

Treasure Island - Learning Resources

Making treasure maps

This learning resource uses the idea of treasure maps from Treasure Island as a starting point to explore different kinds of map. Pupils will investigate some of the different characteristics of different kinds of map, think about maps as tools for different people in different circumstances, and make their own map for a specific purpose.

Who is it for?

This learning resource is for students studying maps and the Geography curriculum at Key Stage 2.

Learning outcomes

Learners will:

- Compare and contrast different varieties of map
- Understand maps as interpretations of the world for different purposes
- · Create their own map for a specific purpose

You will need

- Access to the production of Treasure Island in the On Demand player
- A selection of different kinds of map printable suggestions are included with this PDF
- Pens and paper for all pupils

Activities

1.

Watch the scene of the pirates using the treasure map to find treasure (1:25:40 - 1:29:40, 4 mins) from the National Theatre's production of Treasure Island, using the On Demand player. The clip shows Jim Hawkins, Long John Silver and the pirate crew decoding cryptic clues on the treasure map.

2.

Ask the class what a treasure map like the one in the clip is for. Ask them to suggest things they might expect to see on a treasure map like this (mountains, sea, a compass, a path, a key, etc) and things they wouldn't expect to see, and why. (Very specific details, parts of the island that aren't relevant, things that have changed since the map was drawn, for example).

3.

Split the class into groups of two or three and explain they are going to investigate some maps in more detail.

National Theatre

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4.

Share a selection of different kinds of map with each group. You can use the examples available to download alongside this worksheet, or you can source your own – there should be a variety of different types of map for different purposes, e.g bus maps, maps of museums, OS maps, atlases, blueprints, etc.

5.

Ask each group to write down answers to the following questions:

- 1) What their map is of?
- 2) Who is their map for?
- 3) What details are there on the map which they wouldn't expect to see on a treasure map?
- 4) Why have those details been included?

6.

Ask each group to tell the rest of the class what their map is of and discuss with them what it includes and excludes. As you go group by group, create a list of all the different features a map might have on the board, e.g compass bearings, scale, a key, landmarks, etc.

7.

Ask the class who a treasure map is for, and who it's not for. Go through the list of characteristics you came up with earlier, and ask the class to decide whether each one should be included on a treasure map or not – and why.

8.

Ask each pupil to draw a treasure map of their own. If possible, this can be to a hiding place somewhere outside the classroom. If not, they can draw maps of the classroom. You can give them some treasure to hide, or small pieces of paper marked 'treasure'.

9.

Mix the maps up and hand them out to the pupils for them to use to track down their treasure. Those who find their treasure first should help others – until everyone's treasure has been found.

10.

Discuss what was helpful about the maps, and what was difficult about tracking down treasure. If they were to do it again, what would they make different about their maps?

11.

As homework, you can ask them to make a map of their home, or their neighbourhood, or the school. They should make the map in the style of one of the maps handed out to them in the lesson. They should also write a short explanation of who the map is for, and what they have included and excluded so as to make it most useful for them.