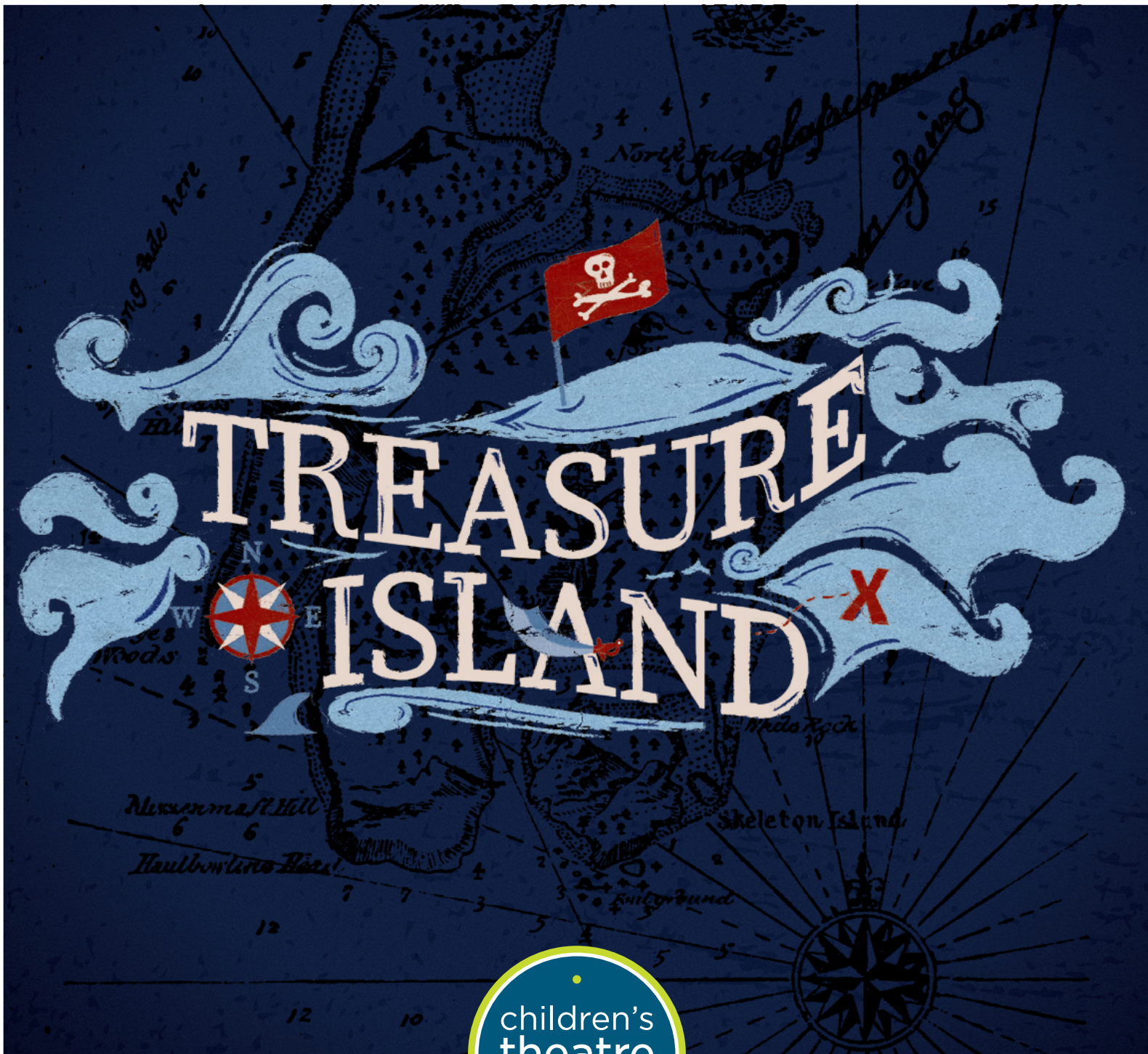


Treasure Island

Educator Guide

September 17-October 15, 2025



2025

children's
theatre
company

2026

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Behind the **SCENES**



Learn more about the
artists, history, and
themes of this production.

What is this show about?

The sea is calling! Join this swashbuckling adventure in which gold-hungry pirates and not-so-noblemen are repeatedly outwitted by one clever boy. Sail the open seas, explore a remote island, and search for buried treasure alongside young Jim as he navigates overheard schemes and ever-shifting alliances. Is Long John Silver an unlikely friend, or a treacherous villain? In between sword fights and rounds of live music, you can decide for yourself!

From Page to Screen to Stage

Children's Theatre Company's production of *Treasure Island* is an adaptation of the classic novel written by Robert Louis Stevenson in 1883. Stevenson began creating the story when he and his family were stuck inside during a rainy vacation in Scotland. He used the idea of a secret treasure map to entertain his stepson with stories of pirates and adventure. Since the book was first published, it has been adapted for the stage, TV, film, and even video games! Ask your students which adaptations they may already be familiar with.



Walt Disney's *Treasure Island* (1950)
- The first film version in color



Muppet Treasure Island (1996)



Treasure Planet (2002)

No Girls Allowed?

Treasure Island is a book that was written for boys about boys. Robert Louis Stevenson's stepson ordered that there be no women in this sea adventure, and there aren't. Do a survey of your class to see if the following statement is true: "Girls will read books about boys, but boys won't read books about girls." Discuss your results.

How different would the treasure hunt have been if Jim's mother came along? Or any of the sailors' wives? Could the story be written, then or today, with a girl as the heroine? Why or why not?



Pirates and Sailors

In *Treasure Island*, pirates join the ship's crew disguised as lawful sailors. Before your field trip, discuss with your students the differences between pirates and sailors and challenge them to identify when the pirates in the play reveal part of their pirate nature.

Sailors

- They are lawful members of the ship's crew.
- Their work typically involves transporting cargo or passengers.
- Sailors have a strict hierarchical structure with very specific roles and responsibilities.



Pirates

- Pirates are criminals and engage in illegal activities like raiding, robbery, and violence against other ships and their crews.
- They are driven by greed and a thirst for treasure.
- Pirates have their own codes and hierarchies that can be unique to each band of pirates.

Did real pirates bury treasure?

While pirates certainly sought and stole valuable cargo, they almost never buried it. They usually turned around and spent it quickly. Pirates also didn't make secret treasure maps to help find buried treasure. Treasure maps and pirates are perpetually linked in our minds largely because of Robert Louis Stevenson's *Treasure Island* and the many adaptations that have followed.

Illustration from *Treasure Island* showing Long John Silver and the pirates as they search for buried treasure



FAMOUS PIRATES

Blackbeard

Even though he was only active as a pirate for two years (1716-1718), Blackbeard is one of the most well-known pirates to have ever lived. He had a knack for theatricality and tried to make himself look especially fearsome to intimidate his victims. He would twist pieces of fuse into his thick, tangled hair that he would light during battles. The lit fuses surrounded his face with smoke, which created a terrifying image. Due to his fame, the Royal Navy targeted him specifically, and he was killed in battle.



Henry Morgan

Morgan's exploits were bold and often bloodthirsty, especially when he burned a Panama city to the ground. Morgan captured a port in Panama in part by creating a human shield of priests, women, and the mayor of the town. Despite his actions, he ended up serving as the Lieutenant Governor of Jamaica and passed anti-piracy laws.



Ching Shih

Ching Shih took over her husband's pirate confederation after his death. She expanded the confederation and commanded an estimated 1,800 ships and 70,000 men at the height of her powers. In the end, she successfully negotiated a surrender to Chinese authorities that allowed her to retain a substantial fleet and avoid prosecution.



Captain Kidd

William Kidd started his maritime career as a privateer with the British Royal Navy. He was asked to captain a ship to find and attack known pirates. He wasn't very successful at finding pirates, and his crew pressured him to turn into a pirate himself. He successfully captured a large ship in the Indian Ocean and buried some of the treasure on an island near New York. He was one of the few pirates known to have buried some of his treasure.



Before **YOU GO**



Use these activities in
your classroom to prepare
your students for their
field trip to CTC.

A Pirate's Life for Me

Grades: Grades 3 and up **Time Required:** 10-30 minutes

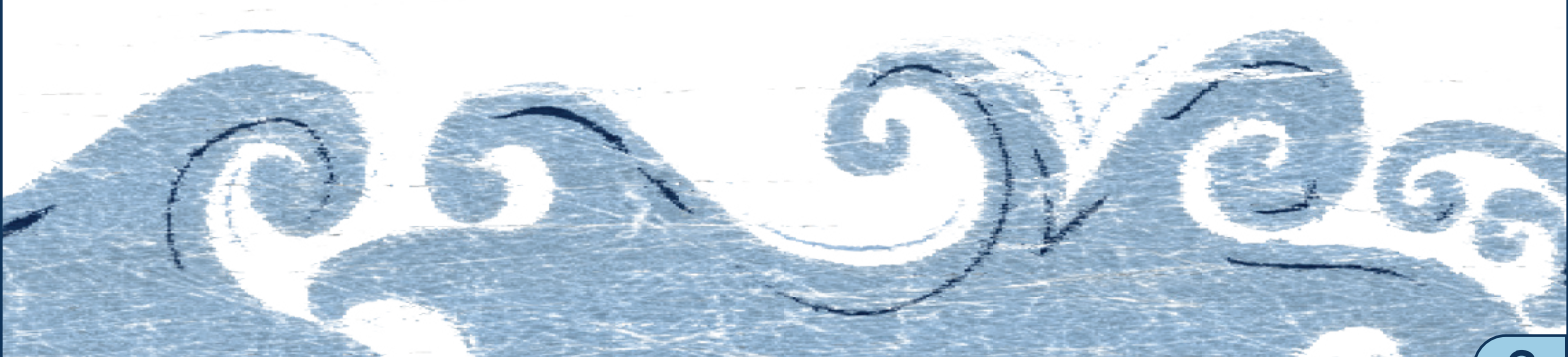
Set-up: This activity can be done with students seated at their desks or in a circle.

Supplies: Writing and coloring materials, paper, and copies of the Pirate Worksheet from the following page

In this exercise, students will dive into the pirate theme and practice character creation and development.

Instructions:

1. Together as a class, have your students brainstorm vocabulary they associate with pirates and pirate life. Write their ideas on the board or a large piece of paper. Have a discussion about what ideas this list suggests.
2. Independently, have students imagine themselves as a pirate. When they are ready, hand out the Pirate Worksheet from the following page to fill out.
3. At the end of your session, have students share out their answers to the worksheet's prompts.
4. If time allows, have students introduce themselves in character at the front of the room. Encourage students to change their physicality and voice to match their pirate character. Other students in the class can ask the pirate questions in an informal interview.



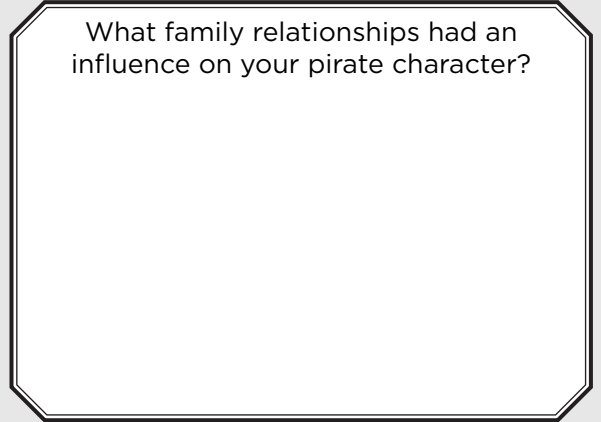
Pirate Worksheet

PIRATE NAME:

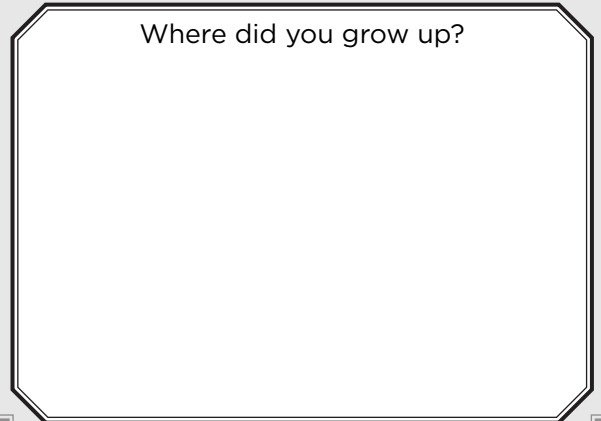


BACKSTORY

What family relationships had an influence on your pirate character?

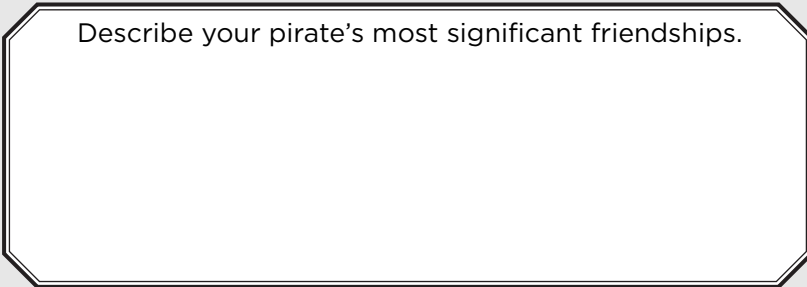


Where did you grow up?

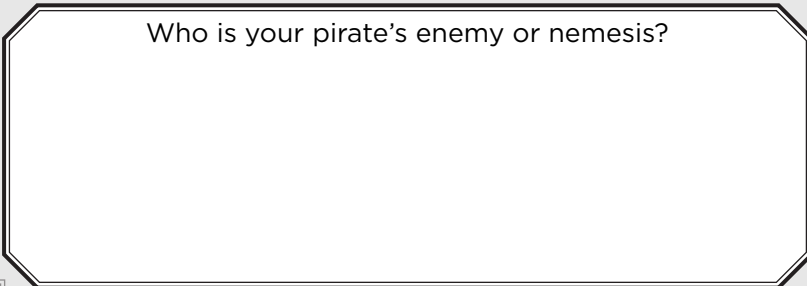


RELATIONSHIPS

Describe your pirate's most significant friendships.

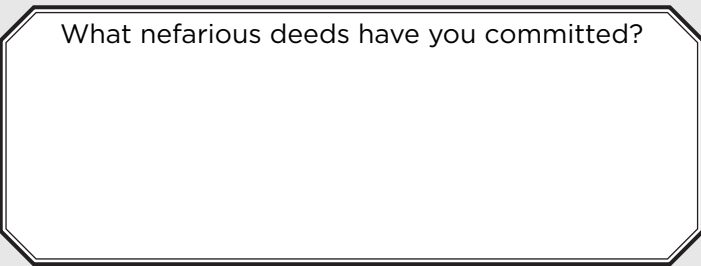


Who is your pirate's enemy or nemesis?

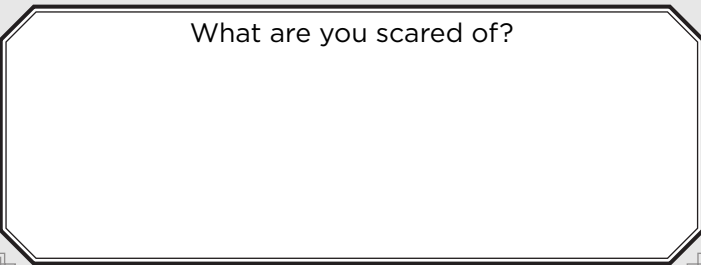


PIRACY

What nefarious deeds have you committed?

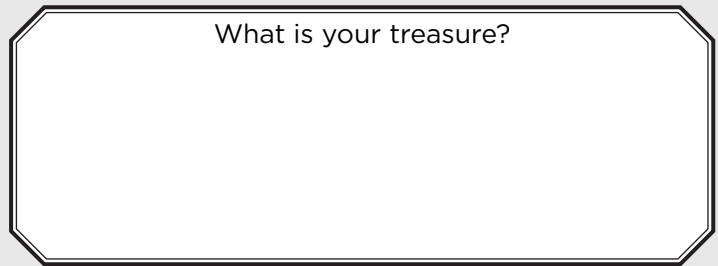


What are you scared of?

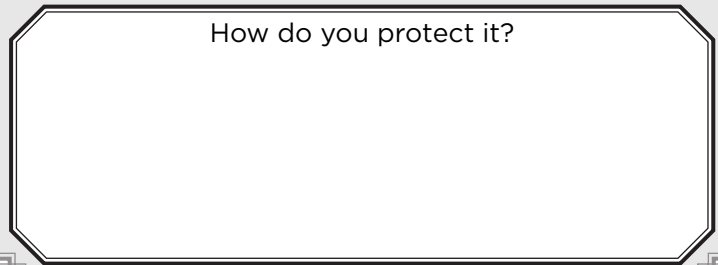


TREASURE

What is your treasure?



How do you protect it?



On the back of this page, draw a picture of yourself as this pirate. Think about the items and accessories your pirate needs.

Pirate Code

Grades: Grades 4 and up **Time Required:** 10-20 minutes

Set-up: This activity can be done with students seated at their desks or in a circle.

Supplies: Copies of the real-life pirate articles or the ability to project them in front of the class, large piece of paper for creating your classroom code

Each pirate crew had articles of agreement to keep things running smoothly and peacefully onboard the ship. Not only did the articles outline the rules of the crew, but they also established the consequences for pirates that broke them.

Together as a class, review some of the articles below from actual pirates of the 17th and 18th centuries. After you've read some together and discussed, vote as a class on articles for your classroom for the year. Have each student sign the articles as the pirates did when they came to an agreement on their code.

Once signed, the pirate articles were posted in a prominent place, often the door to the captain's cabin. Consider posting your classroom code by the classroom door.



Articles of Bartholomew Roberts

"To desert the ship or their quarters in battle, was punished with death or marooning."

"No striking one another on board."

"The lights and candles to be put out at eight o'clock at night."

Articles of John Phillips

"If any Man shall lose a Joint in time of an Engagement, shall have 400 Pieces of Eight; if a Limb, 800."

"If any Man shall offer to run away, or keep any Secret from the Company, he shall be marooned with one Bottle of Power, one Bottle of Water, one small Arm, and Shot."

Articles of John Glow

"That every man shall obey his commander in all respects, as if the ship was his own, and as if he received monthly wages."

"That every man shall keep his watch night and day; and at the hour of eight in the evening every one shall retire..."

Captain's Coming

Grades: All ages **Time Required:** 10-15 minutes **Supplies:** None

Set-up: This activity works best in a large open space such as the front of a classroom, gymnasium, or playground.

In this high-energy game, students will learn some nautical terms, practice listening carefully to instructions, and cooperate with each other, all while burning off steam.

Instructions:

1. For the first couple of rounds, the teacher will act as the "Captain." The role of the Captain is to call out actions and dismiss players who do not do the actions quickly enough or break character. Once the Captain calls an action, the players have to quickly start performing the action. If they don't find a group fast enough or perform the correct action, they are eliminated. The game is over when there is one player left in the game. As you introduce the game, start with about five of the actions listed below and slowly work in more as your students get comfortable. Consider having volunteers help demonstrate each of the actions before you begin the game.
2. For the actions that are meant to include a specific number of players, if the group ends up with a number different than the one called, those players are out of the game. For example, if you find an Octopus (which requires 4 people) with 3 or 5 people in it, the whole group is out.

Actions:

- **Captain's coming!:** The players stand at attention in a salute and cannot move from this position until the Captain says, "At ease!" If they laugh or break from attention, they are eliminated.
- **Starboard:** Players run to the right side of the playing space.
- **Port:** Players run to the left side of the playing space.
- **Bow:** Players run to the front of the playing space (towards the Captain)
- **Stern:** Players run to the back of the playing space (away from the Captain)
- **Swab the deck!:** Players act like they're mopping the deck.
- **Grub time!:** 5 players get in a circle, sit on the floor, and pretend to eat.
- **Row to shore:** Players get in lines of 4 and act as if they're rowing to safety while singing "Row, Row, Row Your Boat."
- **Octopus:** 4 people get back-to-back and wave their arms out in front of them like octopus tentacles.
- **Jellyfish:** Players get down on their back and wave their arms and legs in the air.
- **Sailor overboard!:** Players pair up and decide which one gets on their hands and knees and which one places a foot gently on the other's back while acting like they're using a spyglass to find the sailor in the water.

Variations and Adjustments

After several rounds with the teacher as the Captain, start having students act in the role of Captain. Have students come up with additional actions that are on theme or are more closely related to the characters in the *Treasure Island* story.

Reflection Questions

- Was it challenging to remember the instructions? Why or why not?
- What was your favorite action to do?
- What might you do differently to stay in longer without being eliminated? What strategies or tactics can you use?

Sea Shanties

Grades: Grades 5 and up **Time Required:** 30-45 minutes

Set-up: This activity can be done with students seated at their desks or in a circle.

Supplies: A computer/projector to show clips of sea shanties, handouts of lyric sheets from the following page (optional), paper and writing materials.

Sea shanties were work songs that sailors and sometimes pirates used to keep synchronized in rhythm when rowing, hauling up sails, and doing other cooperative work. These songs were often call-and-response songs with the group responding to the leader. While the leader's line changed, the group's response was often the same so the sailors could focus on their task at hand.

In this activity, students will hear and/or read examples of sea shanties and will work together to draft a sea shanty for a task in your classroom.

Instructions:

- As an introduction, begin by showing brief clips of several sea shanties. Here are some examples:
 - [“Roll the Old Chariot”](#)—Traditionally, each line described something that the sailors could indulge in once they came to shore. It was easy to add or change lyrics so individual sailors could list things that they loved the most.
 - [“Blow Ye Winds”](#)—A popular whaling song
 - [“Old Billy Riley”](#)—Historically a song used to raise or lower a sail, see the song in action as a rowing song from the 1956 film *Moby Dick*. (The song ends at 2:06 in the linked clip).

If desired, hand out copies of the example lyrics from the following page to accompany these clips.

- Identify a classroom task that could be done rhythmically. Depending on your grade level, that might include lining up, passing out books, pushing in chairs, getting out and turning on tablets, etc. It doesn't have to be a task that currently *is* done rhythmically, just one that *could* be done rhythmically.
- Establish a good rhythm for the task. Have students do the task while clapping out the rhythm.
- Once there is agreement on the rhythm, decide on words for the response that gets repeated throughout. Some responses from the examples above include:
 - “Roll the old chariot along! And we'll all hang on behind!”
 - “Blow ye winds, in the mornin', blow, ye winds, hi ho! Haul away your runnin' gear and blow, ye winds, high-o!”
- Choose a tune to use or make one up. Alternatively, you can create a spoken call-and-response poem.
- As a class or in small groups, plan out a verse or two. Then ask for volunteers to serve as the leader, delivering the call and getting a response from the rest of the class.
- Once your shanty is established, use it while doing the task it was designed for. See whether it works well for other jobs, too!

Reflection Questions

- Did the task go better with the shanty?
- Why do you think songs like this would help sailors with coordinated tasks or make tedious jobs more tolerable?
- Tell students to keep an eye out for a sea shanty in the play *Treasure Island*. When you get back from your trip, ask your students what they remember about the shanty and what the sailors were doing while they were singing it.

Sea Shanty Lyric Snippets

"ROLL THE OLD CHARIOT"

Oh, we'd be alright if the wind was in our sails.
We'd be alright if the wind was in our sails.
 We'd be alright if the wind was in our sails.
 And we'll all hang on behind!

And we'll
roll the old chariot along!
 We'll roll the old chariot along!
 We'll roll the old chariot along!
 And we'll all hang on behind!

Oh, we'd be alright if we make it 'round the Horn.
We'd be alright if we make it 'round the Horn.
 We'd be alright if we make it 'round the Horn.
 And we'll all hang on behind!

And we'll
roll the old chariot along!
 We'll roll the old chariot along!
 We'll roll the old chariot along!
 And we'll all hang on behind!

Well, a night on the town wouldn't do us any harm,
Oh, a night on the town wouldn't do use any harm,
 Oh, a night on the town wouldn't do us any harm,
 And we'll all hang on behind!

And we'll
roll the old chariot along!
 We'll roll the old chariot along!
 We'll roll the old chariot along!
 And we'll all hang on behind!

"BLOW, YE WINDS"

'Tis advertised in Boston
 New York and Buffalo
 Five hundred brave Americans
 A whalin' for to go. Singin':

Blow, ye winds, in the mornin', blow ye winds,
hi ho!
Haul away your runnin' gear and blow, ye winds,
high-o!

They send you to New Bedford
 A famous whaling port
 And give you to some landsharks
 To board and fit you out. Singin':

Blow, ye winds, in the mornin', blow ye winds,
hi ho!
Haul away your runnin' gear and blow, ye winds,
high-o!

"OLD BILLY RILEY"

Billy Riley!

Old Billy Riley was a dancing master
Old Billy Riley, old Billy Riley
 Old Billy Riley
Old Billy Riley, oh

Old Billy Riley, master of a drogher*
Old Billy Riley, old Billy Riley
 Old Billy Riley
Old Billy Riley, oh

*A drogher is a small sailing barge.



3 Things

In the day or so before your field trip, share the following prompts with your students. You can read them aloud to your class or give each student a copy. When you return from the performance, review the list again. What do they remember noticing or thinking about during the performance?

During the performance:

Look for...

1. The Black Spot. What does the Black Spot mean?
2. Lighting effects. How is the lighting used to portray a storm?
3. The use of shadows. What are shadows used to convey?



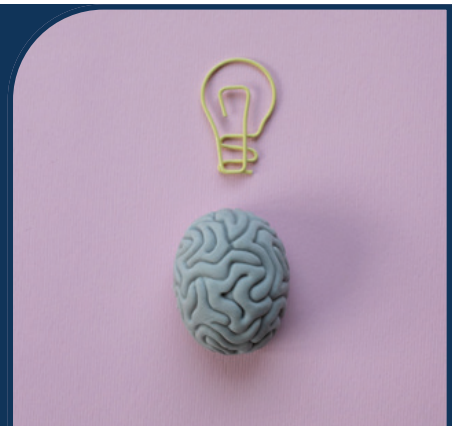
Listen for...

1. Live music. How does the music affect the mood of the story?
2. A parrot. Can you remember any of the words that she says? If you listen closely, do you think the parrot gives away Long John Silver's true nature?
3. A voice being used to spook the pirates on their search for treasure. Who is the voice pretending to be?



Think about...

1. The pirates will go to great lengths for the buried treasure. Why is treasure and money so important?
2. Jim feels betrayed by Long John Silver when he discovers the pirate's plan. Have you ever felt betrayed or let down by a friend? What can you do when you feel that way?
3. Jim tries to always do the right thing, but sometimes he doesn't do what he is told. How do those situations play out for Jim? Should he have always followed orders? Would he have been better off?



Before You Go— **AT HOME**



Print this section and send it home with permission slips. This section supports family engagement and provides tools to help families reflect with students about their theatre experience.



Resources for Families

Extend your child's theatre experience at home!

Questions to ask your child BEFORE they see the show:

- What is a treasure? What do you consider to be your most valuable treasure? Why?
- How would you feel if you were invited on an adventure?
- What do you know about pirates? Pirates often show no mercy to their opponents. What does that mean? How do you think they'll portray piratical violence on stage?

Questions to ask your child AFTER they see the show:

- Why does Jim trust Long John Silver so quickly?
- Does Long John Silver actually like Jim? Why do you think so?
- What surprised you about the production? How did they make the ship look like it was sailing? How did they create the storm?

Create Your Own Adventure Map



Treasure Island evolved from a series of stories created from a map Robert Louis Stevenson drew for his stepson.

With your family, draw maps of where each of you grew up. Label places you were allowed to go, places you weren't, and places where your own adventures took place.

Share your stories with each other. Did you find out anything surprising about each other's adventures? Were there any similarities between the stories across generations?



Heading to **CTC**



Provide this resource to all teachers, staff, and chaperones attending the field trip. This section contains field trip procedures, accessibility information, and CTC's approach to theatre etiquette.

Trip Guide



CTC Theatre Etiquette

At CTC, we encourage audiences to engage with the live theatre experience and react freely. It's ok to laugh if something is funny, exclaim if something is surprising, gasp if something is scary, and maybe even dance along in your seats if the music inspires you. We value the real-time, honest reactions of our student audiences.

We do, however, thank you for your partnership in making sure that any reactions from your students are kind and respectful towards the actors onstage and towards all of the people who worked so hard to make the show possible. If there is a group seated near you that is being disrespectful, please don't hesitate to notify an usher.

Arrival

Check-in begins one hour prior to the performance. Buses can unload in the circle driveway on 3rd Ave S between 24th St. and 25th St. An usher will greet you at your bus and will need to know the name of your school and how many buses you are traveling with. If all of your buses have arrived, we will ask you to unload and make one line. We will lead you inside and upstairs to the Red Lobby. Groups are seated in the order of arrival, and your entire group must be present before you can check in. Seating begins 30 minutes prior to the start of the performance.

CTC does not print or issue individual tickets or stickers for student matinee performances. Instead, as you line up in the lobby, one of our ushers will count your group to ensure that you are not over your allotted number of seats. It is helpful if you can provide the usher with a final count for your group, but not required.

Seating

Seating in the theatre begins 30 minutes prior to the performance. An usher will lead your group into the theatre in one line. We recommend spacing chaperones throughout the line to aid in guiding the students. To ensure that everyone gets a seat, please take whichever seat the usher is asking you to, including chaperones. Once your whole group has been assigned a seat, you are more than welcome to rearrange students and chaperones as you need to and utilize the restroom facilities.

Lunch

Lunch space must be reserved in advance. If your group has reserved space in our lobby to eat lunch after the show, please bring the lunches inside with you when you arrive. We will store them in the lobby during the show. We recommend consolidating lunches into paper or reusable shopping bags. Large coolers and bins can be heavy and unwieldy, and individual lunches can easily be lost or forgotten on the bus.

After the show, those with reserved lunch space will have a designated area of the lobby to utilize. The lunch space allows for picnic-style eating on the floor. You may be sharing the lobby with other schools or may be directed to our other theatre's lobby if we have multiple groups staying for lunch. Custodial services are provided by CTC.

Accessibility



Mobility Accessibility

The Red Lobby and UnitedHealth Group Stage are on the 2nd floor. At the building entrance, school groups will be led to the left and up a flight of 24 stairs to get to the lobby. Those wishing to use the elevator will find it to the left in the same vestibule as the stairs. CTC's accessible seating area is located in the last row of the main level of the theatre. Please email schools@childrenstheatre.org in advance to request accessible seating, if needed. The rest of the seating on the main floor can be accessed by going down a set of gradual stairs, and the balcony is accessed by going up another flight of 18 stairs. There is no elevator access to the balcony level.

An Accessible/All-Gender/Family Restroom is located next to the elevator on the 2nd level in the Red Lobby. An adult-sized changing table is available upon request.

Quiet Room/Sensory Sensitivities

The Quiet Room is located at the rear left side of the main floor of the UnitedHealth Group Stage. There are 3 stairs to get to the seating in the Quiet Room. The Quiet Room is separated from the audience by a glass window, so students can verbalize freely. Those utilizing the Quiet Room can still see and hear the performance. The performance is also live streamed in the lobby. The Quiet Room is open to everyone and cannot be reserved. Please feel free to come and go from the Quiet Room as you need to throughout the show. Please let an usher know if someone in your group would benefit from a fidget, ear plugs, noise-canceling headphones, or coloring/activity sheets during your visit.

Assistive Listening Devices

Please let an usher know if you would like to use an assistive listening device. These devices come equipped with an over-the-ear earpiece. This earpiece can be unplugged, and other devices, such as cochlear implants, can be plugged into the receiver using the 1/8" jack. If you will be plugging in your own device, please bring the appropriate cord as CTC does not have these on hand.

Sign Interpretation and Audio Description

A sign interpreted and/or audio described student matinee performance is scheduled for each production at CTC. We suggest booking your field trip for these scheduled performances if you need either of these services. Please contact schools@childrenstheatre.org if you are unable to reserve your field trip for the scheduled performance(s) and need to request this service for a different date. CTC requires at least 3 weeks' notice to schedule ASL interpretation or Audio Description.

Prayer/Private Nursing Space

During your visit, please ask a member of our staff to use our private space for nursing, pumping, prayer, or other needs.

Treasure Island Content Advisories

Language: 2 out of 5 stars ★★☆☆☆

The pirates sing “Dead and be damned...” Israel Hands dreams of a land where “rivers flow with rum.” Trelawney says, “I own myself an ass...” when he realizes he messed up. A frustrated pirate asks, “What damned tree?” A pirate says, “...and singin’ that damned song...” Throughout the play, characters sing, “Fifteen men on the dead man’s chest—Yo-ho-ho and a bottle of rum! Drink and The Devil have done for the rest—Yo-ho-ho and a bottle of rum!”

Themes and Situations: 3 out of 5 stars ★★★☆☆

The play begins in a bar, and there is drinking. Pirates ask for rum throughout. The crew drinks grog. Israel Hands drinks wine. Jim Hawkins, a young boy, is often in danger and ends up killing a pirate. There are gun and knife fights throughout and multiple characters are killed.

Violence and Scariness: 5 out of 5 stars ★★★★★

A pirate bends back Jim’s arm and threatens to cut him deep. Captain Bones falls down dead after receiving the black spot. A blind pirate gets trampled by a horse and dies. A pirate pulls a knife and lunges at Jim. Long John Silver says, “I’ll wring his head off his neck with these hands!” There is a large gunfight where multiple people die. Israel Hands cuts Mr. Arrow’s safety rope, and he vanishes overboard. He is left for dead. A sailor turns his back on Long John Silver, and he hits him with his crutch and then murders him with his knife. Jim shoots Israel Hands at point blank range, and he falls overboard dead. Long John Silver shoots and kills a pirate that is threatening Jim.

Sensory Advisories: 4 out of 5 stars ★★★★☆

There will be shouting and screams of pain as the characters fight. There is a large gunfight that may include gunshots and cannonballs.

Potentially Anxious Moments: 4 out of 5 stars ★★★★★

There is a lot of fighting and peril throughout. Jim is forced to make some difficult decisions and has to grow up quickly. Jim is often in danger and almost gets killed multiple times. Jim shoots and kills someone at point blank range. The pirates are spooked by the black spot and the thought of the island being haunted by Captain Flint’s ghost.

Please contact schools@childrenstheatre.org with any questions.

Trip Guide

This tool is called a **social story** and tells students what to expect at the theatre. Hand it out to anyone who may benefit from knowing procedures in advance.



Bus—I will ride on the **bus** from my school to the theatre.



Lobby—I will enter the **lobby** and be greeted by the theatre staff and ushers. I can say hello to them. There may be a lot of other students from different schools in the lobby at the same time. I will stay with my teachers.



Bathroom—If I need to go to the **bathroom**, I will let my teacher know, and they can take me. I can go to the bathroom any time I need to during the show.



Enter the Theatre—When it's time to **enter the theatre**, there may be a line at the door. I will wait in line for my turn to go through the door.



My Seat—An usher will show me to my **seat**. During the show I will sit in my seat next to my classmates.



During the Show—If the show is funny, I can **laugh**. If something surprises me, I can **gasp**. At the end of the show, I can **clap** to tell the actors I enjoyed the performance.



After the Show—I will wait **patiently** for my teacher to lead me out of the theatre.



Leave the Building—I will leave the building with my classmates and get **back on the bus** to my school. There may be a lot of other students from different schools leaving at the same time. I will stay with my teachers.

After the **SHOW**



The discussion prompts and activities in this section are an extension of the theatre-going experience and allow students to reflect on the experience of seeing a live show and further engage with the art forms and themes of the performance.

After the Show

Springboard

Use this page to recall observations, reflect, and think critically about the show you just saw!

The part of the show that grabbed my attention the most was

The show made me think about

Before seeing this show, I didn't know that

A question I have about the show is

If I were the director, one thing I would change is

One thing I saw during this show that I've never seen before was

After seeing the show, my friends and I talked about

Overall, the show made me feel

While watching the show, I had the strongest reaction to

Who is Jim Hawkins?

Grades: Grades 4 and up **Time Required:** 20-40 minutes

Set-up: This activity can be done with students seated at their desks.

Supplies: Writing materials and lined notebook-style paper or the Character Chart worksheet from the following page.



Treasure Island centers around Jim Hawkins as he embarks on the adventure of a lifetime and comes of age. In the following exercise, students will create a character chart for Jim and support their ideas with evidence from the play.

Instructions:

1. As a class, discuss what you remember about Jim Hawkins and his adventure.
2. At their desks, ask students to create a list of descriptive adjectives that they think best describe Jim.
3. After they've had time to create a list, challenge students to support their list with Jim's actions and words. What did Jim say, do, or think throughout the play that supports the adjectives that they wrote down?
4. Invite students to share aloud some of their adjectives and the supporting evidence. Talk through any differences in opinion amongst the class.

Variations and Adjustments

- If you read or are reading the book together as a class, challenge students to find quotations from the novel that support their list.
- Have your students think back and remember Jim's costume from the play. How did his clothing support his character traits?

Who is Jim Hawkins?—Character Chart

Create a list of descriptive adjectives that describe Jim Hawkins. Support your list with Jim's words and actions that you remember from the play.

Draw connecting lines from your evidence to your list of adjectives.

Words that describe Jim Hawkins	Supporting Evidence

The Jolly Roger

Grades: Grades 3 and up **Time Required:** 20-30 minutes

Set-up: This activity can be done with students seated at their desks.

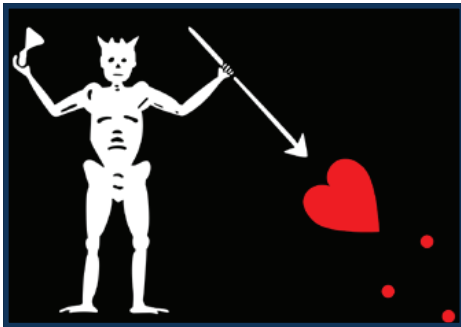
Supplies: Coloring supplies and blank paper or the worksheet from the following page.

Ships display flags so other ships can identify who they are, what country they are from, or where they are sailing to. Pirates would use their flag to try and intimidate other ships on the sea. Upon encountering a pirate ship, other sailors might surrender and hand over any treasure or goods without putting up a fight.



Classic Jolly Roger

The most well-known pirate flag is called the Jolly Roger. This is a black flag with a white skull and cross bones. Several pirates, though, adopted their own distinct designs. These often included images of skulls, skeletons, and hourglasses, which told their enemies that their end was near and time was running out.



Blackbeard's pirate flag



Christopher Moody's pirate flag

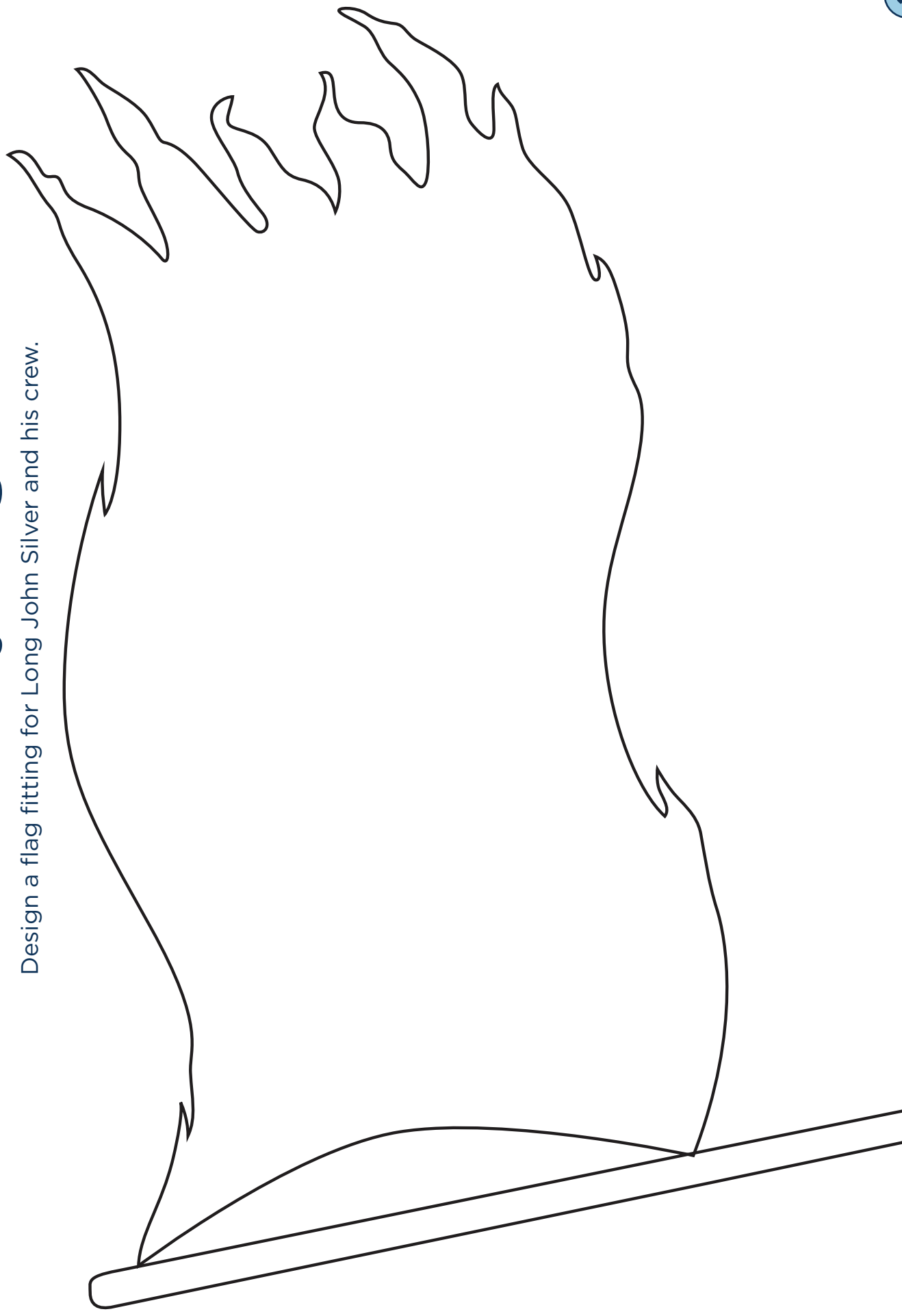
Have your students design a flag appropriate for Long John Silver and his crew. Encourage them to think about Long John Silver's character. Would he have a flag that included weapons and skeletons to strike fear in his enemies? Or would he have a more friendly-looking flag to trick them into trusting him?

Variations and Adjustments

- Have students design two flags. One to lure enemy ships closer and then one to raise at the last moment to communicate that their end was near.
- Once students are finished, hang the flags up around the classroom and have students take a gallery walk around the room. Discuss as a class the similarities and differences between the designs.

The Jolly Roger

Design a flag fitting for Long John Silver and his crew.



Treasure Hunt Interview

Grades: Grades 3 and up **Time Required:** 15-30 minutes **Supplies:** None

Set-up: This activity works best utilizing the front of the classroom as a stage and the students' desks as the audience.

In this activity, students will use their imagination to invent backgrounds, justify actions, and answer questions from a character's perspective.

Instructions:

1. Place a chair in the front of the room. Ask for a volunteer to come to the front of the class and pretend to be Long John Silver.
2. The rest of the students will play the role of the honest sailors who are hiring crew members for their voyage. The student playing Long John Silver should respond as the character and in a way that will get him the job on the boat. It may be helpful to model asking a couple of starter questions before opening it up to the class. It can also be helpful to remind the interviewers that it is their goal to learn about Long John Silver, not to yell at him or scold him.
3. After interviewing Long John Silver, do the same activity for other characters in the story such as Jim Hawkins, Israel Hands, Squire Trelawney, and Dr. Livesey.

Sample Questions:

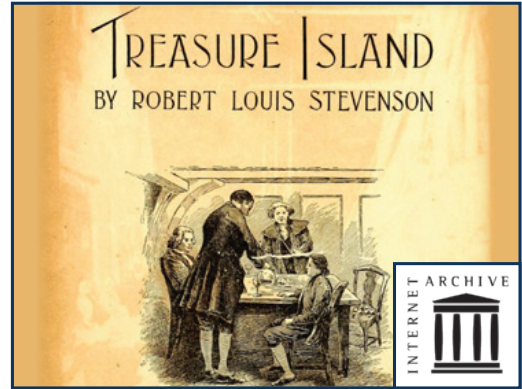
- What is your experience working on ships?
- What would you do if you encountered a pirate?
- Have you ever been in a storm at sea? What happened? How did you respond?

Variations and Adjustments

- If time allows, give multiple students the opportunity to play Long John Silver and other characters.
- Encourage the students playing the sailors to also act in character. How would a sailor sound and move their body?



Further Resources



Learn More with Royal Museums Greenwich - [The 'Golden Age' of Piracy](#)

Read the book free online - [Treasure Island](#) by Robert Louis Stevenson



5 Basic Boating Knots for Beginners - [Learn More](#)



The Science of Shadow Puppets with The Kennedy Center - [Learn More](#)



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