



# Chapter Two

## ***Treasure Island* by Robert Louis Stevenson**

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## Chapter 2: *Treasure Island*

### Answers to Comprehension Questions

#### CHAPTER 1

1. Jim thinks the seaman chose their inn because it was well spoken of and because it was described as lonely.
2. He describes the man as a seafaring man with one leg.

#### CHAPTER 2

1. When Bill first sees Black Dog, he looks like he has seen a ghost.
2. The doctor tells Bill he must stop drinking so much rum.

#### CHAPTER 3

1. The death of Jim's father distracts him from the captain.
2. It is called "The Black Spot" because that is what the captain receives, and it kills him.

#### CHAPTER 4

1. The people refuse to return with Jim and his mother because they are afraid of Captain Flint, those who know him, and smugglers.
2. Student answers will vary, but might be something like: The shells were of no practical or monetary value, but were probably beautiful, and to value something like this seems very unlike what we've seen of the captain.
3. Jim and his mother take some guineas (coins) and an oilskin of paper.

#### CHAPTER 5

1. The pirates' two main concerns are finding Jim and his mother and the approaching danger that Dirk's whistle warns them of. Pew is more concerned with finding Jim and his mother.
2. Pew is killed when one of the revenue officer's horses tramples him.

#### CHAPTER 6

1. The crosses stand for ships or towns that the pirates robbed.
2. Livesey says this because the pirates will do anything to get their hands on the map; and if they find out who has it, their lives will be in danger.

**CHAPTER 7**

1. He is first upset when he sees the boy the squire hired to work for his mother; he finally realizes that he is not just going to sea but leaving home and his mother.
2. The first example of foreshadowing in this chapter is when Jim says, “. . . but in all my fancies nothing occurred to me so strange and tragic as our actual adventures.” The second example of foreshadowing is when the squire writes to Livesey and Jim that he has engaged a one-legged sailor to journey with them.

**CHAPTER 8**

1. Jim thinks Long John Silver is not the man the captain warned him about because Silver is so clean and pleasant.
2. Black Dog is in Silver’s tavern.

**CHAPTER 9**

1. Student must name at least two of the following: (1) The crew knows more about the voyage than he does, (2) the voyage is for treasure, (3) the purpose of the voyage is supposed to be secret but the secret has been told to everyone, (4) he doesn’t like the crew, (5) he believes he should have been able to choose his own crew, and (6) Mr. Arrow is too free and familiar with the crew.
2. The captain means the secret has been told to many people.
3. Student must name at least one of the following: The captain wants (1) the powder and arms under the cabin, (2) the squire’s own people berthed beside the cabin, (3) to keep the map a secret from everyone including him.

**CHAPTER 10**

1. The two problems with Mr. Arrow are that he is too familiar with the men and he gets drunk.
2. Long John Silver’s nickname is Barbecue.

**CHAPTER 11**

1. Jim is probably frightened when he hears that Silver sailed under Captain Flint.
2. By a “gentleman of fortune” Silver means a pirate.
3. Silver plans to kill all the honest men after getting the treasure.

**CHAPTER 12**

1. Captain Smollett hands Silver a copy of the treasure map with the marks for the treasure omitted.
2. The men know they can trust the squire's home servants.

**CHAPTER 13**

1. Jim's heart sank, and he hated even the thought of Treasure Island when he saw it.
2. The captain allows the men shore leave to delay the threat of mutiny.

**CHAPTER 14**

1. He is alerted to the approaching people by the ducks flying out of the marsh.
2. Jim sees Long John Silver kill Tom.

**CHAPTER 15**

1. Ben Gunn was marooned because he had urged his ship to land on the island and the hands searched for the treasure, but they couldn't find it after twelve days of looking.
2. Ben Gunn knew there was treasure on the island because he had been one of Flint's crew when Flint buried it.

**CHAPTER 16**

1. The stockade has water, which the cabin lacks.
2. The doctor is able to bring a second boatload of supplies to the stockade because he and his men are armed, and the crewmen that have spotted them are not.

**CHAPTER 17**

1. The doctor and his companions forget the "long nine" gun and its powder and shot.
2. They lose three guns and half their powder and provisions.

**CHAPTER 18**

1. The captain runs up the British flag.
2. It is a problem to wait until August for help because their supplies will run out before then.

**CHAPTER 19**

1. Ben Gunn convinces Jim by telling him that the pirates would fly the Jolly Roger, not the British flag.
2. Student must name at least one of the following: (1) the cold breeze blows through the house, (2) there is sand everywhere, (3) there was only a hole in the roof to let the smoke out so most of it stayed in, and (4) Tom's dead body is still in the cabin.
3. Jim says rum and the climate were two of their allies.

**CHAPTER 20**

1. Silver thinks the captain or one of his men has done the killing, but it was actually Ben Gunn.
2. Student answers will vary, but must be defended well. A good answer would be: The captain makes the right choice because he knows Silver originally intended to kill them all and he has proven to be an untrustworthy man.

**CHAPTER 21**

There are no questions for this chapter.

**CHAPTER 22**

1. Jim decides to leave the stockade because he is disgusted by the heat, blood, and filth and wants to walk under the cool trees.
2. Jim decides to take Ben Gunn's boat and cut the *Hispaniola* adrift.

**CHAPTER 23**

1. The tide takes Jim in his boat to the *Hispaniola*.
2. They don't notice because they are fighting with each other.

**CHAPTER 24**

1. Jim describes sea lions in this way.
2. Jim decides not to sit up and paddle because when he does so the boat becomes very unstable.
3. Jim comes across the surprising site of the *Hispaniola* under sail and decides to board her.

**CHAPTER 25**

1. Jim finds Israel Hands alive.
2. They agree that Hands will tell Jim how to navigate the ship to land if Jim feeds Hands and binds his wound.

**CHAPTER 26**

1. Israel tells Jim he wants him to go to the cabin to get him some wine. His actual reason is to arm himself without Jim seeing.
2. Jim is sure Israel won't attack him right away because Israel wants the boat safely moored and only Jim can do that.
3. The ship suddenly cants forty-five degrees to one side, and this gives Jim the chance to get away.
4. Israel throws his knife and hits Jim in the shoulder.

**CHAPTER 27**

1. a
2. The parrot calling "Pieces of eight!" makes Jim realize who is actually in the stockade.

**CHAPTER 28**

1. Long John Silver offers to allow Jim to join him, and Jim tells Silver everything he has done against him.
2. Student answers will vary. A good answer would be: Silver likes Jim, admires his courage, and hopes that Jim will help keep him from being executed by the law.
3. Silver tells Jim that the doctor gave Silver the treasure map.

**CHAPTER 29**

1. The four charges the men make against Silver and his answers are as follows:
  - (1) They charge that Silver made a mess of the voyage and getting the treasure. Silver replies that it would have gone smoothly except that three of the men—including one of those now charging him—conspired against him.
  - (2) They charge that Silver agreed to take over the stockade even though it was obvious the doctor and the others wanted out. Silver says that the men begged him to because they were starving, and that he also did it to get the treasure map (which he shows the men).

(3) They charge that Silver allowed the men to live. Silver replies that they need a doctor to tend to their wounds and illnesses and that the men will be good hostages when the consort arrives.

(4) They charge that Silver is allowing Jim to live. Silver replies that Jim is also a good hostage.

2. Seeing that he has the treasure map changes their minds.

### **CHAPTER 30**

1. He allows the doctor and Jim to talk.
2. The doctor says that about Jim finding Ben Gunn.

### **CHAPTER 31**

1. Student must name at least one of the following: (1) which side Silver will eventually join with, (2) why his friends left the stockade, (3) why his friends gave the treasure map to Silver, and (4) what the doctor's warning about "squalls" meant.
2. The first thing the men find is a skeleton. It is the pointer talked about on the back of the map.
3. The men think Flint's spirit might be nearby because they didn't find any of the dead pirate's belongings alongside his skeleton.

### **CHAPTER 32**

1. The sound of a voice singing "Fifteen men" terrifies the men because they believe it is Flint.
2. They're no longer afraid when they recognize the voice as Ben Gunn's.
3. The men find that someone has already dug up the treasure.

### **CHAPTER 33**

1. The doctor gave the treasure map to Long John Silver because it was useless (since Ben Gunn had already dug up the treasure).

### **CHAPTER 34**

1. They leave the three pirates on the island.
2. Long John Silver steals some of the treasure and flees.

## Literary Lesson: Setting

Identifying the time(s) and place(s) a story is set in is usually fairly basic, and most students will have no problem with this. When their attention is drawn to it, they will usually also easily recognize detail in setting, including a variety of sensory detail (sight, sound, taste, smell, touch). Students may still have some trouble recognizing when a setting is doing another job as well, such as developing a character or creating a mood. If your student struggles a bit with this chapter, it would be good to reread this lesson again when you get to Chapter 8 on *The Hobbit*. Read the lesson together before the student reads *The Hobbit* and encourage the student to look for ways that Tolkien uses setting. This is an excellent book for studying setting since Tolkien took great care with his setting and used it in many ways. Also, the lesson for Chapter 8 is on conflict and thus discusses setting again somewhat since one type of conflict is “character versus nature.”

## Mini-Lesson: Rewriting in Your Own Words

This is a key idea in learning to write well, and though the student should not be pressured to get it perfect right away, it is something that needs to be worked on until the student has a strong grasp of it. These are the guidelines I give students in this mini-lesson:

- You can use terms that are specific to the information you are trying to communicate.
- You can use wording and information that is very common; but if in doubt, do your best to rewrite it or quote it and give a citation.
- You cannot lift a whole sentence from your source unless you quote and cite it.
- You cannot give someone else’s opinions and conclusions as your own, even if you rewrite them in your own words (unless you came to the same conclusion before reading your source’s conclusion).
- You cannot lift a phrase or sentence that is uncommon, that demonstrates the personality or style of the author, or that expresses an opinion or conclusion.

If the student struggles with this in the workbook pages, practice it throughout the year by having the student rewrite paragraphs taken from nonfiction articles. They could be from newspapers, magazines, or the web. Ideally, students can choose articles on subjects that interest them. This is also an ideal exercise for history, science, art, or music, as these are classes where they will have to someday apply these skills.



## Writing Exercises

The first two exercises are similar. They are equal in length and in type. Some students will find it easier to establish a mood with their setting while others will find it more interesting to present the setting as a character. Both challenge the student's creative-writing skills and ability to describe a setting.

The third exercise is more advanced in that the student must write a whole short story. This is a good choice for students who already like writing short stories or who are eager to start. It gives students the chance to incorporate what they've learned about setting into an entire piece.

The fourth exercise is good for a student who likes research papers or one who needs more practice with research papers and who isn't strongly attracted to one of the other exercises, all of which are more creative in nature. It is the gentlest of research papers in that students can choose the topic, there is no minimum number of pages required, and they don't even have to worry about citations and a bibliography. It is important that they include copies of their original sources though, as this exercise addresses the content of the mini-lesson on rewriting in one's own words. Also, students who did not do the research paper for Lesson 1 should attach a copy of their notes so the teacher can see how well they did with the first mini-lesson.

## Discussion Questions

1. Jim is sad to leave his home, but happy to go on his adventure. Have you ever had to leave home for a long period of time? How did it feel? Was there both sadness and a sense of adventure to it?
2. Jim at first thinks Long John Silver is a wonderful man, then finds out he is not at all what he thought him to be. Have you ever had this experience with someone? Has someone fooled you by making you think they were nice or dependable when they turned out not to be at all? Conversely, have you thought badly of someone at first then discovered you were mistaken? How did you feel in either case? What is your opinion of first impressions?
3. Jim does several brave things in this story. Which do you think is the bravest? Why?
4. When Jim sneaks out and ends up regaining the *Hispaniola*, he does something wrong but a great good comes of it in the end. Do you think Jim was right in what he did? Have you ever done something you shouldn't have, only to have good come from it? Do you think that a good result justifies the initial action?
5. Several people in this story take terrible risks or do terrible things, all in order to secure a fortune. Who today takes terrible risks or does terrible things for money? What do you think of these people? What is worth doing for money? How much money is enough?

## Workbook Answers

### 2.1.L ANALYZING SETTING (19 POINTS POSSIBLE)

1. This story is set in the future.
2. The author probably set the story in the future to warn readers about the present. The warning appears to be about over-population.
3. This story is set in 1765.
4. This scene is set at night.
5. This scene is set in Blackmoor Woods.
6. The setting is meant to convey an ominous or frightening mood.
7. “The very trees seemed to reach their bare branches out to snatch me off my seat.”
8. This scene is set in a kitchen.
9. The words *cinnamon*, *chocolate*, *coffee*, and *roses* address smell.
10. The words *cool*, *smooth*, *warm*, and *sponginess* address touch.
11. The words *lemon* and *blueberries* address taste.
12. The mood established by this setting is one of coziness or comfort.

### 2.2.L DETAIL IN SETTING

Student answers will vary. Encourage students to be as specific with their answers as possible. For example, if student just writes *chair* ask what type of chair, or what color, or what it’s made from. They need not go into a long description of each thing, but *leather recliner* or *wooden rocking chair* is sufficient.

### 2.3.L SAME SETTING; DIFFERENT TIME

Student answers will vary. Encourage students to be as specific with their answers as possible. For example, if your student just writes *chair* ask what type of chair, or what color, or what it’s made from. The student need not go into a long description of each thing, but *leather recliner* or *wooden rocking chair* is sufficient. Has the student discovered some variety in the setting based on the various times? What things were different? What things were not different? There are no right or wrong answers here, but these exercises are meant to increase students’ observational powers and their attention to detail.

### 2.4.T IDENTIFYING BIAS (17 POINTS POSSIBLE)

You might have thought that pirates of the seventeenth and eighteenth century were all men. This would be expected, since pirating was a hard, cruel business; and women of that time had no rights but were expected and encouraged to be dependent and ladylike. In fact, it was considered bad luck for a woman to be on board a ship at all. But two remarkable women were pirates in the eighteenth century, and even served together on the same ship.

Anne Bonny (née Cormac) was born sometime in the late seventeenth century in Ireland, though her family soon moved to America. Anne was always a tomboy, much to her father's dismay; but her take-charge attitude served them both well when her mother died and, as a teen-ager, Anne had to manage her father's plantation. Her fierce temper and fighting abilities were also clear at a young age. When a man tried to assault her, she responded well by beating him so severely that he had to spend the next several weeks in bed, recuperating. She was fourteen years old.

Anne's father disowned her two years later when she married a small-time pirate named James Bonny. James didn't make much of a go at it as a pirate though, so he turned to the more lucrative (for him) profession of informing on pirates. Possibly for this reason, Anne left him. After all, many of her friends were pirates, and this was the life of adventure she was drawn to. Perhaps she rightly felt that she was too good for someone who was both incompetent and disloyal.

She soon met her perfect match in a pirate with the delicious name of Calico Jack (Jack Rackham). Jack was handsome and dashing, and more importantly not concerned about the superstitions of women aboard ships. His crew did not feel that way, however, so Anne disguised herself as a man and was part of the crew. Eventually Anne became pregnant, so her secret was out; but by that time she had proven herself by fighting just as heartily as all the men, and they were not interested in crossing her. Sadly, she lost the baby (in spite of going ashore to care for her health), and she then returned to pirating.

Once, after encountering and defeating another ship, some of its crew joined Calico Jack's. Anne became intrigued by one member in particular, and it wasn't long before she discovered Mary Read, yet another woman in disguise as a man. As the only two women pirates on board (or possibly anywhere), they soon became close friends. Calico Jack, thinking Mary was a man, became jealous and confronted them, and Mary revealed that she was a woman. Jack didn't mind two women aboard ship any more than one.

Mary was born at about the same time as Anne, though in England. Unlike Anne, her mother actually raised her as a boy, though the reasons for this are unclear. For a while Mary joined the British military (still disguised as a man,

of course), where she fell in love with a fellow soldier. She revealed her true sex, and they were happily married until he died. Mary returned to life as a man and began sailing, when she was captured by Calico Jack's ship.

Mary was just as fierce a pirate as Anne. Once, when a large brute of a pirate threatened to kill a young sailor they had captured (and with whom Mary was in love), Mary bravely challenged the brute to a duel. They went ashore and both missed with their pistols. Armed with cutlasses, Mary was brilliant, dodging, dancing, and surprising the other pirate, and eventually winning the duel, nearly cutting her opponent's head off in the process. Apparently the young sailor was impressed, for they were soon married.

Sadly, these two magnificent women's careers as pirates were cut short. All of the men aboard ship were drunk when they were stopped and boarded by the authorities. Mary and Anne fought valiantly, but even these two women were not enough to defend the ship alone against such a force. All members of the crew were sentenced to hang, but Mary and Anne had their sentences delayed because they were both pregnant. Sadly, Mary died of an illness in prison. Somehow, Anne was set free, but it is not known what happened to her after this. She may have gone back to her father, possibly even back to her husband. But I like to think that she kept her old fighting spirit and went back to the sea.

1. The author's primary purpose is to inform.
2. The author's secondary purpose is to persuade.
3. The author is biased in favor of Anne and Mary.
4. See the underlined portions, above. Student may have more underlined portions than I have. For example, a student may underline a whole sentence where I have only underlined a word or phrase, and that is fine. But some students may underline words that are judgments about something other than Mary and Anne (such as calling Calico Jack's name "delicious") and these answers would be wrong.

### **2.5.M REWRITING SOURCE MATERIAL**

Student answers will vary. Just be sure that proper notes are taken and the information is properly rewritten.

### **2.6.M REWRITING SOURCE MATERIAL**

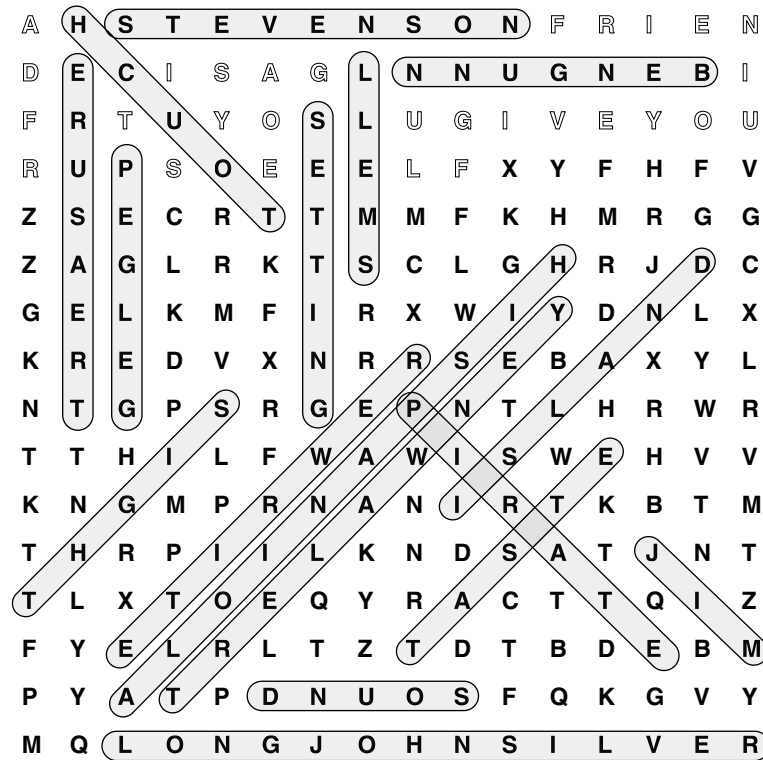
Student answers will vary. Just be sure that proper notes are taken and the information is properly rewritten.

**2.7.A ANALYZING LITERATURE (13 POINTS POSSIBLE)**

1. The setting for this scene is summer, sometime during the day, in a painter's studio in London. (3 points)
2. Student must name at least three of the following: (1) roses, (2) lilac, (3) pink-flowering thorn, (4) cigarette smoke, (5) laburnum, and (6) woodbine. Another acceptable line of answers would be anything commonly found in a painter's studio that gives off an odor such as oil paints and turpentine. Though these things are not explicitly mentioned, since this is a painter's studio, their presence is a reasonable assumption.
3. The sullen murmur of bees and the dim roar of London.
4. The most likely importance of this setting is that this is the studio where the picture of Dorian Gray was or will be painted.
5. The three possible subjects for the work of art mentioned are (1) Dorian Gray, (2) Lord Henry Wotton, and (3) Basil Hallward. Students' answers will vary on which they think more likely, but they should give a good reason when answering why. For example, a student might say it is most likely Dorian Gray's picture since that is the subject of this story. Another student might say it is most likely Lord Henry's picture and he is there to pose for it.

**2.8.P TREASURE ISLAND CROSSWORD PUZZLE**

### 2.9.P TREASURE ISLAND WORD SEARCH



### 2.10.E MORNING BREAK FAST

Answers will vary but the poem should paint a vivid picture.