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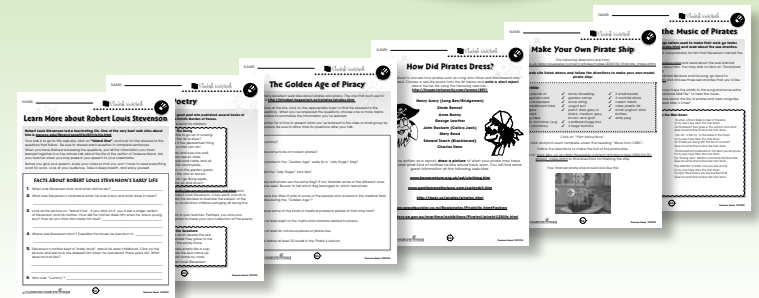
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

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- Enter pass code CC2703D for Activity Pages



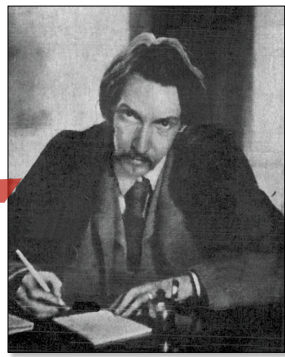


Robert Louis Stevenson (1850 - 1894)

Robert Louis Stevenson was born in November 1850 in Edinburgh, Scotland. Both his mother and father were from well-respected families, and Stevenson was expected to follow in his father's footsteps by becoming an engineer.

Robert was a good student with a promising career, so his father enrolled him at the Edinburgh University to study engineering. Stevenson, however, soon rebelled against this idea and chose to study law instead. Although he passed the bar at the age of twenty-five, he never practiced law. He traveled with his college friends to various countries in Europe and it was in this manner that Stevenson was first published. For several years, Robert Louis Stevenson was known for his essays and travel writings.

Osbourne had two children of her own when she and Stevenson married. Robert got along well with both children, but it was while playing with his step-son, Lloyd, that he got the idea for *Treasure Island*. They had painted a watercolor map of an imaginary island. *Treasure Island* was Stevenson's first real success.



While on one of his trips, he met Fanny Van de Grift Osbourne, a thirty-six year old divorcee. Although she was ten years older than he, Stevenson fell madly in love. Both Stevenson and Osbourne traveled back to California to finalize her divorce. They were married immediately.

Ironically, Stevenson's health caused him to look for more tropical climates to live in - an island of his own. He and his family traveled to the South Seas eventually setting up residence in Samoa. There he died in 1894. He is buried on top of Mount Vaea, but his characters live on in the hearts of millions.

Did You Know?

- Robert Louis Stevenson's name used to be spelled "Lewis?" He changed it to rebel against his father's wishes!
- Stevenson wrote the first fifteen chapters of *Treasure Island* in fifteen days?
- Stevenson's father owned a company that made deep-sea lighthouses.
- *Treasure Island* has been filmed over twenty times!



Chapters One to Four

1. Have you ever found something mysterious? What did you do? What if you were to find a mysterious map? Would you follow it? What would you find?

Vocabulary

Write the correct word next to its meaning. One word will be left over.

tarry	grog	diabolical	rebuff	hawker
		hamlet	indignation	

1. A small village
2. One who sells goods aggressively by calling out
3. Characteristic of a devil
4. Having the characteristics of pitch or tar.
5. A blunt refusal to an offer.
6. Anger aroused by something unjust, mean, or untrustworthy.



Chapters One to Four

1. Answer the following questions regarding the characters introduced in Chapters One and Two.

Black Dog	Dr. Livesey	Admiral Benbow
Billy Bones	Squire Trelawney	Jim Hawkins

- a) This person is the old sailor who terrorizes the inn with his songs and boisterous behavior.
- b) The narrator of the story. He gets paid by Billy Bones to watch for a one-legged pirate.
- c) Billy Bones threatens this man with a knife. He suggests that Billy not drink any more rum.
- d) A former shipmate of Billy Bones who is missing two fingers.
- e) This is one of the people who encourages Jim to write his story down.
- f) The name of the inn that Jim's family owns.

Answer each question with a complete sentence.

2. Describe three things that Billy Bones does during his stay at the inn.
3. Suppose you were a friend of Jim Hawkins and you saw the one-legged man he has been looking for. Write a note to him explaining what you saw.



Chapters One to Four

Answer each question with a complete sentence.

1. How much did the old captain pay Jim to look out for the one-legged man?
2. What was wrong with Billy after his conversation with the two-fingered man?
3. What was the only possession that the old captain brought with him to the inn?
4. The beginning of a book or story is called the exposition. The exposition must include the Characters (Who?) and the Setting (When and where). Based on the information that your narrator gives you, answer the following questions.

Who is involved in the story?

When does it take place?

Where does it take place?

5. Circle **T** if the statement is TRUE or **F** if it is FALSE.
 - a) Billy asks Jim for beer after he has his stroke.
 - b) Jim's father died.
 - c) Jim is greeted by a deaf man at the inn.
 - d) The man Jim speaks to is very nice to him.
 - e) Billy's reaction to the man is welcoming.
 - f) The pirates wanted Billy's chest.



Imagine that *Treasure Island* is being made into a movie again. Write a radio announcement that will make people want to see the movie. Who will be the stars? Where do you think it should be made?

Handwriting lines for writing a radio announcement.



Who are the main characters in *Treasure Island*? Write at least two paragraphs telling what you think each one would be doing ten years after they left the island. Use descriptive language as much as possible.

Handwriting lines for writing paragraphs about characters.



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

- Admiral Benbow
- Ben Gunn
- Billy Bones
- Bottle of Rum
- Buccaneer
- Captain Smollett
- Coins
- Dead Man's Chest
- Doctor Livesey
- England
- Fifteen Men
- Gold
- Jolly Roger
- Jim Hawkins
- Long John Silver
- Map
- Parrot
- Pieces of Eight
- Pirates
- Robert Louis
- Skeleton
- Squire Trelawney
- Stevenson
- Stockade
- Treasure Island

WORD SEARCH

c	v	a	r	l	y	t	a	e	u	q	g	a	s	m	r	f	y	c	i	j	g
n	o	s	t	r	e	a	s	u	r	e	i	s	a	n	d	e	c	e	a	s	
i	r	n	n	d	i	r	u	m	i	r	a	c	p	e	u	n	a	r	i	l	
t	s	i	t	k	r	a	b	e	n	g	u	n	n	y	c	f	w	p	e	n	d
b	e	k	i	a	v	o	r	y	i	g	l	a	z	e	o	p	a	t	d	y	b
e	j	w	o	b	n	e	b	l	a	r	l	a	i	u	l	a	s	y	n		
h	u	a	b	l	e	c	f	e	n	g	a	n	d	n	e	e	i	k	o	n	
l	s	h	a	h	b	n	f	a	r	l	l	o	g	o	s	l	r	n	e	s	u
o	e	m	r	d	e	u	e	t	a	t	t	e	p	d	n	i	t	s	l	m	v
u	p	i	r	a	t	e	s	i	p	r	l	n	l	o	o	j	e	m	e	i	c
s	i	j	w	t	s	i	n	n	s	a	c	o	r	p	a	r	r	o	t	r	m
l	r	d	s	a	e	y	f	e	g	g	r	u	o	m	e	i	l	o	t	p	
c	h	j	o	l	l	y	r	o	g	e	r	r	r	i	s	v	u	l	n	v	i
a	s	e	m	d	s	e	n	o	b	y	l	l	i	b	s	l	q	e	t	r	v
i	m	p	i	e	c	e	s	o	f	e	i	g	h	t	s	i	s	t	c	t	s
h	n	i	l	a	c	v	m	t	f	s	c	o	i	p	m	s	n	t	d	a	t
i	n	o	v	d	a	l	l	e	e	y	n	u	a	g	d	n	n	d	e	i	o
i	n	h	t	m	s	h	e	e	p	v	v	j	n	i	m	h	c	x	z	o	c
b	u	c	c	a	n	e	r	t	i	e	b	t	u	i	o	b	v	c	o	k	
a	s	r	g	n	o	l	m	n	y	g	n	p	g	h	j	u	k	w	f	a	
f	v	h	m	s	o	g	b	y	b	u	m	n	s	a	t	g	y	u	j	k	d
g	f	s	a	c	m	u	r	f	o	e	l	t	t	o	b	n	h	j	h	m	e
h	t	j	k	h	s	a	e	e	r	t	u	i	o	m	n	o	j	f	r	e	e
y	j	d	a	e	q	v	z	m	k	i	i	e	a	k	l	l	m	a	s	f	g
z	b	c	s	s	d	o	c	t	o	r	l	i	v	e	s	e	y	l	q	b	m
i	r	t	p	t	e	r	t	n	e	m	n	e	e	t	f	i	f	p	x	n	j



Comprehension Quiz

Answer each question in a complete sentence or short paragraph.



- Who was the narrator of most of *Treasure Island*? In Chapter One, why does he say that he's writing the story?

- What part of the adventure did the writer leave out and why?

- In Chapter Two, how did Billy Bones react when he saw the stranger he called "Black Dog"?

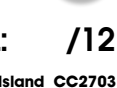
- What did Pew and the others want from Billy Bones's sea chest and who finally got it?

- After Jim takes the papers from the chest to Doctor Livesey and the Squire, what do they decide to do?

- What was the most important paper from the sea chest?

- Who was hired as the cook for the voyage?

- Describe the appearances of the seamen that the Squire interviewed. (Ch. 7)



SUBTOTAL: /12

Fishbone Graphic Organizer

Use this graphic organizer to list the main ideas of the story.



NAME: _____

After You Read 



Chapters Twenty-two to Twenty-four

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T** **F** a) Jim and the Squire were afraid to cook outside after the pirates' attack ended.
- T** **F** b) The Captain's wounds were not very dangerous.
- T** **F** c) Jim ran away from the stockade.
- T** **F** d) The Jolly Roger was not flying from the flagpole on the Hispaniola.
- T** **F** e) Ben Gunn had made the coracle.
- T** **F** f) A hawser is a thin rope tied to a boat.

2. In Chapter 23, why didn't Jim cut the ropes that held the Hispaniola in place?

3. What did Jim mean when he said, "But, indeed, from what I saw, all these buccaneers were as callous as the sea they sailed on," in Chapter 23? (You may use the dictionary to help you.)

4. Why do you think Chapter 24 is named "The Cruise of the Coracle"?

5. What kind of situation was Jim in at the end of Chapter 24?

1.

- a) **F**
- b) **T**
- c) **T**
- d) **F**
- e) **T**
- f) **T**

2.

Because the tension of the rope would knock him and the boat backwards out of the water.

3.

The pirates were insensitive, unsympathetic, and indifferent.

4.

The chapter tells the story of Jim in the small boat - the coracle.

5.

Jim was stuck on the "Hispaniola".

31

1.

- a) dirk
- b) younker
- c) gill
- d) tremulous
- e) mizzen shrouds
- f) jib
- g) red ensign
- h) foraging
- i) canted

2.

accept any reasonable response

32

1.

accept any reasonable answer

2.

He made himself captain when he boarded the ship.

3.

He was the last pirate on the ship. He first said he'd follow Jim, then tried to be the captain himself.

5.

Pieces of eight are money. The parrot kept yelling about them.

33



1.

- a) **4**
- b) **2**
- c) **3**
- d) **1**

2.

He tossed him overboard. He was dead.

3.

Long John Silver

4.

accept any reasonable reply

34

EASY MARKING ANSWER KEY

Treasure Island

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.