

# Imaginarium

# 1

Secondary



MODULE

4

What You Need  
to Survive?





## Selections

**Robinson Crusoe,**  
by Daniel Defoe  
Fiction – Novel

**Struggle for Survival:  
Shelter,** by William B. Rice  
Nonfiction – Informative

**To Build a Fire,**  
by Jack London  
Fiction – Short Story

**Struggle for Survival: Fire,**  
by Christine Dugan  
Nonfiction – Informative

**The Rime of the Ancient  
Mariner,** by Samuel Taylor  
Coleridge  
Fiction – Poem

**Struggle for Survival:  
Water,** by William B. Rice  
Nonfiction – Informative



Week



How important is having a shelter?

Let's practice problem solving by working with others. Imagine you and your class are on a ship. The navigation system failed, and the ship lost its course. The only cell phone available has 5% battery left. What would you do? How would you return to mainland?



## Vocabulary: Word Study

Identifying the origin of words is useful to develop our vocabulary. Knowing the origin and meaning of one word can help us understand similar words.

### sustenance (noun)

#### roots

- (Latin) **sustinēre** v. to support, sustain
- (Old French) **soustenir** v. to keep up; to sustain

#### definitions

food and drink regarded as a source of strength, nourishment

#### example

Alexander Selkirk, the inspiration behind Robinson Crusoe, ate spiny lobsters for **sustenance** during his time on an island.

#### related words

Spanish: **sustento**  
French: **subsistance**

## PRACTICE

**Read** the following text and highlight a synonym of the word *sustenance*.

The first thing a person must do when they are stranded on an island is to find a place for shelter and see if there are any provisions to eat and drink. Good nutrition is key to survival!

**Write** a sentence using the word *sustenance*.

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## LITERACY

**Print:** Learn words in context

Pay attention to the surrounding context to get an idea of what each vocabulary word means.

## LITERACY

**Print:** Use context clues

A good way to understand a word's meaning is to look at how it is being used. For example:

*I could feel myself carried with a mighty force and swiftness towards the shore.*

The text says the protagonist was carried with a mighty force. *Swiftness* probably has something to do with movement.

## Vocabulary: Academic Words

**Use** the following squares to draw something that each word makes you think about. It does not have to be complex. Don't look up their meaning in the dictionary just yet!

abated

destitute

ebb

endeavored

foresee

lodging

sustenance

swiftness

**Reading Strategy: Identify Main Idea and Details**

Identifying the main idea of a story and the details can help you understand the text better and picture out what is going on. As you read this first text, focus on the first sentence of each paragraph to get a clue of the main idea of that section, and try to summarize it in your own words. For example:

After I had solaced my mind with the comfortable part of my condition, I began to look round me, to see what kind of place I was in, and what was next to be done...

In other words, The main character is examining his current situation.

**PRACTICE**

**Read** the example and notice where the main idea and details are located. Discuss why you think this order is important.



*Robinson Crusoe*

**Main Idea**

The wave that came upon me again buried me at once twenty or thirty feet deep in its own body,

**Main Idea:**  
Robinson Crusoe was caught by a wave.

**Details**

and I could feel myself carried with a mighty force and swiftness towards the shore—a very great way; but I held my breath and assisted myself to swim still forward with all my might. I was ready to burst with holding my breath, when, as I felt myself rising up, so, to my immediate relief, I found my head and hands shoot out above the surface of the water; and though it was not two seconds of time that I could keep myself so, yet it relieved me greatly, gave me breath, and new courage.

**Detail 1:**  
The wave was very strong.

**Detail 2:**  
Crusoe fought against the wave.

**LITERACY**  
**Print:** Identify main idea and details

In general, each paragraph in a story opens with a main idea and the rest of the sentences are details that elaborate on the main idea.

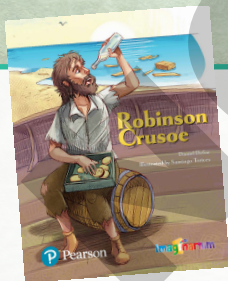
## LIFE

**Character:** Identify emotions

How important is having a shelter? Identify the emotions and concerns that Crusoe describes as he tries to reach the shore.

## ABOUT THE AUTHOR

Daniel Defoe (London, 1660–1731) had a highly interesting life: he was an English writer, a journalist, and a spy! He even spent a couple of years in prison after getting in trouble with political authorities. He is considered the first author in English as we understand them nowadays. Defoe produced more than 300 works under a wide variety of pen names. The first time he published *Robinson Crusoe*, he even presented the novel as if Crusoe himself, the protagonist of the story, had written it, which led many people to believe the story was real!



e-library

Read the whole *Robinson Crusoe* novel in the online library.

The following passage covers the end of the second chapter and the beginning of the third chapter of the novel. Robinson has joined an expedition to Africa, but he is shipwrecked in a storm. We enter the story right as he escapes the ship and jumps into the water near an island, and we see how he fights against the waves to survive.

## Robinson Crusoe

Daniel Defoe

- 1 Nothing can describe the confusion of thought which I felt when I sank into the water.
- 2 The wave that came upon me again buried me at once twenty or thirty feet deep in its own body, and I could feel myself carried with a mighty force and **swiftness** towards the shore—a very great way; but I held my breath and assisted myself to swim still forward with all my might. I was ready to burst with holding my breath, when, as I felt myself rising up, so, to my immediate relief, I found my head and hands shoot out above the surface of the water; and though it was not two seconds of time that I could keep myself so, yet it relieved me greatly, gave me breath, and new courage. I was covered again with water a good while, but not so long but I held it out; and finding the water had spent itself, and began to return, I struck forward against the return of the waves, and felt ground again with my feet. I stood still a few moments to recover breath, and till the waters went from me, and then took to my heels and ran with what strength I had further towards the shore. But neither would this deliver me from the fury of the sea, which came pouring in after me again; and twice more I was lifted up by the waves and carried forward as before, the shore being very flat.

### DID YOU KNOW?

Defoe was inspired by many real-life stories of castaways: people who had spent years lost on uninhabited islands. There's an island called Robinson Crusoe Island where a Scottish sailor named Alexander Selkirk got lost. He arrived there in 1704 and was rescued in 1709. Ten years later, Defoe published his novel, partially inspired by Selkirk's journey. Defoe was in his late fifties when the novel came out.





## During Reading

### Glossary

**swiftness**

*n.* movement that occurs suddenly

**abate**

*v.* became less intense or widespread

**EUREKA!**

The narrator is dealing with survivor's guilt, as we can read in his reflection on the death of his comrades. How does this thought relate to the previous paragraph?

**LITERACY**

**Print:** Identify main idea and details

As you read the literary text, try to extract the main idea and details of each paragraph. This will help with reading comprehension.

**LEARNING**

**Critical Thinking:**

Analyze the text

Analyze the text and identify the factors that made reaching the shore so difficult.

- 3 The last time of these two had well-nigh been fatal to me, for the sea having hurried me along as before, landed me, or rather dashed me, against a piece of rock, and that with such force, that it left me senseless, and indeed helpless, as to my own deliverance; for the blow taking my side and breast, beat the breath as it were quite out of my body; and had it returned again immediately, I must have been strangled in the water; but I recovered a little before the return of the waves, and seeing I should be covered again with the water, I resolved to hold fast by a piece of the rock, and so to hold my breath, if possible, till the wave went back. Now, as the waves were not so high as at first, being nearer land, I held my hold till the wave **abated**, and then fetched another run, which brought me so near the shore that the next wave, though it went over me, yet did not so swallow me up as to carry me away; and the next run I took, I got to the mainland, where, to my great comfort, I clambered up the cliffs of the shore and sat me down upon the grass, free from danger and quite out of the reach of the water.
- 4 I was now landed and safe on shore and began to look up and thank God that my life was saved, in a case wherein there was some minutes before scarce any room to hope.
- 5 I walked about on the shore lifting up my hands, and my whole being, as I may say, wrapped up in a contemplation of my deliverance; making a thousand gestures and motions, which I cannot describe; reflecting upon all my comrades that were drowned, and that there should not be one soul saved but myself; for, as for them, I never saw them afterwards, or any sign of them, except three of their hats, one cap, and two shoes that were not fellows.
- 6 I cast my eye to the stranded vessel, when, the breach and froth of the sea being so big, I could hardly see it, it lay so far off; and considered, Lord! how was it possible I could get on shore?

## LEARNING Communication: Write an effective message

If Crusoe story happened nowadays, how could he send a message? What would the message say to communicate his struggle effectively?



7 After I had solaced my mind with the comfortable part of my condition, I began to look round me, to see what kind of place I was in, and what was next to be done; and I soon found my comforts abate, and that, in a word, I had a dreadful deliverance; for I was wet, had no clothes to shift me, nor anything either to eat or drink to comfort me; neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts; and that which was particularly afflicting to me was, that I had no weapon, either to hunt and kill any creature for my **sustenance**, or to defend myself against any other creature that might desire to kill me for theirs. In a word, I had nothing about me but a knife, a tobacco-pipe, and a little tobacco in a box. This was all my provisions; and this threw me into such terrible agonies of mind, that for a while I ran about like a madman. Night coming upon me, I began with a heavy heart to consider what would be my lot if there were any ravenous beasts in that country, as at night they always come abroad for their prey.

8 All the remedy that offered to my thoughts at that time was to get up into a thick bushy tree like a fir, but thorny, which grew near me, and where I resolved to sit all night, and consider the next day what death I should die, for as yet I saw no prospect of life. I walked about a furlong from the shore, to see if I could find any fresh water to drink, which I did, to my great joy; and having drank, and put a little tobacco into my mouth to prevent hunger, I went to the tree, and getting up into it, **endeavoured** to place myself so that if I should sleep I might not fall. And having cut me a short stick, like a truncheon, for my defence, I took up my **lodging**; and having been excessively fatigued, I fell fast asleep, and slept as comfortably as, I believe, few could have done in my condition, and found myself more refreshed with it than, I think, I ever was on such an occasion.



- 9 When I waked it was broad day, the weather clear, and the storm abated, so that the sea did not rage and swell as before. But that which surprised me most was, that the ship was lifted off in the night from the sand where she lay by the swelling of the tide, and was driven up almost as far as the rock which I at first mentioned, where I had been so bruised by the wave dashing me against it. This being within about a mile from the shore where I was, and the ship seeming to stand upright still, I wished myself on board, that at least I might save some necessary things for my use.
- 10 When I came down from my apartment in the tree, I looked about me again, and the first thing I found was the boat, which lay, as the wind and the sea had tossed her up, upon the land, about two miles on my right hand. I walked as far as I could upon the shore to have got to her; but found a neck or inlet of water between me and the boat which was about half a mile broad; so I came back for the present, being more intent upon getting at the ship, where I hoped to find something for my present **subsistence**.
- 11 A little after noon I found the sea very calm, and the tide **ebbed** so far out that I could come within a quarter of a mile of the ship. And here I found a fresh renewing of my grief; for I saw evidently that if we had kept on board we had been all safe—that is to say, we had all got safe on shore, and I had not been so miserable as to be left entirely **destitute** of all comfort and company as I now was. This forced tears to my eyes again; but as there was little relief in that, I resolved, if possible, to get to the ship; so I pulled off my clothes—for the weather was hot to extremity—and took the water. But when I came to the ship my difficulty was still greater to know how to get on board; for, as she lay aground, and high out of the water, there was nothing within my reach to lay hold of.

Glossary

- subsistence**  
*n.* food and shelter needed to live
- ebb**  
*v.* to flow out or away
- destitute**  
*adj.* lacking possessions and resources
- sustenance**  
*n.* food and drink regarded as a source of strength, nourishment
- endeavor** (BrE endeavour)  
*v.* to make an effort, try hard
- lodging**  
*n.* a place to live

LEARNING  
Creativity: Brainstorm ideas

Identify the ways in which Robinson has been creative to solve his problems. Could you improve his methods? What else could you do?

**RECAP BOX**

The narrator wondered again how he managed to survive the shipwreck. He is also afraid he won't be able to find the means to survive one more time. Why do you think he keeps thinking about this?

## LEARNING

**Collaboration:** Write

How would you survive if you were stranded on a desert island? Discuss in teams your first course of action. There will be a debate about this later.

### foresee

v. to see or know beforehand

## Glossary



12 I swam round her twice, and the second time I spied a small piece of rope, which I wondered I did not see at first, hung down by the fore-chains so low, as that with great difficulty I got hold of it, and by the help of that rope I got up into the fore-castle of the ship. Here I found that the ship was bulged and had a great deal of water in her hold, but that she lay so on the side of a bank of hard sand, or, rather earth, that her **stern** lay lifted up upon the bank, and her head low, almost to the water. By this means all her **quarter** was free, and all that was in that part was dry; for you may be sure my first work was to search, and to see what was spoiled and what was free. And first, I found that all the ship's provisions were dry and untouched by the water, and being very well disposed to eat, I went to the bread room and filled my pockets with biscuit, and ate it as I went about other things, for I had no time to lose. I also found some rum in the great cabin, of which I took a large dram, and which I had, indeed, need enough of to spirit me for what was before me. Now I wanted nothing but a boat to furnish myself with many things which I **foresaw** would be very necessary to me.

13 It was in vain to sit still and wish for what was not to be had; and this extremity roused my application. We had several spare yards, and two or three large spars of wood, and a spare topmast or two in the ship; I resolved to fall to work with these, and I flung as many of them overboard, tying every one with a rope. When this was done I went down the ship's side, and I tied four of them together at both ends, in the form of a raft, and laying two or three short pieces of plank upon them crossways, I found I could walk upon it very well, but that it was not able to bear any great weight, the pieces being too light. So with a carpenter's saw I cut a spare topmast into three lengths, and added them to my raft, with a great deal of labour and pains. But the hope of furnishing myself with necessaries encouraged me to go beyond what I should have been able to have done upon another occasion.

### DID YOU KNOW?

The words *stern* and *quarter* refer to parts of a ship. Read the sentences in which the words *stern* and *quarter* appear and look for pictures of ships from around the 16th to the 19th century to locate those parts.

**Vocabulary: Word Study**

**Read** paragraph 7 one more time. Write a sentence that summarizes the meaning of the word sustenance.

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**LITERACY**

**Print:** Paraphrase and summarize

When we paraphrase, we transmit information using our own words. Summarize, on the other hand, is when we shorten a text to make it more synthetic an easier to understand. Which technique do you use to learn new words?

**Vocabulary: Academic Words**

**Complete** the following paragraph using the vocabulary words of the story appropriately.

swiftness abated sustenance endeavoured lodging ebb destitute foresee

The waves had pushed our ship with \_\_\_\_\_, but the storm suddenly \_\_\_\_\_. The tide began to \_\_\_\_\_, and everything was calm at last. We arrived at an island nearby. We were hungry, in need of \_\_\_\_\_. A team of sailors \_\_\_\_\_ into the island to find food and fresh water. Meanwhile, the rest of us developed a sort of \_\_\_\_\_ to shelter us during the night, so as not to be left entirely \_\_\_\_\_. We could not \_\_\_\_\_ what would come next.

**Draw** a short comic strip depicting what happened. You can use these blank spaces:

**LITERACY**

**Print:** Decode the meaning of words

Identifying words with similar roots can help you remember the meaning of new words.

## LIFE

**Citizenship:** Think flexibly

How important is having a shelter? Think of the relationship between being resourceful and having a shelter in a situation like the one Crusoe lived.

### Reading Strategy: Identifying Main Idea and Details

**Reread** paragraph 3. What does the paragraph describe overall?

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**Reread** paragraph 7. Crusoe is finally paying attention to his surroundings. He explains his most urgent needs. Make a list of the things he needs, and a list of the things he already has:



**I need...**

1. Clothes
- 2.
- 3.



**I have...**

1. A knife
- 2.
- 3.

**Reread** paragraph 8. Crusoe shows resourcefulness during his first night on the island. What are the traits (key characteristics) of a resourceful person? Do you consider yourself resourceful?

#### TRAITS OF A RESOURCEFUL PERSON

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#### AM I RESOURCEFUL ENOUGH?

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Close Reading: Main Idea and Details

Reread paragraph 11. What makes Robinson cry? Select the best possible answers (more than one may apply) and discuss with your classmates your choice, and why the other options are not correct.

The lack of water and food

The lack of someone to talk to

The extreme weather

That if he and the crew had stayed on board of the ship, more might have survived

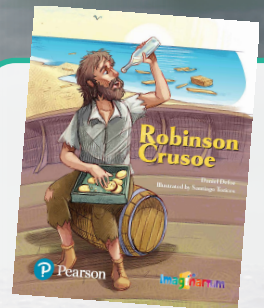
LITERACY

Print: Locate information

We can often find the main idea of a paragraph within the first sentence. The specific details gives us extra information about it.

Reread paragraph 12. Reorganize the following list of events in the correct order.

- \_\_\_\_\_ Robinson searches the ship for salvageable items.
- \_\_\_\_\_ Robinson finds a way onto the ship.
- \_\_\_\_\_ Robinson realizes he needs way more than what he can carry from the ship.
- \_\_\_\_\_ Robinson grabs food from the ship.
- \_\_\_\_\_ Robinson finds some rum.



e-library

Read the whole *Robinson Crusoe* novel in the online library.

## Reading Comprehension

**Complete** the table with the main ideas of the *Robinson Crusoe* passage.

First...	Robinson Crusoe falls into the water.
Next...	
Then...	
After that...	
And then...	
Finally...	

### LITERACY

**Print:** Use sequence words

Use the sequence words as a guide to brainstorm what you are going to write. The main ideas should summarize the whole story.

**Describe** your favorite part of the passage in your own words, starting with the main idea and with two or three details.

Main Idea:

Details:



## Writing Intro

Based only on the passage of *Robinson Crusoe* you read, how do you think the story will end? In 200 words, you will come up with an ending for the story of Crusoe. You should write it from as an outsider.

### How do I write it as an outsider?

The story is narrated in first person, that is, from the point of view of Crusoe himself. In this case, you need to write the ending as an outsider telling other what happened to Crusoe.

Example: *In the end, Crusoe is rescued by a crew of pirates. The pirates had happened to go near the island and noticed Crusoe had managed to build a bonfire...*

**LEARNING Critical Thinking:**  
Analyze how texts are narrated

What is the difference between stories narrated in first and third person? Share examples and discuss with a partner.

## Writing Steps

### 1. Prewriting

As a class, brainstorm a list of possible endings of the story.

**Collaborative Writing:** You can work in small groups to write your lists.

### 2. Drafting

Write a first draft in a separate piece of paper where you can make mistakes and rearrange your information properly.

### 3. Revising and Editing

Read your draft aloud to detect mistakes or things that could sound better and polish your writing.

### 4. Publishing

Deliver the final version of your ending of the story.

## LEARNING

**Collaboration:** Work in teams

You can write collaboratively. Form small groups and work together on the brainstorm step. You can add more characters, situations, and even change the setting for your ending.

## LITERACY

**Print:** Revise a draft

Read your draft to your group. Each member of the group should give you at least one compliment, one suggestion, and at least one question about your text. Use the feedback you received to edit your story. When it is your turn giving feedback, remember that "I like it" is not really useful. Specific feedback, such as "the description of the setting was detailed" is more helpful.

## Plan Your Writing

Use the following graphic organizer to write your response to literature.

Story End

**Setting**  
Where?  
When?

**Characters**

**Problem**

**Relevant Events**

**Ending**

## Writing

Mark (✓) the checklist to prepare your story ending.

Your text should include:

- a resolution to the conflict
- capital letters and punctuation marks
- sequencing words
- clear paragraphs

## Social Language: Mental Well-being

If you were in a stressful situation, such as being stranded on an island, you would experience anxiety, fear, and loneliness. How can you cope with these feelings?

- Evaluate your situation calmly and ask yourself, “Am I in danger?”
- Be kind to yourself. You can respond to anything that comes up.
- Fear is a tricky feeling because sometimes, it creates dangerous, fake scenarios. A good affirmation to avoid this is by repeating in your mind “Fear does not predict a future reality.”

**Work** with a partner. Discuss life situations where these tips can help you.

## LIFE

**Citizenship:** Work with others

Remembering Robinson Crusoe’s story and the ending you wrote, discuss the key question again. How did both texts help you understand the meaning of shelter? Keep the discussion in mind when working on your survival plan.

## Building Fluency

### How would you survive if you were stranded on a desert island?

In two teams or more, you will come up with a survival plan of how you would act in you got stranded on a desert island. Everyone in your team should have a duty, and ideas of how you would get sustenance, a proper shelter and protect yourselves from dangerous creatures.

Once you have your plan, each team will present their idea. The other teams should say what might work and what won’t work from their plan. After you discuss every possible plan, the entire group will come up with a unique plan for survival.

How are going to get sustenance?

How can we protect ourselves from beasts?

What are our strengths?

Things we need to look for:

What might be our weaknesses?

What will each person in our crew do first?