



#9900 TREASURE ISLAND

CASTLE HILL PRODUCTIONS, INC., 1998
Grade Level: 7-12
99 mins.



DESCRIPTION

When Billy Bones gives him a treasure map, young Jim Hawkins becomes the focus of greedy gentry and a group of unscrupulous pirates led by Long John Silver. Jim's discernment and loyalty are tested throughout this high adventure based on Robert Louis Stevenson's classic novel. Stars Jack Palance as Silver and Kevin Zegers as Jim.

ACADEMIC STANDARDS

Subject Area: Reading

- Standard: Uses reading skills and strategies to understand and interpret a variety of literary texts
 - ◆ Benchmark: Uses reading skills and strategies to understand a variety of literary texts (e.g., fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, supernatural tales, satires, parodies, plays, American literature, British literature, world and ancient literature) (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Knows the defining characteristics of a variety of literary forms and genres (e.g., fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, supernatural tales, satires, parodies, plays, drama, American literature, British literature, world and ancient literature, the Bible) (See INSTRUCTIONAL GOALS 2.)

INSTRUCTIONAL GOALS

1. To understand Robert Louis Stevenson's *Treasure Island*.
2. To study the components of adventure tales from the 1700s.

VOCABULARY

- | | | |
|---------------------|-----------------|--------------------------------------|
| 1. arms (weapons) | 7. insolence | 13. reprobate |
| 2. booty (treasure) | 8. "land ho" | 14. scoundrel |
| 3. brig (prison) | 9. mad (crazy) | 15. swab (pirate) |
| 4. condolence | 10. maroon | 16. the Jolly Roger
(pirate flag) |
| 5. crow's nest | 11. mutiny | 17. treason |
| 6. expendable | 12. "pipe down" | |

BEFORE SHOWING

1. List ways the 1700s differ from modern times. Consider transportation, clothing, communication, and historical events.
2. View the end of the video to see the on-screen characters. Note the character names:
 - a. the Loyalists--Gran Hawkins, Squire Trelawney, Captain Smollet, Doctor Livesy, and Jim Hawkins
 - b. the Pirates--Blind Pew, Black Dog, Ben Gunn, Billy Bones, and Long John Silver

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Pause at the on-screen title "Bristol."
 - a. How did Long John Silver lose his leg?
 - b. Why did Captain Bill Bones come to the Admiral Benbow Inn? What did Bones tell Jim Hawkins to be on the lookout for?
 - c. Why did Black Dog and then Blind Pew come to the Admiral Benbow Inn? How did Bones die?
 - d. How did Jim get the map? What happened to Gran Hawkins and Jim after Bones' death?
 - e. What did Jim do with the map? What plans did the Squire Trelawney have for the map? What were Dr. Livesy's concerns?
3. Pause at the on-screen title "Three (grueling) months later . . ."
 - a. What were Captain Smollet's complaints to the squire?
 - b. What did Jim think of when he met Silver? What happened when Jim and Black Dog saw each other?
 - c. Why did one of the crew race Jim up to the crow's nest?

AFTER SHOWING

Discussion Items and Questions

1. What did Jim hear while he was in the apple barrel?
2. Why did the men go ashore when they arrived at the island? Why did Jim go with them?
3. How did Jim meet Ben Gunn?
4. How did the pirates gain control of the *Hispaniola*?
5. Why did Jim borrow Gunn's boat? What happened to him aboard the *Hispaniola*?
6. What deal did the squire and the doctor make with Captain Smollet?
7. What bargain did Silver propose to Smollet? How did Jim come to Silver's aid? What was Silver's deal with Jim?
8. How did the squire's offer of truce backfire?
9. Why did the pirates give Silver the black spot? What surprise did they find at the treasure site?
10. How did Silver, Gunn, and Jim live through the battle?
11. Describe the ending of the video.

Applications and Activities

1. Read and contrast the book *Treasure Island* with the video. Consider plot, characters, heroes, villains, and the ending. View and compare other movie versions of the story.
2. Research and compare pirates, the mafia, and gangs. Consider famous persons, typical crimes, and lifestyles.
3. Investigate ships of this era. Consider shipbuilding and the life of seafaring folk.
4. Research treasures, shipwrecks with treasures, and treasure hunting. List famous found and lost treasures. Consider modern methods of treasure hunting.

CMP RELATED RESOURCES

- [Long John Silver #8801](#)
- [Treasure of Matecumbe #8366](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• **TREASURE ISLAND BY ROBERT LOUIS STEVENSON**

<http://www.ukoln.ac.uk/services/treasure/>

Find out about the author, the characters of the book, tropical islands, pirates, and buried treasure. You can take a quiz or contribute by sending in your reviews of the book and descriptions of dastardly pirates. Includes a teaching unit and related links.

• **A TEACHING UNIT FOR TREASURE ISLAND**

<http://amitylearning.com/treasure/default.asp>

This award-winning site is written at the 6th grade reading level and includes student activities and teacher materials.

• **THE LITERATURE NETWORK: TREASURE ISLAND**

<http://www.online-literature.com/stevenson/treasureisland/>

This searchable online version of the text also includes author information.