



***TREASURE ISLAND* by R L Stevenson**











RESOURCE PACK

KS2 / AGE 9 - 11



Treasure Island

by Robert Louis Stevenson

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Introduction

Robert Louis Stevenson (1850 - 94)

Robert Louis Stevenson was born in Edinburgh in 1850 into a well-to-do family which was already notable as his father and grandfather were well-known lighthouse engineers.

Robert was expected to follow the family profession but chose instead to pursue a bohemian life of pleasure and adventure, eventually curtailed by the ill-health which plagued him throughout his life.

As a child Stevenson loved to create stories: they were a means of passing the time during his frequent illnesses. As a young man he travelled widely, writing about his experiences, many of which provided inspiration for his later fictional work.

One such adventure was when he crossed first the Atlantic and then the US in pursuit of a woman he had met in France. He managed to meet up with her in California and eventually married her, she having nursed him back to health after the exertions of his journey left him near death.

Returning to Europe, Stevenson spent time in the South of England and in France, thinking that the climate would be better for his health than Scotland.

During this time, in the 1880s, he wrote his best-known stories including *Treasure Island*, *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*. He subsequently returned to travel and adventure, voyaging extensively in the South Pacific before settling in Samoa, where he died following a suspected brain haemorrhage.

Treasure Island

Published in 1883 and set in the 1700s, *Treasure Island* is one of the best-known examples of an adventure story. It is also an example of a coming-of-age novel, taking as its subject the journey of a central protagonist from youth to adulthood, with his character and outlook being shaped by his experiences along the way. The protagonist is Jim Hawkins, who begins the story working in his mother's inn - *The Admiral Benbow* - and ends it having pursued and won buried pirate treasure.

Jim is working at the inn when a mysterious figure arrives seeking lodgings. Jim does not know it at the time but the person - Billy Bones - is a pirate on the run, with a treasure map in his possession.

Former crewmates pursue the pirate and attack the inn, but Jim escapes with the map and together with the family doctor and local Squire, joins an expedition to retrieve the treasure.

The Squire hires a ship, a captain, and a sailor called Long John Silver, whose job is to run the ship's galley. On arrival at the island where the treasure is buried, the crew mutiny, under the direction of Silver. Their intention is to take the treasure for themselves.

However, with the help of Ben Gunn, who had been marooned on the island following a previous, unsuccessful quest for the treasure, Jim and his friends outfox the pirates. They return home with the treasure, leaving the mutineers marooned.

During the process, Silver had saved Jim's life from the other pirates, and because of this he is not marooned but brought back to England to face trial. However, on the voyage home Jim allows him to escape and to take a small part of the treasure with him.



Drama techniques to support activities for *Treasure Island*

Hot-seating

A character is questioned by the group about his or her background, behaviour and motivation. Even done without preparation, it is an excellent way of fleshing out a character. Characters may be hot-seated individually, in pairs or small groups. The technique is additionally useful for developing questioning skills with the rest of the group. The traditional approach is for the pupil playing the character to sit on a chair in front of the group (arranged in a semi-circle), although characters may be hot-seated in pairs or groups. It is helpful if the teacher takes on the role of facilitator to guide the questioning in constructive directions. However the teacher could take on the role of the character themselves.

Freeze-frame

Working in small groups or a whole class, pupils create a moment that shows the action in a narrative frozen in time, as if the pause button has been pressed. This allows them to think about what is going on for each of the characters in the frame, or to consider what is happening from different points of view. The moment itself may be the interesting thing, or they may be asked to think about what has just happened or is about to happen. Make sure pupils have sufficient background knowledge of the context for the freeze-frame to understand their own role in the action or to discuss it.

Thought tapping

When the freeze-frame has been created, the teacher moves quietly and slowly between the characters in the scene. At the teacher's given signal to an individual pupil, that child - in character - voices their thoughts aloud in a few words. This allows all pupils to hear what some or all of the characters are thinking at that very moment. It gives clues about the role each

pupil has chosen and can raise issues about different viewpoints. It also deepens pupil's engagement with the learning context being established.

Slow-motion

Select one of the characters in the freeze-frame and ask the pupil to begin the action again, showing what happened next for that person, but moving slowly so that the rest of the class - still 'frozen' - has time to think not only about *what* is happening but *why*. Another option is for the teacher or a child to narrate the slow-motion action that is taking place for one character.

Similar to thought tapping, this approach allows the class to follow one character's train of thought through the action for longer. For example, one or two pupils move through the freeze-frame in slow motion, speaking their thoughts aloud as they continue to reveal their feelings, viewpoints and / or motivation. Alternatively, other pupils track the freeze-frame players' thinking by speaking their thoughts aloud for them.

Role on the wall

A character is depicted and developed in a visual way using a large format note-making strategy. The teacher can use a flipchart, whiteboard, large screen or a big piece of paper displayed 'on the wall'. A simple character shape such as a stick person is drawn. The character may already be partly developed, for example through reading the first chapter of a class novel ('What do we already know about this person?'), or pupils may be creating the character from scratch ('What do we want this character to be like?'). As pupils contribute their own ideas, the teacher adds brief notes to the visual in an appropriate position. Encourage pupils to talk and think about different dimensions of the character. For example, if they focus on physical description ask them what kind of person this might be.



Collective voice

The class sits in a circle and the teacher takes on the role of one speaker in a conversation. The whole class takes on the role of a single, second speaker. The teacher begins the conversation, talking to the 'other person' (the class) and any child can speak to continue the dialogue. A common purpose is for pupils to find out some information from the first speaker or for them to give advice.

This sounds complicated but is a powerful teaching convention and most pupils quickly adopt the strategy to take turns at speaking. If more than one pupil speaks at once, the teacher decides how to answer one or both. Pupils usually manage the 'corporate role' well because they are focused on what the first character (the teacher) has to say and they want to find out more.

Once pupils are familiar with this convention, the class can take on the more responsible role of the character with information to pass on.

Overheard conversations

The pupils hear a conversation that they would not usually have access to and can use this extra information to consider its impact on a narrative or a situation. For example, they have been using *conscience alley* to explore two different sides of an argument. The teacher introduces two or more characters who are in some way connected with whatever the situation is, and the class is able to listen to a conversation they have. For example, when the main character reaches the end of the conscience alley, the pupils all sit down and 'accidentally overhear' the conversation between two people walking along the road.

An overheard conversation often needs to include specific information that impacts on the situation. The teacher can ensure that the right information is included, by taking part in the dialogue. Conversations can also be overheard to provide a range of different viewpoints about the same issue.

Generic activities for use with *Treasure Island*

Speaking and listening

- Focus on animation / film metalanguage. Discuss how the animator has used sound / colour / characters / angles etc to tell the tale.
- Discuss the role of the narrator.
- Hot-seat the narrator. Ask the narrator to tell you something else about the story / characters.
- Orally tell and retell the story using props, puppets, masks etc.
- In pairs / small groups, retell the story as fast as you can.
- Orally retell the story from the point of view of a different character - eg a minor character.
- Play 'Word Tennis'. In pairs, retell the story one word / sentence at a time, each child saying the next word / sentence.
- Play 'Who Am I?' Take turns to provide clues about one of the characters in a story; the others have to guess who it is.
- Watch an episode and make brief notes of the main events. Use as the basis for orally retelling or reinventing the story.
- Retell the story around a circle, each member of the group adding the next part.
- Research the original story / Robert Louis Stevenson and present the information to a specified audience.
- Take on the role of 'Film critics' and comment constructively on the presentation of an episode / the whole adaptation.
- In pairs, create a dialogue for some or all of an episode / all episodes.

Drama

- Use drama as a 'talk for writing' strategy. Drama activities can be used to support discussion and oral / written outcomes of a unit of work.
- Use drama techniques to promote discussion about the story and / or to prepare for the writing of your own adventure story. See suggested techniques above.



- Hot-seat the characters. Video conferencing may be used to hot-seat characters across, or between, schools.
- Prepare and present a monologue in role.
- Play 'Author's Chair'. Take on the role of Robert Louis Stevenson and answer questions in role.

Reading

- Make multiple copies of the transcripts and use as a whole-class / guided reading text.
- Use reading journals to record questions, ideas, sketches, observations, useful info, ideas etc as you watch.
- Additional suggestions for using the transcripts include:
 1. listen to the audio version alongside the transcript
 2. read part of the story and predict what might happen next
 3. chop up the text and rearrange in correct order
 4. take on the role of one or more of the characters and write about them using information that you have gathered from reading / annotating the story.
- Compare to the original story / other adaptations.
- Practise reading aloud in pairs / groups.
- Record your own radio drama.

Writing

- Use the episodes as the basis of a unit of literacy work. Outcomes may include:
 1. constructing multimedia / interactive stories using multimedia presentation software such as PowerPoint or similar
 2. developing your own class / school radio station and then record your stories and share
- Rewrite the story as a playscript and act out in groups. Alternatively, create theatre programmes, tickets, posters etc and put on a show.
- Produce an animated version of this / another story using simple stop-frame animation software / PowerPoint or similar.

- Create character profiles / 'Wanted' posters.
- Create a storyboard / cartoon depicting the story.
- Re-write an episode in the first person - from the point of view of one character.
- Write in role: postcards, letters, emails, notes, messages in bottles, songs, raps, sea shanties.
- Write poems around an episode / the whole story.
- Write a non-chronological report / biography / first-person autobiography about Robert Louis Stevenson.
- Summarise the story.



1: Jim Hawkins and *The Admiral Benbow*

Synopsis

Jim Hawkins, a 12-year old boy, helps his widowed mother run a seaside inn, *The Admiral Benbow*. A mysterious sailor called Billy Bones arrives one day seeking lodging and asks Jim to look out should a one-legged sailor come asking for him.

No one-legged man ever comes, but other strangers do - first a man without fingers named Black Dog, who fights with Billy, and later a blind beggar who gives Billy the 'Black Spot' (a piece of paper with a black spot on one side, given to pirates to indicate that they are about to die).

The Black Spot causes Billy Bones to die and it soon becomes clear that he was scared of visitors because he was on the run from his former pirate crew. Among Billy Bones' possessions Jim and his Ma discover gold, fine clothes...and a mysterious parchment. Just as they find the parchment the pirates attack the inn.

Sequence of events

- Billy Bones arrives at *The Admiral Benbow Inn*
- Billy asks Jim to keep a lookout for a one-legged sailor
- Black Dog arrives and fights with Billy
- The Blind Beggar arrives and gives Billy the Black Spot
- Billy Bones dies
- Jim and his mother search Billy's room, finding gold and fine clothes
- When they find the mysterious parchment the pirates attack the inn

Characters

Jim Hawkins / His mother / Billy Bones / Black Dog / Blind Beggar

Understanding, interpreting and responding to texts

- Why is such a young boy apparently running an inn? (Because his father has died, and his mother is exhausted).
- What does Billy Bones mean when he asks whether there is 'much company' at the inn? (Whether there are lots of visitors / customers).
- Why is Billy Bones pleased that there is not 'much company' at the inn? (Because he does not want anyone to know he is hiding there).
- Why does Billy Bones tell Jim that he wants 'mainly rum'? (Because sailors in those days drink a lot of rum!)
- After the visit of Black Dog, why does Billy have 'the look of a man who has much to fear'? (Because if Black Dog found him, other people from whom he is hiding might also know where he is).
- What do you think Billy Bones means by 'the Black Spot'? (Answer is not clear at this point but can be inferred. Later it becomes clear that it is a gesture given by pirates indicating the recipient is about to die).
- What are 'pieces of eight'? (Gold coins).
- Why did Billy have fine clothes and gold in his room? (His share of some old pirate treasure).
- What does Jim's Mother mean when she says 'I'll have my dues'? (Payment for Billy's lodging at the inn).
- Why do the pirates attack the inn? (They are looking for something which Billy was hiding).

Activities

- Complete **Resource Sheet 1** - the Reading Summary for this episode.
- Imagine Jim, or Billy Bones, keeps a diary. Write diary entries for the different days on which events in this episode occur.
- Write the notes taken by a policeman who might have visited the inn to investigate the death of Billy Bones. What does he ask and what is he told?
- Plan out or write a 'back-story' for Black Dog and the Blind Beggar. How do they come to be seeking out Billy Bones? How did Black Dog lose his fingers?

Reading Summary Sheet

My summary of the episode:

My predictions:

Selected words and phrases and what I think they mean:

Links I can make with other texts I have read or seen:

Any other notes:



2: The Squire and the treasure map

Synopsis

Jim and his mother escape from the inn, which is surrounded by pirates seeking Billy Bones and what he was hiding.

Jim takes the mysterious parchment with him and seeks refuge with Trelawney, the local squire. Together with Trelawney and his friend Doctor Livesey, they look at the parchment and discover that it is a map showing where treasure is buried. Trelawney decides to form a crew - containing Livesey and Jim - and set sail to find the treasure. They agree, but Livesey says that the reason for their voyage must be kept secret...and expresses concern that Trelawney will not be able to hold his tongue.

Sequence of events

- Jim and his mother escape from the inn
- They take refuge with Squire Trelawney
- Trelawney, Livesey and Jim look at the treasure map
- Trelawney decides to sail in search of the treasure
- Livesey and Jim agree to be part of Trelawney's crew
- Livesey warns Trelawney to keep the reason for their voyage secret

Characters

Jim Hawkins / His mother / Squire Trelawney / Dr Livesey / Messenger

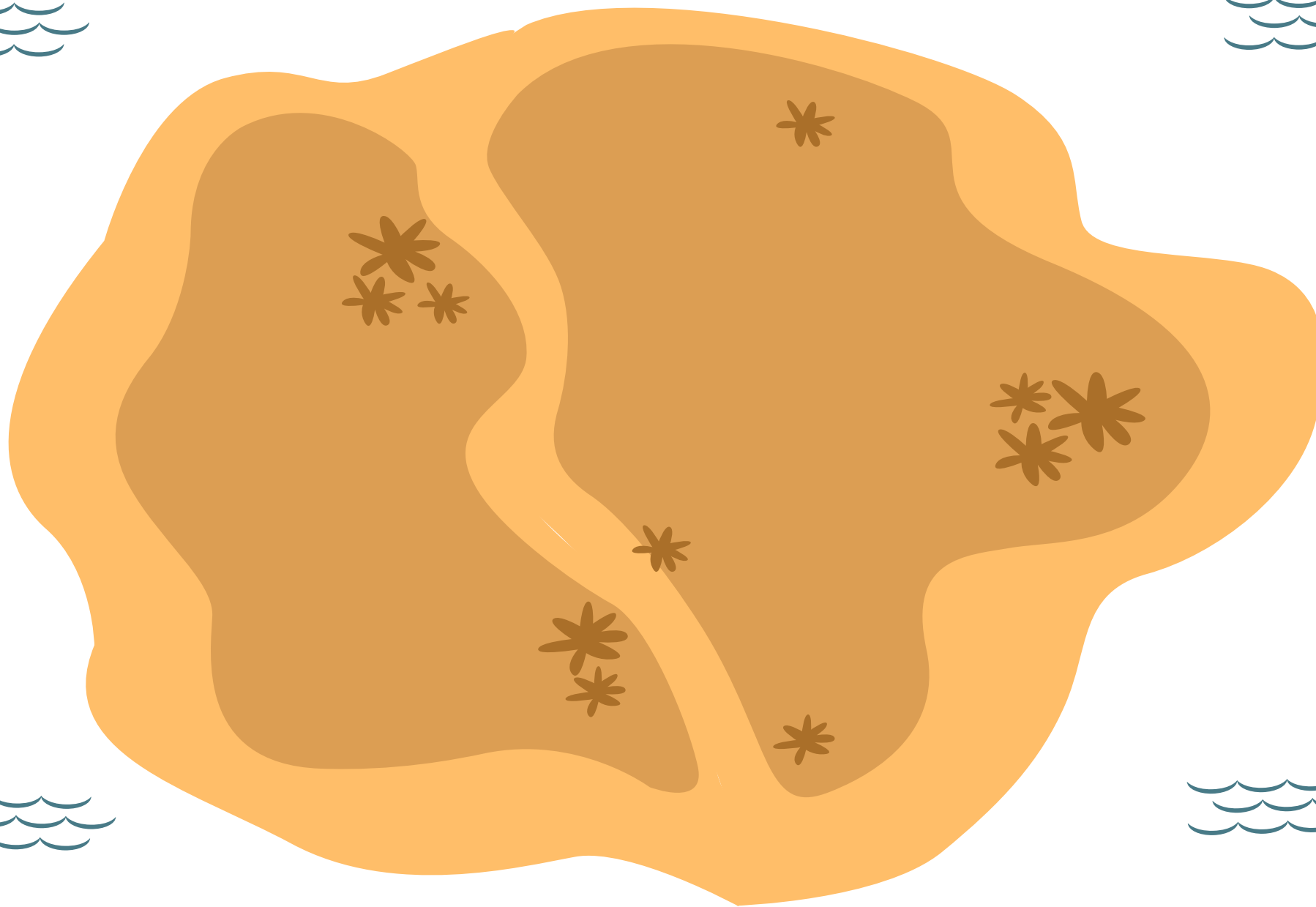
Understanding, interpreting and responding to texts

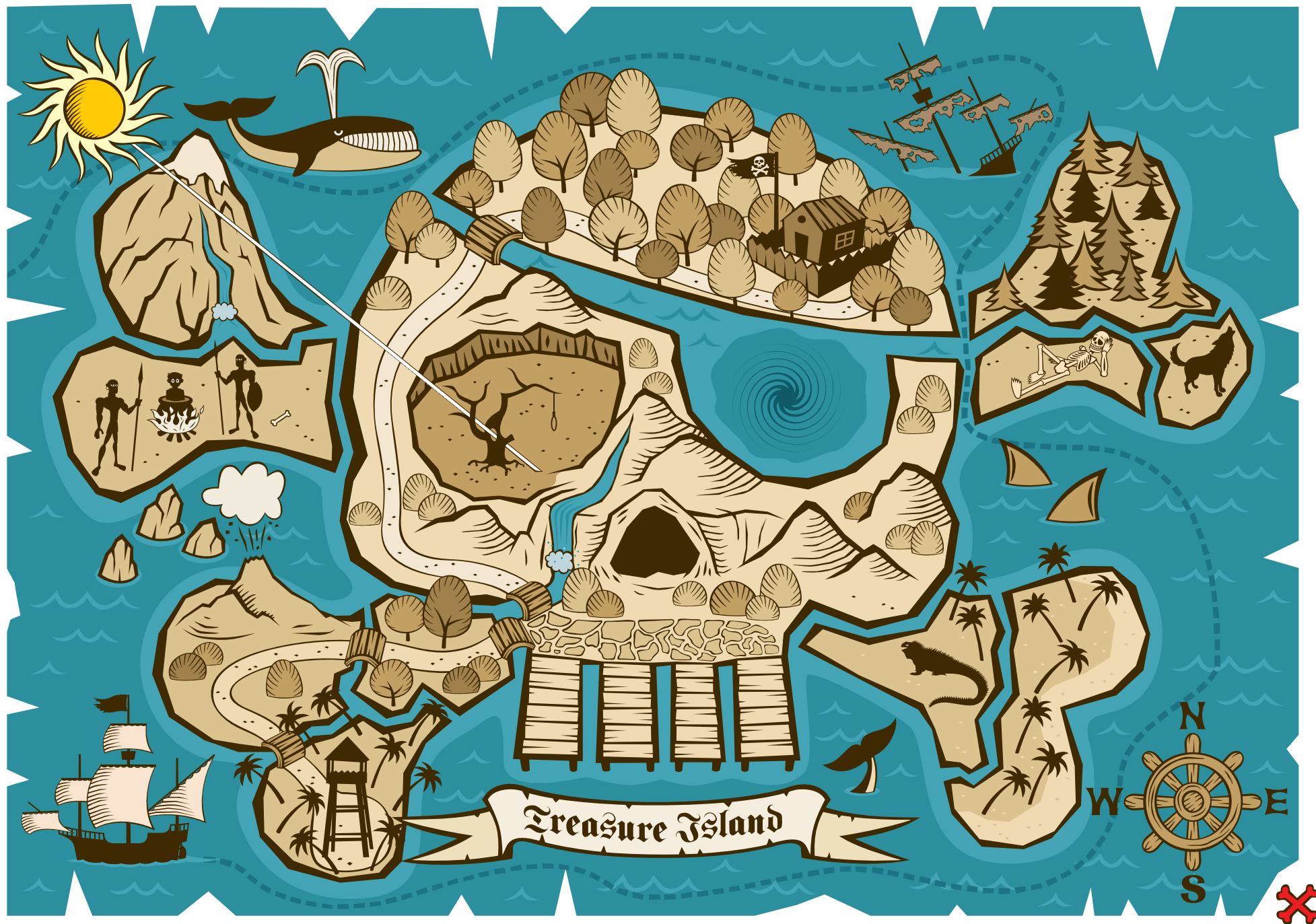
- What happens to the pirates who were attacking the inn, once Jim and his mother escape? (They are dealt with by local militia, sent out by Squire Trelawney).

- Why does Jim seek refuge with the Squire? (The Squire of a village would own much of the land, and would therefore be rich and powerful).
- Why does the Squire decide to go on a voyage? (He wants to find the treasure shown on the map).
- What happened to the blind beggar whose visit to Billy Bones had led to the old Captain's death? (He is run down by the Squire's horses, probably when the militia were sent to deal with the pirates attacking the inn).
- For what reason is Dr Livesey afraid of the Squire? (He is afraid that the Squire will not be able to keep the reason for their voyage secret, because he tends to talk 'too much').
- Do you think Dr Livesey is right to be concerned about the Squire? (To be discussed - but the Squire seems reckless and to like drinking brandy, which suggests that he might be).
- Why does the reason for their voyage need to be kept secret? (Because if it becomes widely known the pirates who were pursuing Billy Bones will likely pursue the Squire and his crew).

Activities

- Complete the Reading Summary for this episode - Resource Sheet 1 above.
- Draw your own version of what you think the treasure map looks like. Use **Resource Sheet 2** below. Add features to the island such as trees, mountains, rivers, any buildings, the location of the treasure, etc and label these. Add pirate-style instructions for how to find the treasure ('find a rock shaped like a bird...take one hundred steps left...etc'). We have included our own map for inspiration.
- Imagine the head of the militia reports back to the Squire. Role play the scenario. How does the militia-man describe what has happened? How does the Squire react?







3: Long John Silver and the *Hispaniola*

Synopsis

Jim arrives in the bustling port of Bristol. He has been told to look for a man called Silver, who will show him to Squire Trelawney's ship. On finding Silver, Jim is concerned to discover that he only has one leg (because Billy Bones had warned of such a sailor) but is quickly reassured by Silver's friendly manner. After informing Jim that he is known as Long John, Silver rows him across to the *Hispaniola*, where Jim joins the Squire and Smollett, the ship's captain. The ship is very busy loading stores for the voyage.

Jim thinks the crew look frightening and the Captain agrees with him. But the Squire tells them not to worry, since that the crew have been chosen by Silver who the Squire evidently trusts. When Silver informs them that everything is ready the ship sets sail.

Sequence of events

- Jim arrives in Bristol, looking for Mr Silver
- Jim meets Silver and is reassured by his friendly manner
- Silver rows Jim to Squire Trelawney's ship, the *Hispaniola*
- Jim watches the crew ready the ship for its voyage
- Jim talks about the crew with Trelawney and Captain Smollett
-

Characters

Jim Hawkins / Long John Silver / Squire Trelawney / Captain Smollett

Understanding, interpreting and responding to texts

- Why has Jim arrived in Bristol? (Bristol is the port from which Squire Trelawney's ship will sail).

- Why is Jim concerned when he first sees Long John Silver? (Silver has one leg and Billy Bones had warned Jim to look out for a sailor with one leg).
- What makes Jim lose his initial worries about Long John Silver? (Silver is friendly and welcoming).
- How is Long John Silver described as he gets into the rowing boat? (Described as graceful - surprising if he only has one leg).
- What is Long John Silver's job on the ship? (He is the ship's cook).
- Why are goats and chickens being loaded on to the ship? (For food - milk, eggs, meat).
- What is Jim's impression of the crew and why? (He thinks they look frightening because of their tattoos and piercings and manner, etc).
- How does Captain Smollett refer to the crew members and what does this mean? (He calls them 'blackguards', meaning that he thinks they are rogues and ruffians).
- What does Squire Trelawney think about the crew and why? (He seems to trust them because they have been picked by Long John Silver).
- Whose opinion would you trust about the crew - Captain Smollett or Squire Trelawney - and why? (To discuss - but the Captain will have more experience of ships and crews than the Squire).
- What does Long John Silver mean when he says they are 'ship-shape'? (All the stores are on board and they are ready to sail).

Activities

- Draw up the list of stocks that you think was being loaded on to the *Hispaniola*. What is mentioned in the text and what are the other things that you might imagine were loaded up?
- Begin to compile a list of Long John Silver's 'Good' and 'Bad' points using **Resource Sheet 3** below. Add to it after subsequent episodes. If you were Jim, would you trust him?
- Write diary entries for Jim Hawkins, Captain Smollett and Squire Trelawney. Use them to describe their contrasting feelings about Long John Silver and the crew.



Character study: Long John Silver

Good

Bad



4: The voyage and the apple barrel

Synopsis

The *Hispaniola* voyages across the Atlantic. Jim Hawkins becomes firm friends with Long John Silver as they work together in the ship's galley.

On arrival in the seas near their destination Jim is on deck and accidentally falls into a barrel of apples. From inside the barrel he overhears Silver discussing mutiny with some of the other crew members. They plan to take over the ship and dig up Captain Flint's treasure.

Jim manages to get out of the barrel without being seen and runs to tell the Captain, Dr Livesey and the Squire.

Sequence of events

- Ship sets sail on its voyage
- Jim has a friendly conversation with Silver
- The ship arrives near the island
- Jim falls into a barrel
- From within the barrel, Jim overhears Long John Silver planning a mutiny with the rest of the crew
- Jim informs the Captain, Doctor and Squire

Characters

Jim Hawkins / Long John Silver / Captain Flint, the parrot / Crew members / Captain Smollett / Dr Livesey

Understanding, interpreting and responding to texts

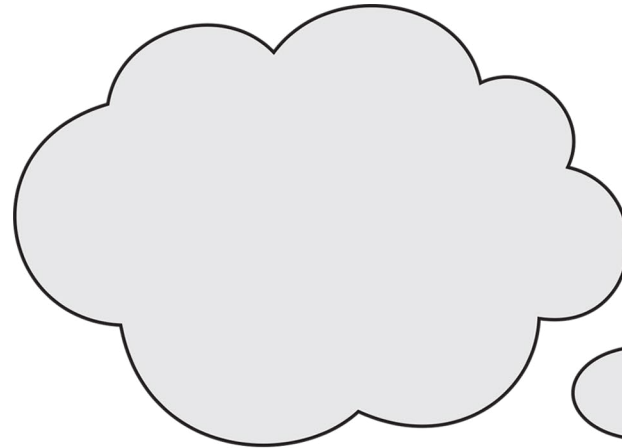
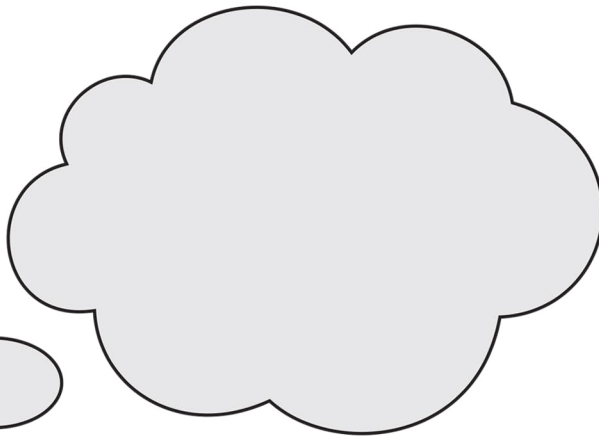
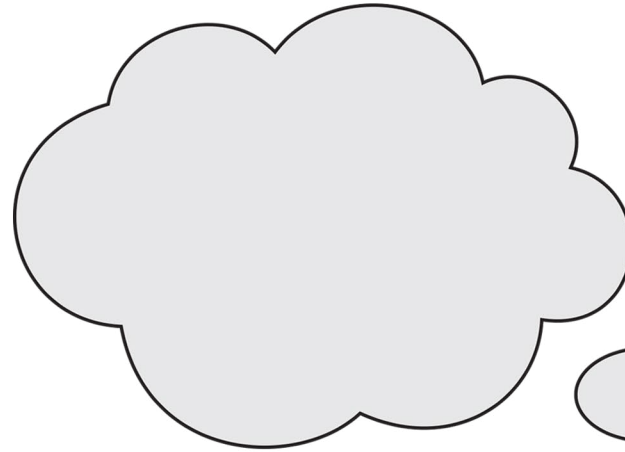
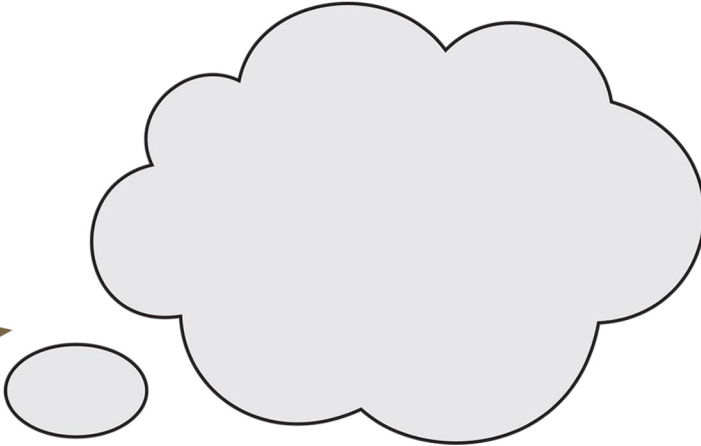
- How does Jim come to be friendly with Long John Silver? (The pass time together in the ship's galley during the voyage).

- Why is Long John Silver's parrot called Captain Flint? (After a famous pirate - the notorious Captain Flint).
- How does Jim come to be inside the barrel? (Apples are stored in the barrel and he is trying to fish one out).
- Do you think Long John Silver has met the real Captain Flint? Why does he say that he hasn't? (To be discussed - in reality, he has - but may not want Jim to know that he has in case Jim guesses his intention to seek the treasure).
- Why is Long John Silver talking about the mutiny with the other sailors? (He is trying to stop them from taking over the ship straight away - wanting to wait until they have arrived at the island).
- Why does Jim fear that he is going to be discovered? How does it happen that he is not discovered? (Long John Silver asks one of the sailors to fetch an apple from the barrel, but the sailor is distracted by the news that the island has been spotted).
- Jim and his friends hear singing on the deck. Why is the singing happening? (The pirates are raising the pirate flag, the Jolly Roger, as they intend to take over the ship).

Activities

- Write or plan out a sailor's yarn that Long John Silver might have told to Jim during their long voyage.
- Write an alternative end to the episode in which Jim is discovered in the barrel. Does he escape, and how?
- Hot-seat the different characters in the Captain's cabin. What is each of them thinking at this point? Use **Resource Sheet 4** below to add a thought to each thought bubble.

What is each of the characters thinking?





5: Escape to the island and Ben Gunn

Synopsis

The Squire, Doctor and Captain escape from the ship in a rowing boat with three loyal crew members. Jim is not with them: he has already gone ashore with some of the pirates and has slipped away from them.

On the island he meets a wild-looking man named Ben Gunn. Gunn, a former shipmate of the real Captain Flint and Long John Silver, has been marooned on the island. He tells Jim how Flint came to bury the treasure on the island. Having brought a different crew back to look for the treasure, he was left behind when he couldn't find it.

Their conversation is stopped by the crash of a cannon ball landing nearby. Gunn disappears and when Jim sees the Union Flag flying on the island, he knows that his friends have escaped from the pirates.

Sequence of events

- Captain Smollett, Dr Livesey and Squire Trelawney escape from the pirates
- They discuss the likely whereabouts of Jim
- On the island, Jim recalls how he came to the island with some of the pirates, but slipped away from them
- Jim encounters Ben Gunn
- Ben Gunn tells the story of how the treasure came to be buried and how he ended up marooned on the island
- Jim sees the Union Flag flying on the island and knows his friends have escaped

Characters

Smollett / Livesey / Trelawney / 3 faithful crew members / Jim / Ben Gunn

Understanding, interpreting and responding to texts

- Why is Squire Trelawney not rowing the boat? (Open to interpretation but most likely he prefers - or is used to - people doing hard work for him).
- Why does Squire Trelawney say he is not rowing the boat? (He claims that someone has to keep up morale - ie encourage the others).
- How did Jim get to the island? (He went with some of the pirates - who would not have known how he had informed the Captain of the mutiny and so would have been happy to take him).
- Why is Ben Gunn so wild-looking? (He has been marooned on the island for three years).
- How did Ben Gunn come to be marooned on the island? (His ship-mates left him behind as punishment when he failed to find Captain Flint's buried treasure).
- Ben tells Jim that there has been a 'bright side' to his being marooned. What do you think this is? (Open to discussion as it is not clear at this point - it will transpire that he found the treasure in the end).
- Why does Jim not find out what the 'bright side' is? (Ben Gunn runs away when a cannon ball, shot by the pirates from the *Hispaniola*, lands nearby).
- Why is Jim pleased to see the Union Flag flying on the island? (It means that his friends have successfully escaped from the pirates).

Activities

- Imagine Ben Gunn has been able to keep a diary. Write entries covering the events when he was marooned. Use **Resource Sheet 5** below.
- Imagine and act out the unseen moment when Long John Silver cuts one of the sailor's throats. How and why does it happen?
- Imagine and act out the unseen moment when Jim escapes from the pirates. How does he manage to get away without being seen?



Ben Gunn's diary

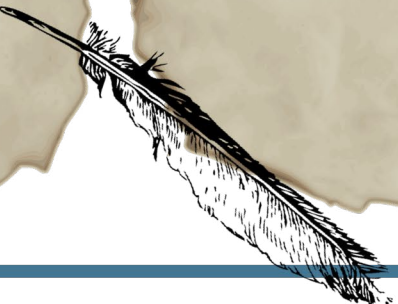
Write four entries for Ben Gunn's diary covering the time he is marooned. Plan your entries carefully so that you have something new and interesting to add for each day.

Day 1

Day...

Day...

Day...





6: The stockade and the pirates attack

Synopsis

The Captain, Doctor and Squire have managed to reach a wooden stockade which Captain Flint had built. They are being attacked by the pirates, but Jim manages to get through to them.

The pirates stop their attack and Long John Silver - now claiming to have been elected Captain by his fellow pirates - comes to discuss terms for a truce. He demands the treasure map; in return Captain Smollett and his companions will be spared. The Captain rejects the deal, instead demanding Silver's immediate surrender in return for a fair trial. Silver rejects this and asks for help in getting up - nobody helps him and he has to crawl to fetch his crutch.

Once he leaves the pirates immediately attack, but fail to get through the stockade, although Captain Smollett is badly wounded. Meanwhile, Ben Gunn observes the battle from a hill above and plots revenge on those who marooned him.

Sequence of events

- Jim reaches the stockade and is let in
- Jim and his companions hold off the pirate attack
- Long John Silver comes to discuss terms for their surrender
- Captain Smollett angrily rejects the terms
- Long John Silver forced to crawl away from the table
- Pirates restart attack, but fail again to get through the stockade
- Ben Gunn observes the fighting from the hillside above

Characters

- Jim / Trelawney / Livesey / Smollett / Hunter / Silver / Ben Gunn

Understanding, interpreting and responding to texts

- How come there is a wooden stockade on the island? (It was built by Captain Flint in case he had to defend his treasure).
- How will Captain Smollett and the others be able to survive inside the stockade? (They managed to bring guns, ammunition and food from the ship).
- What does Jim mean when he says they are 'out-numbered'? (There are more pirates attacking the stockade than there are faithful crew members defending it).
- Why does Long John Silver ask for a truce? (He needs to make a deal to get the map as without it he will not be able to find the treasure and probably knows that to successfully attack the stockade may not be possible).
- Why does Long John Silver call himself Captain Silver? (He claims to have been chosen as Captain by the crew when Smollett left).
- What is 'desertion' and why does Long John Silver say Captain Smollett deserted? Did Captain Smollett really desert? (Desertion is running away from a ship's crew, or other fighting unit, eg an army company. If the Captain really did desert, then Silver would rightfully be Captain. In fact the Captain did not desert, but escaped as he had found out via Jim that the pirates were plotting to kill him.)

Activities

- Imagine that the truce discussions are reported for a TV news show - act out the report.
- Imagine that Captain Smollett wants to accept the terms of the truce. What happens next?
- Hot-seat Long John Silver. Why does he call a truce, as opposed to carrying on the attack?
- Captain Smollett tells Silver that if he gives himself up he can be sure of a fair trial in front of a court of law. Imagine Silver is a fugitive pirate on the run and create a 'Wanted' poster for him using **Resource Sheet 6**. Add details of the crimes for which he is 'Wanted'.

WANTED!



Goes by the name of 'Long John Silver'.
Wanted for:



7: A fight and the *Hispaniola* captured

Synopsis

Jim remembers that Ben Gunn had made a boat and stowed it in a cave. He slips out of the stockade, finds the boat, and rows out to the *Hispaniola*. The two pirates left to guard the boat are drunkenly fighting. Jim cuts the anchor rope and the ship drifts away around the island.

In the morning, Jim climbs on to the boat and finds one of the pirates (O'Brien) dead and the other (Hands) apparently mortally wounded. Jim starts to sail the boat back round to the stockade to save his friends. When Hands asks for wine to drink, Jim decides to get some - but as he gets it, notices that Hands is not so badly injured and has armed himself with a knife.

Jim picks up some pistols to defend himself. When Hands attacks, Jim's first pistol doesn't fire, but the knife misses when the ship runs aground. Jim climbs the ship's mast to escape and shoots Hands dead with his second pistol.

Sequence of events

- Jim leaves stockade and finds Ben Gunn's boat
- Jim rows to the *Hispaniola* and cuts the anchor rope so that it drifts away
- Jim boards the *Hispaniola* and finds O'Brien dead and Hands mortally wounded
- Jim starts to sail the *Hispaniola* back to save his friends
- While fetching wine for Hands, Jim sees that he is not so badly injured and has picked up a knife
- Jim picks up two pistols
- Hands attacks, Jim's first pistol fails to go off, Hands's knife misses
- Jim climbs mast and shoots Hands dead with his second pistol

Characters

Jim / O'Brien / Hands

Understanding, interpreting and responding to texts

- Why does Jim leave the stockade? (He wants to bring the *Hispaniola* to save his friends).
- How does Jim manage to get to the *Hispaniola*? (By finding and using a boat which Ben Gunn had made).
- Why does Jim cut the anchor rope? (So that the *Hispaniola* will drift away out of the control of the pirates).
- How does O'Brien get killed? (He has a drunken fight with Hands and ends up being stabbed).
- How does Jim realise that Hands is not as badly injured as he thought? (He can see Hands through a grating, as he fetches wine).
- Why does Jim's first pistol not fire? (The gunpowder has become damp).
- How does it happen that Hands misses Jim with his knife? (The ship runs aground and suddenly leans aside).
- Why does Jim climb the mast? (In an attempt to escape from Hands - he may think his second pistol will also fail to fire).

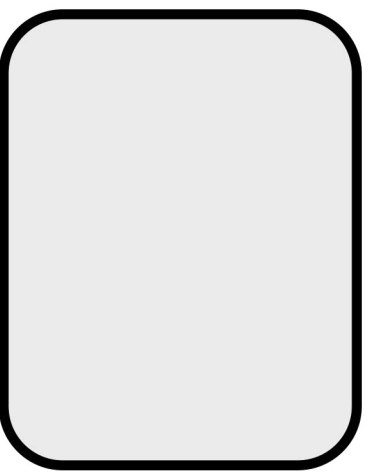
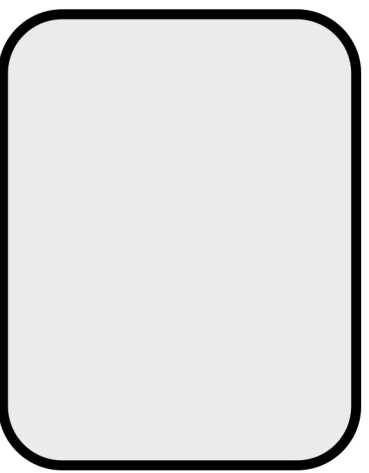
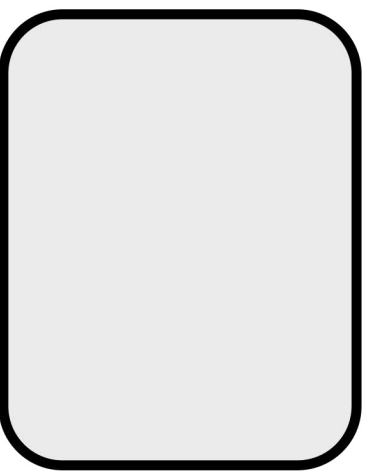
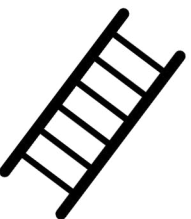
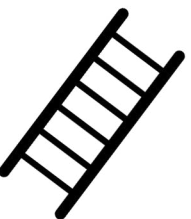
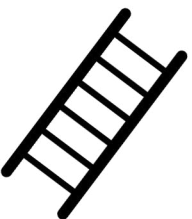
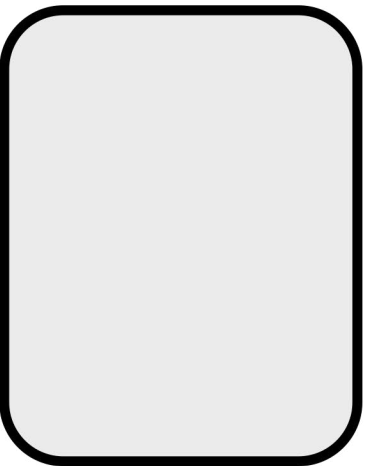
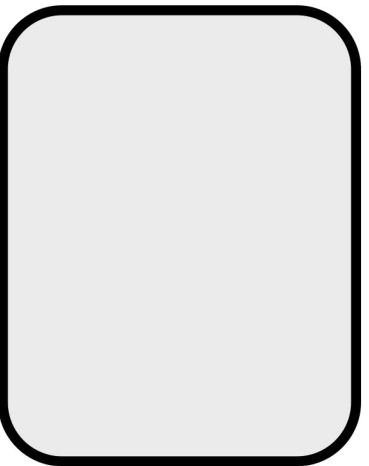
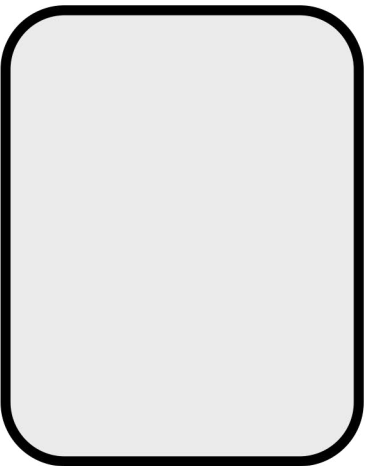
Activities

- Act out the scene prior to Hands and O'Brien's fight. What are they fighting about?
- Imagine that Hands and O'Brien have not fought each other, but that Jim still manages to take control of the ship. How does he manage it?
- This episode shows Jim taking several proactive steps to take the initiative. His bold actions are fundamental to defeating the pirates, gaining the treasure and arranging safe passage home. Use **Resource Sheet 7** to plot each of Jim's actions - showing how he climbs the ladders to success. The first and last have been added for you. Add pictures in the boxes showing his actions if you wish.

Jim's positive actions



Jim kills the pirate Hands



Jim leaves the stockade at night



8: The pirates parley and the 'Black Spot'

Synopsis

Jim returns to the stockade expecting to find his friends there - but instead finding Long John Silver and the pirates. Silver tells Jim that once it was clear that the ship had disappeared, Dr Livesey and Squire Trelawney had given up the stockade in return for their lives. Silver also claims that Dr Livesey said that he no longer cared about the fate of Jim.

Rather than siding with the pirates, Jim tells them how it was he that took the *Hispaniola* and claims to have hidden it. With no treasure and no ship, Long John Silver knows he will be overthrown by the other pirates. He makes a deal with Jim to protect him so long as Jim speaks up for him later. Silver is given the 'Black Spot'...but claims it is powerless having been cut from a bible. He then reveals that he has the treasure map as part of the deal with Dr Livesey and the Squire.

Sequence of events

- Jim returns to the stockade to find his friends gone and the pirates there
- Long John Silver tells Jim about the deal with Dr Livesey and the Squire
- Jim tells Long John Silver how he took the ship and claims to have hidden it
- Long John Silver makes a deal to protect Jim from the other pirates if Jim speaks up for him later
- The pirates decide to kill Jim and overthrow Silver, giving him the 'Black Spot'
- Silver points out that the 'Black Spot' has been cut from a bible
- Silver reveals that he has the treasure map

Characters

Jim / Long John Silver / Pirates x 6

Understanding, interpreting and responding to texts

- Who does Jim expect to find at the stockade? (His friends - the Doctor and the Squire).
- How has Long John Silver come to be in charge of the stockade? (He has made a deal with the Doctor and Squire while Jim was away).
- Why do the pirates want to kill Jim? (They say he is a 'meddler' - ie he is obstructing them).
- Why do the pirates want to overthrow Long John Silver? (They don't think he has the map; they know he doesn't have the ship).
- Why, according to Jim, should the pirates spare him? Does this sound like a good deal and why? (He will speak up for them when they are in court for piracy - it seems unlikely that this will ever happen).
- Has Jim really hidden the *Hispaniola*? Why does he say that he has? (No - he brought it back to save his friends - but he wants the pirates to think that they have to keep him alive).
- How does Long John Silver regain his authority? (By claiming that the 'Black Spot' is null and void having been cut from a bible and by revealing that he has the treasure map and therefore can find the treasure after all).
- Why is Long John Silver protecting Jim? (He says that he will be needed as a hostage - and also thinks he may need Jim later).

Activities

- Act out the 'parley' that takes place between the pirates. Why do they decide to kill Jim and overthrow Long John Silver?
- Use **Resource Sheet 8** to add the thoughts of Silver, Jim and the pirates using the thought bubbles.
- Write a diary entry for the pirate who cut out the Black Spot. Why did you use a bible? What did you think when Long John Silver revealed the map?
- Imagine that Long John Silver and the pirates really are on trial. Describe their crimes as if presenting your case to a jury.
- Retell the episode in the first person from the point of view of Silver.





9: An empty pit and Ben Gunn's surprise

Synopsis

The pirates set off to dig up the treasure. When they arrive near the place where it was buried they believe they hear the spirit of Captain Flint - it is in fact Ben Gunn. The pirates want to run away, but Long John Silver persuades them to continue.

On arriving at the clearing where the treasure should be, they find that it has already been dug up. The pirates turn on Long John Silver and Jim, but two of them are shot by Ben Gunn and Dr Livesey, who are hiding nearby.

Gunn, Livesey, Silver and Jim run back to the beach where they find Smollett and Squire Trelawney with the treasure. The Squire tells Silver that he will be spared because of the help he gave to Jim. The group enjoy a feast before setting sail for home, leaving the remaining pirates marooned.

Sequence of events

- Pirates set off to dig up treasure
- Ben Gunn pretends to be the spirit of Captain Flint
- Long John Silver persuades the pirates to continue
- The pirates discover that the treasure has disappeared
- The pirates decide to kill Silver
- Gunn and Livesey attack the pirates
- Together with Jim and Silver, Gunn and Livesey return to the beach
- Meeting with Captain Smollett and Squire Trelawney, on the beach with the treasure that Gunn had found and hidden
- Celebratory feast before the crew set sail for home

Characters

Jim / Long John Silver / Pirates / Ben Gunn / Livesey / Trelawney / Smollett

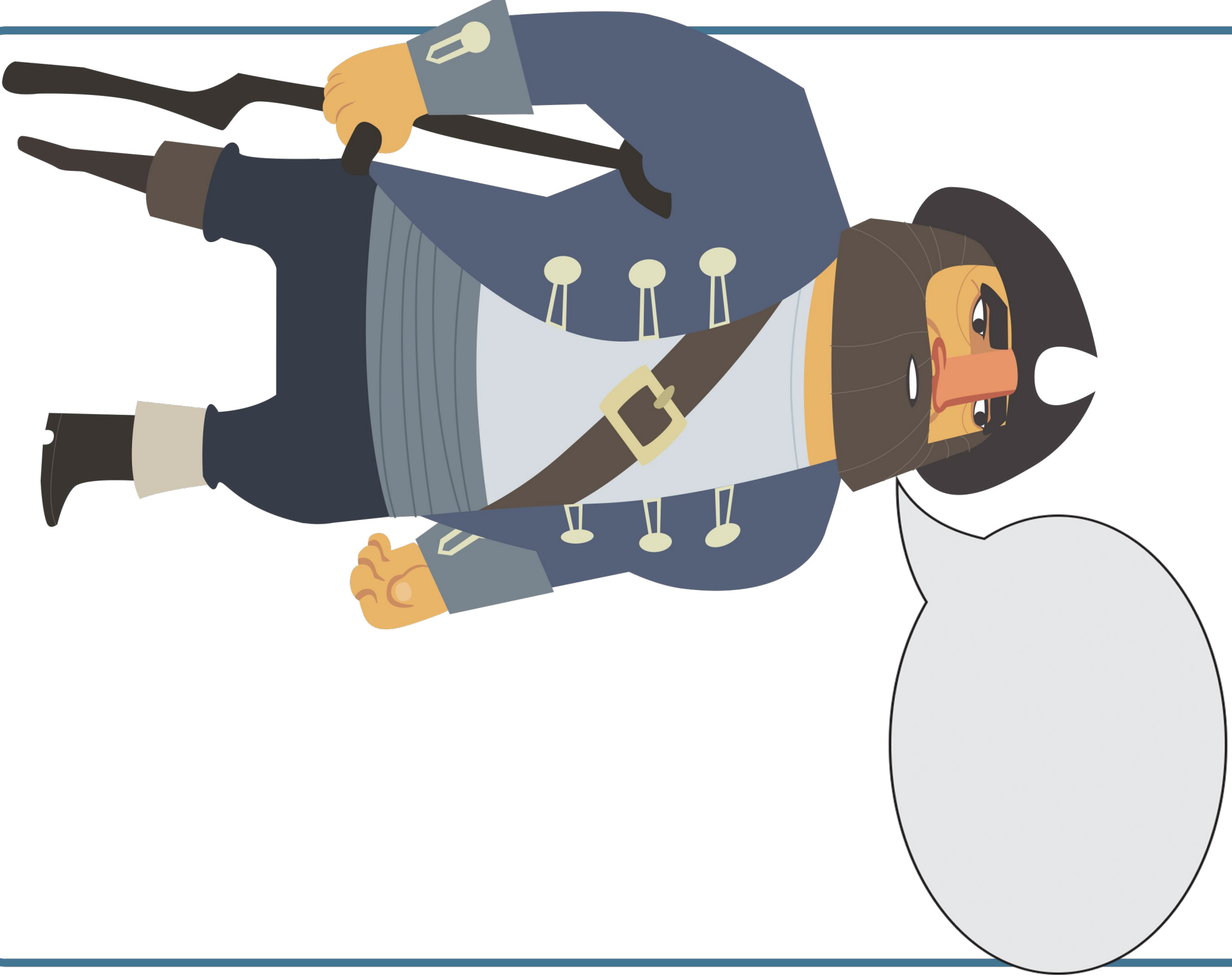
Understanding, interpreting and responding to texts

- Why do the pirates have no trouble getting up this morning? (Because they think they are digging up treasure).
- Why do the pirates find a skeleton on the hillside and how do they recognise the clothes it wears? (It was left by Captain Flint as a clue to the treasure - and the skeleton would have belonged to a former crewmate of theirs).
- Why would the pirates be scared of the spirit of Captain Flint? (They might be scared of ghosts in general...and Captain Flint in particular as he was so bloodthirsty).
- How does Long John Silver persuade the pirates to continue? (He points out that real ghosts would not have echoes or shadows).
- Why does Long John Silver hand a pistol to Jim? (He knows that they are heading into a dangerous situation and may need to defend themselves).
- How do the Squire and the Captain come to have the treasure? (They had met up with Ben Gunn who told them where he had hidden it).
- Why is Long John Silver not marooned on the island? (Because he saved Jim's life).

Activities

- Rewrite the episode from the point of view of one of the pirates.
- Write or act out the scene where Dr Livesey meets up with Ben Gunn - how do they come up with the plan?
- Continue updating the Reading Summary - **Resource Sheet 1** above.
- Add more details to the character study of Long John Silver - **Resource Sheet 2** above.
- Silver has a rich turn of phrase - most famously: 'Before an hour's out, I'll stove in your old block house like a rum puncheon. Laugh, by thunder. Laugh! Before an hour's out, ye'll laugh upon the other side. Them that die'll be the lucky ones.' Use **Resource Sheet 9** to make up your own pirate slogan for Silver. Or you could research some of the other things Silver says and include on of those.

Your pirate slogan for Long John Silver



10: Silver escapes and the heroes return

Synopsis

On the voyage home the *Hispaniola* calls in at a port. Jim is left in charge of the ship - and Long John Silver - while his colleagues go off to have fun.

When Jim falls asleep, Long John Silver tries to escape with a bag of gold, knowing that he is likely to be executed on return to England. Jim wakes up in time, because of the noise made by the parrot, but lets Silver go...and pretends to his colleagues that he had been asleep.

The crew return home to fame and fortune.

Sequence of events

- Arrival in port
- Jim left on the *Hispaniola* with Long John Silver
- Jim falls asleep
- Jim wakes up and catches Long John Silver
- Jim agrees to let Silver go - pretending to have been asleep all along
- The *Hispaniola* returns to England

Characters

Jim / Silver / Trelawney / Livesey / Smollett / Ben Gunn

Understanding, interpreting and responding to texts

- Why does Dr Livesey say that they are taking Captain Smollett ashore 'in the name of medicine'? Are they really taking him for this reason? (Smollett is wounded so may need medicine, but really they are going to have fun).

- Why do they leave Jim behind? (He is needed to guard the boat and the prisoner - they may also think he is too young to take with them).
- How does Jim manage to wake up before Long John Silver escapes? (The parrot squawks).
- Why is Long John Silver running away? (He realises he is likely to be executed when the ship returns to England).
- Why does Jim say to Long John Silver: 'You won't pray'? (A man like Silver is not likely to).
- Are Jim's companions angry that Long John Silver has escaped with a bag of treasure? Why? (No - they are pleased that he has gone and there is plenty of treasure left over).
- What does Jim mean when he says that Long John Silver's 'chances of comfort in the next world are very small'? (He means in an amusing way that he believes that Long John Silver will not be going to heaven when he dies).

Activities

- Write a newspaper report describing the triumphant return of the *Hispaniola*.
- Imagine that Jim meets Long John Silver again one day. How does this happen, and what do they talk about?
- Imagine that Long John Silver returns to England and is put on trial. Put forward the case for the prosecution and the defence.
- Complete the character study for Long John Silver - **Resource Sheet 2** above.
- Now that you have watched the whole story use the sequencing activity - **Resource Sheet 10** - to place the main events of the story in the correct order. Put a number in each of the white boxes to indicate the correct order. If you prefer you can cut the sheet into 12 boxes along the marker lines and then re-assemble the sheet in the correct order.



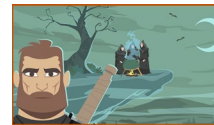
11: Follow-up after watching

Understanding, interpreting and responding to texts

- If you could be one of the characters who would you choose and why?
- Imagine you are Jim Hawkins at the start of the story at *The Admiral Benbow*. Describe your life as it is. What do you have to do each day? What are your hopes and dreams?
- Re-write the story from the point of view of one of the other characters - for example Squire Trelawney, Long John Silver, or one of the pirates who is marooned at the end of the story.
- Which words would you use to describe the following characters?
 - Jim Hawkins
 - Squire Trelawney
 - Long John Silver
 - Doctor Livesey
 - Captain Smollett
 - Ben Gunn
- Why does Jim let Long John Silver escape on the voyage back?
- What happened when Jim returned home to *The Admiral Benbow*? Describe the welcome he receives from his mother and the other villagers.
- What happened next to Long John Silver? Write or plan out the story for his next adventures. Does he ever meet up with his wife? Does he ever return to England?
- What happened to Jim Hawkins later in life? Imagine he is writing his memoirs. Describe your adventures on the island and what you did in later life. Did you go on another voyage? What did you do for a living, and why?
- Imagine Jim, the Squire and the Doctor do not defeat the pirates and are marooned on the island. What happens next? How do they survive? Are they rescued, and if so, how?
- Write obituaries for Jim, Trelawney, Silver, Livesey, Smollett and Ben Gunn.

More KS English resources from BBC Teach: School Radio

If you have enjoyed our adaptation of *Treasure Island* you may also be interested in the following similar resources, which all provide animations accompanied by Resource Packs with learning objectives suitable for both a school and home-learning context:



Macbeth

Animated in 8 episodes with comprehensive notes and follow-up activities.



The Tempest

Another rich animation with comprehensive teacher / home study notes (to follow shortly).



A Midsummer Night's Dream

Animated in 8 episodes - again with teacher / home study notes and activities.



Shakespeare Retold

Audio stories based on Shakespeare's works written by famous children's authors.

On the following pages you can find a range of additional resources to cut-out or colour in, to make use of in your follow-up activities to *Treasure Island*.

