
SUNKEN TREASURE

Author: Gail Gibbons

Publisher: Harper Collins

THEME:

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

PROGRAM SUMMARY:

A hurricane off the coast of Florida in 1662 caused the Atocha, a Spanish galleon, to sink. This book describes the many-years-long search for the treasure believed to be on it.

An old treasure map leads LeVar on an exciting treasure. Then it is on to the most famous shipwreck in history—the Titanic. Viewers meet Dr. Robert Ballard, who tells how he found the Titanic wreckage and the equipment he developed and used to find it.

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:

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.

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.

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/~dalgarry/>>; 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.

RELATED THEMES:

shipwrecks
pirates

RELATED READING RAINBOW PROGRAMS:

Program #6 — Digging Up Dinosaurs
Program #61 — Dive To The Coral Reefs

ABOUT THE AUTHOR:

Gail Gibbons is the recipient of numerous awards for her contributions to non-fiction literature for children, including the prestigious Washington Post/Children's Book Guild Award. She translates her meticulous research on topics into text and illustrations that children can understand. She is the author/illustrator of **Reading Rainbow** feature book, *The Milk Makers*, and review books, *Check It Out! The Book about Libraries*; *Lights! Camera! Action!*, and *Fill It Up! All About Service Stations*. Gail Gibbons and her husband split their time between a home in Corinth, Vermont, and an island off the coast of Maine.

BOOKS REVIEWED BY CHILDREN:

THE TITANIC: LOST...AND FOUND
by Judy Donnelly, illus. by Keith Kohler (Random House)

A DAY UNDERWATER
by Deborah Kovacs (Scholastic)

WHAT'S IN THE DEEP? AN UNDERWATER ADVENTURE FOR CHILDREN
by Alese and Morton Pechter (Acropolis Books)

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)



Online:Sunken Treasure. The UESPWiki " Your source for The Elder Scrolls since 1995. < Online: Quests: Murkmire / Story
Quests. Ancient treasures and mortal danger both await within this mysterious ruin. Quick Walkthrough[edit]. Speak to Famia Mercius
in Lilmoth. Sunken Treasure. Take the Sample Elven Gem to Fleet Master Seahorn in Booty Bay. Sample Elven Gem (Provided). You
can be of great service to the Blackwater Raiders if you can get word to Fleet Master Seahorn in Booty Bay that we discovered the
treasure and are working on extracting more. Take him this sample as proof. Progress.