastle
10. Main Deck
11. Bulwarks
12. Hold
13. Hatch
14. Captain's Cabin
15. Tiller
16. Rudder

Ranking Guide/Grading Key:

Captain – correctly identifies 14 – 16 ship parts would receive a grade of 100/A+
Captain – the sailor in charge of the ship

First Mate – correctly identifies 11 – 13 ship parts would receive a grade of 90/A-
First Mate – the sailor who is second in command directly under the captain

Boatswain – correctly identifies 8 – 10 ship parts would receive a grade of 80/B-
Boatswain – an officer who controls the work of other sailors

Coxswain – correctly identifies 5 – 7 ship parts would receive a grade of 70/C-
Coxswain – the person who steers the ship

Sailor – correctly identifies 3 – 4 ship parts would receive a grade of 60/D-
Sailor – an ordinary member of the ship's crew

Landlubber – correctly identifies 0 – 2 ship parts would receive a grade of 50/F
Landlubber – someone who loves land and should NEVER get on a ship

Treasure Island
Appendix K – The Sea Cook Comprehension Teacher’s Guide

Ask the questions written in **bold** print below to assess student comprehension. Suggested student answers are given in *italic* print.

1. **Would your mother have allowed you to sail away looking for treasure? Explain why or why not?**

Accept any reasonable student answers. Answers should have an explanation.

2. **Formulate a theory. Captain Billy Bones asked Jim to watch for a one legged man. Is John Silver this man? Explain your answer.**

At first when students meet John Silver, they may assume as Jim did that the one legged man was not Silver. However, as the novel progresses, students should become aware, as Jim did, that Silver is indeed the man for whom he was watching. Jim especially begins to realize this when he is hiding in the apple barrel and he overhears John Silver talking about the treasure and getting rid of those who are not part of his group.

3. **Whom did Jim see at the Spyglass Inn?**

The pirate, Black Dog

4. **Captain Smollett said he did not like the cruise or the men. Why did he say this?**

All the men seemed to know that the voyage was after treasure. The captain had also heard the exact latitude and longitude of the Treasure Island from the men. The first mate was too friendly with the crew. The captain had not had a say in the hiring of the men. The captain was afraid of a mutiny.

5. **What was John Silver’s job on the ship and what did the sailors call him?**

Silver was the cook and the men called him Barbecue.

6. **What type of pet did John Silver have? What was the pet’s name? What did he like to say?**

Silver had a parrot named Captain Flint. Silver named the parrot after the famous pirate, Captain Flint. The parrot liked to say “pieces of eight, pieces of eight”.

7. **Describe the character named John Silver?**

John Silver is a very likeable man. He has one leg and he is able to get around very well even though he only has one leg. He is two faced and often says one thing to someone’s face and something else behind their back. He is very knowledgeable about the sea and sailing.

8. **How did the doctor want Jim to help after Silver’s plan was discovered?**

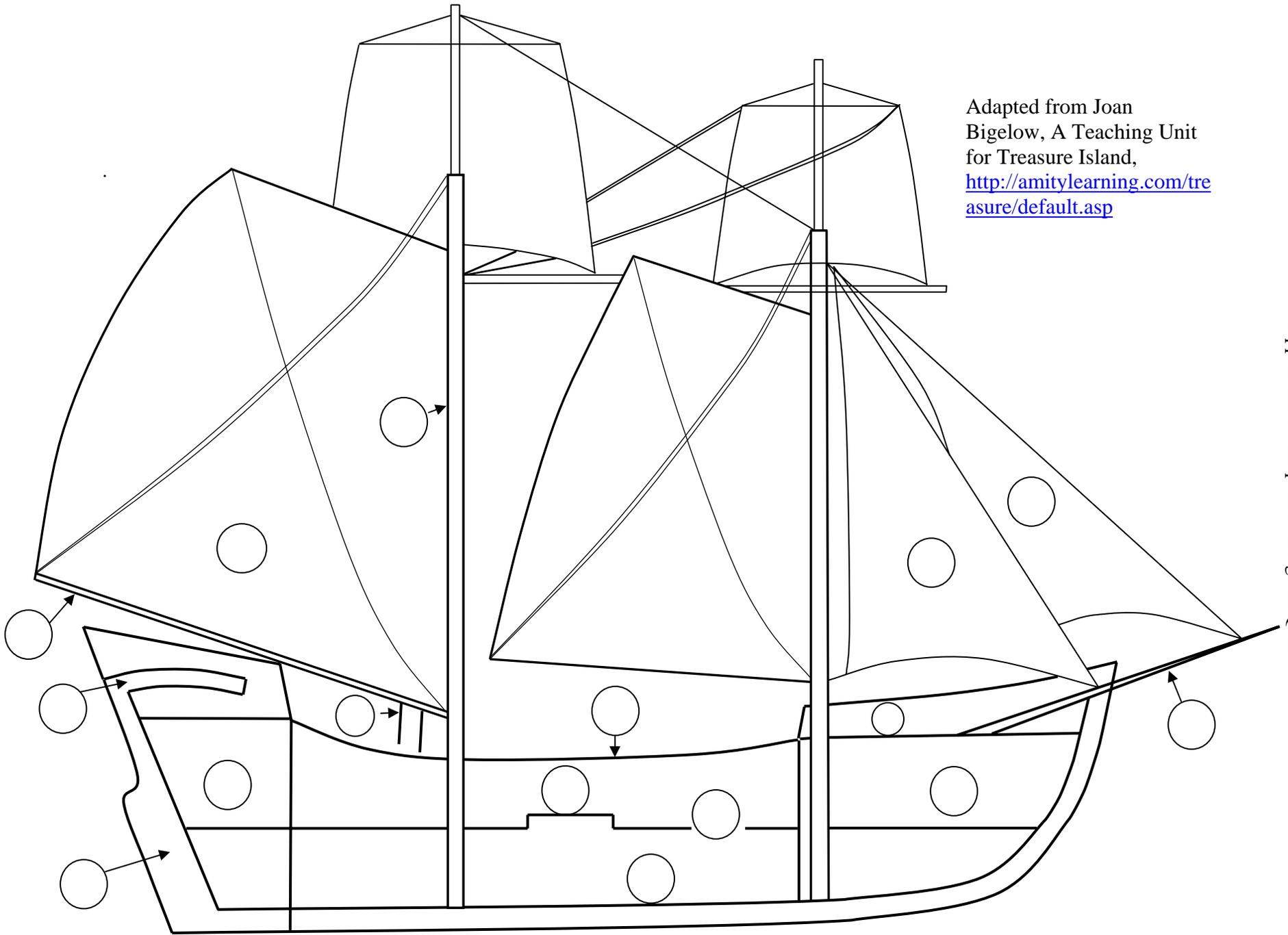
Jim was to be a lookout and try to discover which men could be trusted.

9. **Make up an oral sentence using one of the vocabulary words.**

Accept sentences which use vocabulary words appropriately.

10. **As we continue to read this novel, predict what you think will happen next.**

Accept any reasonable answers. Tell students that as they continue to read the book, they will learn what really happens



Adapted from Joan Bigelow, A Teaching Unit for Treasure Island, <http://amitylearning.com/treasure/default.asp>

Treasure Island
Appendix M – Hispaniola Diagram Quiz

Treasure Island
Appendix N - Sea Shanty

Background

A sea shanty is a song that sailors sang while working. The spelling is often “Chanty”. The songs had repeated refrains and a definite rhythm. The rhythm of the songs helped the sailors stay together when working to raise sails, lower anchors, and loading or unloading cargo. The songs also served as entertainment for the sailors.

There are several versions to *Blow the Man Down*. Some versions refer to Black Ballers. These were the ships traveling between England and America between 1850 and 1900, the period of time that Robert Louis Stevenson lived. The quicker a ship returned to home port, the quicker a sailor would be paid. However, the term “Blow the Man Down” refers to beating the men down, and these ships had the reputation of being violent.

A child’s version of the song is shown below. A midi music file can be located on the internet and played for students. Links are listed below. Students usually comment that they have heard the tune, but do not know the title of the song.

Words

Blow the Man Down

I'll sing you a song, a good song of the sea
With a way, hey, blow the man down
And trust that you'll join in the chorus with me
Give me some time to blow the man down

There was an old skipper I don't know his name
With a way, hey, blow the man down
Although he once played a remarkable game
Give me some time to blow the man down

His ship lay be-calmed in the tropical sea
With a way, hey, blow the man down
He whistled all day but in vain for a breeze
Give me some time to blow the man down

Music Links

<http://www.wtv-zone.com/REMEMBERTHEN/kidsmusicroom.html>

<http://www.saturn-soft.net/Music/Music1/MIDI/Children/Menu.htm>

<http://www.geocities.com/southbeach/marina/4870/midi.html>

<http://norbert26.com/irish/index.html>

Treasure Island
Appendix O – My Shore Adventure Comprehension Teacher’s Guide

Ask the questions written in **bold** print below to assess student comprehension. Suggested student answers are given in *italic* print.

1. Describe Treasure Island (the setting).

There was no wind, the woods appeared to be gray, and there were swamps. The island had a bad smell like rotten leaves and wood. It smelled similar to a rotten egg. It was very hot. There were flowering plants, brush, and snakes. There was a tall hill in the middle.

2. What did Jim see John Silver do while Jim was hiding on the island in the brush?

John Silver killed Tom, a sailor who would not join John Silver’s group..

3. Jim met a man living on the island. What was his name?

Ben Gunn

4. Describe the character named Ben Gunn.

His clothes were torn, his face was sunburned, his lips were black, and his voice sounded rusty because he hadn’t talked with anyone in so long.

5. Tell how and why Ben Gunn arrived on the island.

He was on a ship that stopped on the island to search for the treasure. After twelve days of looking, his shipmates decided to leave. They left Ben on the island with a gun, spade, and pickaxe. He had been stranded there for the past three years.

6. Do you think Ben Gunn found the treasure he was looking for? Why or why not?

Students may answer either yes or no, but they should support their answer with reasons.

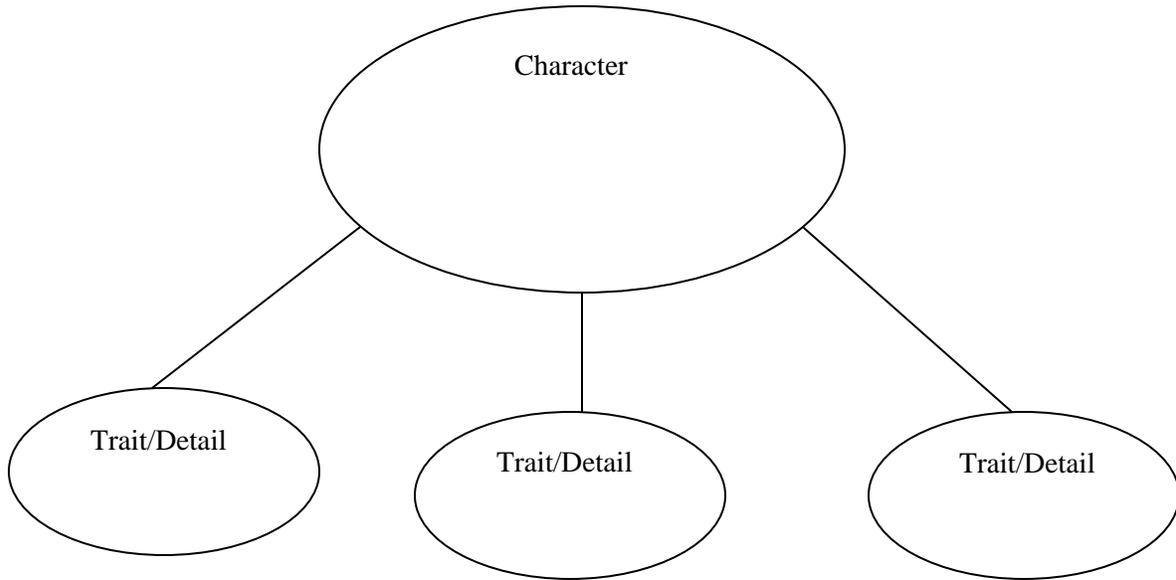
7. Make up an oral sentence using one of the vocabulary words.

Accept sentences which use vocabulary words appropriately.

8. As we continue to read this novel, predict what you think will happen next.

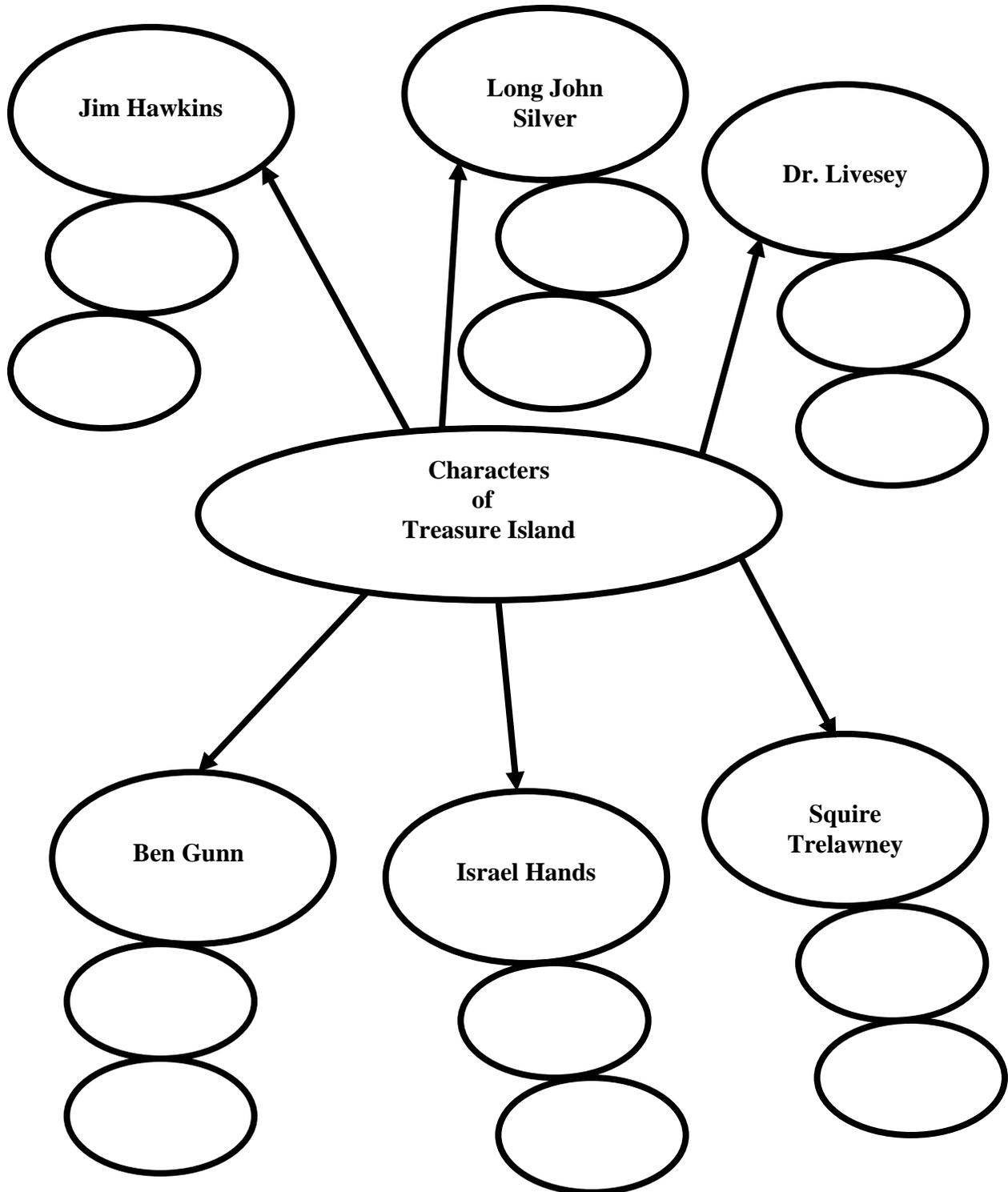
Accept any reasonable answers. Tell students that as they continue to read the book, they will learn what really happens.

Treasure Island
Appendix Q - Character Map

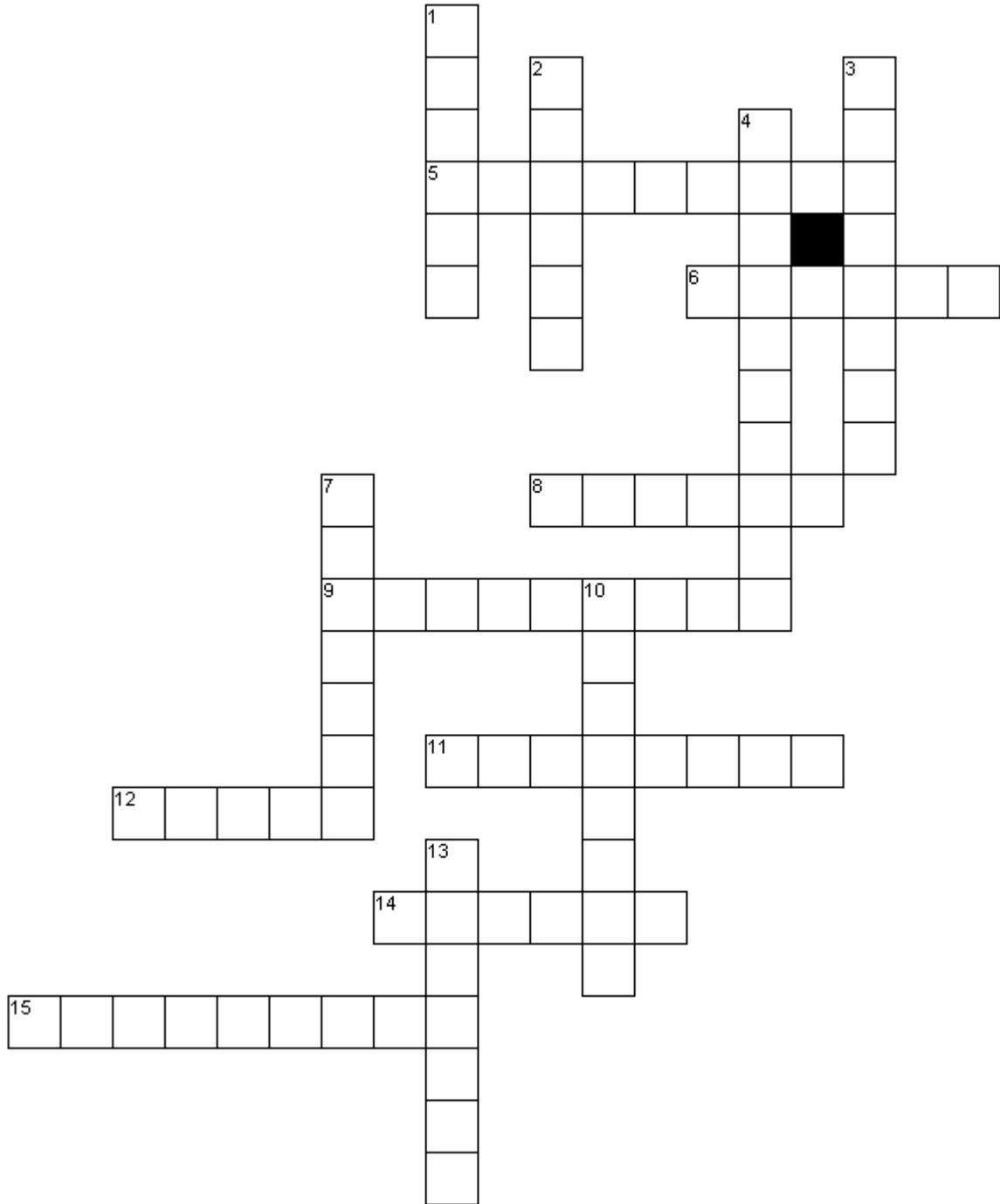


Write a complete sentence about each trait or each detail.

Treasure Island
Appendix R – Character Web



Treasure Island
Appendix S - Treasure Island Vocabulary Lessons 2-4 (Page 1 of 2)



Treasure Island
Appendix S —Treasure Island Vocabulary Lessons 2-4 (Page 2 of 2)

Word Bank

melancholy	saber	musket
buccaneer	adversary	schooner
parlor	intruders	mutiny
quarrel	marooned	galley
desolate	squire	swagger

Across

5. unwelcome guests
6. kitchen area of a ship
8. a room where people can sit, talk, and relax
9. someone who is against you
11. left behind on an island
12. a big, thick sword with a curved blade
14. a gun with a long barrel
15. someone who robs at sea; pirate

Down

1. an English landowner
2. rebel against the authority of a ship's captain
3. crushed by grief
4. a feeling of sadness
7. walking like "I'm all that"
10. sailing ship
13. a fight with words

15 of 15 words were placed into the puzzle.

Created by [Puzzlemaker](http://www.puzzlemaker.com) at [DiscoverySchool.com](http://www.discoveryschool.com)



Treasure Island
Appendix T – The Stockade Comprehension Teacher’s Guide

Ask the questions written in **bold** print below to assess student comprehension. Suggested student answers are given in *italic* print.

1. **In the past, Jim has been telling the story. In this section, who begins telling the story?**
The Doctor
2. **Describe the place (setting) where the doctor and the squire found shelter on the island.**
The men found a fort made of logs. There was a six foot high fence around the building. The building was large enough to hold forty people. There were small holes in the log building so that a person could shoot a gun through the opening. There was fresh water coming from a spring.
3. **What items did the doctor take from the Hispaniola to the stockade?**
The doctor took mostly food, guns, and gunpowder.
4. **In your opinion, what motivated the doctor to leave the Hispaniola and go to the stockade?**
Accept any reasonable answers. Students should be able to come to the conclusion that the doctor feels they had no chance against the pirates on the ship, especially when all the pirates returned from the island. The doctor felt safer and felt like they could put up a fight in the stockade.
5. **What would you have done if you were in the doctor’s situation? Why?**
Accept any reasonable answers. Students should give reasons for their answers.
6. **Why did John Silver come to the stockade flying a flag of truce? How did the doctor answer Silver?**
Silver wanted the treasure map. He promised to put the doctor’s group ashore somewhere safely or to leave them safe on Treasure Island. The doctor did not believe Silver would do this. He said he would take Silver back to England to stand trial for being a pirate and stealing the ship. He said he would not give Silver the map.
7. **What would you have done? Would you have given Silver the map? Why or why not?**
Accept any reasonable answers. Students should give reasons for their answers.
8. **What was Jim’s job in the stockade when the pirates attacked?**
Jim was supposed to reload the guns.
9. **Make up an oral sentence using one of the vocabulary words.**
Accept sentences which use vocabulary words appropriately.
10. **As we continue to read this novel, predict what you think will happen next.**
Accept any reasonable answers. Tell students that as they continue to read the book, they will learn what really happens.

Treasure Island
Appendix U – The Stockade Comprehension Guide (Page 1 of 2)

1. In the past, Jim has been telling the story. In this section, who begins telling the story?

2. Describe the place (setting) where the doctor and the squire found shelter on the island.

3. What items did the doctor take from the Hispaniola to the stockade?

4. In your opinion, what motivated the doctor to leave the Hispaniola and go to the stockade?

5. What would you have done if you were in the doctor's situation? Why?

6. Why did John Silver come to the stockade flying a flag of truce? How did the doctor answer Silver?

Treasure Island

Appendix U – The Stockade Comprehension Guide (Page 2 of 2)

7. What would you have done when Silver came to the stockade? Would you have given Silver the map? Why or why not?

8. What was Jim's job in the stockade when the pirates attacked?

9. Make up an oral sentence using one of the vocabulary words.

10. As we continue to read this novel, predict what you think will happen next.

Treasure Island
Appendix V -Teacher Information on Mosaics

A mosaic is a picture or design made of tiny pieces of colored stone, glass, tile or paper adhered to a surface. It is usually a decoration used on walls, ceilings, or floors.

This method was used by the Romans and Greeks by using pieces of marble to decorate their homes. It was later adopted by Byzantine artists using pieces of glass with irregular surfaces to tell the Christian story on the walls of their churches.

For examples of mosaics, follow the link below and select mosaic animals:

www.mosaicmarble.com/index.php?cPath=5

For the history of mosaics and further examples, follow this link:

www.thejoyofshards.co.uk/index.shtml

Treasure Island
Appendix W – Parrot Mosaic



Treasure Island
Appendix X – My Sea Adventure Comprehension Teacher’s Guide

Ask the questions written in **bold** print below to assess student comprehension. Suggested student answers are given in *italic* print.

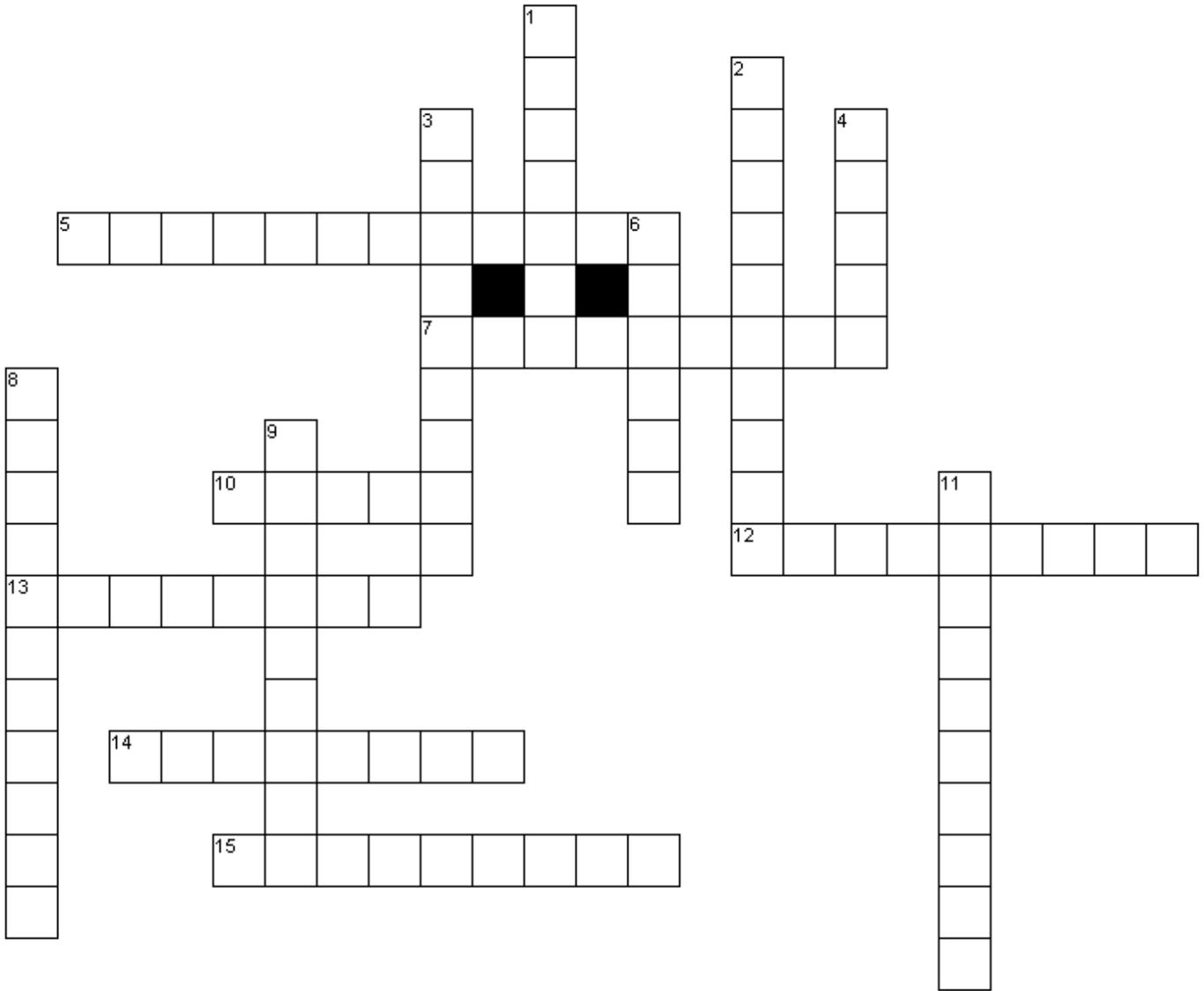
- 1. What did Jim Hawkins plan to do when he left the stockade?**
Jim planned to sneak out to the Hispaniola by using Ben Gunn’s boat. Once there, he wanted to cut the anchor so that the Hispaniola would drift out to sea. That way, the pirates would be stranded on the island.
- 2. Do you think that Jim’s plan was brave or foolish? Why?**
Accept any reasonable answers, but students must give a reason for their answers.
- 3. How many pirates had been left on board the Hispaniola?**
Two
- 4. When Jim boarded the ship, what did he find had happened to the pirates on board?**
The two men had a fight with one another after drinking too much. One, Red Cap O’Brien, was dead. The other, Israel Hands, was badly wounded.
- 5. Why did Israel Hands want Jim Hawkins to go below deck and get a bottle of wine?**
He wanted to get a long knife while Jim went down below. He did not want Jim to see him get the knife or to know that he was not as badly hurt as Jim thought..
- 6. What happened to Israel Hands?**
He attacked Jim. Jim climbed the mast. Hands threw a knife at Jim and Jim’s gun went off, killing Hands.
- 7. Did Jim do anything helpful with the Hispaniola? What?**
Jim ran the Hispaniola aground into the sand. He found out from Hands how to set the ship upright once again. The pirates do not know that Jim has the ship, and they do not know where he has hidden the ship.
- 8. What did Jim hear when he returned to the stockade? What does it mean?**
Jim heard people snoring and no one seemed to be on guard. He heard Silver’s parrot, Captain Flint, say “Pieces of eight, pieces of eight.” It seems to mean that the pirates are now in the stockade instead of Jim’s friends and Jim has walked in and been captured.
- 9. Make up an oral sentence using one of the vocabulary words.**
Accept sentences which use vocabulary words appropriately.
- 10. As we continue to read this novel, what do you think will happen next?**
Accept any reasonable answers. Tell students that as they continue to read the book, they will learn what really happens.

Treasure Island
Appendix Z– Captain Silver Comprehension Teacher’s Guide

Ask the questions written in **bold** print below to assess student comprehension. Suggested student answers are given in *italic* print.

1. **Who found the treasure?**
Ben Gunn
2. **Why did the doctor give the treasure map to John Silver?**
The doctor met with Ben Gunn. He found out that Ben had already found the treasure, so the map was not useful any more.
3. **When the pirates gave Silver a black spot, what did they use for the paper?**
The last page of a Bible.
4. **Does Jim keep promises that he makes? How do you know?**
Jim keeps promises that he makes. I know because when the doctor came to the stockade, he urged Jim to make a run for it. Jim did not run because he had promised Silver that he would not try to escape.
5. **What did Captain Flint, the pirate, use as a marker to point to the treasure?**
He killed a man. The man’s bones were pointing the direction to the treasure.
6. **Where did Ben Gunn hide the treasure after he found it?**
A cave
7. **What did some of the men do with their share of the treasure?**
Captain Smollett retired. Gray became a ship’s mate and part owner of a ship, Ben Gunn spent his treasure on alcohol. The others then gave Ben an inn to run. Silver ran off with a small bit of the treasure.
8. **The story does not tell us what Jim Hawkins did with the treasure? Why do you think that the author did not tell us? What do you think Jim did with his money?**
The author probably did not tell us so that we can have fun dreaming about what Jim did with the money. Accept any reasonable answers from students on what Jim did with his share.
9. **If you found a treasure chest, what would you do with the money?**
Accept any reasonable answers from students.
10. **Make up an oral sentence using one of the vocabulary words.**
Accept sentences which use vocabulary words appropriately.

Treasure Island
Appendix BB - Treasure Island Vocabulary Lessons 5-7 (Page 1 of 2)



Treasure Island

Appendix BB - Treasure Island Vocabulary Lessons 5-7 (Page 2 of 2)

Word Bank

grievance	dysentery	deception
distressed	trundled	abandoned
provisions	folly	conspirators
gallows	treacherous	conquest
truce	desertion	sentry

Across

5. people who work together to plan a crime
7. severe diarrhea
10. peace
12. leave without permission
13. gaining control or success
14. moved slowly
15. false story

Down

1. wooden frame used in executions by hanging
2. extremely upset
3. left behind
4. foolish behavior
6. guard
8. dangerous and unsafe
9. a complaint about being treated badly
11. supply of foods

15 of 15 words were placed into the puzzle.

Created by [Puzzlemaker](#) at [DiscoverySchool.com](#)



Treasure Island
Appendix CC - Treasure Island Dictionary Checklist (Page 1 of 2)

Word	Define	Sentence	Capitalize	Punctuate	Project Completed	Number of Checks
saber						
buccaneer						
parlor						
quarrel						
squire						
musket						
schooner						
mutiny						
galley						
swagger						
melancholy						
adversary						
intruders						
marooned						
desolate						
dysentery						
provisions						
treacherous						
sentry						
abandoned						

Treasure Island
Appendix CC- Treasure Island Dictionary Checklist (Page 2 of 2)

Word	Define	Sentence	Capitalize	Punctuate	Project Completed	Number of Checks
desertion						
conquest						
folly						
trundled						
deception						
distressed						
truce						
gallows						
conspirators						
grievance						
Total Checks						

To use the checklist for evaluation total the number of checks and use the scale below.

Checks Grading Scale

131-150	100	A+
100-130	90	A-
80-99	80	B
60-79	70	C
41-59	60	D
0-40	50	F

Treasure Island
Appendix DD – Treasure Battle Game (Page 1 of 3)

Directions for playing the game

This game is played like the game “Battleship”.

Each student will have two game boards. One game board will be used for placement of game pieces (treasure chests, Jim, pirates, hill, stockade, and ship). The other game board will be used for recording where the student has shot pretend cannon balls on his/her opponent’s game board. Each student needs 100 beans for placement on the game board to record where opponent shots have fallen.

Each student will carefully cut out the game pieces mentioned above. Teacher may want to consider laminating game boards and pieces for durability.

Each student places his or her game pieces on the game board. Some pieces cover more than one grid. Students should hide his or her game board with the game pieces from the opponent by placing it behind an open book or folder. Student’s opponent should not see where these game pieces are placed on the board.

Students take turns calling out grid locations (for example A, 9). Students use the second game board to write an “X” on grid locations called for their opponent’s game board (so that locations are not selected more than once). In this example, the student would place an “X” on the A, 9 grid box. If the location called out has a game piece, student calls out “hit”. Student places a bean on the location hit (on top of the game piece). If a game piece covers more than one grid, when the last “hit” location is called out, student announces, “Sunk”. After sinking a game piece, the student who sank the piece gets an extra turn. If the grid location called out has no game piece, student calls out “miss”.

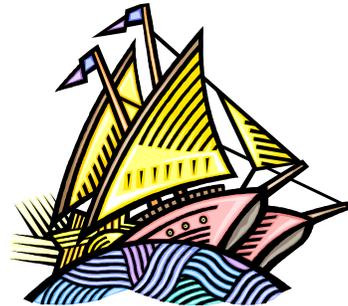
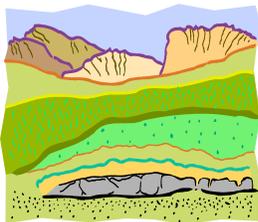
Students continue taking turns calling out grid locations. The game is over when all game pieces on one board have been sunk. The winner is the student who is able to first sink the game pieces of his opponent.

Treasure Island
Appendix DD – Treasure Battle Game (Page 2 of 3)

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Adapted from Joan Bigelow, A Teaching Unit for Treasure Island, <http://amitylearning.com/treasure/default.asp>

Treasure Island
Appendix DD – Treasure Battle Game (Page 3 of 3)



Treasure Island
Appendix EE – Sayings and Phrases Checklist (Page 1 of 3)

Saying and Phrase	Sentence	Correct Meaning Used	Punctuation	Capitalization	Illustration	Number of Checks
One picture is worth a thousand words						
Don't count your chickens before they hatch						
Shipshape						
Through thick and thin						
Birds of a feather flock together						
As the crow flies						
On the warpath						
Go to pot						
Don't put all your eggs in one basket						
Blow hot and cold						
Bury the hatchet						
Seeing is believing						
Beauty is only skin deep						
The bigger they are, the harder they fall						
The early bird gets the worm						

Treasure Island
Appendix EE – Sayings and Phrases Checklist (Page 2 of 3)

Saying and Phrase	Sentence	Correct Meaning Used	Punctuation	Capitalization	Illustration	Number of Checks
Half a loaf is better than none						
Haste makes waste						
Laugh, and the world laughs with you; weep, and you weep alone						
Lightning never strikes the same place twice						
Live and let live						
Make hay while the sun shines						
An ounce of prevention is worth a pound of cure						
Two wrongs don't make a right						
When it rains it pours						

Treasure Island
Appendix EE – Sayings and Phrases Checklist (Page 3 of 3)

Saying and Phrase	Sentence	Correct Meaning Used	Punctuation	Capitalization	Illustration	Number of Checks
You can lead a horse to water, but you can't make it drink						
Break the ice						
Bull in a china shop						
Can't hold a candle to						
Land of Nod						
Make ends meet						
Money burning a hole in your pocket						
Once in a blue moon						
RSVP						
Run-of-the-mill						
Timbuktu						
					Total Checks	

To use the checklist for evaluation total the number of checks and use grading scale below.

Checks Grading Scale

161-175	100	A+
141-160	90	A-
111-140	80	B
81-110	70	C
50-80	60	D
0-49	50	F

Treasure Island
Appendix FF – Treasure Island Dictionary Alphabetical Order Key

1. abandoned
2. adversary
3. buccaneer
4. conquest
5. conspirators
6. deception
7. desertion
8. desolate
9. distressed
10. dysentery
11. folly
12. galley
13. gallows
14. grievance
15. intruders
16. marooned
17. melancholy
18. musket
19. mutiny
20. parlor
21. provisions
22. quarrel
23. saber
24. schooner
25. sentry
26. squire
27. swagger
28. treacherous
29. truce
30. trundled