



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Treasure Island

based on the book by
Robert Louis Stevenson

Written by
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A FEW NOTES ABOUT THE AUTHOR

Robert Louis Stevenson

STEVENSON, Robert Louis (1850-1894). The history of English literature records no braver story than the life and work of Robert Louis Stevenson. He was a happy and gifted storyteller, poet, and essayist. Stevenson was born Nov. 13, 1850, in Edinburgh, Scotland. He spent much of his childhood in bed, always ill with lung trouble. He died at the early age of 44. Nevertheless, in 20 years he produced an enormous quantity of work of enduring quality. He did not allow his pain and weakness to affect his gaiety or his imaginative writing.

While shut away from ordinary childish pleasures, Stevenson wrote his autobiographical poems, 'A Child's Garden of Verses'. In these he created a wonderful world of romance out of the simplest things. He did not grow weary of his bed or resent it as a substitute for happy living. It was "the pleasant land of counterpane." His mother read to him the stories which he loved to hear. He began to compose stories when he was six years old by dictating his ideas. Meanwhile his devoted Scottish nurse Alison Cunningham kept him alive by her constant care.

No regular schoolwork was possible in his childhood. He lived much of the time in a beautiful country home. Sometimes he took journeys with his father, a civil engineer, inspecting lighthouses and harbors about the wild coast. His mind became filled with images of mountain, moor, and seagirt isles.

When he grew older, he was able to take courses in Edinburgh University and to study engineering. It became plain, however, that he could not stand the activity of an engineer's life. He studied law and was admitted to the bar in 1875; but he had no liking for law. He decided to develop his natural gift for speech and writing.

While spending the winter of 1873-74 on the Riviera, because of a severe spell of bad health, he began contributing essays to periodicals. Even in these early works he showed ability to write in a charming, easy style. In 1874 he joined the Saville Club in London and made friends among leading literary men.

After being admitted to the bar, he spent several years wandering through France, Germany, and Scotland for his health. These journeys were recorded in 'An Inland Voyage' in 1878 and 'Travels with a Donkey' in 1879. Readers were charmed by Stevenson's delightful conversational manner and by the graceful flow of his style. They did not realize how hard a schooling he had given himself in the art of writing.

All his life he labored for perfection in his writing. With the publication of his first long tale, 'Treasure Island', in 1883, Stevenson became widely popular. He wrote many essays, poems, and short stories, and then in 1886 another absorbing story of adventure, 'Kidnapped'. Stevenson did not concern himself with the problems of life and society, the mysteries of thought and conduct into which George Eliot and Thomas Hardy and other realists of the 19th century delved so deeply. He

returned to the pure romanticism of Scott—the love of a story for its own sake, the delight in adventure, the spirit of eternal youth.

The great romance of Stevenson's life began in France in 1876, when he met Mrs. Fanny de Grift Osbourne. Stevenson knew immediately that she was the one woman for him. But there were many difficulties. She returned to her home in San Francisco and Stevenson, hearing that she was ill, decided to follow her. He crossed the Atlantic in the steerage and the continent in an immigrant train. The experience gave him material for several books but, together with the hard times he suffered in San Francisco, nearly killed him. He developed tuberculosis and would have died had it not been for Mrs. Osbourne, who nursed him back to health. In 1880 they were married, and Stevenson returned with his wife and stepchildren to Scotland.

Stevenson could not stand the severe climate of Scotland and so for years he wandered from place to place in search of a climate where he might live and work. After an extended South Sea Island cruise he settled at last with his family in one of the Samoan Islands (Upolu) in the South Pacific, where he bought a large estate. He took a great interest in Samoan affairs and was beloved by the natives, who called him "Tusitala" (teller of tales). The end of his brave struggle came suddenly on Dec. 3, 1894. While talking gaily on the veranda of his house at Vailima he had a stroke of apoplexy and died within a few hours. The natives carried his body to Mount Vaea, cutting a path to the summit with their knives and axes. There they buried him and there he lies today in a windswept solitude overlooking the Pacific, with one of his brave verses for an epitaph:

Under the wide and starry sky,
Dig the grave and let me lie.
Glad did I live, and gladly die,
And I laid me down with a will.
This be the verse you grave for me:
"Here he lies where he longed to be.
Home is the sailor, home from the sea,
And the hunter home from the hill."

Stevenson's best-known works are: 'An Inland Voyage' (1878); 'Travels with a Donkey' (1879); 'Virginibus Puerisque' (1881); 'Familiar Studies of Men and Books' (1882); 'New Arabian Nights' (1882); 'The Silverado Squatters' (1883); 'A Child's Garden of Verses' (1885); 'Prince Otto' (1885); 'The Strange Case of Dr. Jekyll and Mr. Hyde' (1886); 'Kidnapped' (1886); 'The Merry Men and Other Tales' including 'Markheim' (1887); 'Underwoods' (1887); 'Memories and Portraits' (1887); 'The Wrong Box' (1888); 'The Master of Ballantrae' (1889); 'The Wrecker' (1892); 'The Ebb Tide' (1893); 'Catriona' (1893); 'David Balfour' (1893); 'Weir of Hermiston' (unfinished).

--- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Treasure Island* by Robert Louis Stevenson. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main idea in the novel through a bulletin board activity. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students work together to create a report explaining what they will do for their presentation relating to the group presentation assignment. The second assignment is to persuade and to exercise creativity: students create a scenario in which they have discovered a treasure map and wish to go find the treasure. They are to write a composition stating what they would say to their parent(s) to persuade them to support the treasure hunt. The third assignment is to express personal opinions: students write a critical review of the book and the film version of *Treasure Island*.

There is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Treasure Island*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. In this unit the nonfiction reading assignment is combined with a **group presentation project**. Students are divided into three groups: ships, pirates, and treasures. Each group is responsible for making a 15-20 minute creative presentation about its topic. The presentations are based on nonfiction reading--research-- students do relating to their topics.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. There are two regular short answer tests, one advanced short answer test, and two multiple choice tests. The tests cover a variety of levels and test-taking applications so you can choose the parts that are most appropriate for your students. Extra test materials could be used as make-up tests.

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES - *Treasure Island*

1. Through reading Robert Louis Stevenson's *Treasure Island*, students will study the components of a tale of adventure set in an era long gone.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will investigate real pirates, treasures, and shipwrecks.
4. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Treasure Island* as they relate to the author's theme development.
6. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
7. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
NOTE: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET - *Treasure Island*

Date Assigned	Reading Assignments	Completion Date
	Part I	
	Part II	
	Part III	
	Part IV	
	Part V	
	Part VI	

UNIT OUTLINE - *Treasure Island*

1	2	3	4	5
Introduction PV I	Read I	Study ?s I PVR II	Study ?s II PVR III	Library
6	7	8	9	10
Study ?s III PVR IV Group Work	Study ?s IV Group Work PVR V	Writing Assignment #1	Study ?s V PVR VI	Study ?s VI Extra Questions
11	12	13	14	15
Vocabulary	Group Presentations	Writing Assignment #2	Film	Film
16	17	18		
Writing Assignment #3	Review	Test		

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Treasure Island* unit.
2. To distribute books and other related materials

NOTE: Prior to this lesson, tell students to bring in pictures of something they treasure. They can be snapshots of the actual things or cut-out or drawn pictures--anything that can be stapled to the bulletin board. In addition, prior to this lesson you need to have prepared your bulletin board with background paper, a title (even something simple like TREASURES), an outline of an open treasure chest (which students will "fill up" with their pictures), and some cut-out or drawn scenery like palm trees to make the board look like a tropical island.

Activity #1

Tell students to get out their pictures (or whatever represents their treasures). Have students explain how or why the pictures (or items) represent their treasures. As each student explains his/her item, he/she should post it on the bulletin board in the treasure chest. If the treasure chest fills up, the treasures can spill over out of the chest onto the "ground."

TRANSITION: Explain that the class will be reading about treasures and pirates in the story they are about to read, *Treasure Island*.

Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet You need to fill in the reading assignment sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

WRITING ASSIGNMENT #1 - *Treasure Island*

PROMPT

In a few days you will have to give your group presentations. The purpose of this assignment is to help you prepare for your presentations. Your assignment is to write out your presentation plan.

PREWRITING

A great deal of your prewriting has been done already through your research and your group planning sessions. Take a few minutes to review the plans you have made so far. Appoint one person as the group's secretary to write down the report of your plan.

DRAFTING

Title your report "Group Presentation Plan: (fill in the name of your group)."

Make the first heading "Participants' Research." In this section, write down the names of the people in your group and next to their names, write down the subtopic(s) each was supposed to research.

Make the next heading "An Overview." In this section, give a brief overview of main points of information that will be covered in your presentation.

The next heading should be "The Details." In this section, explain *exactly* how you will do your presentation. For example, "To open our presentation, Sarah will show a 30-second film clip of the tall ships in New York's harbor for the American Bicentennial Celebration in 1976, giving a short narration introducing our topic--ships. Terry will then show a model of a three-masted ship circa 1760 while explaining how ships were constructed. . . ."

Make the next heading "Materials/Equipment Needed." State what, if any materials (such as projectors, etc.) you will need to have available in the room for your presentation.

The next heading should be "To Do." In this section, tell exactly what you have left to do to get your presentation together. Give specific tasks with specific names of people who have to do those tasks, and dates by which the tasks must be completed.

The final heading should be "Summary/Comments." This is your place to write down additional comments about your presentation and/or to summarize your presentation.

PROMPT

When you finish the rough draft of your report, several group members should read it through to double-check your grammar, spelling, organization, and the clarity of your ideas.