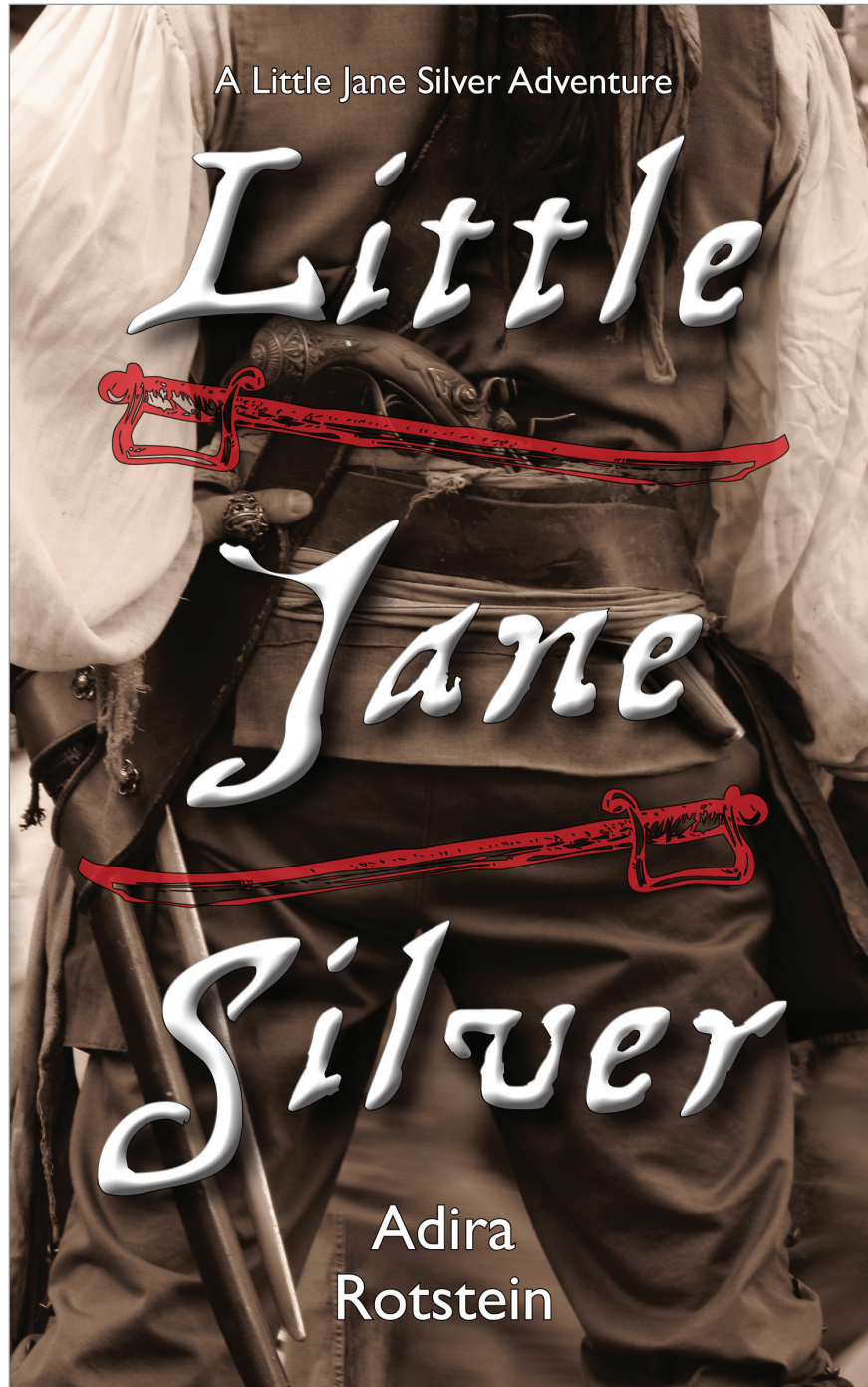


# TEACHER'S GUIDE

Grade 5



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# I INTRODUCTION

Meet Little Jane Silver, the twelve year-old granddaughter of notorious Treasure Island pirate Long John Silver. Growing up on the Pieces of Eight, the pirate ship of her parents, Captains Bonnie Mary Bright and Long John Silver II, Little Jane is increasingly frustrated with being thrust below decks whenever any real pirating action takes place.

Desperate to be taken seriously as a member of the crew, Little Jane vows to become a real pirate, but every attempt she makes to prove herself onboard seems to backfire. As the Pieces of Eight is pursued by a mysterious pirate hunter, Little Jane tries to alert the crew to a devious saboteur on the ship, but by the time someone pays attention, it's too late.

On her own for the first time, Little Jane must grow up fast and find the courage to undergo the most important test of her young life — a quest to save her family.

*“Adira Rotstein cleverly uses Treasure Island as a background to creating this new tale about a little girl who must quickly grow up because of the dangers that surround her ancestry.”*

—CM Magazine

## **About the Author**

Adira Rotstein has studied literature, writing, and film at the University of Toronto and the University of Southern California. Her creative output includes novels, screenplays, films, paintings, comic books, and illustrations. She lives in Toronto.

# II CURRICULUM LINKS

## Oral Communication

1. Listening to Understand
  - i Point of View (11, 16, 17)
  - ii Presentation Strategies (1, 8, 11, 16, 17)
2. Speaking to Communicate
  - i Clarity and Coherence (1, 8, 11, 16, 17)
  - ii Appropriate Language (as above)
  - iii Vocal Skills and Strategies (as above)
  - iv Non-Verbal Cues (as above)

## Writing

1. Developing and Organizing Content
  - i Purpose and Audience (3,4,7,12,13, 15)
  - ii Classifying Ideas (3,8,9,12,14,20)
  - iii Organizing Ideas (as above)
  - iii Review (as above)
2. Using Knowledge of Form and Style in Writing
  - i Form (3,7,8,9,11,12,13,14,18,20)
  - ii Voice (as above)
  - iii Word Choice (as above)
  - iv Sentence Fluency (as above)
  - v Preparing for Revision (12, 18)
  - vi Revision (as above)
  - vii Producing Drafts (as above)
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively
  - 3.1-3.8 All of the written activities

### III PRE-READING ACTIVITIES

1. Examine the front and back covers. Summarize.
2. What are your first impressions of this book?
3. Does this story capture your interest? Why or Why not?
4. Think about what you already know about pirates—from other books, movies, TV shows, etc.
5. Predict an adventure, an aspect or a problem that you think may happen in this story.
6. List three chapter titles that intrigue you (i.e. that you find surprising, interesting or that spark your curiosity).

# IV CHAPTER STUDY

## Chapters

### Prologue

1. What's in a Name
2. The Comment
3. Dinner Conversation
4. "How to Be a Good Pirate"
5. Melvin
6. A Night in Habana
7. Doc Lewiston
8. The Knot That Was Not
9. The Story of Newton and the Golden Fleece
10. The Powder Room
11. Under Attack!
12. Panacea Triumphant
13. The Pieces of Eight Aflame
14. Out of the Frying Pan
15. In the Brig
16. Dropping Anchor
17. Long John's Story
18. Tale of a Tub
19. Back in the Brig

## Characters

- Little Jane Silver
- Jonesy
- Captain Long John Silver the Second
- Captain Bonnie Mary Bright
- Almost-Doctor Alistair Florence Virgil Villienne (the Magistrate)
- Ishiro
- Ned Ronk

- Jezebel Mendoza
- Doc Lewiston
- Sharpeye Sharpova
- Captain and Wayne Hallbrook
- Captain Fedzcaro Madsea
- Charity and Felicity

## Interesting Vocabulary

p5 — ramshackle

p7 — brandished

p8 — admonished

p14 — cryptically

p15 — impetuously

p18 — aplomb

p23 — surfeit

p26 — staccato

p38 — outlandish

p39 — consternation

p40 — judiciously

p48 — reverie

p56 — mutiny

p71 — modus operandi

p85 — panacea

p92 — proffered

p99 — vehemently

p107 — coherent

p186 — grievances

p189 — ministrations

p194 — ruefully

p204 — profuse

p229 — aesthetically

## Chapter Responses

- Can take the form of a response to a passage, an event, the movement of the plot, character, setting,



conflict, interesting phrase or any other aspect.

- It could be a summary.
- It could be a reflection or an insight.

For each chapter students are to write one comprehension question and one clear and concise answer to an unasked comprehension question. There are many ways to use the students' questions and answers. (See Journal Response rubric.) For example:

- exchanging with a partner or sharing with group
- drawing 3 or 4 each day for whole class discussion
- jeopardy game, quizzes, etc.

## Discussion Questions — Extensions

1. Look up a summary of *Treasure Island* by Robert Louis Stevenson, or listen to a couple of chapters of an audiobook reading. What are your impressions of it?
2. What do you think about the end of the story? How is the suspense created? Are you interested in reading the next book?
3. Do you think this book would make a good movie? Support your opinion.
4. Compare this book with another you have read.
5. Consider the art of storytelling. How is Long John a good storyteller? What characteristics/talents must a good story teller have?
6. Think about the story's Caribbean setting. How does this match what you may already know about the Caribbean and/or what were you surprised to find out?
7. What effect does the writing of his letter to Jane, have on Long John himself?

## Comprehension

1. Explain the ship's name—the 'Pieces of Eight'.
2. What is the significance of "Hold Fast"?
3. Explain Captain Silver's plan for getting rid of the magistrate (see Prologue). What techniques did he

use?

4. Recount the history of the Spy Glass Inn.
5. Jane is frustrated with her parents for not letting her be a pirate. Can you empathize with her? Can you see her parents' point of view? Have you ever felt this way?
6. Explain Mendoza's philosophy of sword fighting. Consider her perspective on the strength and power of language, and imagination.
7. Why did the Captains feel they had to punish Ned Ronk?
8. Consider the significance of the name of Captain Madsea's ship — The Panacea
9. Consider the various conflicts in the story — between characters and even within characters.

## Passages to Consider

1. It is well known that the environment an individual grows up in in what he or she will simply assume to be the norm until the rest of the world proves otherwise." (p.20)
2. "On the surface of it, 'The Comment' was really a simple thing, but like a single pebble ripples an entire pool of still water, sometimes a comment made thoughtlessly in passing can have the most astonishing effect on a person's perception of the world, altering it much more than the speaker ever meant it to." (p.27)
3. "Always meet a cruel word with politeness. It is sure to bewilder people." (p.31)
4. "Then again there was usually something in everybody's life that the garrulous captain found fascinating. It was part of the reason he enjoyed talking to people so much..." (p.41)

# V POST READING ACTIVITIES

1. Create a movie trailer for this book.
  - Poetry and performance rubric
2. Perform a reading of a scene from the story.
  - Poetry and performance rubric
3. Write a letter from Jane to her parents.
  - Sample writing rubric
4. Summarize a series of events in comic strip format
5. Create a setting—ship, Smuggler’s Bay, magistrate’s mansion, Nameless Isle, etc.
6. Create a series of character sketches—use pictures and words
7. Consider one of you own personal goals and create your own “How to be a Good \_\_\_\_” set of qualities.
  - Sample Writing rubric
8. Research a storyteller; tell a story.
  - Presentation rubric
9. Do some research on pirates in the Caribbean.
  - Sample Writing rubric
10. Design a new tattoo for Jane.
11. Be almost-Doctor Alistair Florence Virgil Villiene—write and perform a poem from his perspective.
  - Poetry and Performance rubric
12. Critique this book for your friends—consider the various elements.
  - Sample Writing rubric
13. Choose a partner and have an email conversation about the book. (Minimum three entries each.)
  - Sample Writing rubric
14. Link a current events item to an aspect of the story. Explain the connection.
  - Sample Writing rubric
15. Create a story board for a video game.
  - Graphic Map rubric

16. Perform a scene from the book.
  - Presentation rubric
17. Conduct a mock interview with the author or any of the characters.
  - Presentation rubric
18. Write a concluding chapter.
  - Short Story rubric—replace article with novel
19. Consider the book’s sequel. Design a book cover—including spine and front and back flaps.
  - Book Cover rubric
20. Write a letter to your school or public librarian either to persuade or dissuade her/him from adding the yet-to-be released sequel to the library’s collection.
  - Sample Writing rubric
21. Create a visual display that demonstrates your reading of the book.
  - Reading Display rubric
22. Use your imagination to decipher the code inscribed on Melvin and Long John’s wooded leg.

## Conclusion

- For Journal response or other and Self-Reflection Rubric, where project= book study

Reflect on your experience with this story.

Consider the reading and interacting with the text including the vocabulary and style of writing. How have you made sense of words and ideas that may have been unfamiliar to you?

Think about the passages and ideas you’ve chosen to focus on in your reflection. What did you think about the journal writing process? How would you improve that?

Consider the discussion and activities. How did they further your understanding of the story? Did you enjoy doing them? How have they helped you to demonstrate your knowledge and interest in the story? Suggest different activities for your teacher to use with your next novel study.

What have you learned about yourself as a reader, writer and communicator?

## VI ADDITIONAL RESOURCES

- i. Poetry and Performance Rubric
- ii. Read Aloud Rubric
- iii. Reading Display Rubric
- iv. Self-Reflection
- v. Short Story Rubric