

Robinson Crusoe Assessment Materials

By Daniel Grajek

Objectives

Grade Level entailed: Grade 11

Robinson Crusoe by Daniel Defoe is an adventure novel that is as entertaining today as it was the year it was written—1719. It is relevant to today’s world, yet it helps us to understand our past. Most important of all, as we reflect on its theme, it can help us understand ourselves and become better people.

Purpose: The purpose of the unit is: (1) to help students build background knowledge of the book, so they can integrate it with previous experiences; (2) To explore the text with students, so they can interpret the past in light of the present (and vice versa); (3) To use the perspective of *Robinson Crusoe* to help students rethink the meaning and possibilities of their daily existence.

WEEK ONE: General Information and Theme

1. Knows general information about *Robinson Crusoe* (Knowledge)
 - 1.1 Identify unfamiliar words, such as *temperance*, *repentance*, and *providence*.
 - 1.2 State the Unit Theme: Persons who possess the qualities of proactivity and humility can survive and find success.
 - 1.3 List general facts, such as the real life survival story of Alexander Selkirk that probably inspired Daniel DeFoe to write Robinson Crusoe.
2. Analyzes the organizational structure of *Robinson Crusoe* (Analysis)
 - 1.1 Breaks down a diagram of the plot, identifying exposition, rising action, climax, etc
3. Understands the central Theme of *Robinson Crusoe*: Persons who possess the qualities of proactivity and humility can survive and find success. (Comprehension)
 - 1.1 Explains the concepts of proactivity
 - 1.2 Explains the concepts of humility
 - 1.3 Give examples of proactivity (real or fictional people)
 - 1.4 Give examples of humility (real or fictional people)
 - 1.5 Predicts what the story is about
4. Applies concepts and principles of theme to situations (Application)
 - 1.1 Relates how proactivity is demonstrated in a hypothetical situation
 - 1.2 Relates how humility is demonstrated in a hypothetical situation
5. Recognizes the two qualities of the Theme presented in *Robinson Crusoe* (Analysis)
 - 1.1 Identifies humility in real people and fictional characters
 - 1.2 Identifies proactivity in real people and fictional characters

6. Applies the technique of brainstorming to generate material for writing (Application)
 - 1.1 Produces a list of spontaneously generated ideas on anything related to a personal story of “how you were stranded or lost, and how you survived,” such as plot sequence narratives, descriptive details, and personal impressions.
7. Writes a creative short story using the theme (stated in #2) (Synthesis)
 - 1.1 Tells stories (verbally in small group) that fit the theme: Real-life or fictional tales about how you or someone survived being lost or stranded somewhere (physically or figuratively)
 - 1.2 Compose a short story about a personal experience of survival, and thoughts and feelings involved.

WEEK TWO: Recognizing Conflict and Topics

8. Comprehends the conflict between protagonist and antagonist in *Robinson Crusoe* (Comprehension)
 - 1.1 Identifies the main protagonist as *Robinson Crusoe*
 - 1.2 Identifies multiple antagonists in the story, such as pirates, cannibals, the force of Nature, and Crusoe’s fallen nature.
9. Understands the three topics of *Robinson Crusoe* (Comprehension)
 - 1.1 Explains the first topic: The consequences of willfulness (or stubbornness)
 - 1.2 Explains the second topic: Sin, repentance, and redemption
 - 1.3 Explains the third topic: Man vs. nature
 - 1.4 Give examples of each of the three topics.

WEEK THREE: Belief System of *Robinson Crusoe*.

10. Applies the principle of religious/philosophical tolerance to new situations (Application)
 - 1.1 Demonstrates active and respectful listening to small group members they disagree with
11. Comprehends the Puritan Christian belief system in “Robinson Crusoe” (Comprehension)
 - 1.1 Summarizes the religious beliefs of Daniel Defoe, the author of *Robinson Crusoe*
12. Judges the consistency of Crusoe with his belief system (Evaluation)
 - 1.1 Compare Crusoe’s actions before and after his religious conversion
 - 1.2 Explain how Crusoe’s thoughts are influenced by his religious beliefs

- 1.3 Evaluate how he may be hypocritical (or inconsistent) on how he acts on his belief system

WEEK FOUR: Evaluating Using Critical Theories

13. Understands the various critical theories (Comprehension)
 - 1.1 Explains capitalism and individualism
 - 1.2 Explains the cultural Marxist view
 - 1.3 Explains the feminist perspective
 - 1.4 Explains deconstructionism
14. Evaluate *Robinson Crusoe* using critical theories (Evaluation)
 - 1.1 Appraise the book using capitalism and individualism
 - 1.2 Appraise the book using the cultural Marxist view
 - 1.3 Appraise the book using the feminist perspective
 - 1.4 Appraise the book using deconstructionism

WEEK FIVE: Class Project on Survival Stories

15. Demonstrates proper protocol and procedures of an interview (Application)
 - 1.1 Constructs questions that provide information from interviews, with an elderly family member, friend or acquaintance outside of class, about a survival experience. (It could be about surviving a physical condition, such as a serious health problem, being a crime victim, or trapped in an elevator; or a nonphysical condition, such as unemployment, feelings of depression, or psychological abuse.)
16. Recognizes opportunities for insightful follow-up questions for interview subject (Analysis)
 - 1.1 Identifies information in an interview that prompts newly generated questions about unexplored information, such as vivid details, thoughts and feelings, and attitudes and mindsets.
17. Produces a dramatic interpretation of the person students had interviewed, to be performed in front of class. (Synthesis)
 - 1.1 Create a character based on the person telling a personal survival story
 - 1.2 Design a costume of the character
 - 1.3 Compose a script for a short monologue, written from the point of view of the character
 - 1.4 Perform script in character in front of class

Pretest

Fill in the blank

1. “Robinson Crusoe” is about a man stranded on a deserted island.
2. Crusoe was from what country? England
3. The antagonist of “Robinson Crusoe” is adversity.

True or False

4. T F Many scholars regard “Robinson Crusoe” as the first novel.
5. T F Throughout the book, Crusoe is haunted by memories of his father, whom he was in good terms with.
6. T F “Robinson Crusoe” is probably based on a true story.

Multiple choice

7. “Man Friday” is a common expression referring to “Friday,” the savage who becomes Crusoe’s trusted friend. Today, people use this expression to characterize
 - a) a capable work assistant
 - b) an equal partner
 - c) a reliable guide
 - d) a buddy you see only on weekends
8. Crusoe, the narrator of the story, attributes his survival to
 - a) Blind chance
 - b) Providence
 - c) Pure luck
 - d) His own resourcefulness
9. What best characterizes “Robinson Crusoe?”
 - a) The individual’s relationship with nature and God
 - b) A mere fantasy about one man surviving a shipwreck
 - c) A romantic exploits of an adventurer in South Pacific
 - d) Story of a great opera singer

10. Author Daniel Defoe writes from the point of view of a
a) Puritan Christian who keeps a journal
b) An explorer of the Caribbean Sea
c) A swashbuckling treasure-seeker
d) An artist seeking “the Noble Savage”
11. “Robinson Crusoe” is an adventure novel presented as an autobiography. Its tone is
a) Objective and factual
b) Emotional and romantic
c) Preachy
d) Warm and homey
12. “Robinson Crusoe” has all the elements of an exciting adventure except
a) Pirates
b) Cannibals
c) Ferocious beasts
d) A passionate love affair
13. Crusoe’s intended profession is in
a) art
b) land surveyor
c) law
d) business
14. How did Crusoe’s ship sink after leaving Brazil?
a) It capsized in the storm
b) It crashed into the rocks
c) A freak accident involving a swordfish
d) It didn’t sink; it got stuck on a sand bar
15. Where did Crusoe get most of the materials to furnish his fortress?
a) From the ship
b) From the island’s forest
c) From shoreline where rocks were found
d) From a cave where items were left behind by a former inhabitant
16. How did Crusoe find peace of mind and contentment in his castaway state?
a) When He meditated on the idea he is in harmony with nature
b) When he learned that fellow humans are present on the island
c) When he committed his life to God after a disturbing dream
d) When realized he is “the master” of the island

17. Crusoe's sense of ease and safety are shattered when he
- Encountered poisonous snakes
 - Discovered a human footprint
 - Found an arrowhead
 - Nearly drowned in quicksand
18. How did Crusoe finally escape his predicament?
- He was rescued on the ship he helped liberate from mutineers
 - A distant ship responded to his smoke signals
 - He left the island in a homemade boat
 - None of the above
19. "Robinson Crusoe" has received some criticism in recent years. The main character has been accused of being all except:
- A gushy romantic
 - A greedy capitalist
 - Racist and sexist
 - Self-centered

Matching

- 20.
- | | |
|--------------------------|---|
| <u>D</u> Robinson Crusoe | A) A German immigrant who idealizes the middle-class life |
| <u>A</u> Crusoe's Father | B) The man who helps Crusoe escape slavery |
| <u>B</u> Xury | C) A over-ambitious Quaker businessman |
| <u>E</u> Friday | D) An independent, hard working man who experiences a spiritual awakening |
| <u>G</u> Friday's Father | E) Crusoe's "man" |
| | F) A overambitious Quaker businessman |
| | G) A man who gets rescued from cannibals |

Formative Exam #1

Format: Traditional

Segment: Chapter 1 and 2 of "Robinson Crusoe" (Week 1)

Fill in the blank.

1. What year was "Robinson Crusoe" written? 1719
2. Crusoe is from what country? England
3. At the end of Chapter 2, Crusoe was in Africa.

Multiple choice. Select one of the following:

4. What class activity best fits how Daniel DeFoe writes in "Robinson Crusoe"?
 - a). teacher instructing students on morality
 - b). journaling
 - c). small group research project on fantasy novels
 - d). independent work

5. What best characterizes young Crusoe's condition in Chapter 1:
 - a). Spiteful of father
 - b). Restless to travel
 - c). Resentful of work
 - d). Rebellious against authority

6. Why does Crusoe decide he must "run away" from his father?
 - a). His father was abusing him
 - b). He disliked his dad's persistent nagging
 - c). His father kept insisting that Robinson stay home and pursue a career
 - d). He didn't feel appreciated at home

7. At sea, Crusoe makes a bargain with God that:
 - a). If God spares his life, he'll be good
 - b). If God allows him to get rich, Crusoe would share his wealth with the poor
 - c). He will return home to visit his parents from time to time
 - d). He'll not drink with the other sailors in exchange for good fortune

8. All the catastrophes that befall him are seen by Crusoe as evidence
 - a) His father was right
 - b) God is punishing him
 - c) both a and b
 - d) none of the above

9. An overall theme of Robinson Crusoe was proposed in class. Based on this theme and what we read in Chapters 1 and 2, choose the most likely prediction for the rest the novel.

- a) Crusoe will face many difficult situations but he will overcome by humbling himself to the will of God and take responsibility for his life
- b) Crusoe will encounter many dangers in his adventures, but he'll be glad he took the risks necessary for a fulfilling life.
- c) Crusoe will come to his senses, return home, and follow his father's sensible plan for his life. He will discover that even though parents aren't perfect, they know what is best for us.
- d) Crusoe will meet a tragic end, rebellion against your parent and God is never a good idea.

True or False

11. T F In "Robinson Crusoe" the sea is a symbol of peace and tranquility.
12. T F An example of an *inclination* is a tendency for a person to gossip.

Matching

- | | |
|-------------------------|---|
| 13. <u>A</u> Providence | A. Foreseeing care and guidance of God |
| 14. <u>E</u> Entreaties | B. Deep sorrow for a past wrongdoing |
| 15. <u>F</u> Rambling | C. Conformity of one's life and conduct to moral excellence |
| 16. <u>B</u> Repentance | D. Determination to do something |
| | E. Earnest request |
| | F. Aimlessly wandering |
| | G. A formal agreement |

Formative Exam #2

Format: Alternative

Intelligence: Visual/ Spatial

Segment: Chapter 8 of "Robinson Crusoe" (Week Two)

Objectives:

Produces visual representations of a real life experience involving one of the three topics of "Robinson Crusoe" (Synthesis)

1.1 Creates visual depiction of a sequence of events of one of the three topics below

1. The consequences of willfulness (or stubbornness), or
2. Sin, repentance, and redemption, or
3. Man vs. nature

See attached example and rubric

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Relating themes and topics to our own lives is a wonderful aspect of literature. Books like "Robinson Crusoe" can help us find meaning in our life experiences.

As discussed in class, we had identified the three topics of *Robinson Crusoe* in Chapter 8.

1. The consequences of willfulness (or stubbornness)
2. Sin, repentance, and redemption
3. Man vs. nature

In today's assignment, you will create a story board. Story boarding, a technique used by movie producers (like Walt Disney studios), is where artists draw a series of pictures and arrange them in a sequential order. This is for the purpose of previewing a motion picture or an animation before it's made. See attached example of a story board.

Choose one of the three topics (above) that you can relate to an experience in your own life. Draw a story board recreating the order of events of this experience. For example, the topic of man vs. nature (no. 3) is shown in the attached story board. It depicts my friends and I enjoying the outdoors while camping, However, the bugs decide to join us. They become so bad we had to pack up and leave our campsite.

Each student will present his/her story board in front of class.

Summative Assessment (part 1)

Type: Alternative

Read Jack London' short story "To Build a Fire" which shares various things in common with "Robinson Crusoe." First, name the two human qualities addressed in the theme of "Robinson Crusoe" define each of them and give examples. Second, list the three topics of "Robinson Crusoe." Third, using the theme and topics (you should have five items), analyze, "To Build a Fire" distinguishing how it is similar to "Robinson Crusoe" and how it is different.

Summative Assessment (part 1) Answer Key

Two aspects of the theme:

Humility: not thinking you are better than others and are willing to admit you make mistakes.
Example: (something like...) you do something wrong and, with sincere regret, you apologize to the one you offended.

Proactivity: the notion that an individual can control what happens to him/her , even when facing difficulties. Example: (something like...) when you get lost in an airport, you don't quietly wait for someone to help, you actively find your way by consulting maps and asking people for directions.

Three topics:

1. The consequences of willfulness (or stubbornness)
2. Sin, repentance, and redemption
3. Man vs. nature

Key Chart

| | Similar | Difference |
|---------------------------------|---|---|
| Humility | Both start out prideful (the opposite of humility) overestimating their physical abilities. | After disaster befalls, Crusoe is made humbled by the force of nature. This realization helps him survive. "The man" only regrets his miscalculation (making a journey in the cold Alaska night) when it is too late. |
| Proactivity | Both men have a strong sense they can control what happens to them | Though he starts out fool hearty in his self-determination, Crusoe becomes wiser (he tries to work <i>with</i> nature rather than against it.) "The man" never learns. |
| Consequences of willfulness | Both suffer from natural occurrences | Crusoe lives and becomes a better man; "the man" dies |
| Sin, repentance, and redemption | No similarity since "To Build a Fire" contains no religious references | ditto |
| Man vs. nature | Major motif in both stories. | Crusoe triumphs over nature by become wise. "The man's" foolish underestimation of nature kills him. |

Any original insights (which are, of course, valid) will be rewarded extra credit points

Summative Assessment (part 2)

Type: Alternative

As discussed in class, critical theories are a sort of lens or template for making judgments about literature. They are based on deeply-held philosophical beliefs.

Choose a critical theory, and write a 1 to 2-page essay (typed, double spaced) appraising “Robinson Crusoe” Follow these steps: (1) Do some research on your chosen critical theory. (2) Start your essay with a paragraph that’s an “attention grabber.” (3) Write a paragraph that paraphrases your chosen theory accurately (explain it in your own words). (4) Write a paragraph that makes a critique (a negative or positive judgment) about “Robinson Crusoe” based on your chosen theory. Make sure this paragraph provides at least one reference from the book to support your point of view. (5) Use a separate page to list your sources of information

Suggestions of critical theories: Marxist
 Feminist
 Deconstructionist
 Objectivist (Ayn Rand)

Answer Key (example)

| | |
|-------------------------|---|
| Marxist Critical theory | <p>Paraphrase: Karl Marx thought life is ultimately about money. Marx thought your character is shaped, negatively or positively, by what economic class you’re in. Struggle over wealth is history’s greatest theme. The two warring groups—the rich and the poor struggle against each other until eventually there’s a time when everything will be worked out and everyone will receive an equal amount of wealth.</p> |
| | <p>Critique: Robinson Crusoe is a greedy, self-centered capitalist. He represents colonial power of England that exploits underdeveloped lands for monetary gain.</p> |
| | <p>Supporting passages: (at the end of Chapter 2) Despite the fact that Crusoe himself flees slavery, he “sells” his fellow escapee, Xury, to a Portuguese captain. This shows how the capitalist mentality treats humans like cattle, something that can be bought or sold.</p> |

Analysis of Data

Analysis #1: The central tendency of the Mean—Median—Mode used for Pretest

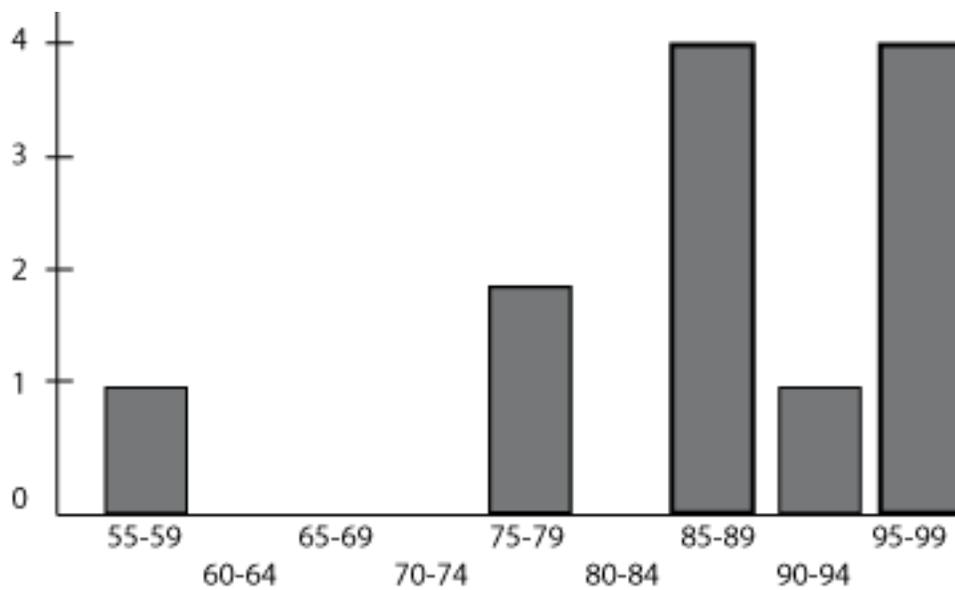
10 5 15 17 21 18 50 42 35 5 5 12

Mean: $235/12=\underline{19.6}$ Median: 16 Mode: 5

Analysis #2: Frequency Distribution for Formative Test #1

95 100 97 95 92 86 88 56 78 79 88 85

| | | |
|--------|-----|----------|
| 95-100 | /// | 4 |
| 90-94 | / | 1 |
| 85-89 | /// | 4 |
| 80-84 | 0 | 0 |
| 75-79 | // | 2 |
| 70-74 | 0 | 0 |
| 65-69 | 0 | 0 |
| 60-64 | 0 | 0 |
| 55-59 | / | <u>1</u> |
| | | 12 |



Analysis #3: Stem and Leaf PlotFormative Test #1 Scores

95 99 97 95 92 86 88 56 78 79 88 85

Formative Test #2 Scores

99 97 95 88 94 90 85 35 85 87 90 97

| | | |
|-----------|---|---------------|
| 2 5 5 7 9 | 9 | 0 0 4 5 7 7 9 |
| 5 6 8 8 | 8 | 5 5 7 8 |
| 8 9 | 7 | |
| | 6 | |
| 6 | 5 | |
| | 4 | |
| | 3 | 5 |

| | | |
|----|------|----|
| #1 | Stem | #2 |
|----|------|----|