

7.1.3 Geography: Treasure Maps

Big Question: What can we learn from looking at old maps?

One of Dr. Buckabee's most cherished possessions is his treasure map.

Use Google Images to view some pictures of treasure maps. Google search terms: ancient treasure map photos

For a beautiful source of old maps, visit:

<https://www.davidrumsey.com>

- Which are your favorite, and why?
- Draw a treasure map for a friend or member of your family to use to find some treasure you will hide. To make it look antique, use craft or brown paper. Have an adult lightly singe the edges.



7.2 Week 16

7.2.1 Chapters 5-6

Big Question: Do shortcuts pay off?

1. How does the *Lady Wilma* end up going around South America? Using Google Images, find, locate, and label this area on your Map of the Americas, figure B.10. Draw a route from Rio through the straits. Hint: students may need to look up a picture of this route through the straits. Google search terms: straits of magellan map
The Lady Wilma goes around the Straits of Magellan. See figure C.2 for a key.
2. What route does the *Sea Raven* take? Was it a good choice for the *Lady Wilma* to go through the straits? *The Sea Raven goes around Cape Horn. Though stormy and dangerous, it was a good idea for the Lady Wilma to go through the straits as this choice saved time and fuel.*

3. Use Google Earth or Google Images to look at the land in the area of Tierra del Fuego and the Straits of Magellan. How would you describe the terrain? What weather and colors do you see on the land? **Google search terms:** tierra del fuego straits of magellan photos
The area is green and snowy, with high mountains, unusual rock formations, and penguins.
4. At this point in the voyage, they are running low on what supplies?
water and coal
5. The Frenchman has grape cuttings he is trying to keep alive, in spite of the shortages. How do they end up saving them? *They put the cuttings into Azariah Jones' rotting potatoes, as the potatoes are turning to water as they rot.*

7.2.2 Science: Water Potatoes?

Teacher's Note The following project is a free form science project. The challenge is for students to recreate the idea of getting water from a vegetable through trial and error. This may take some time, 1-2 months or more, especially if starting with new potatoes. On the *Lady Wilma* they had been traveling for at least 2 months before their potatoes went bad. Get a plate going where students can house their potatoes for a while. Remember, molds and growths are not all bad!

Big Question: Is it possible to get water from a plant?

Writing Have students write in their Composition Books **how** they will put their clippings in the potatoes. **What** do they think will happen? If it doesn't work, what **other ideas** do they have to keep their clippings alive inside a potato? What **conditions** help potatoes turn to water faster (e.g., temperature, moisture, light, time)? What do students notice **growing** on the potatoes as they turn to water?

After students set up their 1st potatoes, have students fill out Water Potato Observations, table A.18.

Project Materials:

- 3 Potatoes (the older, the better)
 - Clippings of green plants
 - Various other materials for techniques students might use to get water out of a potato
1. Using one potato, cut a small hole or a slit, and insert a clipping of a live plant.
 2. Fill out Water Potato Observations, table A.18.
 3. How long does clipping stay alive?
 4. If this experiment does not work, try other variations. Using the other two or more potatoes, what other ways can students keep a plant sprig alive?
 5. Add other two potatoes to table A.18.

Attempt #	Start date	End date	How	Notes	Clipping Result