

ENRICHED  
CLASSICS

**Simon & Schuster Classroom Activities  
for the Enriched Classic edition of  
*Treasure Island* by Robert Louis Stevenson  
1-4165-0029-4 • \$3.95 / \$4.99 Can.**

Activities created by Katie Gideon

Each of the three activities includes:

- NCTE standards covered
- An estimate of the time needed
- A complete list of materials needed
- Step-by-step instructions
- Questions to help you evaluate the results

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- A timeline of significant events that provide the book's historical context
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- Detailed explanatory notes
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- Discussion questions to promote lively classroom and book group interaction
- A list of recommended books and films to broaden the reader's experience

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Lesson Plan #1

**“He's a Bad 'Un”  
(A Lesson in Literary Analysis)**

In this lesson, students will examine the diction employed by various characters throughout the novel to better understand the relationship between language and empire as displayed in nineteenth-century children's fiction. Through textual analysis, students will define and discuss the class barriers present in *Treasure Island*. Finally, they will compare issues of language and status in *Treasure Island* to what they see in their own community.

This activity assumes that students have read the first chapter. It will initially take one fifty-minute class period. The analysis will be completed as the students finish the book, and encounter all the different characters. The completed chart will be used in a final seminar.

**NCTE Standards Covered:**

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**What To Do:**

1. Have students respond in journals to a prompt regarding power/language constructs in their own community. Possible prompt: Imagine you're in a room with a wealthy software engineer and a petty drug dealer. How would you expect the two people to speak differently? Be specific!
2. Tell your students that, whether they know it or not, they've just been analyzing diction. In writing, "diction" refers to the words chosen by the author to create a certain effect. In *Treasure Island*, Stevenson makes clear diction choices when it comes to characters' dialogue with one another.
3. Divide your board into two columns. Label one column "Diction in Dialogue" and the other column "What Diction Reveals." Now, ask a few students to share their responses with the class. Record on the board as appropriate (for instance, "accent/dialect" would go under "Diction in Dialogue," while "tells you where they're from" would go under "What Diction Reveals").

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4. Explain that students will be analyzing the diction Stevenson assigns his characters. They will compare the characters' diction to their place within the power structure of the novel. Whether consciously or unconsciously, Stevenson is definitely making a point about the symbolic power of language. What does his novel suggest? Does the relationship conveyed in the novel hold true in contemporary society? Students should be able to answer these questions by the end of the activity.
  
5. Distribute a copy of Handout #1 to each student. Read aloud the description of Billy Bones begging for rum after the doctor says that he can't have any (Stevenson 23-24). Direct students to the quote that you've already put on the page for them. Show them how you used ellipses to only show relevant portions of the quote. Draw their attention to the correct MLA citation format (they should be using it, too). Have students highlight the important phrases or words that reveal something about the character. In this case, the phrase "doctors is all swabs" indicates that Bones can't be bothered to use standard English, while the phrase "poor old hulk on a lee shore" uses nautical jargon.
  
6. Now students should complete the entry for themselves--Billy's occupation is retired pirate. Billy's loyalty is somewhat irrelevant--this will become relevant once the sailors reach the island (at which point readers should identify them as "loyal" or "mutineer"). If students have a difficult time defining his place in society, ask them to think about what people/groups he overpowers (the Hawkins family) and what people/groups overpower him (the doctor).
  
7. As students read the book, they should fill out the chart for each of the characters listed.
  
8. After reading the book, give the students 15-20 minutes to redesign their chart so that the characters they investigated are listed by power ranking. They should consider the following questions as they create a graphic organizer to depict social rank: Who has power over other characters? Who has the power to change his circumstances? Who has the power to survive? Students should write a brief rationale on the back of their graphic organizer, explaining how they ranked the characters. Ask a few students to share their finished product with the class. There will be differences of opinion; as long as students can explain their reasoning, this is fine.
  
9. Discuss the students' findings. What was the relationship between diction and power? What is Stevenson suggesting with his language? What is the underlying message?
  
10. For homework, have students write a journal entry comparing the relationship between language and power in *Treasure Island* with the relationship between language and power in their own societies. The next day in class, have a seminar around the question: "What is the relationship between language and power in our society?"

**What You Need:**

A copy of the Enriched Classic edition of *Treasure Island* (1416500294) for each student

Copies of Handout #1

### **How Did It Go?**

Did students learn something about power structures in the novel? Were students able to distinguish between characters with different power, solely based on their use of language? Could they perform a focused reading of the text? Could they synthesize what they learned into a coherent graphic organizer? Could they explain their reasoning during seminar? Did they make connections to their own community? Could they explain the connection between language and power in modern society?

Lesson Plan #2

**“The General Colouring was Uniform and Sad”**  
(Visual Interpretations of Theme and Tone)

As a children's novel packed with exciting events, *Treasure Island* has inspired many illustrated editions. In order to develop their understanding of theme and tone, your students will choose a scene from the novel to illustrate. The visual activity may be especially powerful for students developing English language proficiency.

This activity will initially take one full fifty-minute class period, plus part of the next day. Students will need to prepare with a homework assignment.

**NCTE Standards Covered:**

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**What To Do:**

1. This lesson builds upon the assumption that students have already completed reading a significant portion of the book. Remind them that this was originally written as a tale for children, and that many children's books have illustrations. What scenes are worth illustrating in the story? Brainstorm a list on the board.
2. Review the definitions for "theme" and "tone" with your students.

**theme** – a broad idea in a story; the underlying message or truth. Something fundamental, universal, and bigger than plot. It must be a sentence--not just "ambition versus corruption" but "Ambition is acceptable, so long as we pursue our goals through admirable means."

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**tone** – indicates author’s feelings about his or her subject. The attitude toward story *and* reader; the cumulative effect of the writer’s words. An author’s style (including diction!) conveys tone.

Ask students how a picture might convey theme or tone. What colors might be used? What images? How might the composition of the picture affect what we see?

3. Brainstorm a list of themes and/or tones from the novel. What are the broad ideas of the story? What is Stevenson's attitude towards his subject? What scenes might best convey that idea or attitude?

4. Give students time in class to begin creating their illustrations. Let them know that their illustrations will be graded based on how well they used color, composition, and details to invoke a tone and/or theme of the novel. You may wish to give them time at home, as well, to complete the drawings.

7. The day after students turn in the illustrations, their artwork should be posted around the room. Allow enough time for students to walk around, viewing and processing one another’s work. Ask students to analyze similarities between the illustrations; have them identify and explain why they found certain illustrations compelling.

**What You Need:**

A copy of the Enriched Classic edition of *Treasure Island* (1416500294) for each student

Drawing and coloring materials (paper, pencils, pens, crayons, markers, colored pencils, etc.)

**How Did It Go?**

Were the students able to select appropriate scenes from the book for illustration? Were their drawings rendered thoughtfully? Did their illustrations use colors, details, and composition to convey theme and tone?

Lesson Plan #3

**“Life or Death--and a Close Run”**  
(A Lesson in Reading Comprehension)

Students unfamiliar with the cadence and pacing of a nineteenth-century novel may struggle with Robert Louis Stevenson's style. Creating a game is an engaging way for students to monitor and enhance their own comprehension. In addition to distinguishing between the key moments, supporting details, and irrelevant material in the plot, students will also review the literary terms they've been studying. In order to be successful, students will have to find textual evidence and write game questions that quiz their classmates' knowledge on theme, tone, and diction.

This lesson will initially take two or three fifty-minute class periods. Students should update their games every few chapters; at the end of their reading, students can play the game to review.

**NCTE Standards Covered:**

**3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**5.** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

**11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

**What To Do:**

1. Begin by asking students what strategies they use to ensure that they understand what they've read. If you told them that you'd be giving them a test on the first three books of *Treasure Island*—both plot events and literary elements employed by Robert Louis Stevenson—how would they study for the test? Brainstorm their list of strategies on one half of the board.

2. Next, ask students to brainstorm a list of board games that they like to play. Write that list on the other half of the board. After they've had a few minutes to brainstorm, ask them whether or not the games can teach them anything—whether it be knowledge, a skill, or a value (e.g., *Clue* tests problem-solving skills, such as the players' ability to use process of elimination). Ask students if board games can ever be educational, and then have them explain their answers. (If students aren't getting it, you might extend the *Clue* example: process of elimination is a skill used while taking multiple choice tests.)

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3. Ask students how successful they've been in tracking the characters, events, and ideas in *Treasure Island* thus far. What about the literary elements? Could they analyze the diction of any given character? What tone does Stevenson take when describing Long John Silver? And how do the events and characters describe a major theme of the book? In order to ensure that students understand the plot basics and the literary analysis elements, student groups will create a review game as they read the text. There will be time after every few chapters to incorporate new knowledge into the game (while recall and comprehension is fresh). After you finish reading the text, student groups will have a chance to play one another's games as a means of review before whatever unit test and/or essay you choose to assign.
4. Put students in groups. Pass out Handout #2 to each student. Also, pass out Handout #3 to each group. Encourage students to take notes directly on the rubric handout as you read the handout aloud and respond to any questions students may have. Note that students will be grading themselves and each other—as creators and users of the games, this is the most authentic form of assessment. Remind them that this game should be a review for a test, which they will take individually (and you, as the teacher, will grade).
5. Though the activity should be fun, it should also be taken seriously. As such, students should pay special attention to the “Knowledge Gained” category that appears in both grading sections of the rubric. What are the key components that their game should be designed to review? Key characters, events, ideas, and literary elements discovered in the text. Also, direct their attention to the “preparedness” category on the player rubric. The only materials provided by the teacher are blank game cards and art supplies. Students will need to provide their own dice, spinners, game board, etc.
6. Present students with a timeline for their initial set-up of the game. They'll have the next few days in class to decide on a game format, write the rules, bring in the necessary materials, and write their review questions for the first three parts of *Treasure Island*. They must also figure out a way to store all of their materials neatly in the classroom. Basically, students should have their game template roughed out. Future class-time for the game will be limited, and students should spend that time updating their questions and/or the graphics of their game board.
7. Assist groups as necessary while they work—during the initial setup, and then later during game updates. By the time students have finished the text and begin to play the games, you may need to copy new rubrics (as the original ones may be lost). Students should have at least one full class period to play the games.

**What You Need:**

A copy of the Enriched Classic edition of *Treasure Island* (1416500294) for each student

Copies of Handout #2 (one per student)

Copies of Handout #3 (one per group, copied on cardstock, plus extras for later additions)

Art supplies

Example board games (optional)

### **How Did It Go?**

Did the games created meet the standards set in the rubric? Were game creators able to grade themselves honestly on the effectiveness of the activity? Were players able to learn from the games other groups created? Could the players grade the game creators honestly and fairly? Did the activity provide a good check for reading comprehension? Were game creators and players able to review the material in a meaningful fashion?

**Diction in Dialogue**

	<b>Two Quotes</b>	<b>Occupation, Loyalty</b>	<b>Place in Society</b>
Billy Bones	(1) "Doctors is all swabs... if I'm not to have my rum now I'm a poor old hulk on a lee shore" (Stevenson 23).  (2)		
Jim Hawkins	(1)  (2)		
Long John Silver	(1)  (2)		
Dr. David Livesey	(1)  (2)		
Captain Alexander Smollett	(1)  (2)		
Israel Hands	(1)  (2)		

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Handout #2

**Game Rubric One: Creators**

\_\_\_\_\_ / 20

CATEGORY	10	8	7	5
<b>Knowledge Gained</b>	All creators of the game could easily and correctly describe at least 10 key components of <i>Treasure Island</i> without looking at the game.	All creators of the game could correctly describe between 7 and 9 key components of <i>Treasure Island</i> without looking at the game.	Most creators of the game could correctly describe between 4 and 6 key components of <i>Treasure Island</i> without looking at the game.	Several of the game's creators could NOT correctly describe key components of <i>Treasure Island</i> without looking at the game.
<b>Cooperative work</b>	The group consistently stayed focused, managed time responsibly, and worked well together. Each member contributed high quality work.	The group generally stayed focused, managed time responsibly, and worked well together. Each member contributed some quality work.	The group worked fairly well together with all members contributing some work.	The group often did not work well together and the game appeared to be the work of only 1-2 students in the group.

**Game Rubric Two: Players**

\_\_\_\_\_ / 40

CATEGORY	10	8	7	5
<b>Knowledge Gained</b>	This game was carefully designed and helped all players review theme, tone, and diction. Included at least 10 key events of <i>Treasure Island</i> . No factual errors.	This game helped all players review theme, tone, and diction. Included between 7 and 9 key events of <i>Treasure Island</i> . There were no factual errors.	This game helped most players review several key components of <i>Treasure Island</i> . At least one of the three literary terms was included.  There was only one factual error.	The game did NOT help players review key components of <i>Treasure Island</i> .  There was more than one factual error.
<b>Rules</b>	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but people had some difficulty figuring out the game.	The rules were not written.
<b>Preparedness</b>	It was easy to find all of the necessary game materials in the packaging.	All materials were present, but hard to identify and/or locate.	One necessary component for game play was missing.	There was more than one component missing from the game.
<b>Attractiveness</b>	Contrasting colors and a visual rendering of the island and/or treasure map were used to give the cards and game board visual appeal. This group put great effort into creating their game!	Contrasting colors (and at least 1 graphic interpretation from the book) were used to give the cards and game board visual appeal. The group put some effort into creating their game.	Contrasting colors and thematically appropriate graphics were used to give the cards and game board visual appeal.	Little or no color. Lack of appropriate graphics/ no graphics used.

Handout #3

**Game Cards**
