



# Treasure Island

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- *Treasure Island* Script

## Afterschool Curriculum

Thank you so much for your interest in this afterschool curriculum.

This content is provided to you free of charge and was developed for Beyond School Bells by **Homegrown Theatre Camp** ([homegrowntheatrecamp.org](http://homegrowntheatrecamp.org)).



# Treasure Island: Overview

*Homegrown Theatre Camp for Beyond School Bells*

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## Program Outline: 9 Sessions

### **Session 1**

Casting & Read Through

### **Session 2**

Objectives Activity

### **Session 3**

Subtext Activity

### **Session 4**

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### **Session 8**

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### **Session 9**

Dress Rehearsal

# Treasure Island

## S1 Casting & Read Through

**Set the Stage:** [Subtext in the Script](#) | [Treasure Island](#) video: Beginning at 5:33



### Activity 1: Cast Your Play

#### Procedure:

- Students should gather with their group of castmates. These groups will work together throughout the next few weeks, and can have anywhere from 1-4 students.
- After viewing the synopsis in the video, students can discuss which characters they'd like to play. Ideas can be written down for discussion within each cast group.
- It's possible that two students will want to play the same character, this is okay, an instructor can help them decide who can play what, with the understanding that each character has lines and plays a special part in the play.
- Once characters are decided, a cast list for each group can be written down, and students can begin highlighting their lines in their scripts.

### Activity 2: Read-Through

#### Procedure:

- In the same groups, students can start at the beginning of the play and read through it as their characters out loud.
- As they read, they can pause if there's something they don't understand such as a new word, and they can ask an instructor for clarification.
- Also as they read, they can discuss moments in the play, and how they'd like to stage them.
- Once they are done reading, students can discuss the play in their cast groups, and altogether as a larger group.

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



### Materials:

- *Treasure Island* Script
- Pencil
- Paper
- Highlighters (if possible)



### What's Next?

Students can start thinking about Objectives and Super Objectives, which are mentioned in the video, these will be explored in session 3.

# Treasure Island

## S2 Objectives Activity

**Set the Stage:** [Objectives, Tactics and Obstacles](#) video: 4 minutes, 3 seconds



### Activity: What's My Objective?

#### Procedure:

- Independently, select one scene from *Treasure Island*, read it out loud and create a list of the things your character might want in that scene.
- Discuss these **objectives** with your group and, working together with ideas from peers, decide on one for your character in the scene.
- Create a list of the **obstacles**, or the things that were standing between your character and their objective in the scene.
- Reading the scene again with your objective in mind, write down the actions your character takes toward their objective, or their **tactics**.
- After discovering their character's objectives, the obstacles their character faces, and the tactics they use to overcome these obstacles, students should share their findings with their castmates. As each student justifies their insights ("my character behaves this way, for these reasons"), the cast gains a better collective understanding of the dynamics at play between their characters.



### What's a Super Objective?

A **Super Objective** is what a character wants throughout the entire play, once each student has their objectives in mind, they should decide their Super Objective before the next rehearsal.



### Materials:

- *Treasure Island* Script
- Pencil
- Paper



### What's Next?

After the activity students should write down an objective for each scene to consider when they are performing. They also can begin memorizing their lines, giving a little time each day to this is a great strategy

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Treasure Island

## S3 Subtext Activity

**Set the Stage:** [Subtext in the Script](#) | [Treasure Island](#) video: 5:39 - 6:46



### Activity 1: What's the subtext underneath my line?

#### Procedure:

- Students should read through their characters lines in the script with their characters objectives in mind. They should also think about who their character is talking to, and what situation they're in. While reading they should ask themselves, is my character saying exactly what they mean? Are there other meanings or feelings that my character could be hiding, and not talking about directly? These thoughts and feelings beneath the surface of a character's lines are called subtext and students should write down what they think a character could be feeling but not saying as they read.
- An example of Subtext in the script could be Billy Bones saying "Jim Hawkins, beware of a one-legged man!" The subtext here being that a one-legged man could hurt Jim. Subtext can also be more subtle, the students can even choose to add subtext if they feel it is right in the show, to suggest that a character is scared for instance.
- Once students have generated some places where subtext can be found in the script, they should get into performance groups and share their ideas. Does this subtext make sense considering the line and character? How does that alter the group's performance?
- After brief discussion, students should try performing these scenes with the subtext in mind. Subtext can sometimes be called the inner monologue and it shows that what a character is not saying can be as important as what they are saying. How does the subtext change the feeling of the scene in rehearsal?
- Actors should always be on the lookout for subtext, and let it develop and change with the performance.



#### Materials:

- *Treasure Island* Script
- Pencil
- Paper



#### What's Next?

With an understanding of subtext, students can present deeper characters to the audience. Students should use this when memorizing their lines.

#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Treasure Island

## S4 Environment Walk Activity



**Set the Stage:** [Environment Walk | Treasure Island](#) video: 1:15-3:15



### Activity: Going on an environment walk

#### Procedure:

- Students should gather in a large space as a group, and begin by stretching and taking deep breaths. It may help to lead them in this. Once they've taken a few minutes to get their bodies ready and minds focused, you can begin to play the Environment Walk video, beginning at 1:15. Students don't need to see the video, they just need to hear it.
- As the video narrates, students should follow along, exploring how they can express with their bodies the conditions of the different environments suggested, this may take a bit to get the hang of, so if you need to do some explaining and restart the narration, that's okay.
- If the environment walk activity is going particularly well, feel free to pause the video and suggest environments of your own. (A volcano, a snowy mountain, etc.)
- Following the environment walk narration, there's a brief reflection (ending at 3:15) using this as a springboard, discuss as a large group about the activity. What choices did students make to show they were in the desert, or underwater? How did it feel to be performing in these environments? What ways can this activity help when performing in Treasure Island?
- With the seafaring and tropical environments of Treasure Island in mind, students can begin rehearsing scenes of the play in their separate cast groups.
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#### Materials:

- *Treasure Island* Script
- Pencil
- Paper



#### What's Next?

For actors, keeping the environment of the scene in mind can be very helpful to portraying a convincing world. Students should check in when they are performing scenes in the future to make sure they are still conveying the environment to the audience.

#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Treasure Island

## S5 Walk Like a Pirate Activity

**Set the Stage:** [Environment Walk](#) | [Treasure Island](#) video: 3:15 - 4:48



### Activity: Walk with a limp

#### Procedure:

- After watching the video, have students each try walking with a limp for a few moments, until they get the hang of it.
- After this, ask the students playing Long John Silver to show their walks to the group.
- Discuss briefly in cast groups, do we want to create and use peg legs? How would this change the walk? Making a prop like this could be possible, as you're taking multiple weeks to create the show.
- Now that you know how Long John Silver Should walk, Discuss in cast groups how each of your characters should walk,
- Try out these walks in groups.
- Once each actor has found a walk they like, they should move on to rehearsing the scenes on their feet, with their new walks. They can try their scenes in different ways, and don't need to write down their blocking at this point.



#### Materials:

- *Treasure Island* Script
- Pencil
- Paper



#### What's Next?

With their walks in mind, actors are more prepared for the staging rehearsal in the next session, where blocking will be solidified.

#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Treasure Island

## S6 Staging Rehearsal

**Set the Stage:** [Stage Directions and Blocking](#) video: 3 minutes, 19 seconds.



### Activity: Staging the Play

#### Procedure:

- If students haven't seen it already, check out the Set the Stage video. Then ask students to move around to particular parts of the stage, until they have a good idea of the 9 different stage areas.
- Separate into cast groups, and open to the first page of the play.
- Using the stage directions learned, students can begin **staging**, or blocking their play, deciding for each scene where characters will stand and move.
- This process begins simply by trying out different combinations and following stage directions in the script.
- Once each group has tried different combinations for a scene in the play, they can make a choice, write down this blocking, and move onto the next scene.
- This process is one of trial and error, and they may need the advice of an instructor, or to speak together as a group to block certain moments in the play.
- Once the blocking is written down, students can rely on it, and use it as a tool to help them memorize their lines.
- If you're working in a large group, at the end of the session, each group can perform the rough draft of a scene they blocked that day, and discuss their choices with the larger group.



### Materials:

- *Treasure Island* Script
- Pencil
- Paper



### What's Next?

After the activity, students have the rough draft of their performance complete, and can continually rehearse each scene of the play, smoothing things out as they go. Around this time, students should be putting down their scripts, and performing the lines from memory.

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



# Treasure Island

## S7 Talk Like a Pirate Activity

**Set the Stage:** A Note on Bows - "Pirate Speak" video: 5:22-6:50

**\*\*Note:** The first activity is the priority for today. Spend time working on voice, and don't worry if you don't get around to 'Staging and Voice.' Time-permitting, however, this second activity helps tie things together.



### Activity 1: Talking Like a Pirate

#### Procedure:

- Gather with your castmates.
- Watch 1:05 to 3:41
- Though this exercise is designed for the pirate characters, the whole cast should explore the dialect together. Refer to the video (pause, rewatch as necessary) to begin constructing and practicing your own dialect.
- Regardless of what character you're playing, try out this pirate voice. If you're not playing a pirate, how is it different from your own character's voice? Is anything similar? If you're not a pirate, how might your character's voice be influenced by spending time with pirates? Consider how your character's speech might develop over the course of the play.
- Determine the voice of your character. Do they have a dialect? Do they speak with a certain rhythm or tempo? Why? Consult your castmates and help each other decide what each character should sound like. It may be helpful to group up with members of other casts who are playing the same character as you (Jims group up, Capt. Smollets group up, etc.). Discuss your choices with other classmates.
- Watch 3:41 to 5:21
- Now as you practice speaking in character, try out the articulation exercises, and consider which of your lines in the script may require extra attention to articulation.



#### Materials:

- *Treasure Island* Script
- Staging Notes



#### What's Next?

Students can keep working to solidify their character's voice, and practice it as they rehearse each scene and memorize their lines. Even though rehearsals break up different elements of the performance, everything comes together eventually, and students should feel free to revisit areas that they want to explore further.

#### Standards:

Refer to previous lessons for standards.

### Activity 2: Staging and Voice

#### Procedure:

- Gather with your castmates.
- Last rehearsal was the staging rehearsal. Take time now to revisit the choices your group made for the blocking and movement of your play. Practice running scenes using the movement you prescribed.
- Voice plays an important role in informing who your character is, and how they act. Now that you have a better sense of how your character sounds, does this change how they move as well? You may notice that certain lines can be spoken with particular movements and gestures. Together with your castmates, discuss how voice might change your staging. Take note of any changes you make.

# Treasure Island

## S8 Prepping for a Treasure Hunt



**Set the Stage:** [Tech Day](#) video: 1:28 to 1:44

\*\*Note: Remember that with tech day there are plenty of options. Students should do activities as time and interest permit. Do as many as you'd like. Make up more if you want. Students may want to split the activities between castmates. For example, while one pair does Activity 1, the other pair could do Activity 2.



### Activity 1: Pirate Map

**Procedure:** Difficulty Level 2

- Students will need a sharpie, white paper, a towel, and a cup of tea.
- Gather with your castmates.
- Watch from 1:45 to 7:12, working together and following along with the tutorial step by step.
- Pause and replay as necessary.

### Activity 2: Pirate Hat

**Procedure:** Difficulty Level 1

- Students will need a large piece of paper, glue/tape, and a marker.
- Gather with your castmates.
- Watch from 8:22 to 9:29, working together following along with the tutorial step by step.
- Pause and replay as necessary.

### Activity 3: Pirate Sword and Dagger

**Procedure:** Difficulty Level 2

- Students will need cardboard, scissors, duct tape, and aluminium foil.
- Gather with your castmates.
- Watch from 1:48 to 4:09, working together and following along with the tutorial step by step.
- Pause and replay as necessary.

### Activity 4: Pirate Hook Hand

**Procedure:** Difficulty Level 1

- Students will need Styrofoam cups, aluminum foil, and scissors.
- Gather with your castmates.
- Watch from 5:08 to 6:50, working together following along with the tutorial step by step.
- Pause and replay as necessary.

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### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Treasure Island

## S8 Prepping for a Treasure Hunt

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### Additional Options

In our Peter Pan camp you'll find additional tech elements that can be used in "Treasure Island" as well!

You'll need to refer to the Peter Pan Tech Day video.



### What's Next?

The Tech Day video includes instruction on various other tech elements, such as makeup and sound. Students may want to explore the rest of the video and craft additional tech for their performances. Students can also reference the prop list and costuming guides in the script to know what items they can bring from home, or make in the classroom. Tech Day is the beginning of this process, but outside work on the props and costumes will enrich the show. Groups can discuss who will provide what, and make a plan to be ready for dress rehearsal. Don't forget to work on lines too, as these should be completely memorized for the dress rehearsal.



### Materials:

- Cardboard
- Styrofoam cups
- Aluminum Foil
- Scissors
- Duct Tape
- Scotch Tape
- *Treasure Island* Script
- Pencil
- Paper
- Markers
- Tea (and hot water)

### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.

# Treasure Island

## S9 Dress Rehearsal



### Activity: Performing Your Dress Rehearsal

#### Procedure:

- Now that students are ready with their hooks and pirate swords, they can gather other technical elements and put on a dress rehearsal.
- Outside of the Tech Day items, students can find and gather any props or costume pieces that they would like included in the show.
- In their performance groups, students should organize all Props, items used by characters in the play near the stage or place where they will be performing.
- Students should organize their costumes, or put them on, and get ready to perform.
- To prepare to perform, students should follow along with the “Theatre Warmups” video: 5 minutes, 48 seconds.
- Once warmed up, students can begin the run of their play.
- The goal of the dress rehearsal is to perform the play all the way through without stopping, with accurate lines and fluid blocking.
- If students run into problems, they can address them as a group and keep working on their play. Because it is a short play, it is okay to run the piece 3 or 4 times in your final dress rehearsal.

**Note:** After they have done a dress rehearsal they are happy with, students can decide whether they’d like to continue practicing, and if not, they are ready to perform for an audience. Break a leg!



#### Materials:

Costumes:

- Pirate Hat, etc.

Props:

- Pirate Sword, etc.

#### Standards:

Standards addressed by this activity -- Academic Standards: NeSA, LA 5.1.4, LA 5.1.4.b, LA 5.1.6, LA 5.1.6.b, LA 5.1.6.d, LA 5.1.6.h, LA 5.1.6.i, LA 5.1.6.o, LA 5.1.6.p, LA 5.3.1.b, LA 5.3.1.d, LA 5.3.1.e, LA 6.1.6.b, LA 6.1.6.d, LA 6.1.4, LA 6.1.4.a, LA 6.1.6.f, LA 6.1.6.h, LA 6.1.6.i, LA 6.1.6.j, LA 6.1.6.o, LA 6.1.6.p, LA 6.3.1, LA 6.3.1.b, LA 6.3.1.d, LA 6.3.1.e, LA 7.1.6.b, LA 7.1.6.d, LA 7.1.6.f, LA 7.1.6.h, LA 7.1.6.i, LA 7.1.6.j, LA 7.1.6.o, LA 7.1.6.p, LA 7.3.1, LA 7.3.1, LA 7.3.1.b, LA 7.3.1.d, LA 7.3.1.e, LA 8.1.6.b, LA 8.1.6.g, LA 8.1.6.o, LA 8.1.6.p, LA 8.3.1.b, FA 5.5.1, FA 8.5.1.



**HOMEGROWN  
THEATRE  
CAMP**

# Treasure Island

Adapted by Ryan J. Furlong

*3 or 5 Performer Edition*

## CAST

**Jim:** The brave young man  
**Livesey:** The kind doctor  
**Smollett:** The ship's captain  
**Long John Silver:** The old one-legged crook  
**Ben:** The marooned castaway

**3 Person Cast-**      **Performer 1 plays Jim**  
                             **Performer 2 plays Livesey and Ben**  
                             **Performer 3 plays Smollett and Long John Silver**

**4 Person Cast-**      **Performer 1 plays Jim**  
                             **Performer 2 plays Livesey**  
                             **Performer 3 plays Smollett**  
                             **Performer 4 plays Long John Silver and Ben**

## ACT 1 Scene 1

*SMOLLETT's ship, the Hispaniola. JIM sits alone on stage, sitting in his personal quarters. He shares his internal thoughts with the audience.*

**JIM:** I'm on a voyage. An exciting one, at that. Here, look at this!

*(He pulls out a map and examines it from multiple different angles, displaying it to the audience.)*

**JIM:** This map? It's a treasure map. I found it when I went through all of the stuff old Billy Bones had on him. Billy used to be a pirate, first mate to the dastardly Captain Flint! This treasure must be something really special, huh?

*(He sets the map down.)*

**JIM:** Old Billy Bones gave me a warning though. A warning I still don't quite get. He said to me: "Jim Hawkins, beware of a one-legged man!"

*(He shrugs his shoulders.)*

**JIM:** I should probably get this map back to Captain Smollett, huh? He knows better than I do what to do with it. After I do that I can get some food from Long John Silver, he's the best cook we could've ever asked for!

*(He looks out to the audience and greets them, inviting them to come along with him.)*

**JIM:** Welcome aboard the Hispaniola! A great treasure awaits!

*(JIM walks behind a piece of furniture, accidentally hiding from the incoming LONG JOHN.)*

## **ACT 1 Scene 2**

*Only a few moments pass before LONG JOHN enters stage left. He is looking over his shoulder and he walks with a limp/peg leg. He is clearly a man with a lot to hide. He speaks to different crewmates who are implied to be offstage.*

**LONG JOHN:** Aye, so we must be gettin' serious. We're arrivin' on the island soon. Can't be more than an hour 'er two. The cap'n of this ship, Cap'n Smollett. He's the one with the map. This treasure can be ours! We'll get to the island, toss Cap'n Smollett overboard, and we'll take the treasure ourselves, lads. We'll hoist the black flag over the sails of the Hispaniola! Then I'll be the cap'n, Cap'n Long John Silver!

*(LONG JOHN's monologue has fueled his own excitement. He continues explaining his plan as he exits stage right, but he cannot be heard. After a few moments, JIM re-emerges from his hiding spot.)*

**JIM:** Why... that... that was Long John Silver! What he just said about taking over this ship, could he really mean it?

*(He looks back out to the audience, he speaks directly to them and takes them through the following sequence of events.)*

**JIM:** I couldn't easily believe Long John was planning a mutiny, but I had to tell Captain Smollett and Doctor Livesey. I knew they were the two people I could trust most! I had to tell them, just to be safe.

*(SMOLLETT and LIVESEY enter.)*

**JIM:** Smollett didn't take it lightly. He said to me-

**SMOLLETT:** Thank you, Jim. I had my suspicions about this crew. I wish I would have been incorrect. If Long John has multiple members of the crew on his side, we will need to prepare for a fight.

*(He looks into the distance with LIVESEY.)*

**LIVESEY:** Might I add, Captain, it seems we will have to prepare quickly. Do you see that in the distance?

*(JIM looks in the same direction as LIVESEY and SMOLLETT.)*

**JIM:** It's the island! The island is even closer than I could've guessed. We need to act fast, very fast!

**SMOLLETT:** Lower the anchor! Let's go!

*(ALL exit.)*

## **ACT 2 Scene 1**

*It is clear a lot of time has passed since the previous scene. Alone on the Hispaniola is JIM, standing on the deck. The stage itself is empty. He looks out to speak to the audience.*

**JIM:** We went to the island and we waited for quite some time. We thought Long John was going to attack us, but at first he only tried to convince Captain Smollett to give him the map. Smollett refused, and I could barely escape the fighting. I found a raft and drifted out to the Hispaniola, and here I am. When the fighting began, I made a promise to myself that I wouldn't run away, so I brought the ship back to the island. I hope Captain Smollett and Dr. Livesey have found the treasure by now...

*(JIM is visibly anxious, he prepares to leave the ship before exiting stage left.)*

**JIM:** This area... this is where Smollett and I were hiding from the pirates. Where is he?

*(JIM searches the area, but there's no sign of SMOLLETT or LIVESEY anywhere.)*



**JIM:** Captain Smollett? Doctor Livesey? Hello?

*(He grows more frustrated before speaking to the audience again, guiding the audience through the proceeding events.)*

**JIM:** I couldn't find either of them. I searched all around, but when I finally found someone, it wasn't who I was expecting. *(LONG JOHN enters, in his hand is the treasure map.)*

**JIM:** Long John Silver! And he was holding the treasure map! Just as I was going to ask how he got it, he said to me-

**LONG JOHN:** While you were away, worryin' about yer vessel, Cap'n Smollett and I came to an agreement! All the fightin' and all the anger would be over with, just for the small price of the treasure map!

*(LONG JOHN holds up the treasure map, displaying it like a trophy.)*

**JIM:** The treasure map... Long John got the treasure map. I wasn't sure what to do, but before I could think of anything, he had already started to walk away. He was on his way to go get the treasure.

*(LONG JOHN exits.)*

## **ACT 2 Scene 2**

*JIM is alone for a few moments. He is left with his thoughts. This is the lowest point of the adventure for him. He looks out to the audience, hoping that they can provide a sense of comfort to him. He is lonely and defeated.*

**JIM:** It hurts, I feel like this whole voyage, the journey to get this treasure... it was a failure. Only a few seconds passed before I saw the captain and the doctor once again.

*(SMOLLETT and LIVESEY enter.)*

**JIM:** They both looked sad, even sadder than I was. Livesey looked at me and he asked-

**LIVESEY:** Jim... are you ready to go? Captain Smollett says we'd better set sail quickly, we mustn't remain here any longer. Long John won't be able to find the treasure. If he discovers that fact, he may try to attack us.

**JIM:** Long John had the map, but he wouldn't find the treasure? How? I couldn't figure it out, but I felt something in my heart. I felt like this adventure wasn't quite over yet. We were going to get that treasure, no matter what.

*(He speaks directly to LIVESEY.)*

**JIM:** No, we aren't going to set sail! Not yet! We can still see Long John from here! We can follow him! Come on, Doctor Livesey!

*(JIM looks over to SMOLLETT, pleading.)*

**JIM:** Captain Smollett! We can't give up! Come, let's go!

*(JIM exits, following LONG JOHN, after a brief pause, SMOLLETT follows him, but LIVESEY stays behind.)*

### **ACT 2 Scene 3**

*LONG JOHN enters. While staring at the map, he walks to center stage before stopping. He looks around with a smile on his face. This is where the treasure is buried.*

**LONG JOHN:** This must be it! After all the searching, the treasure must be buried right here!

*(He looks down, only to see that the treasure has already been dug up and removed. He gasps.)*

**LONG JOHN:** What? Shiver me timbers! The treasure! It's already gone! The treasure's been dug up and taken away! Who could've taken it? It can't be far!

*(He quickly exits, in a hurry to find the treasure. Just a moment later, JIM enters with SMOLLETT and LIVESEY behind him.)*

**JIM:** The treasure is gone! It's truly been dug up and moved! How could this happen, Captain Smollett?

*(JIM looks back at SMOLLETT, but SMOLLETT says nothing. There is no reaction at all. JIM is puzzled, but he looks back at the audience.)*

**JIM:** But it seemed Captain Smollett wasn't as shocked as I was. He knew something that I didn't. But, he took the lead and he knew where to go!

**SMOLLETT:** I believe I know who dug up this treasure. Better yet, I know just where to find him. Come, we'll need to move quickly if we want to extract this treasure without Long John finding out!

*(SMOLLETT and JIM exit.)*

## **ACT 2 Scene 4**

*BEN's cave, almost entirely empty aside from piles of hidden treasure (these can be represented by pillows or any other similar item), JIM and SMOLLETT enter. BEN is sitting amongst the treasure. He is shocked and excited to see SMOLLETT, but he does not recognize JIM.*

**BEN:** Captain! You've... returned! I'm very surprised to see you here. Who is the young man with you?

**SMOLLETT:** Ben Gunn, this is Jim Hawkins. This is the boy that discovered the map. This treasure, thank goodness you were able to keep it safe for us. Jim, come, we need to take as much as we can carry and leave the island at once.

**JIM:** And what do we do with what we can't carry?

*(SMOLLETT is upset to realize it would be impossible to take all the treasure, but before he can respond, BEN interjects.)*

**BEN:** The treasure will be safe in my hands, I can promise you. Now, quickly, collect as much as you can!

*(JIM and SMOLLETT take as much as they can hold before ALL exit.)*

## **ACT 3 Scene 1**

*JIM sits alone. More time has passed, the long voyage has completed. He speaks to the audience a final time, explaining how he got to where he is.*

**JIM:** I still can barely believe it! The treasure was really there! We brought as much as we could back to the Hispaniola. While we were gone, Livesey was preparing the ship! We set sail straight away! And look-

*(JIM exits, then returns a moment later with a bag in hand.)*

**JIM:** We split the treasure, and I got to bring a whole bunch of it back home! But... I keep thinking... even with all of this treasure, there's one thing I value more than anything else. The memories of the journey I had! Thanks to Captain Smollett and Dr. Livesey, I was able to have an adventure beyond my wildest dreams. These happy memories are worth more than any gem or coin. And the best part of it all? Getting to go on the adventure with you!

*(He prepares to exit.)*

**JIM:** I hope you enjoyed this adventure, too! Let's hope there's even more amazing adventures to come!

*(He smiles, gleefully waving to the audience. While doing this, he exits.)*

**End of Play.**

## Production Specifications

\*Signifies an item covered in the Tech Day Video.

### Costumes

- Jim:** A belt / shirt
- Livesey:** A belt / pirate hat\*
- Smollett:** A pirate hat
- Long John Silver:** A pirate hat / eye patch.
- Ben:** A tattered shirt

### Props

- Pirate Swords
- Treasure Map\* (Piece of Paper)
- Treasure
- Pillows, or other such belongings

### Set

- Table
- Chairs

### Sound

Music is not necessary or required, but if you'd like to include it, here are a few options.

- The Flying Dutchman Overture - Richard Wagner
- Ride of the Valkyries - Richard Wagner
- Danse Macabre - Camille Saint-Saëns