

Lee Urban  
Grade 1-2, Hall Elementary School  
Lesson Plan #5 - Hunting for Treasure

---

As the writer of this lesson plan, I am indebted to David Sobel, who has kindly given permission to its posting on the Osher Map Library website. Mr. Sobel is Senior Faculty in the Education Department at Antioch University New England in Keene, New Hampshire and the author of *Mapmaking with Children: Sense of Place Education for the Elementary Years*. Many of the original ideas for this lesson were drawn from Chapter 3 of *Mapmaking with Children*.

---

## **1. Learning Objective and Target**

In the study of maps, students will analyze how to read a map to find places outside of the classroom and will demonstrate their learning by orienting themselves on a “treasure map” and then reading symbols on the map to locate a “hidden treasure”.

Target: I can use the symbols on a map to find out where I am and where I need to go.

## **2. Curriculum Connections**

This lesson is the fifth of five lessons about map skills. Students have time each day after lunch and recess to draw anything that interests them. This map skills unit of five lessons will draw on students’ experience and interest in drawing, and in this unit they will be reading a treasure map.

The Maine Learning Results standard relevant to this lesson is:

Social Studies: D1 - Geographic Knowledge, Concepts, Themes, and Patterns:

Students understand the nature and basic ideas of geography. c. Use basic maps and identify local places and basic physical features.

The Common Core Standards relevant to this lesson are:

### Mathematical Practices, Grades 1 and 2

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

### 3. Assessment

Performance: Students will work collaboratively to find pieces of a puzzle and then put them together to identify the location of a “hidden treasure”

Personal communication: I will observe how challenging it may be for each student to read the “treasure map”. I will ask each to “think aloud” how the student navigated along the path depicted on the map and what challenges they experienced when doing so.

### 4. Modifications Based on Student Profiles & Plans

### 5. Materials, Equipment

NOTE: Continue reading aloud during reading periods each day *My Father's Dragon* and refer to the map of Wild Island at appropriate times for students to identify sites.

- treasure map
- puzzle in ten pieces depicting where the “treasure” is hidden
- document camera
- projector

### 6. Instructional Strategies

Read-aloud, whole group discussion, working in pairs, self-evaluation, use of document camera to engage visual learners, questioning.

### 7. Lesson Procedure

#### ***10 minutes:***

Activator: Hide the treasure map in the classroom before the lesson begins but in a place where it can be easily discovered. Suggest to a student sitting near the “hidden” treasure map that the student take a look at “that thing over there”. Gather everyone in a circle around the map.

Questions:

- Where is this and how can you tell?
- What do the symbols mean?
- Say something like: “I think there are clues or puzzle pieces hidden at each one of these places. Where should we go first?”

#### ***40 minutes:***

Pair up students and make sure everyone stays together and that pairs all go from one hiding place to the next as a group.

When a pair has found a piece of the puzzle, all look at the map and decide where to go for the next one, and so on.

Each pair gets to find only one piece of the puzzle so that when a pair has found a piece, they must hold back at the remaining hiding places. They can still look, but they can't reveal where the piece is.

Each pair carefully holds onto their piece.

When all ten pieces of the puzzle have been found, students gather and assemble the puzzle on the ground. Tell them that when they figure out where the treasure is, we'll all go there and we'll open the treasure together.

Drawing a popsicle stick, choose one student to lift up the rock, open the door, or whatever lets them find the treasure.

Gather the students in the classroom to talk about the hunt.

Questions:

- Which was the hardest puzzle piece to find? Why?
- Did you have any ideas ahead of time about where the treasure was hidden?
- How did the map tell you where to look?
- What was the most exciting part of the hunt for you?

Do a "thumbs-up/thumbs-to-the-side" self-assessment with the students.

- Do you think you know how to read a map?

## **8. Instructions for Ed Techs, Aides, parents, other adults**