

# Treasure Island



By

Robert L. Stevenson

A Novel Study  
by Joel Michel Reed

# Treasure Island

*By Robert Louis Stevenson*



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## Suggestions and Expectations

This novel study is based on the complete and unabridged version of *Treasure Island* printed by Penguin Classics, which consists of a total of **six parts** and **thirty four Chapters**.

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on three chapters of **Treasure Island** and is comprised of five of the following activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homonyms
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identify *anagrams*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.

### Character Activities

1. Determine character traits
2. Relating personal experiences

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet

### Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

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## Synopsis

'Fifteen men on the dead man's chest – Yo-ho-ho and a bottle of rum!' Treasure Island is a tale of pirates and villains, maps, treasure and shipwreck, and is perhaps the best adventure story ever written. When young Jim Hawkins finds a packet in Captain Flint's sea chest, he could not know that the map inside would lead him to unimaginable treasure. Shipping as cabin boy on the Hispaniola, he sails with Squire Trelawney, Captain Smollett, Dr Livesey, the sinister Long John Silver and a frightening crew to Treasure Island. There, mutiny, murder and mayhem lead to a thrilling climax. (The Publisher – Wordsworth Classics)

A complete synopsis and other helpful reviews can be found on the following website:  
[http://en.wikipedia.org/wiki/Treasure\\_Island](http://en.wikipedia.org/wiki/Treasure_Island)

### Author Biography

*Robert Louis Stevenson*

Robert Louis Stevenson has written a number of well known novels throughout the course of his lifetime, including *Kidnapped*, *The Black Arrow*, *Prince Otto*, *The Strange Case of Dr Jekyll and Mr Hyde*, and *The Wrong Box*. He also wrote a number of short stories and fables, and was a talented poet and world traveler.

Born on November 13, 1850 in Edinburgh Scotland, he was the son of Thomas Stevenson (a light-house engineer) and Margaret Isabella Balfour. It is said that Stevenson comes from a long line of lighthouse engineers. Robert's grandfather and great uncles were all in the same business.

At the age of 25 Robert Louis Stevenson met for the first time Fanny Van de Grift Osbourne. Unfortunately for him, his future sweetheart happened to be married at the time. After several years of separation, they once again had become reacquainted after a painful separation and divorce from Fanny and her husband. The couple eventually married May 1880.

During most of Robert's childhood he fought a number of illnesses which remained with him throughout his adulthood. Many believed Stevenson was diagnosed with bronchiectasis or sarcoidosis. Eventually Robert would suffer a massive cerebral hemorrhage and die at the age of 44. (Courtesy of Wikipedia)





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Name: \_\_\_\_\_

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## Part One Chapters 1-3



### Before you read the chapter:

There have been many modern day stories of treasure hunters finding large quantities of gold and silver from shipwrecks across the world (William Kidd on Long Island; Oak Island in Nova Scotia; Treasure of Lima on Cocos Island). Research one such story and give a brief summary.




### Vocabulary:

Choose a word from the list to complete each sentence below.

parlour	silent	handspike	devil
heartily	hawker	house	captain
dog	ship	beard	beggar

1. Then he rapped on the door with a bit of stick like a \_\_\_\_\_ that he carried, and when my father appeared, called roughly for a glass of rum.
2. He was a very \_\_\_\_\_ man by custom.

3. But though I was so terrified by the idea of the seafaring man with one leg, I was far less afraid of the \_\_\_\_\_ himself than anybody else who knew him.
4. All the time he lived with us the captain made no change whatever in his dress but to buy some stockings from a \_\_\_\_\_.
5. Fifteen men on the dead man's chest – Yo-ho-ho, and a bottle of rum! Drink and the \_\_\_\_\_ had done for the rest – Yo-ho-ho, and a bottle of rum!
6. So saying, the stranger backed along with me into the \_\_\_\_\_, and put me behind him in the corner, so that we were both hidden by the open door.
7. 'Dear, deary me,' cried my mother, 'what a disgrace upon the \_\_\_\_\_!'
8. But he broke in cursing the doctor, in a feeble voice, but \_\_\_\_\_. 'Doctors is all swabs,' he said; 'and that doctor there, why what do he know about seafaring men?'
9. 'Ah! Black \_\_\_\_\_,' says he. 'He's a bad 'un; but there's worse that put him on.'
10. 'Now, Bill, sit where you are,' said the \_\_\_\_\_.

## Questions



1. According to Jim, who was it that operated the Benbow Inn and the Brown Old Seaman?


2. What were the lyrics to the popular old sea-song that was sung in the first chapter.


3. Why was Jim promised a silver fourpenny on the first of every month?


4. After the fight broke out between Black Dog and the captain, why did the captain collapse and fall to the ground?

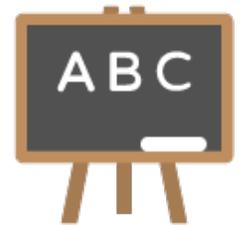

5. What did Dr. Livesey threaten to do to the captain if he did not put his knife away?


6. What did the captain say would happen to him if he couldn't have any rum?


## Language Activities



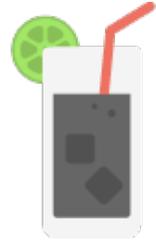
**A.** Many authors enjoy using **alliteration** - a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: "... **g**rouching, **g**rouching, **g**rumbling about something or other."



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The howl of a wolf.	
The sound of a symphony.	
The wind blowing the leaves.	

**B.** A **simile** is a comparison using the words “like” or “as”. The following is an example taken from Chapter One: “. . . *This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste, and still looking about him at the cliffs and up at our signboard.*”



What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) a woman jumping into water

--

b) a man kicking a soccer ball

--

## C. Pirates Ahoy!!

There have been countless stories recorded throughout history detailing the various crimes committed by pirates. As a matter of fact, there are still a number of articles written in today's news-papers that continue to document the crimes committed by modern day pirates, especially in the waters between the Red Sea and the Indian Ocean, and off the coast of Somalia.. Your task is to research one such news story involving modern day pirates, and give a detailed summary of your findings.




## Extension Activity



### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first 3 chapters of *Treasure Island*. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6