Study Guide

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Based on the book by Robert Louis Stevenson

Touring September 21 – November 6, 2015

Grades 4-8

Call 513.569.8080 x20 for more information and to book your show!
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A Brief Synopsis

“Fifteen men on the dead man’s chest…”

Arrgh, matey! It’s time to unfurl your sails and set course for – Adventure!

Robert Louis Stevenson’s masterpiece about pirates, mutiny, and long-lost treasure comes to life in a NEW adaptation from ArtReach! Join cabin boy Jim Hawkins on his incredible journey across the high seas to find the location of Captain Flint’s treasure. But dare he trust the words of the Hispaniolas’s cook, the one-legged Long John Silver? Sing and dance along with the eccentric crew of the Hispaniola, while exploring math, science, and literature, with a healthy dose of trust and friendship thrown in to boot!

HELLO TEACHERS!

We at The Children’s Theatre of Cincinnati hope you use the activities and worksheets in this study guide to enhance your students’ understanding and enjoyment of our show. Please be sure to encourage your students to participate in the question-and-answer segment at the end of every performance, so the actors can engage and connect with the audience. Thank you!
**RECOLLECTION CONNECTION (4th-5th grade)**

The crew of the Hispaniola could only find the treasure because Jim Hawkins could read the map. But imagine if everyone on the crew was illiterate? That was often the case for working-class people (like pirates!) in the 18th Century, when *Treasure Island* would have taken place. How would they have searched for the treasure? Play a game with your class that will test your memory and teach you to pay attention to details by using geographical clues to trace your way to the treasure.

**Materials Needed:**
- Paper/Pencil

1) Fill a hat or box with ideas for things you might see on an island. You can have the entire class write these on slips of paper and place them in the hat. Be as descriptive as possible: instead of saying “a tree,” write some description of a tree, like, “a tall oak tree with the branches so low we had to climb over them.” Or, instead of just saying “a stream,” say, “the part of the stream with the shells and rock formation nearby.”

2) Form a circle and walk in line around the room. When your teacher calls “STOP!” you stop. Someone will choose a slip of paper from the hat at each “checkpoint,” and read off what landmark they see. As a group, try to remember each—in order.

3) It will get more difficult the more checkpoints to get to. As a class, try repeating all the landmarks in order at each new checkpoint. Once you have reached a certain number—let’s say 15 checkpoints—everyone run to their desks and write down as much as you can remember. The person with the most correct checkpoints wins a prize!

**STANDARDS MET**
- Sequence of Events, Communication,
- Memorization, Nature, Observation

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**A LIFE OF LEGEND (6th-8th grade)**

Legend, folklore, and superstition played a huge role in pirating, and still greatly influence how we think of pirates today. Now, we have what are called “urban legends,” or stories that people made up or exaggerated and which are passed along as truth (this is common on the Internet and in rumors.) The lives of famous pirates like Black Beard have, in many ways, become Urban Legends; in real life they weren’t quite as sinister as they are presented in our modern stories.

**Materials Needed:**
- Paper/Pencil
- Access to research materials (Books, Internet, etc.)

1) Use the synopsis and watch the play *Treasure Island*. Then, research the life of the pirate Black Beard, who has been represented in urban legends very similarly to the character Long John Silver. How does Black Beard’s real life compare to that of his legend? What are the similarities? What are the differences? What similarities and differences do you notice between the legends of Black Beard and Long John Silver?

2) In small groups, invent your own characters and plot for “The Legend of [Your School’s Name].” Take turns presenting your original, local legends to the class! BONUS: You can even make it into a play!

**STANDARDS MET**
- Literature, English, Creative writing, Public speaking,
- Local history, Geography, Social studies, Research
**MAP MATH**

In *Treasure Island*, the pirates use a map to find the treasure. However, only Jim Hawkins can read it! In order to use a map properly, you have to be able to read and use some basic math skills.

Using your knowledge of measurements, units, and fractions, solve the problems below.

BONUS: On the back, create your own word problem about a map of the island!

1.) On the map, the distance between the docking place of the Hispaniola and the shore of the ocean looks like 8 inches (in). If each inch on paper represents 1/2 mile in real life, how many miles is it between the ship and the shore? BONUS: How many miles would the crew walk if they made 3 trips to the shore and back?

2.) The trail the crew takes to get from the ship to the place where the treasure is buried is 3 kilometers (km) long. If they find a different trail that is 2/3 the length, how long is the second trail? BONUS: If they walked to the treasure by the second trail and then returned straight to the ship, how many kilometers did they travel?

3.) The ship is 20 feet (f) wide. If the length of the ship is 3/4 its width, how many feet long is it? BONUS: What is the width and length in inches (in)?

4.) The pirates’ canteen can hold a volume of up to 40 gallons (gal) of water. If they fill the canteen so it is half full, how many gallons of water did they pour in? BONUS: If they then add 16 gallons of water to the canteen, how much room do they have left?

5.) The pirates found 30 pounds of treasure. If each coin weighs 1 ounce, how many coins do they have? BONUS: If they find 3 ½ more pounds of treasure, how many coins would they have then?

Standards Met: Math (Volume, Fractions, Multiples, Meaning of operations, Metric v. Standard Measurements)
THE BULLY OF THE HISPANIOLA

Have you ever been bullied? Have you ever seen bullying taking place and weren’t sure what to do about it? Have you ever been the bully?

In *Treasure Island*, Long John Silver behaves similarly to bullies. Silver uses scare tactics and lies to get Jim to do what Silver wants, and ultimately tries to manipulate him into betraying Captain Smollett.

This worksheet is an opportunity for you to write about bullying from your point of view. We encourage you to talk with your teachers, parents and counselors, to discuss ways of stopping bullying in your school. What you write on this page could be the start.

**What is bullying? Use your own words and observations.**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Describe a time when you witnessed someone being bullied.**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**What are three kinds of bullying that you see happening at your school?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Watch ArtReach’s production of *Treasure Island*. Is Long John Silver, in your opinion, a bully? Why or why not?**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Standards Met: English, Writing, Critical thinking, Social studies, Creative reflection/expression
MAP MATH

1.) (8 in)(1 mi/2 in) = 4 miles.
   BONUS: (4 mi)(3 trips)(2) = 24 miles. The (2) is because they travel back and forth.
2.) (3 km)(2/3) = 2 km.
   BONUS: (2 km)(2) = 4 km.
3.) (20 ft)(3/4) = 15 ft long.
4.) 40(1/2) = 20 gal poured.
   BONUS: 20 + 16 = 36. 40 – 36 = 4 gal left.
5.) (30)(16) = 480 coins
   BONUS: (16)(2) = 32 + 8 = 40 + 480 = 520 coins
STUDY GUIDE SURVEY

We value your input! Please take a moment to let us know how we are doing.

School __________________________  Grade levels of your students ____________  Show title ______________

How much of this study guide did you use?  All  A lot  Half  Only a little  None

Please circle the appropriate response:

6 = strongly agree; 5 = agree; 4 = somewhat agree; 3 = somewhat disagree; 2 = disagree; 1 = strongly disagree; N/A = does not apply

For me, this study guide enhanced the play

6  5  4  3  2  1  N/A

The lessons offered fit my curriculum

6  5  4  3  2  1  N/A

Overall, I found this study guide useful

6  5  4  3  2  1  N/A

Did you get the study guide from The Children’s Theatre of Cincinnati’s website?  Y  N

Was there a specific lesson/activity that you really liked or did not like? Why? ____________________________________________

________________________________________________________________________

What would you like to see offered in future study guides? ____________________________________________

________________________________________________________________________

________________________________________________________________________

We appreciate any further comments. Please use the back if necessary. ____________________________________________

________________________________________________________________________

________________________________________________________________________

Your name (optional) ______________________________________  Position/Title __________________________

Email (optional) ____________________________________________

☐ Please add me to your email list so I can receive updates about ArtReach and The Children’s Theatre of Cincinnati!

PLEASE MAIL/FAX THIS SURVEY TO US AT
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