

TEACHERS ACTIVITIES



Theme:

A treasure hunt is exciting and fun, and there are many kinds of treasures to discover.

Topics For Discussion:

Before viewing the program, determine the students' prior knowledge of sunken treasure. On the board, draw a large treasure chest with the lid open (a paper cutout or a toy model of a treasure chest would be effective, as well). Cut out several circles of bright yellow paper to use as "coins." Ask students for words that come to mind when they think of sunken treasure. Write each word on one of the "gold coins" and place it in the treasure chest. After watching the program, discuss additional words and add coins to the chest.



Discuss with students reasons why people search for sunken treasure. Have this discussion both before and after watching the program to see if their ideas might have changed. Ask if any of them would be interested in searching for treasure and why.



When people think of buried treasure, they often think of gold and jewels. Discuss other kinds of treasures that people might search for as well as those that they already have "in their own backyard."

Curriculum Extension Activities:

There are many different careers associated with the ocean and seashore, including marine biologist, oceanographer, anthropologist, archaeologist, ichthyologist, and diver, as well as experts on the many types of plant and animal life that live in the ocean and along the shores. Have students research these careers to find out what types of work these people do and what kinds of training they need for their work.

Plan a treasure hunt for the class. Assemble 3-5 objects that have something in common relating to a story you plan to read to the class. (For example, a can of alphabet soup, a dog biscuit, a dog dish, a dog collar, and the *Martha Speaks* book, could be a set of objects.) Stash the items in different locations, both in and outside of the classroom, and write a series of clues to find each item. The first clue should lead students to the second clue, which leads them to the third clue, and so on. Divide the class into teams and give each team the first clue toward finding their object. Because all teams will not likely find their object at the same time, as each team returns, have the students speculate on the significance of their particular object to the activity. When the teams have recovered all the objects, enjoy the story with the students.



Have students create their own treasure maps. Make paper that has an antique parchment appearance by staining inexpensive white copier paper with tea. Students can carefully tear the edges to give the paper a well-worn look. Take the class on a "scouting" trip around the school and school grounds so that students may find an object or place that is their "treasure." Back in the classroom, revisit the portions of the program that show LeVar studying his treasure map and searching for the treasure. Point out the use of symbols, pictures, footprints, arrows, etc., on the map, and notice how LeVar counts footsteps and follows directions as he tries to find the spot where the treasure is buried. After the students have some ideas about making their maps, allow them to return to the area surrounding their chosen "treasure" and make a rough draft copy of a map. When they have included the details they want, they are ready to work in the classroom and transfer their map to the special paper.

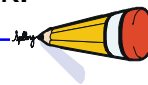


Invite someone who knows how to scuba dive into the classroom to talk about diving and demonstrate how her/his equipment works.



In the program and in the *Sunken Treasure* book, there are scenes of the archaeologists at work at their site. Enlist the aid of the media specialist in finding pictures of archaeological digs on land. Compare the two types of sites, noticing the similarities in which they are prepared and the way the artifacts excavated. Discuss the differences in relation to the location of the sites.

Locate resource persons who have a compass or a metal detector. Invite them to the classroom to explain how both pieces of equipment work.



Have students research the *Titanic* and prepare a fact sheet of their findings. They might include the following information: when it sailed, where it sailed from and where it was headed, its size, the number of people on board, why it sank (even though it had been declared "unsinkable"), why the sinking of the *Titanic* was such a tremendous disaster, and their own choice of one or two interesting facts. In addition to books on the subject, students might enjoy visiting the following websites: <<http://www.ravens.net/titanic/voyage.htm>>; <<http://www.gil.com.au/~dalgarra/>>; and <<http://www.floridamuseum.org/>>. These sites include statistics, photographs, timelines, and historical information.



Ask students to think of three treasures they would put in a treasure chest. Cut pieces of 9 x 12-inch construction paper in half lengthwise and give each student one piece. On one side of the paper, they draw or glue cutout pictures of their three treasures. Have them fold the paper in three equal parts. Keeping the paper in a vertical orientation, they fold the bottom third up and the top third down, so that the top third represents the lid of a treasure chest. They may then decorate the outside of their treasure chest any way they choose. Display the treasure chests on a bulletin board, folded shut so that students will need to open them to see what is inside.

SUPPLEMENTARY BOOKLIST:

FINDING THE TITANIC

by Robert D. Ballard, illus. by Ken Marschall (Scholastic)

EXPLORING THE TITANIC

by Robert D. Ballard (Scholastic)



TREASURE HUNT

by Lorinda Bryan Cauley (Putnam)

THE "ATOCHA" TREASURE

by Sara Gennings, photos by Pat Clyne (Rourke)

PIRATES: ROBBERS OF THE HIGH SEAS

by Gail Gibbons (Little, Brown)

INSIDE THE TITANIC

by Ken Marschall (Little, Brown)

THE PIRATE QUEEN

by Emily Arnold McCully (Putnam)

THE BIRTHDAY DOOR

by Eve Merriam, illus. by Peter J. Thornton (Morrow)

THE TREASURE

by Uri Shulevitz (Farrar, Straus & Giroux)

POLAR, THE TITANIC BEAR

by Daisy Corning Stone Spedden, illus. by Laurie McGaw (Little, Brown)

ON BOARD THE TITANIC

by Shelley Tanaka, illus. by Ken Marschall (Hyperion)