

Novel·Ties

Treasure Island

Robert Louis Stevenson



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Treasure Island*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

GLOSSARY OF NAUTICAL TERMS

boatswain	petty officer on a ship in charge of riggings, anchors, and cables
bow	forward end of a ship
bulwark	solid structure above the level of the deck for the protection of persons on deck
capstan	machinery on deck for winding in ropes
catspaw	light breeze that ripples the surface of the water
coxswain	seaman in charge of a ship's boat in the absence of an officer
fathom	nautical term for a unit of length equal to six feet
figurehead	carved ornamental figure on the bow of a ship
forecastle	seamen's quarters in the forward part of a vessel
gig	light boat rowed with long oars
halyard	lines for hoisting sails or tackle
hawser	heavy rope for mooring
helm	wheel or tiller by which a ship is steered
jibs	triangular sails
keel	central beam at the bottom of a ship which supports the hull
lee	part that is turned away from the wind
lugger	small vessel with two or three masts
quay	wharf; dock
ng	to equip a vessel
rigging	ropes and chains used to support and work the masts and sails on a ship
rudder	vertical blade at the stern of the vessel used for changing direction
schooner	type of sailing vessel with at least two masts
scuppers	drains for water at the edge of the deck
stern	back or rear of a ship
tackle	gear and running rigging for handling a vessel or performing some task on a vessel
yawing	moving off a straight course

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover of the book. Also, read the introductory poem "To the Hesitating Purchaser." What do you think the book will be about? Have you read any other works by Robert Louis Stevenson?
2. Have you seen any films or read any books about pirates and buried treasure? Which pirates come to mind and what character traits do they possess? Are they serious or comic figures?
3. Locate pictures of eighteenth-century sailing vessels, such as a four-masted schooner. Try to imagine life on board such a ship for the typical period of three to four months that a sea voyage usually lasted. Why do you think it was necessary for a captain to maintain absolute discipline? Why do you think the potential for violence on a long voyage might have been so great?
4. Using your school as "the Island," hide a small treasure somewhere in the building. Then draw a map leading to the treasure. Offer written clues in the form of riddles that will help search parties find the hidden treasure. The team that finds the treasure first can enjoy the booty.
5. Widely read from the time of its first publication in 1883, *Treasure Island* is considered a classic literary work. Do you know anything about the book before you begin reading? How do you imagine Long John Silver looks? Have you ever read the song that begins "yo-ho-ho and a bottle of rum"? Who might sing this song, and under what circumstances do you think it is sung?
6. Do some research on pirates. When and where did they ply their trade? Who might be the modern equivalent of yesteryear's pirates?
7. Before you begin to read, look over the glossary of nautical terms on page three. Become familiar with these words and refer back to the glossary as you read the novel.
8. Use the world map on page four as you read the book to trace the journey of the *Hispaniola*. Use arrows to indicate the direction the ship is traveling. Show the originating point of the journey and mark an "X" at the stop that was made.