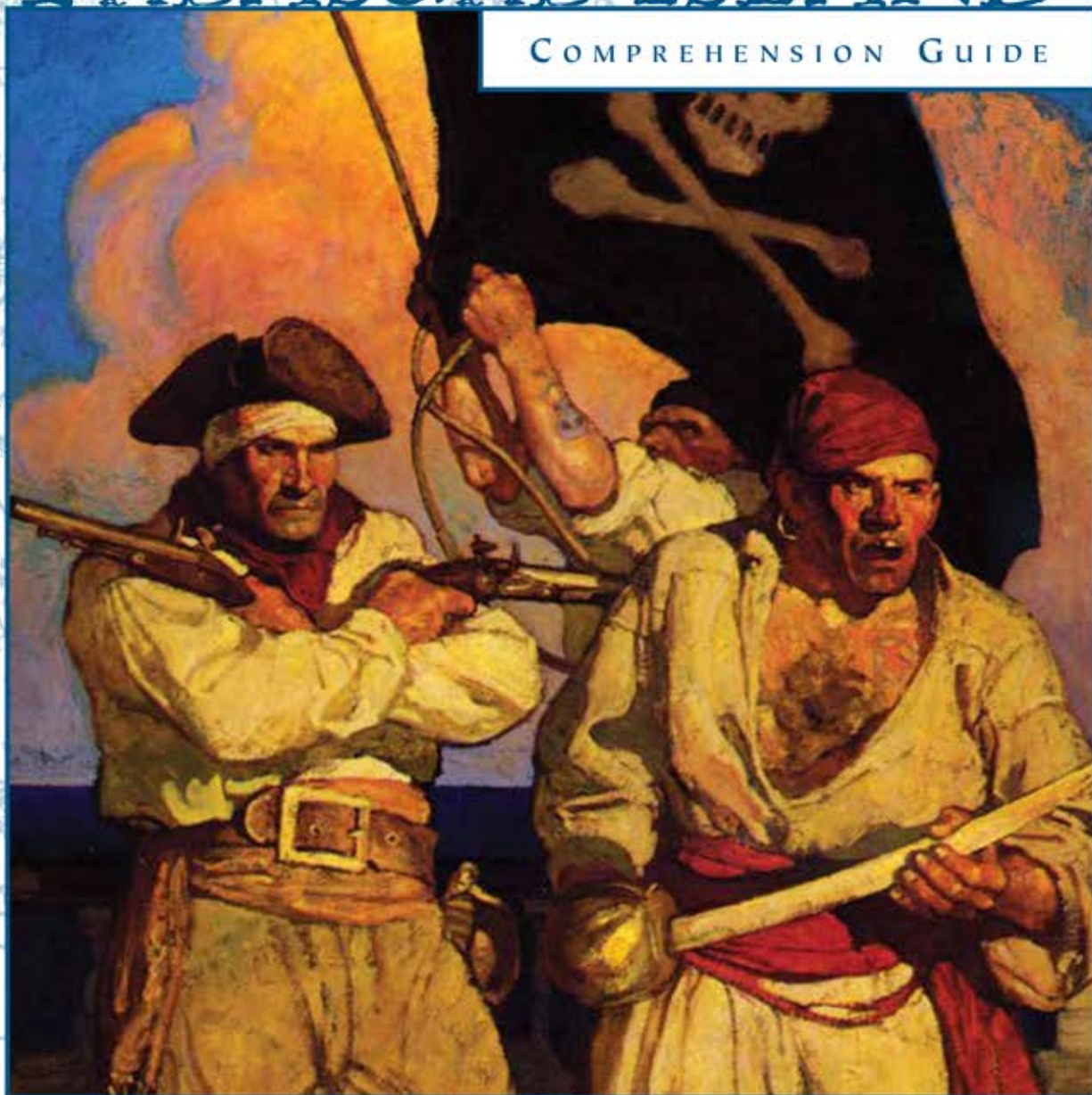


TREASURE ISLAND

COMPREHENSION GUIDE



TREASURE ISLAND

Comprehension Guide
by Ned Bustard



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*This guide is dedicated to EDB, Sr.
—with fond memories of
hearing this story read to me
from a tattered old book
by the light of a stump of a candle
stuffed in an old cork buoy
retrieved from “Driftwood Cove.”*

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TREASURE ISLAND

How to Use this Guide

This guide is intended to help you study, understand and enjoy *Treasure Island*. This famous book was originally serialized in the children's magazine *Young Folks* under the title "The Sea Cook, or Treasure Island." The impact of this book on the general public's concept of pirates cannot be exaggerated—treasure maps marked with an 'X', pirate schooners, the Black Spot, tropical islands, and one-legged seamen with parrots on their shoulders all find their genesis in this tale.

You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.

4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

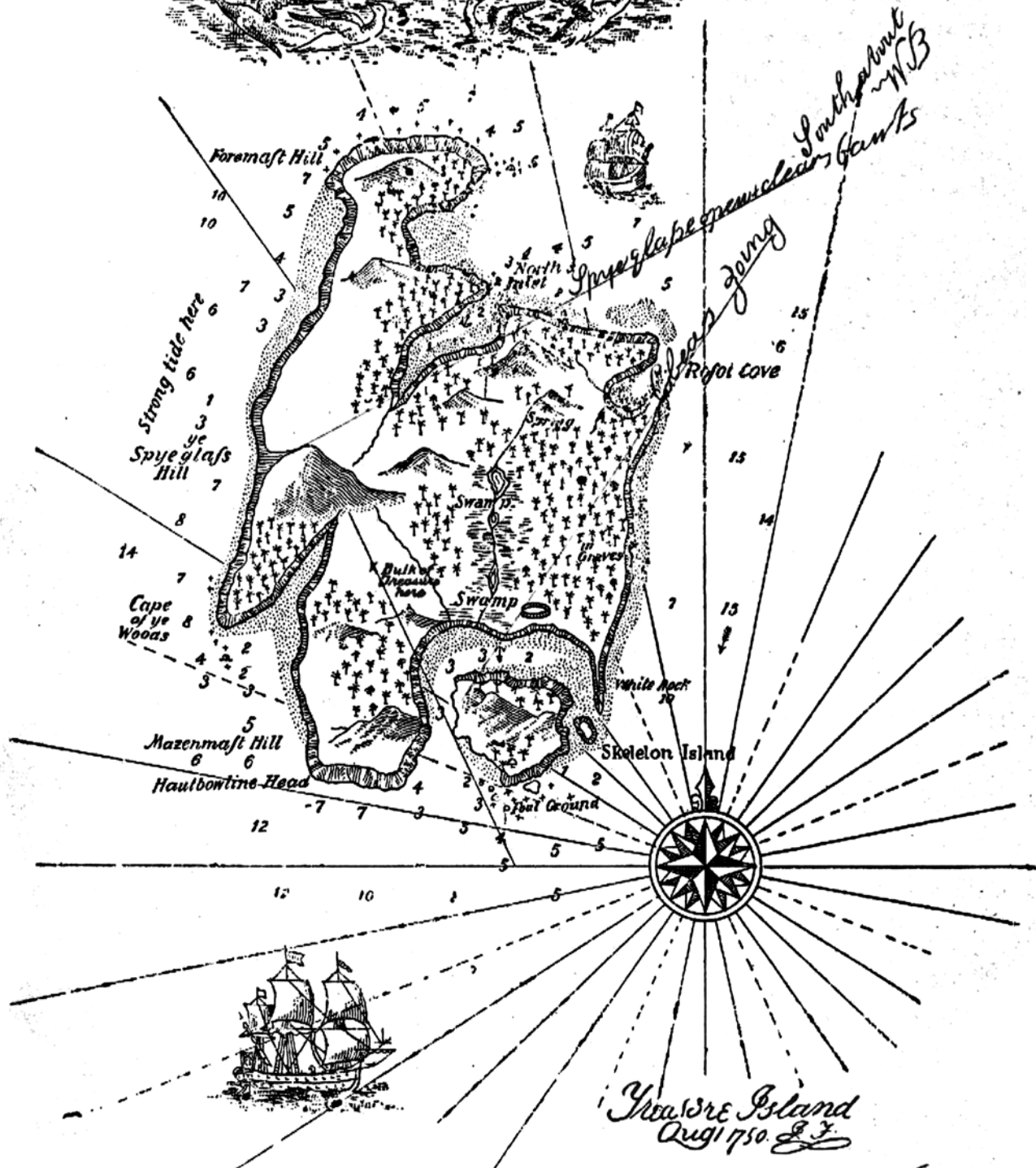
Example:

Question: What secret had been told to the parrot?

Answer: The secret was that they were going on a treasure voyage.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.



Given by above J. F. to Mr W. Bones Master of ye Walrus
 Savannah this twenty July 1754 W. B.

Facsimile of Chart, latitude and
 longitude struck out by J. Hawkins

TREASURE ISLAND: THE OLD BUCCANEER

The Old Sea Dog at the "Admiral Benbow"

and Black Dog Appears and Disappears

1. The exact chronological setting for the story is not recorded. Some would place the events of the story during the Seven Years' War, (1756-1763), with 1757 as the earliest possible year for the voyage of the *Hispaniola*. Another thing the narrator specifically leaves out are the bearings of Treasure Island. Why was he asked to make this latter omission?

2. What were the words to the old sea song that Billy Bones (or "the Captain") would sing?

3. What was Jim employed to do for a silver fourpenny every month?

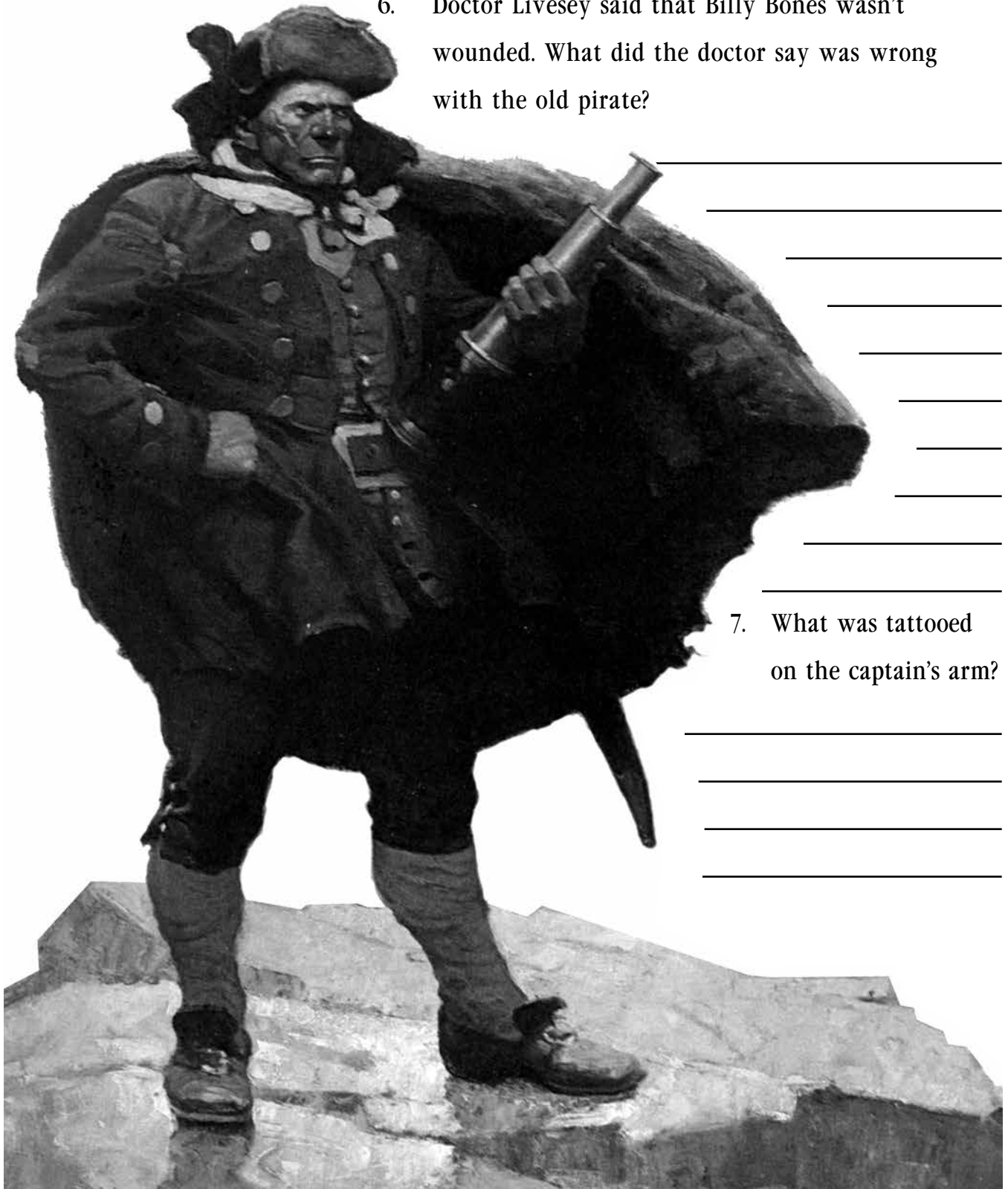
4. Who was the only person to ever cross the old sea-dog during his residence at the Admiral Benbow?

5. What was the name of the captain's old shipmate who was missing two fingers?

TREASURE ISLAND: THE OLD BUCCANEER

Chapters 1-2, Page 2

6. Doctor Livesey said that Billy Bones wasn't wounded. What did the doctor say was wrong with the old pirate?



7. What was tattooed on the captain's arm?

TREASURE ISLAND: THE OLD BUCCANEER

Project 1—Vocabulary

To better enjoy the riches that this classic pirate tale has to offer, you will want to understand the nautical terminology and various unusual words waiting to be uncovered. The words are listed roughly in the order in which they appear, so you may decide to do this project over several chapters.

handspike

connoisseur

berth

abominable

assizes

cutlass

rum

swab

reef

vise

detestable

TREASURE ISLAND: THE OLD BUCCANEER

Project 1, Page 2

trinket

oilskin

lubber

skulking

miscreant

prodigious

hummock

fathom

beath

schooner

dexterity

keel hauling

TREASURE ISLAND: THE OLD BUCCANEER

Project 1, Page 3

trump

stave

lanyard

yarn

pieces of eight

go about

grog

duff

foc's'le

trades

pannikin

agitated

TREASURE ISLAND: THE OLD BUCCANEER

Project 1, Page 4

forelock

backstay

warp

gig

cannibal

clove hitch

dysentery

scoundrel

breeches

bandoleer

sullen

knoll

TREASURE ISLAND: THE OLD BUCCANEER

Project 1, Page 5

snuff

bash

dirk

bulwark

subaltern

glim

truculent

caulker

gammon

teetotum

capstan

obsequious

TREASURE ISLAND

Project 2—A Book of Pirates

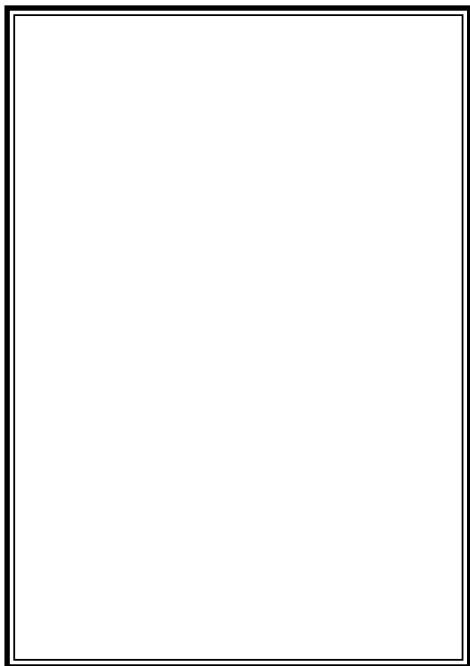
As you read about Robert Louis Stevenson’s famous pirates, in this guide you will also read about real pirates. Rewrite the accounts of the buccaneers that appear throughout this guide using the “key-word method.” That is, a few important words from each sentence to help remember what is said in it (words that are part of the grammatical core of the sentence, particularly subjects, action verbs, direct objects, predicate nouns and adjectives). Then use your key words as a springboard to write your summaries. You will not have room to write all that you learn about the pirates, so pick out your favorite parts. Other pirates not included in this guide that you could research and write on as well are: William Kidd, Thomas Tew, and Samuel Bellamy. Also, if you find yourself interested in a particular pirate, you are encouraged to do more research on the nefarious person. The descriptions found in this guide are quite short and often leave out many fascinating facts.

On the next page are two styles of pages you can photocopy to use for your Infamous Pirates book. One is set up for just text and the other has space provided for an illustration. After rewriting all the biographies of the pirates, cut out the pages, stack them up with the cover below on top, and staple them along the left side of the booklet.



TREASURE ISLAND

Project 2, Page 2





TREASURE ISLAND

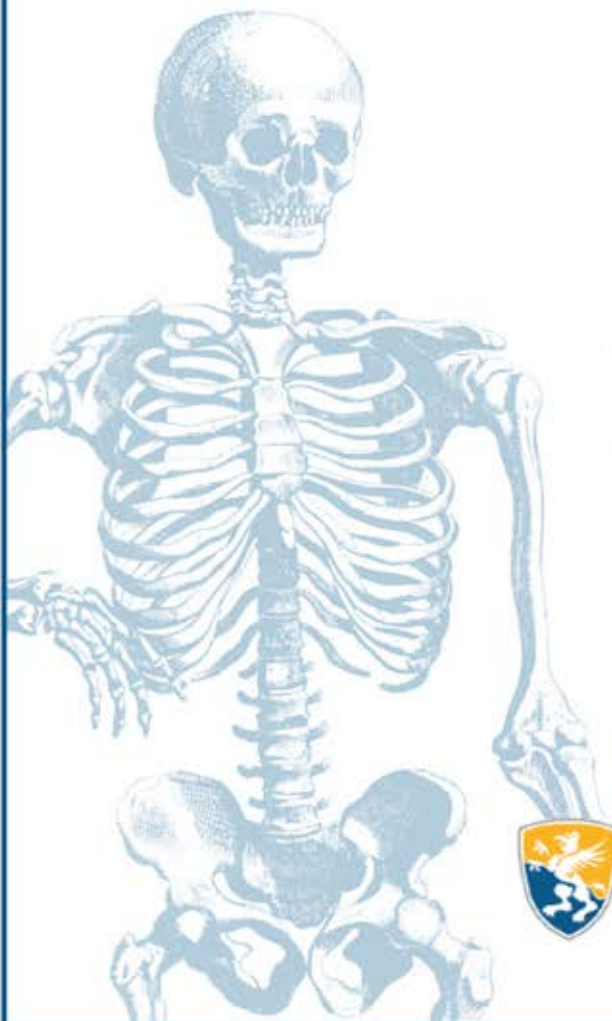
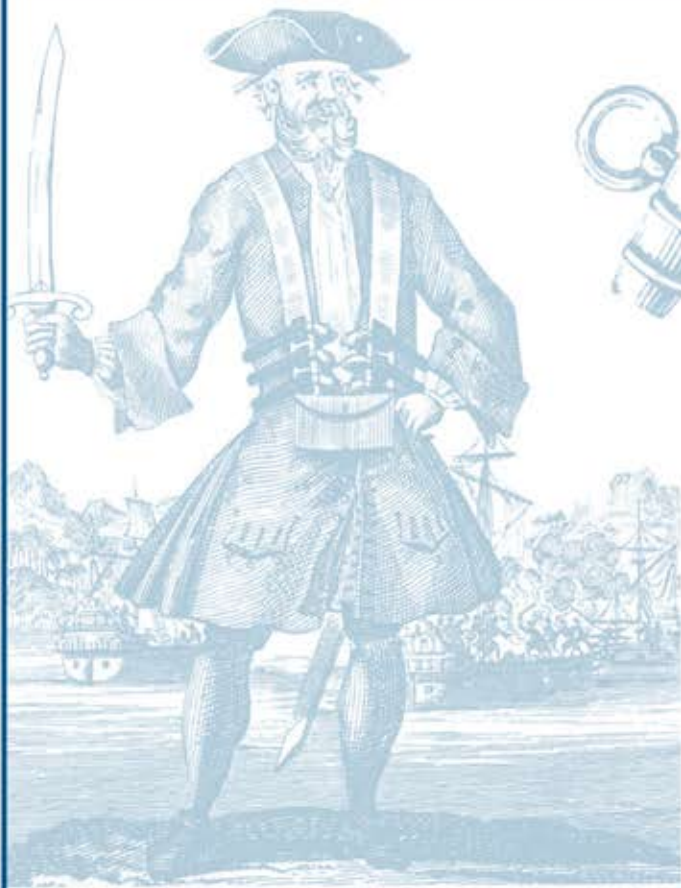
Project 2, Page 3— A Book of Pirates: Stede Bonnet

Bonnet was a British army major who retired to Barbados to run a sugar plantation. But he didn't stay there long. Some say he was bored, some say he was crazy, and some say his sharp-tongued wife drove him to piracy. Regardless of the reason, and not knowing how to sail, he bought a sloop and ten cannons in 1717 then set off aboard the *Revenge*. The following year he met Blackbeard, who offered one of his lieutenants to Bonnet to run the ship for him. When the pirates parted company Bonnet renamed the sloop the *Royal James* and assumed the name Captain Thomas. He was successful in capturing at least ten ships before two sloops sent by Governor Johnson of Charles Town ran the *Royal James* aground. Bonnet was taken into custody, escaped, then was recaptured, hung and buried December 10, 1718.



KEY WORD OUTLINE

REWRITE



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