

Hiding your Treasure

You have just found a treasure buried near your school! You want to make sure that you can keep it safe, so you decide to rebury it somewhere else in the world. Once you decide on a new location, create a map with clues or directions that will lead you and your classmates back to the treasure.

Student Directions

Create a map of the world that shows the following:

- ☐ seven continents
- ☐ five oceans
- ☐ prime meridian and equator
- ☐ map title
- ☐ compass rose with all directions labeled (cardinal and intermediate)
- ☐ map legend

Create a route with clues or directions that will lead you and your classmates back to where you buried your treasure. Present your route in a format that includes:

- ☐ directions to at least one stop on each continent.
- ☐ at least one clue referring to the prime meridian or equator.
- ☐ at least one clue referring to a hemisphere.
- ☐ the use of a compass rose or a grid system to provide directions to each stop.

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Start in North America Charlottesville Virginia.
Then go South East to South America.
Then keep going South to Antarctica.
Then go North to Africa. and go more
North to Europe and go East to Asia.
Go South to Australia and North back
to Asia and there is the treasure
is.

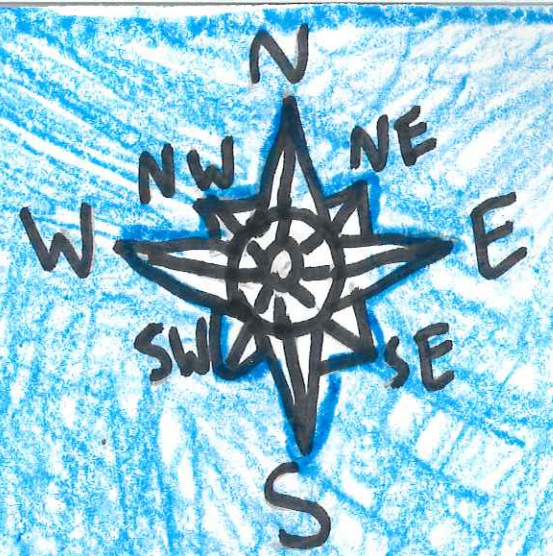
Standards	4 - Excellent	3 - Proficient	2 - Approaching	1 - Emerging
HSS 3.5 a Positioning and labeling the seven continents and five oceans to create a world map;	The student created a map with clues stopping on seven continents, and showing five oceans with accurate locations and are labeled correctly.	The student created a map with clues stopping on seven continents, and showing five oceans with general locations and labeled correctly.	The student created a map showing four or more continents and three or more oceans in their general area and are labeled correctly.	The student included few to no continents and oceans in their general area and some labels.
HSS 3.5 b Using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;	The student included the equator, prime meridian, and more than one hemisphere in several to all of their directions.	The student included the equator, prime meridian, and one hemisphere in one or more direction.	The student included some of the following in their directions: equator prime meridian one hemisphere	The student did not include any of the following in their directions: equator prime meridian one hemisphere
HSS 3.5 e Locating specific places, using a simple letter-number grid system HSS 3.6 The student will read and construct maps, tables, graphs, and/or charts. ELA Connections: W 3.9 The student will write for a variety of purposes.	The student created a grid system appropriate for their map, so that only one feature or location was included in a grid. Student used intermediate directions for most or all of their accurate directions.	The student created a grid system for their map. The student used North, South, East, West for accurate directions (but did not use intermediate directions).	The student created a partial or inaccurate grid system The student used some accurate directions.	The student did not create a grid system The student did not include accurate directions.

This performance assessment was created using the Stanford Center for Assessment, Learning, & Equity's Performance Assessment Quality Rubric.

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Arctic
Ocean



Europe

Asia

North
America

Atlantic
Ocean

Africa

Indian
Ocean

Equator

Australia

Pacific
Ocean

South
America

Prime Meridian

Southern
Ocean