

Teacher's Guide to

The Core Classics Edition of Daniel Defoe's

Robinson Crusoe

By Kathy Sublette

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Publisher's Note

We are happy to make available this *Teacher's Guide* to the Core Classics version of *Robinson Crusoe* prepared by Kathy Sublette. We are presenting it and other guides in an electronic format so that is freely accessible to as many teachers as possible. This guide is one teacher's vision of how to make this book both understandable and enjoyable to fourth grade students. You will obviously have ideas of your own and may want to pick and choose among the activities and exercises offered here.

The author has included an abundance of reading comprehension questions in order to guide the student through specific elements of the story; you may want to select among them according to the needs and reading levels of your students. Consider them, as well as everything else in the guide, to be an option or a suggestion rather than a requirement or an obligation. No doubt you will strive for a balance between reading for accuracy and promoting an imaginative grasp of the themes and a delight in the adventurous plot. The discussion questions and activities should help you in the latter regard.

We hope that you find the background material, which is addressed specifically to teachers, useful preparation for teaching the book. As always, Core Knowledge prefers to emphasize what to teach rather than how to teach it, but we also are interested in helping teachers share their experience of what works in the classroom. We hope this guide helps make *Robinson Crusoe* an adventure in reading for you and your students.

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Introduction

I have organized these materials so that teachers will first receive an overview of both Defoe's life and the most significant and interesting aspects of the novel. The two essays are meant to be read as aids for the teacher as she prepares to present the work to her students. Information in them is intended for her background knowledge; it may or may not seem appropriate to pass on to the students. In a short essay analyzing the novel I could only touch on the major aspects that critics often discuss. My list of references should provide additional resources for teachers interested in pursuing these matters further. I am also providing answers to the chapter study questions in hopes that they will not only explain in more detail the ideas and techniques I think are important but will also expand on the analysis introduced in the essay.

In compiling the vocabulary lists I tried to choose words that were not only critical to understanding Defoe's meaning but are also important to have in a student's working vocabulary. Two kinds of sentence completions follow: in the first, students are asked to use the words in a modern context, while in the second I have included quotations from the text so that students can understand how the words work in their original context. Grammar exercises, tied to the Core Knowledge Sequence, are also derived from the text and should strengthen students' abilities to understand how language functions. Finally, I have included a variety of writing assignments and activities that should give students the opportunity to respond to the novel in both creative and analytical ways.

Robinson Crusoe is a rich, interesting book that should appeal to students' love of adventure while helping them develop the ability to analyze characters and themes. I wish you well in your study of it.

—Kathy Sublette

Biographical Notes on Daniel Defoe

Remembered today as the writer of what is often considered the first English novel, Daniel Defoe was best known in his lifetime as a tireless author of pamphlets and periodicals. Penning works that many critics feel influenced more people than the writings of Addison, Steele, and Swift, he was once called the "Goliath of his Party." His voluminous output, his dedicated service to government leaders, and his commitment to justice still did not win him the prizes he most desired: acceptance as a gentleman and respect as a writer. Although aware of Defoe's accomplishments as a writer, Jonathan Swift referred to him as "that fellow who was pilloryed, I have forgot his Name." ¹

Daniel Foe was born in 1660 to committed Protestants who left the Church of England after the Act of Uniformity in 1662, following their Dissenting minister who refused to conform to the new laws. Descended from Flemish immigrants who came to England during Elizabeth's reign, the elder Foe was a tallow chandler (candlemaker) who saw to it that his son received a solid education at Morton's Academy. There he was prepared for the Presbyterian ministry, a future he eventually rejected about the same time he changed his name to the more illustrious-sounding Defoe. Throughout his life he worked energetically to achieve both social and financial success through careers in business, politics, and literature. No matter how close he came, however, these goals finally eluded him.

As a businessman Defoe acquired much of the knowledge of economics and trade that he would use in later writings. He started out as a hosier (stocking maker) and achieved sufficient prominence to marry Mary Tuffley, the daughter of a wealthy Dissenting merchant who brought him 3,700 pounds as a dowry. This union lasted almost 50 years, producing six children who survived to adulthood. His next business ventures involved trading Spanish and Portuguese goods; during this period he traveled as far as Spain and developed strong opinions about the necessity for England to secure a physical presence in South America to facilitate trade in that area. When trade routes were lost to French privateers during King William's War in 1692, Defoe suffered huge losses, declaring bankruptcy when his debts reached 17,000 pounds. By working diligently he paid off many of these debts while at the same time investing in and finally running a brick and tile factory in Essex, a promising venture that failed only when arrest for his political views made it impossible for him to supervise the firm properly.

Although Defoe thought of himself as a political moderate with no firm party affiliation, he felt most akin to Whig ideals and supported the Revolution of 1688, which drove out King James II and replaced him with

william and Mary. Indeed, he claimed to have "been in arms under the Duke of Monmouth" ² during the 1685 rebellion against James II, earlier going so far as to copy out the Pentateuch (first five books of the Old Testament) in shorthand when Dissenters feared English Bibles might be confiscated as part of the alleged "Popish Plot." He rode in the Lord Mayor's procession that welcomed William to London in 1689; in fact, his only official government posts came during William's reign, when he served as accountant to the commissioners of Glass Duty and as manager of the royal lotteries. Defoe's commitment to William's policies resulted in his first political writings, pamphlets that tried to explain the Revolution settlement and supported William's foreign policies.

This interest in current affairs led to Defoe's first full-length book, An Essay Upon Projects, published in 1697. This work discussed problems ranging from the establishment of road systems, insane asylums, schools for women, and military colleges to discussion of economic and social reforms. A century later Benjamin Franklin acknowledged his debt to many of Defoe's ideas found in this book. During William's reign Defoe continued to publish articles seen as radical by the opposing party, which took a dim view of Defoe's faith in the power of the people over their elected representatives in Parliament. The Tory Party particularly wished to silence him when it attempted to return to power at the beginning of Queen Anne's reign in 1702. The chance came when Defoe wrote an ironic essay, "The Shortest Way With Dissenters," in which he criticized Tory policies by advocating executing Dissenters in lieu of the small fines currently imposed on them. This modest proposal came 27 years before Swift's essay on Irish poverty, and its irony was lost on Defoe's audience. Both Dissenters and Tories took him seriously, causing him to be tried in 1703 on charges of seditious libel. Although he hoped to gain mercy by pleading guilty, he was sentenced to stand in the pillory three times, to pay a heavy fine, and to remain in prison "at the Queen's pleasure." Fortunately, Defoe's writing ability had come to the attention of Robert Harley, a moderate Tory leader, who saw the chance to enlist a grateful and talented author in his cause. Bankrupt again because of the trial and time in prison, Defoe agreed to serve Harley as a writer and information gatherer, often working secretly to arouse the least suspicion.

Although he continued to pursue business interests, from 1703 until his death in 1731, writing of various kinds became Defoe's chief occupation. In Harley's service he published The Review, a newspaper that appeared thrice weekly from 1704-1713, in which Defoe promoted Harley's foreign and domestic policies but also took the opportunity to comment on many topics of concern to him. Defoe twice traveled the country seeking information on the views of prominent citizens, often relying on conversations with Dissenting ministers and booksellers, through whom he would later distribute his pamphlets. His most extended trip came in 1706 when he went to Scotland to promote the Act of Union, arguing with Scottish

Jacobites (supporters of the exiled James II) who feared the Hanoverian Succession, with the Kirk who did not want their Presbyterian church organization replaced by an episcopalian one, and with citizens who doubted the economic wisdom of the plan. Until 1710 Defoe was able to reconcile his own moderate views and his sincere support of union with Harley's, but he became uncomfortable when an increasingly intolerant Tory Party shut down the Dissenting Academies, such as the one where he had been educated. He wrote his own views anonymously, and again his reliance on irony was his downfall when he published two pamphlets demonstrating the wisdom of instating an absolute Jacobite monarch. Briefly arrested, he was freed again by Harley in 1713.

Queen Anne's death in 1714 also signaled the reemergence of the Whigs in government. That party was upset by Defoe's editing of a letter attacking one of their interim regents and he was again found guilty of libel in 1715. Defoe apologized to the Whigs for his seeming betrayal, both in the letter and in his service to Harley, resulting in his sentence's deferral and his employment as a writer for the Whig cause. Again, he dealt in clandestine tasks, being charged with continuing to write for Tory publications but "softening" their harshest criticisms of Whig policy. To this end Defoe was a sub-editor of Mist's Journal until 1726, when Mr. Mist learned of his colleague's double-dealing, making it impossible for Defoe to get similar work in other publications. Ever resourceful, Defoe continued to publish his opinions under the name Andrew Moreton.

Throughout this tempestuous period, Defoe also produced the majority of his full-length books, whose subjects included travel, marriage and family, the occult, history, and economy. Three historical novels (Memoirs of a Cavalier, A Journal of the Plague Year, and The History of Colonel Jack) and several books about criminals were also popular. However, Defoe has secured his place in literary history on the basis of his virtual invention of the realistic English novel with the publication in 1719 of The Life and Strange Surprising Adventures of Robinson Crusoe, of York, Mariner. The polite audience of his day did not know quite what to make of it, questioning its veracity and its lessons. Defoe, however, was writing for the audience of Mist's Journal, poorer people who could read but didn't have the time or desire to read extensively. In them he struck a chord with his tale of a resourceful, practical, moral, and ultimately successful middle-class man. From the first the novel was a success that helped create a new reading public, while at the same time making established writers like Alexander Pope contemptuous of this achievement, perhaps because of the threat they perceived to their own literary prominence.

The final years of Defoe's life should have been rewarding. The novels that followed Robinson Crusoe, most notably Moll Flanders, were successful; he maintained a large house and rode out from it in a coach. He

never recovered as a journalist, however, from the breach with Mist, and he continued to have problems with creditors, some of whom took advantage of his previous history to claim false debts. As late as his last summer, Defoe was trying to elude these charges; when he died in 1731 he had no idea that he would later be praised as the father of the English novel or that Robinson Crusoe would enter into European literature as a mythic figure, familiar to people who had never read his landmark work.

Teaching Notes

Robinson Crusoe is one of a handful of literary characters whose names immediately conjure up specific images in the minds of most people, even those who have not read the books in which these characters appear. In this case, we imagine a man stranded on an island who proves his ingenuity by surviving alone for many years until he is joined by a native called Friday. The details of Crusoe's survival or the fact that Friday is rescued from execution may be part of our collective impressions, but only readers of the novel itself will be aware of Defoe's emphasis on religious themes dear to his Protestant heart. These serious issues, coupled with Defoe's innovations in style, place what may appear to be a simple survival tale at the very heart of the development of the English novel.

Defoe was 59 when he began writing Robinson Crusoe, but he had been an author for over 30 years. More importantly he had worked in a variety of styles and genres almost unimaginable to contemporary audiences. The author of more verse than Milton or Dryden, Defoe also published history, travel literature, historical novels, and a formidable array of political pamphlets and periodicals. These last two forms prepared him better than anything else for his eventual triumph with a realistic novel. Always looking for fresh ways to present his ideas, Defoe experimented in his journalism with various forms intended to grab his readers' attention. Usually writing in first person, Defoe would take on different identities, incorporate realistic dialogue, experiment with satire, fabricate memoirs, and include allegorical elements in his work. All these forms can be found in Robinson Crusoe, where they are marshaled to achieve Defoe's stated goals for all his writing: "to tell a good story that makes a point" while striving to "serve" and "please" through a kind of writing he considered "the only Way of Teaching."³

Defoe's facility as a journalist serves him well in his presentation of Crusoe as a real person recounting his experiences as faithfully as possible. By incorporating sections of Crusoe's journal written while on the island into the dominant narrative voice speaking from hindsight, Defoe is able to broaden the scope of first person point of view as well as explore the difference Crusoe's insight makes in his attitudes toward himself, nature and God. Defoe's reliance on detailed descriptions of Crusoe's activities and environment further heightens the sense that we are reading about events that very likely could have happened. Because Defoe is so interested in exploring Crusoe's spiritual and psychological conflicts on the island, he also gives us the

first fully realized character in English prose fiction, thus inspiring writers like Fielding and Richardson who made this genre England's primary contribution to 18th century literature.

We can never know precisely why Defoe chose to write this novel. He probably had read Richard Steele's account of Alexander Selkirk's surviving almost five years on an island off the coast of Chile, but this was not the only record of such a feat. Tour guides in the English city of Bristol will point out the pub near the harbor where Defoe supposedly interviewed Selkirk, but no references to this meeting are included in any Defoe biographies. Certainly Defoe had an interest in both travel and adventure books, but several critics believe his motive had more to do with business. He chose to set this novel at the mouth of the Orinoco River in northern Venezuela, an area extolled by Sir Walter Raleigh for its potential as an English trading colony. Defoe claimed to have proposed such an enterprise to King William and he continued to write about this scheme both before and after the publication of the novel. It is important to note that throughout these pieces he refers to the slavery practiced in South America as "the most Useful and Profitable Trade ... of any Part of the General Commerce of the Nation,"⁴ a statement at odds with the words of a 1703 poem in which he satirizes slave traders as men who "barter Baubles for the Souls of Men."⁵ Crusoe's own involvement with slavery, both as a slave and as a trader, allows Defoe to present the institution in its complexity, but the relationship between Crusoe and Friday may be the best indicator of the accord Defoe hopes can exist between master and servant. His attention to describing the setting and its advantages in such detail may well have been a kind of advertisement for the virtues of the region. At the same time Defoe kept to his intention of teaching a lesson by developing a hero who could easily be seen as typical of the best and worst qualities of the English middle class.

In a 1706 issue of The Review Defoe maintains that "all the confusion, all the oppressions, persecutions, and national mischiefs in the world, owe their birth to the want of this healing, heavenly temper of moderation."

⁶ This lesson is central to his development of Crusoe's mistakes and eventual insights, for he presents a character whose early misadventures stem directly from his rejection of a moderate life. From his early conversation with his father, in which the elder Crusoe praises the benefits of the "middle life," Robinson listens to his "Rambling thoughts" rather than to the voice of reason and, as 18th century readers would define it, filial and religious duty. Defoe's readers took the Fifth Commandment very seriously and would have interpreted Crusoe's abrupt departure against his parents' wishes as a rebellion worthy of the punishments he later endures. This initial action is echoed in other precipitous moves: Crusoe refuses to give up on a life at sea even after his first captain demonstrates how ill-suited he is for it; he chooses to seek his fortune in Brazil after he escapes slavery in Africa; and he undertakes a slaving trip when his fortune and

comfort in Brazil are already assured. How appropriate that his restless spirit is finally imprisoned on a deserted island where it must learn to be content with limitations on both its movement and aspirations.

Besides his immoderate behavior, Crusoe is plagued with an egocentricity that makes it easy for him to ignore warnings both from other men and from the Providence he claims to respect. He forgets his first vow to return to his father as the Prodigal Son as soon as the storm passes and he has fortified himself with strong drink. When he is made a slave at Saltee, he realizes his father's warning has come true, but he becomes involved in the slave trade soon after. Most pertinently to Defoe's purposes and despite his early comments, Crusoe fails to submit his future and his control sincerely to God's will, realizing his mistakes only at the book's psychological climax when, in the aftermath of a serious illness, he dreams of a divine figure warning him of the outcome of his errant ways. From this point on, although the depth of his commitment is not consistent, Crusoe contents himself with his accomplishments on the island and congratulates himself on being outside the conflicts and petty concerns of the civilized world. His success at combining hard work with ingenuity and logic results in some of his proudest moments: the creation of his first functional pottery, the development of the bower, and the bread making whose difficulty he had never imagined. Because at the same time Crusoe maintains a reflective and moral attitude, it is no wonder that in 1762 Jean-Jacques Rousseau referred to the novel as "the one book which, in my thinking, supplies the best treatise on education according to nature."⁷

Defoe's own wide interests help explain his enthusiasm for charting Crusoe's various triumphs, and he may even have been working through his sense of having disappointed his own father when he chose not to enter the ministry. As a serious Dissenter, though, Defoe was also steeped in the Puritan tradition of the "drama of the soul" and sought to document the conflicts between a strong individual and his growing awareness of his place in God's plan for him.⁸ Much of the literary criticism of the novel points out the prominence of the religious conflicts, making the point that the religious reflections are the only aspects of the novel that never cease, extending beyond the isolated episodes and forming the book's thematic continuum. Part of this may be necessity; Crusoe is absolutely alone for 25 years and enters into a dialogue with himself, giving the novel a tension that develops both character and Defoe's statement. He moves from seeing himself as a sinner to thinking he is one of the elect, from a prisoner of the island to its monarch, gaining control over himself and the island only after he has submitted to God and Providence. Defoe's readers, familiar with the works of Milton and Bunyan, would also recognize the post-Eden Adam in Crusoe, doomed to earn his bread by the sweat of his brow as he recreates the trappings of the very life he had rejected when offered it by his father.

The arrival of the savages brings Crusoe's sense of peace to an abrupt end; he is well aware of the irony of his longing for signs of other humans being outweighed by his fear of what they might do to him. As he prepares to defend himself, it becomes clear he is just as intent on defending his crops, his homes, and his way of life. He vacillates between wanting to ambush them as punishment for their cannibalism and deciding to let God determine whether they will be chastened. A solution of sorts emerges when the circumstances of Friday's escape mirror a dream Crusoe recently had, giving his intervention a sense of divine approval. As he grows to understand and love Friday, Crusoe describes their years together as his happiest on the island; all that had been wanting before was companionship, which he finds in the loyal and intelligent South American.

This idyllic existence can not last, however, especially once Europeans reenter Crusoe's world. The Spaniard Crusoe rescues along with Friday's father gives him information that undermines his plan to try to escape to Friday's tribe. The English ship and its mutinous conflict embroil Crusoe in planning a bloody military operation to secure control of the ship for its rightful captain, who has promised him passage home if they are successful. In these episodes Crusoe's egotism resurfaces; he demands absolute authority on the island, referring to himself as its governor and displaying his home and inventions with considerable pride to the English captain. He leaves the island in the hands of the mutineers, taking Friday with him but not waiting to communicate directly with Friday's father or the Spaniard, who is bringing his companions back to seek refuge there. His haste is certainly understandable, but the speed and ease with which Defoe takes him back to civilization and a wealth he has never imagined imply that the simple paradise was just that, simple and limited to two compatible human beings.

Although Defoe went on to write two more novels involving Crusoe's adventures after the island experience, this one has captured the world's imagination. The experience of a single man tumbling up from the depths of the ocean to sleep in a tree and then build up a domain as similar to his society as possible may be said to chart again the development of all humans. Crusoe's ability to work past mistakes and miscalculations, to learn from trial and error, and to become a better human being gives evidence of Defoe's – and the 18th century's – basic faith in people's potential. That he accomplishes all this in isolation, with only his religion and appreciation for nature as his solace, points out another 18th century concern, the detrimental effects of society on the individual. These themes continue to be important and account for the hold Crusoe's adventures have maintained on subsequent generations of readers.

Footnotes

- (1) Frank H. Ellis, "Introduction," in Twentieth Century Interpretations of *Robinson Crusoe* (Englewood Cliff, N.J.: Prentice-Hall, Inc., 1969), p.2.
- (2) Peter Earle, The World of Defoe (London: Weidenfeld & Nicolson, 1976), p. 8.
- (3) Earle, p. 217.
- (4) Ellis, p. 6.
- (5) Ellis, p. 6.
- (6) Earle, p. 30.
- (7) Paula R. Backsheider, Daniel Defoe: Ambition and Innovation (Lexington: University Press of Kentucky, 1986), p. 223.
- (8) William H. Halewood, "Religion and Invention in Robinson Crusoe," in Twentieth Century Interpretations of *Robinson Crusoe* (Englewood Cliff, N.J.: Prentice-Hall, Inc., 1969).

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Suggested Writing Assignments

1. Keep a journal like Robinson Crusoe's for at least a week. Try to use it to do the kind of thinking Crusoe believed was important in his journal. You will want to describe major events, but include your analysis of why they were important and how you reacted to them as well. Remember that Crusoe's goal was to reflect upon his emotions and ideas.
2. Imagine that Friday learns how to read and write English when he returns to England with Crusoe. A publisher asks him to write his account of the events on the island, paying particular attention to his feelings for Crusoe and his home. Take on the voice of Friday and write this narrative. Be sure your writing shows that you understand not only what happened to Friday but also how he seemed to react to these events.
3. By comparing and contrasting Crusoe's treatment of Xury and Friday discuss whether Crusoe has changed by the end of the novel. Include in your analysis the promises he makes to both men, how he affects their futures, and the amount of respect he gives each one. Practice organizing your ideas clearly so that you avoid just retelling the plot.
4. What do you think were Crusoe's most remarkable achievements? By discussing at least three of them in detail, show what you think Defoe is saying about what is important in a person's life. (Your choices may be different from accomplishments Crusoe praises; just be sure you explain why you think they are important.)
5. What kind of man do you think Crusoe will be when he returns to England? Base your answer on how Crusoe changes while alone on the island and also on how he acts once he is around Europeans again. Feel free to write your ideas in the form of a short story that is a continuation of Crusoe's narrative.
6. Daniel Defoe was a very religious man. Discuss how this can be seen in his novel by analyzing Crusoe's changing religious beliefs and attitudes towards God. Include an explanation of what you think is the most important scene that develops this theme.

7. What statement do you think Defoe is making about materialism (the desire to acquire money and possessions)? Show how Crusoe's attitude toward wealth changes but also include a discussion of why you think Defoe had him end the novel a wealthy man.

Suggested Activities

1. **BEFORE YOU READ THE BOOK:** You probably have heard the name Robinson Crusoe and know that he is stranded on a deserted island for many years. Before you read about how he deals with this situation, think about how a person of today might respond to it. Imagine that you are on a sinking ship and can take ten things with you in a lifeboat that is bound for a nearby uninhabited island. What would you bring? Make a list of these items, then rank their importance from one to ten. Next to each item, write a short explanation of why you chose it. Share your list with the class and keep track of how many people picked similar things.
2. Crusoe gives us a detailed description of his home, complete with the cave and fences he builds for protection. Make a drawing of his compound based on these descriptions in the novel. Be as precise as possible.
3. On Crusoe's tours of the island, both by land and by foot, he gives clear descriptions of what he sees. Turn these descriptions into a map, looking down at the island from a bird's eye view. Work with a partner and then display your maps along with the others from the class. Discuss why the maps may be similar or different on certain features.
4. With a partner role-play the first "conversation" Crusoe and Friday have once they get back to the cave, safely away from Friday's captors. Remember that neither one can speak the other's language but, according to Crusoe, they still manage to get across what they mean. Use pantomime and gestures to communicate. Practice your skit privately and then do it in front of the class. See if they can "translate" what you're trying to say!
5. Keep track of Crusoe's attitude and how it changes throughout his adventure by making a chart. Consider his attitude toward wealth, God, "the middle way," and his situation in general. Cite page numbers to support your observations.

Study Questions – Chapter 1

1. What kind of life would Robinson Crusoe have had if he had obeyed his father and remained at home?
2. What signs does Defoe give us that Crusoe is not suited for what his father calls “the middle way”?
3. How does Crusoe try to get his mother to help him fulfill his dreams?
4. Who suggests Crusoe leave home and go on board the ship?
5. What makes Crusoe forget his vow to return home if God saves him from the first storm?
6. How does the second storm differ from the first one?
7. How are the men finally saved when the boat sinks?
8. How does the ship’s master contrast his reasons for going to sea with Crusoe’s reasons?
9. What is the captain trying to convince Crusoe to do?
10. In your own words, analyze the last sentence of this chapter. What do you think it means? Do you agree?
11. In this Chapter Crusoe’s father gives him advice. What piece of advice have you received from your parents or relatives? Was it good advice? Why or why not?

Study Questions – Chapter 2

1. What does the master of the ship going to Guinea teach Crusoe?
2. What happens that makes Crusoe say his father's earlier prophecy had "come to pass"?
3. What sorts of work does Crusoe do for his new master at Sallee?
4. What combination of lucky events results in Crusoe being able to gain his freedom?
5. How does Crusoe treat the adult Moor who is on board ship with him? Does this behavior seem fair to you? Explain.
6. What is smart about Crusoe's attempt to prevent being followed?
7. How is Crusoe able to impress the Africans he sees on the shore? What do they give him in return?
8. How is the Portugese captain very generous and fair in his treatment of Crusoe?
9. Do you think Crusoe is generous and fair in his treatment of Xury? Explain.
10. Write a short dialog between Crusoe's master and the Moor upon his return to shore.

Study Questions – Chapter 3

1. Summarize Crusoe's successes in Brazil.
2. Why is Crusoe not content with these successes?
3. What is the purpose of Crusoe's voyage back to Guinea?
4. What is important about the date on which Crusoe sets out on this voyage?
5. Why does he call the date "an evil hour"?
6. Why do the men have very little chance of reaching shore, even in the small boat?
7. What details does Defoe use to make us realize how desperate Crusoe's situation is once he is in the sea alone?
8. Write an alternate title for this chapter and explain your choice.

Study Questions – Chapter 4

1. Why should the men have stayed on board the ship during the storm?
2. How is Crusoe able to reach the ship easier than he would have expected when he first came on shore?
3. How does Crusoe solve the problem of getting the things he wants back on the island?
4. What is clever about the way Crusoe lands everything safely back on the island?
5. From the order in which he takes things to the island, what can you tell Crusoe thinks is most important to have?
6. Why does Crusoe climb to the top of a steep hill?
7. Show how the places Crusoe sleeps become increasingly secure by explaining all three.
8. What is Crusoe's attitude when he finds the money on the ship?
9. How is this reaction a change from his earlier ambitions?
10. What eventually happens to the ship?

Study Questions – Chapter 5

1. What features of the site cause Crusoe to build his home where he does?
2. How does Crusoe make his home as safe as possible from the beginning?
3. What particularly worries Crusoe about lightning?
4. How does Crusoe get his first meat?
5. When Crusoe is facing feelings of despair, how is he able to reason his way out of this mood?
6. Describe the calendar Crusoe creates to keep track of time.
7. Why does Crusoe decide to write down his account of what is happening to him?
8. What improvements does Crusoe make to his cave?
9. What does Crusoe learn about his – or any person's – ability to make basic things?
10. How does Crusoe first react when he realizes barley is growing outside his house?
11. What does he realize is the real reason the barley sprouted?
12. What do you think is the most important thing Crusoe does in this chapter. Explain your choice.

Study Questions – Chapter 6

1. What details does Defoe use to show how frightening the earthquake was?
2. Why does Crusoe consider moving his home from its current location?
3. Describe Crusoe's illness. How does he react to it?
4. Who do you think is the figure in Crusoe's dream? What is the figure trying to tell Crusoe?
5. What effect do the dream-figure's words seem to have on Crusoe?
6. Why does the Bible verse Crusoe first reads seem to have a particularly important message for him?
7. What might be the "past wickedness" to which Crusoe refers before he prays sincerely?
8. How does this experience mark a major turning point in Crusoe's attitudes and goals?

Study Questions – Chapter 7

1. What does Crusoe decide to do with the grapes he finds?
2. How is the western side of the island different from the side where Crusoe lives?
3. What happens to the fruit that he tries to bring back from the western side?
4. Why does Crusoe decide not to move his home to the western side of the island?
5. What compromise does he come up with that enables him to enjoy the western valley as well?
6. How does Crusoe use trees to improve the defense of both his houses?
7. How is Crusoe finally able to make a basket?
8. Choose one sentence from this chapter that tells how Crusoe is feeling at this point in his “captivity.”
Explain your choice.

Study Questions – Chapter 8

1. What is dangerous about the people who live on the savage coast?
2. Summarize how Crusoe says his attitude changed after two years on the island, especially concerning what makes him happy.
3. Based on his insights about happiness, what does Crusoe admit is strange about his primary goal?
4. Show how Crusoe finds ways to save his first crop of barley from being eaten before he harvests it?
5. Why is Crusoe determined to make pots?
6. How is he finally able to figure out how to make a pot that will serve his needs?
7. Why is the longboat from his original ship of no use to Crusoe?
8. What mistake does Crusoe make when he builds a canoe?
9. After four years on the island, what has Crusoe learned about wealth and money?
10. Explain how Crusoe's clothes are well suited to his environment.
11. Once Crusoe finally gets the canoe in the water, where does he intend to go?
12. What happens that makes Crusoe think he will never get back on shore?
13. What has Crusoe learned from this experience?
14. What does Crusoe's parrot know how to say?
15. Based on the parrot's tone, what can you tell about Crusoe's mood when he taught the bird to say these things?

Study Questions – Chapter 9

1. Why is Crusoe so proud of his “ugly” pipe?
2. Why is it important for Crusoe to figure out a way to raise goats?
3. How is Crusoe finally able to capture four goats?
4. What foods besides meat does Crusoe get from the goats?
5. Why does Crusoe refer to himself as “prince and lord”?
6. Why is Crusoe afraid to try to bring his boat back to his side of the island?
7. How can you tell from his comments in this chapter that Crusoe is proud of his accomplishments? Quote him.
8. Compare and contrast Crusoe’s two “plantations.” Use a T-chart or complete sentences to show how they are alike or different.

Study Questions – Chapter 10

1. What is very strange about the first sign that someone else has been on the island?
2. When Crusoe compares himself to a rabbit, what can you tell about how he feels?
3. What does Crusoe consider ironic or surprising about his reaction to evidence that someone else has been on the island?
4. List three things Crusoe does to make himself feel better protected from outsiders.
5. What two physical reactions show how disgusted and sad Crusoe is about the cannibals?
6. Why does Crusoe decide he should not try to destroy the cannibals when they come back?
7. For what purpose does Crusoe decide to use the cave he finds?
8. What are the savages doing while Crusoe watches them from the hilltop?
9. What does Crusoe think about constantly for the 15 months after he saw the savages on the beach?
10. How can Crusoe tell there's a ship in trouble near his island?
11. What does Crusoe hope to find more than anything else on the Spanish wreck?
12. List the items Crusoe brings from the wreck to the cave. Given what you know about his values, what do you think would be most important to him? What would be least important?

Study Questions – Chapter 11

1. Summarize Crusoe's dream. What about it makes him happy?
2. As a result of the dream, what does Crusoe decide he must do?
3. Why does Crusoe feel he must save the runaway?
4. What is the meaning of the runaway's gestures and movements as he approaches Crusoe?
5. Why does Crusoe like the runaway's first words even though he doesn't understand them?
6. What happens to the second savage?
7. What does the runaway want to do before leaving the scene of the killings?
8. Why does Crusoe name the runaway Friday? What name does Crusoe tell Friday to call him?
9. What does Friday want to do when they pass the place where the men are buried? How does Crusoe react?
10. Describe Friday's sleeping arrangements. What do they reveal about how much Crusoe trusts Friday?
11. How does Friday's presence change Crusoe's attitude about the island?
12. What is Friday's attitude towards Crusoe's gun? Why does he feel this way?
13. What does Friday tell Crusoe that gives him hope he might be able to escape?
14. Why are there Europeans living with Friday's tribe?
15. How does Friday react when he sees his country off in the distance?

16. Why does this reaction upset Crusoe?

17. How does Friday react when he thinks Crusoe is going to send him back to his country alone?

Study Questions – Chapter 12

1. Why is Friday afraid at the sight of the canoes?
2. What does Friday say before the fight that proves his loyalty to Crusoe?
3. What is different about the prisoner who is bound and next to be eaten?
4. Describe Friday's role in the ambush of the cannibals.
5. What does Friday's behavior reveal about his personality?
6. Why does Crusoe want to chase the cannibals by boat?
7. Who does the prisoner in the boat turn out to be?
8. What is the physical condition of the Spaniard? How do they try to help him?
9. Crusoe refers to the two men as his "new subjects." What does this reveal about Crusoe's attitudes?
10. Why do the savages never return for revenge?
11. What does the Spaniard tell Crusoe about his fellow Europeans' situation with Friday's tribe?
12. How does this information change Crusoe's plans for the future?
13. Why does the Spaniard suggest that they wait six months to send for the other Spaniards?

Study Questions – Chapter 13

1. Why is Crusoe not completely happy at the sight of the English ship?
2. What does Friday think the Englishmen who come on shore are about to do?
3. What does Crusoe realize the three captive men have in common with his earlier situation?
4. Why does Crusoe know he has to be more careful preparing for this battle than he did with the cannibals?
5. Who do the three men think sent Crusoe to them? How does Crusoe reply?
6. Summarize why the men have come to the island.
7. What is the captain's explanation for why Crusoe was originally saved?
8. Describe Crusoe's plan to trick the men still on board the ship.
9. Why do the men think they are on an enchanted island?
10. Summarize how the captain retook the ship. What was Crusoe's role?
11. When the captain returns successful, how does Crusoe interpret these events?
12. What does Crusoe decide should be the fate of the mutineers who survived and how does he ensure their survival?
13. What is significant about the date that Crusoe went on board the ship?
14. When Crusoe returns home, what does he learn about his family?
15. How does Crusoe become a wealthy man?
16. How do you think Crusoe felt when he revisited the island? How would you feel if you were in his shoes?

Answers to Study Questions

Chapter 1

1. What kind of life would Robinson Crusoe have had if he had obeyed his father and remained at home?

His father originally wanted Robinson to be a lawyer. When they have their conversation about "the middle way," he makes it clear that his son will lead a life of "ease and pleasure," especially if he pursues such qualities as moderation, temperance and quiet. (Because his father has given up trade and bought property in York, we can assume that the family has moved out of the merchant class and could be considered landed gentry.)

2. What signs does Defoe give us that Crusoe is not suited for what his father calls "the middle way"?

Crusoe says that his mind has always been full of "rambling thoughts." Even after their serious conversation, Crusoe says the good effects of it "wore off" in a few days. Throughout this chapter it is clear that Crusoe is not moderate because he makes decisions quickly.

3. How does Crusoe try to get his mother to help him fulfill his dreams?

He tries to get his mother to talk his father into letting him take one trip. Crusoe promises that if he does not like it he will never go again. His mother becomes angry and reports the conversation to her husband who says Crusoe will be "the most miserable wretch that ever was born" if he goes to sea.

4. Who suggests Crusoe leave home and go on board the ship?

Crusoe has a friend who is going by sea to London in his father's own ship and asks Crusoe to come along.

5. What makes Crusoe forget his vow to return home if God saves him from the first storm?

After the storm, his friend says that it wasn't that bad and suggests that they drink some punch. Crusoe becomes drunk and forgets his vow. Whenever he thinks of it again, he distracts himself with drink and friends.

6. How does the second storm differ from the first one?

This is a serious storm that causes even the captain to fear they will all be lost. Crusoe describes the waves as "mountains high"; the hold fills with water and threatens to sink despite their efforts to pump it.

7. How are the men finally saved when the boat sinks?

The captain has been firing guns to signal their need of help and a nearby ship sends out a small boat to bring them off the sinking ship. Instead of trying to get back to the second ship, they row toward shore where people are waiting to help them as soon as they land.

8. How does the ship's master contrast his reasons for going to sea with Crusoe's reasons?

He says this is his "calling," thus using a word that implies it is his destiny or vocation and therefore a duty. Crusoe was only making a "trial," and the captain interprets the storm as heaven's way of telling him it's a bad idea. The captain compares Crusoe to Jonah, whose presence on the ship bound away from Ninevah brings on a dangerous storm.

9. What is the captain trying to convince Crusoe to do?

When he hears Crusoe's story, he tries to convince him that he will be ruined and his father's dire warnings will come true, if he continues in his desire to go to sea. He tries to convince him to go home.

10. What weakness in his own character does the older Crusoe who is narrating point out about his younger self?

Throughout the chapter Crusoe has shown how his younger self refuses to listen to advice and acts rashly. At the end he explains that one reason he didn't go home was fear of being laughed at by his neighbors and shame at seeing his parents again. Defoe makes Crusoe's later insight clear in the chapter's final sentence, an early statement of the book's emphasis on moderation as the appropriate attitude in life.

11. In this chapter, Crusoe's father gives him advice. What advice have you ever received from your parents or relatives? Was it good advice? Why or why not? *Answers will vary.*

Chapter 2

1. What does the master of the ship going to Guinea teach Crusoe?

He teaches Crusoe the rules of navigation and other information sailors need. Crusoe says the voyage makes him both a sailor and a merchant, so he must have learned things about trading from this man as well.

2. What happens that makes Crusoe say his father's earlier prophecy has "come to pass"?

On the second trip to Guinea the ship is attacked and Crusoe is made the slave of the pirate captain. He is taken to Sallee where he remembers his father having earlier said that if men followed the middle way they would not be "sold as slaves for daily bread."

3. What sorts of work does Crusoe do for his new master in Sallee?

He looks after his garden and does chores around the house while his master is away. When he is at home, Crusoe looks after his ship's cabin. Sometimes he goes with his master on a small boat to catch fish.

4. What combination of lucky events results in Crusoe being able to gain his freedom?

The master has arranged to take guests fishing so the boat is full of more provisions than usual. At the last minute they can't go but the master still wants Crusoe and two other slaves to go out to bring fish back for dinner that night. Thus Crusoe is on the ship without his master for the first time in two years.

5. How does Crusoe treat the adult Moor who is on board ship with him? Does this behavior seem fair to you? Explain.

He makes sure the boat is fairly far out to sea then pushes the Moor overboard and threatens to shoot him if he tries to come back on board. He tells the Moor that he swims well enough to make it back to shore. Students may question whether Crusoe is being callous in just assuming the Moor makes it back safely, as Defoe is certainly hoping by describing this early example of Crusoe's egocentricity.

6. What is smart about Crusoe's attempt to prevent being followed?

He starts out to sea so the Moors will think he is heading for the most logical place, Gibraltar, but at dusk he turns to head south. He continues in this direction five days, trying to get as far away from the Moors as possible and hoping that he will run across an English ship that will save him.

7. How is Crusoe able to impress the Africans he sees on the shore? What do they give him in return?

He kills one of the leopards with his musket and gives the Africans the meat. In return they give Crusoe food and water so he can continue his voyage.

8. How is the Portugese captain very generous and fair in his treatment of Crusoe?

He not only takes Crusoe on board but he refuses to take any money from him, saying he is treating him as he himself would want to be treated in the same situation. He also explains that since he will be taking Crusoe to Brazil, Crusoe will need all his money to survive there.

9. Do you think Crusoe is generous and fair in his treatment of Xury? Explain.

Earlier Crusoe had told Xury that if he would be faithful to him, Crusoe would make him "a great man." As soon as the captain offers Crusoe sixty pieces of gold for Xury, however, Crusoe accepts it. He does admit feeling a bit guilty, but justifies the act by saying the captain promised to set Xury free in ten years if he became a Christian. (Students may see the difference in the captain's and Crusoe's generosity or they may reason that when Crusoe asks Xury if he is willing to go he agrees, therefore letting Crusoe off the hook. By discussing Crusoe's attitude about this incident in detail now, they will be better able to contrast it with Crusoe's later behavior with Friday.)

10. Write a short dialog between Crusoe's master and the moor upon his return to shore.

Answers will vary.

Chapter 3

1. Summarize Crusoe's successes in Brazil.

He learns how to make sugar so resolves to plant sugar cane. He buys as much land as he can afford and first plants food crops on it. He moves on to tobacco and harvests fifty rolls of it in addition to starting his sugar cane crop. All this takes only four years.

2. Why is Crusoe not content with these successes?

He is on the verge of achieving the kind of life his father had originally offered him, so his dissatisfaction is an echo of his earlier "rambling spirit." By saying he doesn't want to be "a rich man on my plantation," he implies he is again rejecting a settled, secure life. He is looking to succeed faster instead of through steady work.

3. What is the purpose of Crusoe's voyage back to Guinea?

He has told his neighbors how easy and cheap it is to buy slaves there so three of them ask him to head up a slaving expedition. They agree to fit out the ship if Crusoe will take charge of it and the trading in Africa. In return he will get an equal share of the slaves they will divide among themselves.

4. What is important about the date on which Crusoe sets out on this voyage?

It is eight years to the day after he ran away from home.

5. Why does he call the date "an evil hour"?

Not only did the original act cause him great hardship, but the narrator Crusoe knows that this voyage is headed for disaster as well. (This is one of several times Crusoe foreshadows impending disaster in the early stages of the novel. Students might be asked if they can remember similar examples of this device.)

6. Why do the men have very little chance of reaching shore, even in the small boat?

The waves are very high and the surf will be so strong near the shore that they feel sure the boat will break up.

7. What details does Defoe use to make us realize how desperate Crusoe's situation is once he is in the sea alone?

He emphasizes how deep Crusoe is buried in the sea and for what short amounts of time he comes up for air. He is almost "dashed" on a rock and has his breath knocked out of him.

7. Write an alternate title for this chapter and explain your choice.

Answers will vary.

Chapter 4

1. Why should the men have stayed on board the ship during the storm?

The next morning Crusoe sees that the ship has stayed in one piece and has been lifted off the sandbar and brought within a mile of the island. Had they remained on the ship, all the men would have survived.

2. How is Crusoe able to reach the ship easier than he would have expected when he first came on shore?

When the tide is out Crusoe can wade to within a quarter of a mile of the ship. From there it is easy to swim out to the ship.

3. How does Crusoe solve the problem of getting the things he wants back on the island?

He makes a raft out of large poles and pieces of the mast, throwing them overboard tied together loosely so they won't drift away and then securing them to float together.

4. What is clever about the way Crusoe lands everything safely back on the island?

He avoids capsizing on a shoal by waiting, stuck, until the tide rises enough to lift him off. Next he goes up a little creek into a cove but since the sides are steep he has to wait above a flat piece of land, anchored by his oars, until the tide goes out again and leaves him on drier ground. Both times he has the wit to use the tide to help him.

5. From the order in which he takes things to the island, what can you tell Crusoe thinks is most important to have?

He takes food, a few clothes (because his left on the beach float away with the tide!), the carpenter's chest full of tools, weapons and ammunition. He is taking items based on how practical they are, especially in terms of his long-term survival. On later trips to the ship he adheres to this system, always taking first that which is most immediately useful to him.

6. Why does Crusoe climb to the top of a steep hill?

He wants to find out if he is on an island, whether it is inhabited, and how close other land might be.

7. Show how the places Crusoe sleeps become increasingly secure by explaining all three.

The first night Crusoe climbs a tree and sleeps there because he is afraid that wild beasts would attack him on the ground. The second night he barricades himself with the chests he brought back from the ship, forming a kind of hut for protection against the beasts he still fears. The third night he makes a tent with a piece of a sail and barricades it with the chests. He puts planks over the door and barricades that so that he feels secure.

8. What is Crusoe's attitude when he finds the money on the ship?

He calls it a drug, implying people get addicted to it. He also says one knife is worth more to him than all the money.

9. How is this reaction a change from his earlier ambitions?

One of the reasons he made this voyage was to get rich quicker so this attitude seems to be an insight into how money is not that important. (Defoe has him take the money anyway, though, so he may be implying that Crusoe hasn't really had insight into his earlier materialism.)

10. What eventually happens to the ship?

The storm that started while Crusoe was on the ship the twelfth time becomes strong and in the morning the ship has disappeared.

Chapter 5

1. What features of the site cause Crusoe to build his home where he does?

There's a level plain that is backed by a steep hill that would prevent anything from attacking in that direction. There is a hollow in the hill in front of which Crusoe can pitch his tent, using the hollow for storage. The plain descends to the seaside and is sheltered from the heat of the sun until just before sunset.

2. How does Crusoe make his home as safe as possible from the beginning?

He makes a fence of sharpened stakes pointing out from his compound and connected by lengths of chain. There is not an opening in the fence; instead, Crusoe climbs in over a ladder, which he pulls over the fence after him at night.

3. What particularly worries Crusoe about lightning?

He fears that it could ignite his ammunition, destroying it all with one strike. To solve this, he separates the powder into 100 parcels and stores them at some distance from each other.

4. How does Crusoe get his first meat?

He stalks a goat and finally gets a shot off by firing from above her. He tries to raise her kid but it won't eat, so he has to kill it as well.

5. When Crusoe is facing feelings of despair, how is he able to reason his way out of this mood?

He asks himself why he was "singled out to be saved," implying that he believes there must be some reason behind his remaining alive. He also reminds himself that "evils must be considered with the good that is in them," proof of which is how well prepared he is to survive.

6. Describe the calendar Crusoe creates to keep track of time.

He erects a large post and carves a notch for each day, making the seventh notch twice as large to keep track of the beginning of a new week. (You might point out the narrative shift that occurs at this point. Defoe draws attention to the fact that he will now take the story "from the beginning and continue in order." He has finished describing setting and summarizing Crusoe's mental state; he will now move on to more discreet episodes.

7. Why does Crusoe decide to write down his account of what is happening to him?

He is NOT leaving a record for others who might come after him. Instead, he is his own audience because he believes writing down his thoughts will keep them from "afflicting" his mind. He knows that he will thus be able to find something in his situation for which to be thankful. (Defoe is placing Crusoe in the tradition of Puritans who kept journals for the purpose of examining their consciences and reflecting on the states of their souls.)

8. What improvements does Crusoe make to his cave?

He digs out the loose, sandy rock, first to make storage room and then to create an alternative entrance to his compound.

9. What does Crusoe learn about his - or any person's - ability to make basic things?

His success at making a table and chair despite never having used tools before makes him realize, "By making the most logical judgments of things, every man may master every mechanical art." (Such an insight is in keeping with the ideas of a century that came to be called The Age of Reason.)

10. How does Crusoe first react when he realizes barley is growing outside his house?

He thinks that God has miraculously caused this to happen so that he will have food.

11. What does he realize is the real reason the barley sprouted?

He remembers that he shook out a bag of chicken feed and that these sprouts must have come from seed that was still inside. (This causes Crusoe to be less thankful to God, a change that many critics say is indicative of his not yet having had the insight that everything is part of God's plan. They see his first reaction as

evidence of his original egocentricity and his comment that he "should have seen that it was the work of Providence" as the voice of post-insight Crusoe realizing that a more moderate interpretation exists. The mature Crusoe realizes that it was a bit of a miracle that a few seeds survived the rats and he just happened to throw them down in the right place at the right time for them to germinate!)

13. What do you think is the most important thing Crusoe does in this chapter.

Answers will vary.

Chapter 6

1. What details does Defoe use to show how frightening the earthquake was?

He is very specific with numbers: "the ground shook three times, about eight minutes apart." Crusoe realizes the motion is even stronger under the water. He uses a vivid simile when Crusoe says the motion "made my stomach sick like one tossed at sea." Finally he emphasizes his fear of the hill collapsing and trapping him.

2. Why does Crusoe consider moving his home from its current location?

He realizes being inside a cave would be dangerous if the island is prone to earthquakes. (Notice that he thinks this through for two days; Crusoe is becoming much less rash and eventually comes up with an intelligent compromise of building a tent inside a wall of poles and ropes.)

3. Describe Crusoe's illness. How does he react to being sick?

He seems to have severe fever and chills that make him very weak and cause him to lose his appetite. He says he is frightened to death and prays to God. (Note that the account of the illness comes during an extended passage taken from his journal. You might ask students what the effect of this switch in narrative style is. Do they feel more immediately connected to Crusoe because they are reading his thoughts from the time of the illness? What effect do the short sentences and fragments have on the tone of this section?)

4. Who do you think is the figure in Crusoe's dream? What is the figure trying to tell Crusoe?

Students' answers will vary, of course, but they should pick up on the contrast between what resembles an angel (coming from the sky, the flame of fire too bright for Crusoe to watch) and what is more sinister (the black cloud, the "dreadful" face, the return of an earthquake motion, and the threatening spear). The figure seems to be asking Crusoe to repent for past sins if he hopes to save his life.

5. What effect do the dream-figure's words seem to have on Crusoe?

He says the impression is indescribable, but clearly he is deeply moved by it. His actions seem chastened and sad, not the result of illness alone.

6. Why does the Bible verse Crusoe first reads seem to have a particularly important message for him?

It refers to God's promise to "deliver" people if they call on him in their times of trouble and afterwards glorify him. (You might discuss with students the various meanings of "deliver." Early in the book Crusoe is referring to his physical rescue from the island, but from this point on the word carries with it connotations of spiritual salvation as well. He also uses it later in reference to his ability of "deliver" Friday and the Europeans.)

7. What might be the "past wickedness" to which Crusoe refers before he prays sincerely?

Again, answers will vary, but his rebellion against his parents, participation in slavery, selling of Xury, and general selfishness should all be noted.

8. How does this experience mark a major turning point in Crusoe's attitudes and goals?

He now wishes more for "deliverance from sin than from suffering" and sees that he may be imprisoned on the island as punishment for past sins. By the end of the chapter he seems convinced there is no possibility of rescue. (Note that this occurs after ten months on the island. The vast majority of Crusoe's time is spent after what many critics call his religious "conversion," helping Defoe place more emphasis on these concerns as Crusoe debates his new ideas and analyzes them.)

Chapter 7

1. What does Crusoe decide to do with the grapes he finds?

He decides to dry them so he will have raisins in the seasons when there are no grapes to be had.

2. How is the western side of the island different from the side where Crusoe lives?

He describes it as a kind of paradise: "so fresh, so green, so flourishing that it looked like a planted garden." He calls it a "delicious vale" and feels pleasure to know that he is "king" of all this. He also finds an abundance of fruit. (Some critics see this setting as a kind of temptation presented Crusoe after his conversion to see if he can hold fast to his insights into moderation and accepting God's plans.)

3. What happens to the fruit that he tries to bring back from the western side?

It spoils because it was so ripe and therefore easily bruised

4. Why does Crusoe decide not to move his home to the western side of the island?

In his original position he is closer to the side of the island where other people might be likely to come, perhaps in another shipwreck. The western side is more surrounded by hills and woods, so it would be less likely that Crusoe would notice a ship or other activity while he was there.

5. What compromise does he come up with that enables him to enjoy the western valley as well?

He builds a fortified "bower" where he can spend the night securely whenever he wants to visit what he now calls his "country house."

6. How does Crusoe use trees to improve the defense of both his houses?

He notices that the stakes he had made from trees at the bower have taken root and begun to branch out, so he forms a similar hedge at his other home. These provide not only security but a kind of camouflage as well, for from a distance they look like vegetation instead of a barrier surrounding a dwelling.

7. How is Crusoe finally able to make a basket?

He already knows the technique from watching basket makers as a boy, but he lacks the proper materials until he realizes that the twigs from the trees he uses as stakes might be strong enough. He brings some back from the bower and they work, even if he admits that the baskets aren't attractive.

8. Choose one sentence from this chapter that tells how Crusoe is feeling at this point in his “captivity.”

Answers will vary.

Chapter 8

1. What is dangerous about the people who live on the savage coast?

It is the land between the Spanish Coast and Brazil, where cannibals live who eat any men that fall into their hands.

2. Summarize how Crusoe says his attitude has changed after two years on the island, especially concerning what makes him happy.

He realizes this life is happier than the one he led in his "wicked" days. He believes that nothing matters as long as God has not forgotten him.

3. Based on his insights about happiness, what does Crusoe admit is strange about his primary goal?

He sees the irony in being thankful for "a condition that I wished so heartily to be delivered from." In other words, despite being content he still wants to be rescued.

4. Show how Crusoe comes up with ways to save his first crop of barley from being eaten before he harvests it.

He fences it in with a hedge, shoots some of the creatures, and keeps his dog tied up there at night to protect the plot. The birds are still a problem, so he shoots at them and hangs the three he kills in the plot as scarecrows. This works.

5. Why is Crusoe determined to make pots?

He wants to be able to heat liquids over the fire.

6. How is he finally able to figure out how to make a pot that will serve his needs?

He finds a broken piece of one of his early attempts at making a pot burned as hard as stone in the fire. This gives him the idea of creating a kind of kiln of flame around the pots and building up the fire till they glow inside it. He stays up all night so the fire doesn't die down too fast and says "No joy could ever equal mine" when the project is successful.

7. Why is the longboat from his original ship of no use to Crusoe?

It had blown up on the shore upside down and Crusoe isn't strong enough to turn it over, even when he tries with levers.

8. What mistake does Crusoe make when he builds a canoe?

When it is finished it is 100 yards away from water and too heavy for Crusoe to move so he resolves to cut a canal to it, even if this job takes years.

9. After four years on the island, what has Crusoe learned about wealth and money?

He realizes that things only have worth if people can use them so there is no point in acquiring more things than one really needs. He has a major insight about human nature: "All our discontent about what we want springs from our ingratitude for what we have."

10. Explain how Crusoe's clothes are well suited to his environment.

They are made to protect him from the sun and to keep rain from getting inside them. They keep him both cool and dry.

11. Once Crusoe finally gets the canoe in the water, where does he intend to go?

He wants to sail all around his "kingdom" and make a tour of it. He has realized that the boat is not big enough to attempt to sail to the land he can see in the distance.

12. What happens that makes Crusoe think he will never get back on shore?

He is forced to go out to sea to get around a point of rocks and, once out there, he gets caught in a current that is taking him further out to sea. He keeps his boat turned sideways to the current, and when a breeze lifts he hoists his sail and heads back to land, catching a favorable current on the way in.

13. What has Crusoe learned from this experience?

When he's afraid he'll never get back to his island, he looks back to it as "the most pleasant place in the world." He universalizes this insight when he says, "We never know how to value what we enjoy, except by the lack of it."

14. What does Crusoe's parrot know how to say?

It can say Crusoe's name and various laments about how he came to the island.

15. Based on the parrot's tone, what can you tell about Crusoe's mood when he taught the bird to say these things?

Because he refers to the "bemoaning language," Crusoe seems to recognize that he taught the parrot in the early days when he was still complaining about his situation and had not yet had the insight that allows him to be content.

Chapter 9

1. Why is Crusoe so proud of his "ugly" pipe?

It gives him a lot of comfort to be able to smoke it. It is also proof that he is becoming pretty good at pottery.

2. Why is it important for Crusoe to figure out a way to raise goats?

He realizes that he is running out of ammunition. When it is gone he will have to find another way to kill goats for meat, and chasing after them wouldn't be practical without a gun. He'll need them in a pen, where he can easily catch them.

3. How is Crusoe finally able to capture four goats?

He digs a pit and covers it with branches and twigs. After several failures, he finally catches four goats who have fallen into the pit.

4. What foods besides meat does Crusoe get from these goats?

He milks them, and from that he makes butter and cheese.

5. Why does Crusoe refer to himself as "prince and lord"?

He realizes he is in complete control of the island and all its living things. (You might ask students to look at the passage where Crusoe describes his dinner arrangements and discuss whether he sounds conceited or is making fun of himself.)

6. Why is Crusoe afraid to try to bring his boat back to his side of the island?

Even though he has figured out that he could watch the tides to ensure his success, the memory of the terror he felt out at sea causes him to decide to build a canoe for this side of the island instead.

7. How can you tell from his comments in this chapter that Crusoe is proud of his accomplishments. Quote him.

The references to "prince and lord" would work, but so would his final statement, "This shows I was not idle," because it affirms the Puritan idea that hard work is one road to salvation, especially if God gives it success. At the beginning of the chapter Crusoe also affirms, "I improved myself," as if to show that his greater skills are evidence of his accomplishments.

9. Compare and contrast Crusoe's two "plantations." Use a T-chart or complete sentences to show how they are alike or different.

Answers will vary.

Chapter 10

1. What is very strange about the first sign that someone else has been on the island?

The fact that there is only one footprint makes it hard to imagine he's seeing accurately. It makes no sense that all the other prints would have disappeared completely, causing him to wonder if it was a delusion.

2. When Crusoe compares himself to a rabbit, what can you tell about how he feels?

He uses another simile, "I fled into it like a rabbit runs for cover," reducing himself to a small, defenseless animal. This shows he's not thinking as rationally as usual; after all, he is clever and armed with intimidating weapons.

3. What does Crusoe consider ironic or surprising about his reaction to evidence that someone else has been on the island?

After all these years of wishing for someone to come to his island, he is reduced to fear. He sums this reaction up well on page 116: "How strange is the life of man! Today we love what tomorrow we hate. Today we seek what tomorrow we shun."

4. List three things Crusoe does to make himself feel better protected from outsiders.

He builds an outer wall around his dwelling. He sticks muskets into the seven holes in the wall, to act as cannon. In the ground he places sticks that will rot outside the wall so that in five years there will be such a barrier no one would imagine someone lived behind it.

5. What two physical reactions show how disgusted and sad Crusoe is about the cannibals?

He vomits and then he cries, thanking God that he was born in a society that has no such practices. (You might ask students if there are any ways in which Crusoe's society could be considered an example of "brutal inhumanity.")

6. Why does Crusoe decide he should not try to destroy the cannibals when they come back?

He grows tired of stalking them, but mainly he rationalizes that he has no right to be their judge and executioner. He says that they had no knowledge of him and had done him no harm. (It's also smart not to try to take on so many at once!)

7. For what purpose does Crusoe decide to use the cave he finds?

He will store some of his guns and gunpowder there and use it as a last retreat should he come under attack.

8. What are the savages doing while Crusoe watches them from the hilltop?

They are sitting around a fire waiting for the tide to change so they can leave in their boats. He sees some of them dance while they are waiting.

9. What does Crusoe think about constantly for the 15 months after he sees the savages on the beach?

He remains in "a killing mood," going back to his earlier intention of destroying the cannibals. He comments that these thoughts took up time that would have been better spent otherwise.

10. How can Crusoe tell there's a ship in trouble near his island?

He hears a gun being fired during a storm one night.

11. What does Crusoe hope to find more than anything else on the Spanish wreck?

He hopes to find a survivor, a companion, and laments this doesn't occur by saying, "O, had there been but one," many times.

12. List the items Crusoe brings from the wreck to the cave. Given what you know about his values, what do you think would be most important to him? What would be least important?

He brings chests containing treasure, liquor, gunpowder, fire tongs, a grate, and brass and copper kettles. He will value the kettles the most because they are practical and will be an improvement on his pottery ones. The gunpowder is also welcome since he is running low. If his insight is to be believed, he will be least concerned with the treasure. Indeed, he says of it, "her treasure was of no use to anybody."

Chapter 11

1. Summarize Crusoe's dream. What about it makes him happy?

He dreams that a savage who is about to be eaten runs away and comes to him for help. Crusoe takes him in and he becomes his servant. Eventually he will be able to show Crusoe how to reach the mainland. When he wakes up, Crusoe feels joy at the prospect of escape.

2. As a result of the dream, what does Crusoe decide he must do?

He decides he must "get a savage in my possession." (Presumably he is thinking in terms of escape, but do notice that his motive has shifted from a desire to punish the cannibals to wanting to gain a guide...and, a servant.)

3. Why does Crusoe feel he must save the runaway?

The similarities between reality and his dream cause him to believe he is "called by Providence to save the poor creature's life." (Some critics believe he is putting a religious spin on something that has become a more personal obsession.)

4. What is the meaning of the runaway's gestures and movements as he approaches Crusoe?

By kneeling every ten or twelve steps, the savage is acknowledging Crusoe for saving his life. When he kisses the ground, lays his head upon it, and places Crusoe's foot upon his head, he is swearing to be Crusoe's slave.

5. Why does Crusoe like the runaway's first words, even though he doesn't understand them?

They are the first human sounds, other than his own, he has heard in 25 years. (You might ask students what this detail adds to the drama of this moment.)

6. What happens to the second savage?

The runaway uses Crusoe's sword to cut off his head in one blow.

7. What does the runaway want to do before leaving the scene of the killings?

He wants to bury the bodies so the other savages won't find them.

8. Why does Crusoe name the runaway Friday? What name does Crusoe tell Friday to call him?

Friday is the day of the week when Crusoe saved him. Friday must refer to Crusoe as "Master."

9. What does Friday want to do when they pass the place where the men are buried? How does Crusoe react?

Friday wants to dig them up and eat them, but Crusoe indicates his disgust by showing that such an action would make him vomit.

10. Describe Friday's sleeping arrangements. What do they reveal about how much Crusoe trusts Friday?

Crusoe makes him a tent between the inner and outer walls of his compound, he builds a formal door to bar the entrance to the cave, and he pulls in his ladders after him. This shows that Crusoe is worried Friday may try to attack him while he sleeps.

11. How does Friday's presence change Crusoe's attitude about the island?

He says he does not care if he ever leaves it because he has so much delight in teaching Friday. His life also becomes easier with someone to help with the work.

12. What is Friday's attitude toward Crusoe's gun? Why does he feel this way?

He is terrified of it at first but then thinks it is a "fund of death that could kill anything near or far." As a result, Crusoe suspects he would have worshipped it if Crusoe had let him.

13. What does Friday tell Crusoe that gives him hope he might be able to escape?

He says that Crusoe might be able to get to the Spanish territory if he had a boat as big as two canoes.

14. Why are there Europeans living with Friday's tribe?

They came on shore in a longboat during a storm; Friday's tribe took them in. Crusoe suspects these are the survivors of the ship he had heard signalling for help earlier.

15. How does Friday react when he sees his country off in the distance?

He looks like he wishes to be back there.

16. Why does this reaction upset Crusoe?

He fears that, if Friday went back, he might bring back his people to "feast on" Crusoe. (Could he also be upset at the prospect of losing his companion?)

17. How does Friday react when he thinks Crusoe is going to send him back to his country alone?

He thinks Crusoe is angry with him and asks Crusoe to kill him rather than send him home.

Chapter 12

1. Why is Friday so afraid at the sight of the canoes?

He thinks his enemies have come back looking for him to eat him.

2. What does Friday say before the fight that proves his loyalty to Crusoe?

He says, "I die when you say die," meaning that he will follow Crusoe's orders absolutely.

3. What is different about the prisoner who is bound and next to be eaten?

He is a European, which makes Crusoe even more determined to attack and save him.

4. Describe Friday's role in the ambush of the cannibals.

He does everything that Crusoe does but, since he is a better shot, he seems to kill more of the savages. The plan is Crusoe's but its execution rests at least as much on Friday.

5. What does Friday's behavior reveal about his personality?

He is very brave, loyal and obedient, doing whatever Crusoe asks without questioning.

6. Why does Crusoe want to chase the cannibals by boat?

He's afraid if any make it back home they will bring larger numbers back to destroy Crusoe and Friday.

7. Who does the prisoner in the boat turn out to be?

He is Friday's father.

8. What is the physical condition of the Spaniard? How do they try to help him?

He is very thirsty and cannot stand well because his ankles are swollen from having been tied. They give him food and drink then take him and the father back to the compound to rest.

9. Crusoe refers to the two men as his "new subjects." What might this reveal about Crusoe's attitudes?

He is asserting the control he has on the island, even in the presence of another European. (There may be less irony than in the scene when he described his dinner.)

10. Why do the savages never return for revenge?

Crusoe learns later that they told their people the island was enchanted and that the fire of the gods would destroy anyone who went there.

11. What does the Spaniard tell Crusoe about his fellow Europeans' situation with Friday's tribe?

He says they are miserable, barely alive for want of necessities, and living in fear that the tribe will change their minds and eat them.

12. How does this information change Crusoe's plans for the future?

Instead of trying to join the Spaniards in Friday's tribe, he decides to bring them to his island if they will accept him as their commander. The Spaniard thinks they will agree because they are so desperate.

13. Why does the Spaniard suggest that they wait six months to send for the other Spaniards?

That will give them enough time to grow grain to feed more people and make other necessary preparations.

Chapter 13

1. Why is Crusoe not completely happy at the sight of the English ship?

He knows that English ships do not usually come to that part of the world so he is afraid they may be thieves or rogues.

2. What does Friday think the Englishmen who come on shore are about to do?

He thinks they are about to eat their prisoners just like his own people do. (This innocent comment helps Defoe encourage us to look for more parallels between the savages and the English.)

3. What does Crusoe realize the three captive men have in common with his earlier situation?

Like him when he first came to the island and was terrified, they have no idea that they are about to be delivered. (Watch for Crusoe's repetition of this word in this section. He seems to take pride in his ability to deliver someone else, and the term may be losing its religious connotation as he enters "civilized" life again.)

4. Why does Crusoe know he has to be more careful preparing for this battle than he did with the cannibals?

Not only is he outnumbered, but his opponents will also not be afraid of gunfire after they get over their initial surprise at finding armed men on what they thought was a deserted island. In addition, they are armed.

5. Who do the three men think sent Crusoe to them? How does Crusoe reply?

They believe God sent him, as indicated by the captain saying, "He must be sent from heaven then." Crusoe replies that "all help is from heaven," perhaps reflecting his insight into his own situation.

6. Summarize why the men have come to the island.

There has been a rebellion on the ship and the men who have taken control are going to leave the captain and his allies on the island then sail off.

7. What is the captain's explanation for why Crusoe was originally saved?

He thinks Crusoe has been put on this island just to save him. (Defoe may be showing us yet another egocentric individual who interprets all events only as they relate to him, making a bit of a foil for the later Crusoe.)

8. Describe Crusoe's plan to trick the men still on board the ship.

He knows the men on the ship will come to look for their comrades when they don't return. They smash the longboat so it will not float, keeping the crew from taking it back to the ship should they win. Friday takes the prisoners to the cave, but two loyal men stay to fight. When the new men come ashore, Crusoe just waits and lets them be filled with wonder at what they find.

9. Why do the men think they are on an enchanted island?

They find their boat aground and the two men left with it have disappeared because they were captured by Crusoe. (If any students are familiar with The Tempest, they may recognize Prospero's methods of ensnaring his enemies!)

10. Summarize how the captain retook his ship. What was Crusoe's role?

They pretend to be mutineers, then as soon as they get on deck knock down everyone on deck and fasten the hatches to keep everyone else below deck. When all is secure they break into the cabin where the rebel captain is. The rebel is killed by the mate who is wounded first. Crusoe is on his island for the duration, waiting for the signal of success. The implication, however, is that he helped plan the attack.

11. When the captain returns successful, how does Crusoe interpret these events?

Crusoe says he looks on him as "a man sent from heaven to save me." He thanks God for "the miracle." (In both men's reactions, Defoe is asserting the Puritan faith in divine providence.)

12. What does Crusoe decide should be the fate of the mutineers who survived and how does he ensure their survival?

He sentences them to living on the island, for which they are grateful since execution for mutiny was their alternative.

13. What is significant about the date that Crusoe went on board the ship?

It is the same date on which he made his escape from the Moors. (You might ask students what they think Defoe is implying by having two important dates echo earlier ones.)

14. When Crusoe returns home, what does he learn about his family?

All his family has died except for two nephews; Crusoe helps each of them succeed in life.

15. How does Crusoe become a wealthy man?

Not only does he have the wealth from the Spanish ship, but he also learns that his partner in Brazil has grown rich off their plantation. In a few months the partner sends Crusoe 5,000 pounds and much sugar and tobacco.

17. How do you think Crusoe felt when he revisited the island? How would you feel if you were in his shoes?

Answers will vary.

Vocabulary List 1

Look up each of these words in the dictionary, being sure to choose the definition that fits the part of speech indicated for each word. Write your definition next to each word. Then use these definitions to do the following exercises.

1. calling (noun)

2. cargo (noun)

3. dismal (adj)

4. embark (verb)

5. integrity (noun)

6. melancholy (adj)

7. misery (noun)

8. moderation (noun)

9. prospect (noun)

10. reflect (verb)

11. repentance (noun)

12. reproach (verb)

13. salvage (verb)

14. stow (verb)

15. temperance (noun)

Exercise 1 -- Match each word with its definition

- | | |
|---------------------|---|
| _____1. calling | A. the quality of living carefully and avoiding extremes. |
| _____2. cargo | B. very sad |
| _____3. dismal | C. goods being transported for sale |
| _____4. embark | D. to store supplies for safe-keeping |
| _____5. integrity | E. to think about something seriously |
| _____6. melancholy | F. honesty, trustworthiness |
| _____7. misery | G. regret for one's past deeds |
| _____8. moderation | H. hopeless, depressing |
| _____9. prospect | I. great sorrow or pain |
| _____10. reflect | J. to save from destruction |
| _____11. repentance | K. to start on a journey |
| _____12. reproach | L. a career one considers his destiny |
| _____13. salvage | M. the habit of not eating or drinking to excess |
| _____14. stow | N. outlook for the future |
| _____15. temperance | O. to criticize someone's actions |

Exercise 2 --Fill in each blank with a word from the list. Be sure to use each one as the right part of speech. You may have to add tense endings to verbs.

1. In the depth of winter some people become _____ for weeks at a time because they find the cold, dark season so depressing.
2. Ever since she was seven and had mended a bird's broken wing, Anne knew her _____ was to be a veterinarian.
3. The family trapped in the mountains by the surprise snow storm knew they faced great _____ if they weren't rescued soon.
4. It takes a long time to board an airplane if people try to _____ all their luggage in the overhead compartments.
5. Before accepting a new job in a different state, Mr. Galvez _____ on what the move would mean for his family.
6. When the ship's deck began to leak, some of the _____ stored beneath that level was ruined.
7. Even though his chances of beating the disease were _____, Leon never gave up hope and remained brave.
8. The cold water and strong currents made it hard to _____ the treasure from the wreck.
9. The ancient Greeks believed people's best chance for happiness lay in living a life of _____ and thereby avoiding dangerous extremes.
10. Supreme Court justices must be people of absolute _____ because they make final decisions on our nation's laws.
11. After the house fire, the family faced the _____ of rebuilding from scratch but were grateful that no one was hurt.

12. The night before she _____ on her first trip to Europe, Marie was so excited she couldn't sleep.
13. _____ societies were started early in this century to encourage people not to drink alcohol and to live simply in other ways.
14. The drunk driver was full of _____ after the wreck, but his regret could not bring his victim back to life.
15. The principal _____ the students who threw food in the cafeteria.

Exercise 3 -- Fill in each blank in the sentences taken from the novel with a word from the list. Hint: the sentences follow the order of the events of the novel! You may have to add an ending.

1. Looking back on his problems Crusoe says, "something in my nature led me directly into a life of _____."
2. When Crusoe's father says the happiest men were those not "enraged by passions of envy or ambition" he is advising his son to practice _____.
3. Crusoe's father also thinks health is a "blessing of the middle way," which can be gained by practicing _____ in one's appetites.
4. When Crusoe is caught in his first storm, he says, "I began to _____ on what I had done and how justly I was treated by heaven.
5. Once he realizes his danger is his own fault, Crusoe says that "my conscience _____ me."
6. After the first storm Crusoe no longer feels guilt and explains, "I drowned all my _____ and I entirely forgot all the promises that I made in my distress."
7. After the second storm the ship master's son "was looking very _____" because he was sad that he had influenced Crusoe unwisely.
8. When the captain explains his reasons for going to sea he says, "It is my _____ and therefore my duty," thus making the point that the sea is not Crusoe's career.
9. Crusoe was lucky to find an honest teacher to assist him in making this trip, which he says was "the only voyage which I may say was successful, which I owe to the _____ of my friend."
10. When the honest captain died, Crusoe decided to continue as a trader and "resolved to make the same voyage again and _____ in the same vessel with his mate."

11. On his slaving trip, Crusoe carried "no _____ except such toys as we meant to trade," implying there was not much very valuable on the ship.

12. Even in the small boat, Crusoe felt the men's "case was very _____" because it seemed hopeless that they could land on shore safely.

13. When Crusoe first thought of the future on the island, he said "I had no clothes, nothing to eat or drink, nor any _____ but perishing from hunger."

14. Chapter 4 is called "_____ the Wreck" because it recounts how Crusoe saved as much as possible before the ship disappeared.

15. Once Crusoe gets his goods off the ship he said he needed "a place to _____ my goods to secure them from whatever might happen."

Vocabulary List 2

Look up each of these words in the dictionary, being sure to choose the definition that fits the part of speech indicated. Write your definition next to each word and then use them to complete the following exercises.

1. anguish (noun)

2. bower (noun)

3. covet (verb)

4. dejected (adj)

5. fortify (verb)

6. idle (adj)

7. infinite (adj)

8. ingratitude (noun)

9. providence (noun)

10. rational (adj)

11. reckoning (noun)

12. remedy (noun)

13. secure (adj)

14. sow (verb)

15. subtle (adj)

Exercise 1 -- Match each word with its definition.

- | | |
|---------------------|--|
| _____1. anguish | A. to make stronger, especially to prevent harm |
| _____2. bower | B. fate, destiny considered to the working out of God's will |
| _____3. covet | C. an outdoor retreat, often hidden by vegetation |
| _____4. dejected | D. logical, well thought out |
| _____5. fortify | E. extreme pain or suffering |
| _____6. idle | F. to be jealous of another's possessions or lifestyle |
| _____7. infinite | G. failure to be appropriately grateful |
| _____8. ingratitude | H. to plant seeds |
| _____9. providence | I. lazy |
| _____10. rational | J. a calculation |
| _____11. reckoning | K. safe, protected |
| _____12. remedy | L. limitless |
| _____13. secure | M. very sorrowful, depressed |
| _____14. sow | N. solution to a problem, cure |
| _____15. subtle | O. clever, cunning |

Exercise 2 -- Fill in each blank with a word from the list. Be careful to use the word as the correct part of speech. You may have to add tense endings to verbs.

1. Vitamins _____ people's bodies by supplying elements that are often missing from regular diets.
2. The teacher thought the new student displayed _____ when really Luisa just didn't know how to say "thank you" in English.
3. Looking up into the sky on a clear night makes space appear to be _____.
4. Barry's arguments for his family adopting the stray dog were so _____ that his parents were thoroughly convinced to do so.
5. Sara is a _____ checkers player; her opponent rarely realizes he is in trouble until Sara suddenly wins.
6. After the treehouse fell down, Peter and Beth decided the only _____ was to build it again with a better design.
7. It's hard to imagine the _____ that young parents felt when both their children were reported missing after school.
8. Once he was in the house with the windows shut, Jason felt _____ even in the middle of the terrible thunderstorm.
9. By his _____, Jared decided it would take him ten months to save up his allowance to buy the new baseball mitt he wanted.
10. On hot summer afternoons, Maggie liked to take a soda and a book to the _____ she created in the woods.
11. After losing the city championship on penalty kicks, the soccer team members were all _____.

12. Erika couldn't help but _____ her neighbor's new, fuzzy, yellow kittens, even though she knew she couldn't have one.
13. The Pilgrims believed divine _____ led them off course to settle in Massachusetts in 1620.
14. It's important to water seeds regularly after you _____ them so that they will sprout.
15. Cindy's mother accused her of being _____ because she liked to smell the flowers lazily instead of working in the garden.

Exercise 3 -- Fill in each blank in the sentences taken from the book with a word from the list.

Remember the sentences come in the book's order.

1. Crusoe wanted to make his things as safe as possible so he "piled the empty chests and casks in a circle around the tent to _____ it."
2. Once he had returned safely from his last trip to the ship, Crusoe says "I got home to my little tent, where I lay _____ with all my wealth about me."
3. Crusoe had a hard time catching the clever goats because "they were so shy, so _____, so swift of foot, that it was the most difficult thing in the world to come near them."
4. When Crusoe was most depressed about his fate he "would wonder why _____ should so ruin his creatures."
5. He went on to wonder, if his life was "absolutely miserable," how it could be "be _____ to be thankful for such a life." It just didn't make sense to him.
6. Crusoe is concerned with keeping accurate records and says, "I began to worry I would lose my _____ of time."
7. After the earthquake, Crusoe was so depressed that he said he "sat on the ground very terrified and _____."
8. Because the other side of the island was such a pleasant place, Crusoe "built a _____ there, surrounded by a strong fence, like a double hedge filled with brushwood, and stayed two or three nights at a time."
9. Crusoe saved his seeds and "thought it proper to _____ them after the rains," but his first crop failed to sprout until it rained a second time.

10. On the opposite coast of the island Crusoe had little fear of going hungry for "Here was also an _____ number of fowl, many of them good meat."
11. Early in his stay on the island Crusoe was depressed and said, "as I walked about hunting, the _____ of my situation, how I was a prisoner locked up with the eternal bars of the ocean, would break out on me suddenly."
12. After he learned to like his situation, Crusoe took pride in the fact he "was very seldom _____," spending his time busy improving his way of life.
13. When Crusoe had to solve the problem of animals eating his crops, he claimed he "saw no _____ but to make a hedge around it."
14. Crusoe was pleased that he had learned to be satisfied with what he had, telling the reader, "There was nothing to _____. I was king over the whole country and had no rivals."
15. Crusoe has learned an important truth about dissatisfied, jealous human nature when he says, "All our discontent about what we want springs from our _____ for what we have."

Vocabulary List 3

Look up each of these words in the dictionary, being sure to choose the definition that fits the part of speech indicated for each word. Then use the definitions to complete the following exercises.

1. bemoan (verb)

2. bolt (verb)

3. brutality (noun)

4. cutlass (noun)

5. delusion (noun)

6. enterprise (noun)

7. hanker (verb)

8. humble (adj)

9. inhuman (adj)

10. precautions (noun)

11. rack (verb)

12. retreat (noun)

13. submission (noun)

14. terror (noun)

14. venture (verb)

Exercise 1 -- Match each word with its definition.

- | | |
|----------------------|--|
| _____1. bemoan | A. cruel, uncivilized |
| _____2. bolt | B. extreme cruelty |
| _____3. brutality | C. something that appears to be real but isn't |
| _____4. cutlass | D. a large sword with a curved edge |
| _____5. delusion | E. a secure place, often used for hiding |
| _____6. enterprise | F. extreme fear |
| _____7. hanker | G. to run in an attempt to escape |
| _____8. humble | H. complain, whine |
| _____9. inhuman | I. modest |
| _____10. precautions | J. to attempt an action, often at a certain risk |
| _____11. rack | K. the act of placing oneself at another's command |
| _____12. retreat | L. steps taken to prevent harm or failure |
| _____13. submission | M. a project or plan |
| _____14. terror | N. to want or desire |
| _____15. venture | O. to struggle or worry mentally |

Exercise 2 -- Fill in each blank with a word from the list. Be careful to use the word as the right part of speech. You may have to add tense endings to verbs or make nouns plural.

1. The hosts set up a tent and put tables underneath it as _____ in case the weather turned bad the night of their party.
2. The strange little woman was under the _____ that her duck was a dog, but everyone else knew this wasn't true.
3. As soon as Jean opened the door, the woodchuck _____ out of the garden, where he had been snacking on her flowers.
4. Frank decided to _____ into the deep end of the pool even though he had never swum in water over his head.
5. The pirates all carried _____ so they would be able to defend themselves in case of an attack.
6. Because of the _____ way Ginny acted, no one could tell at first that she was the smartest person in the class.
7. All the people working on the _____ to put a man on the moon by 1970 were filled with excitement.
8. Because of the _____ of his crime, the murderer was sentenced to life in prison without chance of parole.
9. The soldiers slipped into their rocky _____, where they felt sure the enemy wouldn't be able to find them.
10. Harold _____ his brains trying to remember his father's new telephone number, but it just wouldn't come back to him.

11. Because Mrs. O'Malley was known to _____ her fate, no one believed her when she really did have something to complain about.
12. New employees have to learn to give complete _____ to all reasonable requests their employers might make.
13. All societies consider murder an _____ act that deserves severe punishment.
14. Even after the big dinner, the guests _____ for a piece of the tempting chocolate cake.
15. At night unusual sounds can make us feel much more _____ than if we heard them in broad daylight.

Exercise 3 -- Fill in the blanks in the sentences from the novel with words from this list.

1. Crusoe was at first unsure about finishing his project of sailing around the island and said, "I thought of giving up my _____, not knowing how far it would take me out to sea."
2. Despite the fact that going around the point looked risky, Crusoe said, "When I saw the full extent of it, I decided to _____ on."
3. Crusoe heard in his parrot's voice the sound of his earlier depressed mood and explained it because "it was in such _____ language that I used to talk to him."
4. Crusoe decided not to bring his canoe back to his side of the island because he "had such a _____ of remembering the danger" that his fear stopped him.
5. After seeing the footprint, Crusoe's mind was never at rest. He said, "terrible thoughts _____ my mind over whether they found my boat and knew people were here."
6. It was so hard to believe he had seen a footprint that Crusoe guessed "that perhaps all this was a _____," but he found the print when he looked for it again.
7. AND 8. When Crusoe saw evidence of the savages' cruel cannibalism, he said, "My fears were buried by thoughts of _____, which I had never had so near a view of before."
9. From then on Crusoe always went out well armed: "I always carried three pistols in my belt and a broad _____ hanging at my side."
10. When Crusoe found the new cave he said he "decided to store some of my guns and gunpowder there as my place of last _____."
11. When Friday was waiting to be killed he was left alone a minute "and with the hope of life, _____ from them and ran with incredible swiftness."

12. When Friday expressed his gratitude, Crusoe described, "He lay down beside me and made all possible signs of _____ thanks."
13. Crusoe says Friday "put my foot on his head to show his _____ to me," an indication he would obey his new master.
14. Crusoe was upset by Friday's desire to practice cannibalism when he says, "I saw he _____ to eat some of the flesh."
15. Crusoe went to great lengths to keep Friday from surprising him at night, but later realized he needed none of these _____."

Vocabulary List 4

Look up each of these words in the dictionary, being sure to choose the definition that fits the part of speech indicated for each word. Write your definitions next to the words, then use the definitions to complete the following exercises.

1. ambush (noun)

2. conspiracy (noun)

3. deceit (noun)

4. ebb (noun)

5. gallows (noun)

6. incorrigible (adj)

7. muse (verb)

8. mutiny (verb)

9. nimble (adj.)

10. relic (noun)

11. rogue (noun)

12. stave (verb)

13. villainous (adj)

14. volley (noun)

15. wariness (noun)

Exercise 1 -- Match each word with its definition.

- | | |
|----------------------|---|
| _____1. ambush | A. betrayal, dishonesty, trickery |
| _____2. conspiracy | B. to smash or make holes in something |
| _____3. deceit | C. a secret plot |
| _____4. ebb | D. sinful, evil |
| _____5. gallows | E. not capable of being reformed or corrected |
| _____6. incorrigible | F. able to move quickly and well, agile |
| _____7. muse | G. the place where criminals are publically executed by hanging |
| _____8. mutiny | H. caution; being careful |
| _____9. nimble | I. keepsakes; things kept to remember an event |
| _____10. relics | J. a surprise attack |
| _____11. rogue | K. the act of shooting weapons |
| _____12. stave | L. to think about something |
| _____13. villainous | M. an outlaw or immoral person |
| _____14. volley | N. to rebel against authority, often by taking up weapons |
| _____15. wariness | O. the flow of tide out to sea |

Exercise 2 -- Fill in each blank with a word from the list. Be careful to use the word as the right part of speech. You may have to add tense endings to verbs.

1. By nature full of _____, Rachel tested the water for 15 minutes before she was convinced it was warm enough to jump in.
2. The sailors hated their captain so much that they decided to _____ and throw the captain overboard.
3. Shawn _____ a long time before he answered the question about what kind of bike he wanted.
4. All the members of the _____ to hack into the FBI's computers were eventually arrested and brought to trial.
5. When the tide is on the _____, it's easy to find interesting shells half-buried in the damp sand.
6. Edith's boyfriend was thought to be a _____, so her family didn't approve of her going out with him.
7. The Puritans considered acting in plays _____ and closed down many theaters to prevent this form of sinning.
8. The puppy ate every pair of shoes in the house, making his owners believe he was _____.
9. After the first _____ of the cannon, the infantry knew its opponents had bigger weapons than they had suspected.
10. In the 18th and 19th centuries, people often stood at the foot of the _____ to watch criminals being executed.
11. Tourists often bring back souvenirs to be _____ of their vacations to different places.

12. Mountain goats are so _____ they can jump from rock to rock on steep mountain slopes.
13. Benedict Arnold's _____ and betrayal during the American Revolution made him our country's most famous early traitor.
14. The passengers on the subway were so surprised by the _____ that they gave their valuables up to the thieves immediately.
15. The runaways had to _____ the boat so they could sink it and hide it from the people chasing them.

Exercise 3 - Fill in each blank in the sentences from the book with one of the words on the list.

1. Crusoe was worried Friday would betray him to his people, but his loyalty proved Crusoe wrong and he said, "At last I gave up suspecting him of _____."
2. While trying to get a better view of the savages, the careful Crusoe "entered the woods with all possible _____ and silence."
3. Friday tried to follow the runaway savages but a quick one, "who was too _____, reached the shore and swam out to the canoe."
4. The English captain told Crusoe, "My men _____ against me and have set us ashore on this deserted place."
5. Some of the rebels gave up because "they knew that if they were overpowered they would be brought to the _____ as soon as they came to England."
6. After the captain told Crusoe his situation, Crusoe "_____ for some time over what he said and found a logical conclusion: to draw the men on board into a trap."
7. To prevent the men getting back to the ship, Crusoe decided "the first thing we had to do was _____ the longboat so she could not float."
8. The captain wanted to spare three men who "were honest fellows who were forced into _____" but would not have plotted against him on their own.
9. The rebels couldn't figure out why their boat was ruined so "they came together in a circle and let go a _____ of their pistols."
10. When the men who were led astray by Friday's shouts returned, "they were greatly confused when they found their boat left aground in the creek by the _____ of the tide."

11. The captain wanted revenge on the main outlaw and "was so eager to have the _____ in his power that he could hardly wait for him to come closer."

12. When discussing the prisoners the captain said they "might dare to take them with us, except for the two who were _____," and would never be sorry for their deeds.

13. Acting as governor of the island, Crusoe told the men, "I knew of their _____ behavior to the captain and was resolved to punish their evil."

14. To have things by which to remember his time on the island, Crusoe said, "By way of _____, I took with me my goatskin cap, my umbrella, and my parrot."

Answers to Vocabulary Exercises

List 1

Exercise 1

1. L
2. C
3. H
4. K
5. F
6. B
7. I
8. A
9. N
10. E
11. G
12. O
13. J
14. D
15. M

Exercise 2

1. melancholy
2. calling
3. misery
4. stow
5. reflected
6. cargo
7. dismal
8. salvage
9. moderation
10. integrity

11. prospect
12. embarked
13. temperance
14. repentance
15. reproached

Exercise 3

1. misery
2. moderation
3. temperance
4. reflect
5. reproached
6. repentance
7. melancholy
8. calling
9. integrity
10. embarked
11. cargo
12. dismal
13. prospect
14. salvaging
15. stow

List 2**Exercise 1**

1. E
2. C
3. F
4. M
5. A
6. I
7. L
8. G
9. B
10. D
11. J
12. N
13. K
14. H
15. O

Exercise 2

1. fortify
2. ingratitude
3. infinite
4. rational
5. subtle
6. remedy
7. anguish
8. secure

9. reckoning
10. bower
11. dejected
12. covet
13. providence
14. sow
15. idle

Exercise 3

1. fortify
2. secure
3. subtle
4. providence
5. rational
6. reckoning
7. dejected
8. bower
9. sow
10. infinite
11. anguish
12. idle
13. remedy
14. covet
15. ingratitude

List 3**Exercise 1**

1. H
2. G
3. B
4. D
5. C
6. M
7. N
8. I
9. A
10. L
11. O
12. E
13. K
14. F
15. J

Exercise 2

1. precautions
2. delusion
3. bolted
4. venture
5. cutlasses
6. humble
7. enterprise
8. brutality

9. retreat
10. racked
11. bemoaning
12. submission
13. inhuman
14. hankered
15. terror

Exercise 3

1. enterprise
2. venture
3. bemoaning
4. terror
5. racked
6. delusion
7. inhuman
8. brutality
9. cutlass
10. retreat
11. bolted
12. humble
13. submission
14. hankered
15. precautions

List 4

Exercise 1

1. J
2. C
3. A
4. O
5. G
6. E
7. L
8. N
9. F
10. I
11. M
12. B
13. D
14. K
15. H

Exercise 2

1. wariness
2. mutiny
3. mused
4. conspiracy
5. ebb
6. rogue
7. villainous
8. incorrigible
9. volley
10. gallows

11. relics
12. nimble
13. deceit
14. ambush
15. stave

Exercise 3

1. deceit
2. wariness
3. nimble
4. mutinied
5. gallows
6. mused
7. stave
8. conspiracy
9. volley
10. ebb
11. rogue
12. incorrigible
13. villainous
14. relics

Grammar Exercise #1 – Complete Sentences

When Crusoe writes in his journal, he often is informal and uses incomplete sentences. Listed below are excerpts from his journal. If a sentence is complete, write C next to it. If it is a fragment, rewrite it so that it is complete.

1. Rained all day and I stayed in.

2. Every day to this day I worked on the wreck.

3. I cooked the turtle and found 60 eggs in her.

4. Very ill and shivering.

5. Cut another beam and brought three planks off the deck.

6. Had I happened to be on the other side of the island, I found out later, I would have seen hundreds every day.

7. Killed a goat and broiled some if it.

8. Violent pain in my head and fever.

9. I would have preferred to stew it, but I have no pot.

10. Better, but very weak.

Grammar Exercise #2 – Subjects and Verbs

In the following sentences from the novel, underline the subject once and the verb twice. Be careful to include all elements of any verb phrase and to look out for compound elements.

1. I was now safe on shore, and I thanked God.
2. I could hardly see the stranded vessel.
3. When I awoke, the weather was clear.
4. Here I found a fresh grief.
5. There were two very good fowling pieces in the cabin.
6. I saw an abundance of fowl, but did not know their kind.
7. I got on board in the same way and prepared a second raft.
8. Every day at low water I went on board.

Grammar Exercise #3 – Recognizing Adjectives and Adverbs

When Crusoe is describing the island, Defoe uses many adjectives and adverbs to make the scene vivid. In these sentences, underline the adjectives once and the adverbs twice.

1. Before I set up the tent, I drew a half circle in front of the hollow place about twenty yards in diameter.
2. In this circle I pitched two rows of strong stakes, driving them into the ground.
3. The biggest end was out of the ground about six feet and sharpened on the end.
4. This fence was so strong that neither man nor beast could get through it or over it.
5. It cost me a great deal of labor.
6. The entrance was not through a door, but by a short ladder over the top that, when I was in, I lifted over after me, so I was completely fenced in.
7. Into this fortress I carried all my riches, all my food and ammunition, and made me a large tent to keep me from the rains that, in one part of the year are very violent there.
8. I went down into this delicious vale, looking on it with a secret kind of pleasure.
9. I saw many cocoa trees, orange, lemon and lime trees, but few bearing any fruit.
10. The ripeness of the fruits made them easily bruised and they were good for nothing.

Exercise #4 – Recognizing Prepositional Phrases

In the sentences below, put brackets [] around the prepositional phrases.

1. I got over the fence and lay myself down in the shade and fell asleep.
2. I held out my hand and called him by his name.
3. The friendly creature came to me and sat upon my thumb.
4. I had now had enough of rambling to sea.
5. I supposed the current ran with the same force along the east shore as it did on the west.
6. With these thoughts I contented myself to be without my boat.
7. For nearly a year, I lived a quiet, retired life, happy in all things.
8. Besides this, I arrived at unexpected perfection in my pottery.
9. In about a year and a half, I had a flock of twelve goats.
10. I enclosed five pieces of ground for them, with little pens and gates out of one to another.
11. I was the prince and lord of the whole island.
12. I had the lives of all my subjects at my command.
13. My dog, now grown old and crazy, sat always at my right hand, and two cats sat one on each side of the table, expecting tidbits from my hand.
14. I had a strange uneasiness in my mind about the point of the island that I once went up the hill to see.
15. For five or six days I traveled along the sea to the place where I first brought out my boat.

Answers to Grammar Exercises

Exercise # 1 - Complete Sentences and Fragments

1. F
2. C
3. C
4. F
5. F
6. C
7. F
8. F
9. C
10. F

Excercise # 2 Recognizing Subjects (one line) and Verbs (double line)

1. I was I thanked
2. I could see
3. weather was
4. I found
5. were pieces
6. I saw... did not know
7. I got... prepared
8. I went

Exercise # 3 – Recognizing Adjectives (single line) and Adverbs (double line)

1. half hollow twenty
2. two strong
3. biggest six sharpened
4. strong
5. great
6. short completely
7. large one very violent there
8. down delicious secret
9. cocoa orange lemon lime any
10. easily bruised good

Exercise #4 – Recognizing Prepositional Phrases

In the sentences below, put brackets [] around the prepositional phrases.

1. I got over the fence and lay myself down [in the shade] and fell asleep.
2. I held out my hand and called him [by his name].
3. The friendly creature came [to me] and sat [upon my thumb].
4. I had now had enough [of rambling][to sea].
5. I supposed the current ran [with the same force] [along the east shore] as it did [on the west].
6. [With these thoughts] I contented myself to be[without my boat].
7. [For nearly a year], I lived a quiet, retired life, happy[in all things].

8. [Besides this], I arrived [at unexpected perfection] [in my pottery].
9. [In about a year and a half], I had a flock [of twelve goats].
10. I enclosed five pieces [of ground] [for them], [with little pens and gates] [out of one] [to another].
11. I was the prince and lord [of the whole island].
12. I had the lives [of all my subjects][at my command].
13. My dog, now grown old and crazy, sat always [at my right hand,] and two cats sat one [on each side] [of the table,] expecting tidbits [from my hand].
14. I had a strange uneasiness[in my mind] [about the point] [of the island] that I once went [up the hill] to see.
15. [For five or six days] I traveled [long the sea] [to the place] where I first brought out my boat.