between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

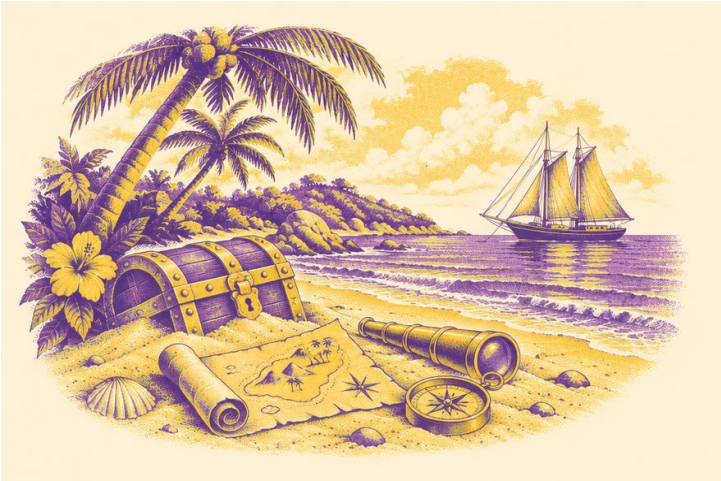
Adventure: Treasure Island: In the apple barrel

How does Stevenson show that Silver is not what he seems?

Lesson 5 of 14 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the English national curriculum at Key Stage 3



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What is in this sampler

This is one complete lesson from our Adventure: Treasure Island scheme for Year 7. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model paragraph and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 5, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 to 4 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared question answered as a What–How–Why paragraph, with Securing, Strengthening and Soaring support; then a model paragraph and an exit ticket.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters.
Strengthening	Some support: prompts for What, How and Why, a planner and a checklist.
Soaring	The most challenge: a debatable statement, prompts to think further and an argument planner.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

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In the full scheme

- 14 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- A checkpoint (Feedback Loop kit) with a whole-class feedback sheet and improvement tasks
- A two-part end-of-unit assessment with a teacher guide, band guidance and annotated models
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson

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Lesson 5: In the apple barrel

SEQUENCE 1: FROM THE ADMIRAL BENBOW TO THE ISLAND: CHAPTERS 1 TO 15 · 60 MINUTES

How does Stevenson show that Silver is not what he seems?

By the end of the lesson, students can

- Explain how Stevenson shows that Silver's friendliness is a trick
- Link the repeated flattery to what Jim learns in the apple barrel
- Write a What–How–Why paragraph about Silver in the extract

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 4 and earlier lessons. Students check their answers from the answer slide.	2–3
8–18	Know	Pre-teach "flattery", "mutiny" and "rogue". Read the short introduction, then the extract aloud while students follow and underline the compliment Silver pays the young sailor.	4–5
18–28	Apply	Explode the quotation together. Think aloud about why Jim recognises these words, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	6–7
28–33	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	8–9
33–53	Master	Students write one What–How–Why paragraph using their level of support in the student booklet. Share the model paragraph in the last five minutes.	10–11
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of the next lesson.	12

Do Now answers

1	Which sound did Jim hear first when Blind Pew came along the road?	The tapping of his stick
2	What did Blind Pew wear over his eyes and nose?	A great green shade
3	What did the old captain pay Jim fourpence a month to watch for?	A seafaring man with one leg
4	Which drink does the captain call for at the inn?	Rum
5	What does sinister mean?	Seeming evil or dangerous

Vocabulary

flattery	praise that you do not mean, used to win someone over
mutiny	when a crew turns against its captain and takes over
rogue	a dishonest man who cannot be trusted

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Reading

Chapter 11: what Jim hears in the apple barrel

Jim is hiding in the apple barrel on deck. Silver, the ship's cook, sits down beside it and talks to a young sailor. In Bristol, Silver once told Jim that he was "as smart as paint".

> "Well, it ain't much use, after all," said the young seaman.
>
> " 'Tain't much use for fools, you may lay to it—that, nor nothing," cried Silver. "But now, you look here; you're young, you are, but you're as smart as paint. I see that when I set my eyes on you, and I'll talk to you like a man."
>
> You can imagine how I felt when I heard this abominable old rogue addressing another in the very same words of flattery as he had used to myself. I think, if I had been able, that I would have killed him through the barrel. Meantime he ran on, little supposing he was overheard.

Robert Louis Stevenson, Treasure Island (1883), Chapter 11

Word help **lay to it**: be sure of it · **'Tain't**: it is not · **abominable**: hateful and very bad

Explode the quotation

Method	Zoom in
Direct speech and a simile. Silver pays the young sailor a friendly compliment.	The simile compares a sailor to "paint", which is bright and covers what lies underneath.

"you're as smart as paint"

Effect	Purpose
Jim hears the same compliment he was given in Bristol, so he sees that the praise is a trick.	Stevenson lets Jim and the reader learn the truth before the honest men do, so we fear for them.

Hinge question

Why does Jim feel he could kill Silver at this moment?

A. Silver is drinking rum on the deck.

B. Silver is making fun of Jim in front of the crew.

C. Silver uses the same flattering words on the sailor that he once used on Jim. **(the right answer)**

What the answers tell you

A and B do not use the extract: ask the student to find the sentence where Jim says why he is so angry. These may be your students who start on Securing. A student who chose B may be mixing up what Jim hears with the Bristol scene.

Why the answer is right

Jim hears "the very same words of flattery" that Silver used on him, so he sees that Silver is false.

Master task

How does Stevenson show that Silver is not what he seems in this extract?

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Securing the most support	Strengthening some support	Soaring the most challenge
Quotations to choose from “this abominable old rogue” “the very same words of flattery” “I’ll talk to you like a man” **Starters** Stevenson shows that Silver is not what he seems by ____. Stevenson writes ____. The ____ (adjective) ____ (word class) ____ shows ____. Stevenson wants readers to ____ because ____.	**Prompts** **What:** Make a clear point that answers the question. **How:** Choose a quotation. Name the method (repeated words, a comparison or the narrator’s comment) and zoom in on one word. **Why:** What do readers now know about Silver that the honest men do not? How does that make us feel?	**The debate** *“The most frightening thing about Silver is how kind he sounds.”* Write two paragraphs. In the second, argue against the statement, beginning with “Alternatively”.

Model paragraph

What	Stevenson shows that Silver is not what he seems by letting Jim hear him use the same flattery on another boy.
How	Silver tells the young sailor, “you’re as smart as paint”, and Jim recognises “the very same words of flattery” that Silver once used on him. The repeated compliment shows that the friendly words are a trick, and Jim’s harsh adjective “abominable” shows how angry he is.
Why	Stevenson lets us see Silver as the pirate he really is, while Silver thinks nobody is listening. We fear for the honest men, and we start to ask whether anyone on the ship can be trusted.

Exit ticket

Silver is not what he seems because…

Teacher notes

Subject knowledge

Silver told Jim “you’re as smart as paint” in Chapter 8, when he welcomed him at the Spy-glass inn in Bristol. Here the same words fall on a stranger, and Jim knows they are not meant. Silver was Flint’s quartermaster, and in this chapter he says he lost his leg in the same broadside in which Pew lost his sight. This is dramatic irony: the reader and Jim know what Silver does not. Jim’s anger shows how much he had trusted him.

Common misconceptions

- Thinking Silver says something new to the young sailor. He repeats a compliment he has used before.
- Thinking Jim is brave in the barrel. He is frightened, and he stays hidden.
- Retelling the scene instead of saying how Stevenson shows Silver is false.
- Treating the quotation as proof that Silver is kind. The point is that the kindness is a tool.

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