

**NASHVILLE CHILDREN'S THEATRE**

**PRESENTS**

# TREASURE ISLAND



Novel by Robert Louis Stevenson  
As retold by Scot Copeland

**JANUARY 19 - FEBRUARY 5**

**Nashville Children’s Theatre**  
 25 Middleton St  
 Nashville, TN 37210  
 (615) 254-9103  
 nashvillect.org



## INSIDE THIS GUIDE:

Synopsis of <i>Treasure Island</i> .....	2
Cast of Characters.....	3
Meet Robert Louis Stevenson .....	4
A Pirate’s Life for Me! .....	5-6
Talk Like A Pirate .....	7
Right and Wrong.....	8
Trust and Bravery .....	9
Greed and Ambition.....	10
TN State Standards for Activities in this Guide.....	11

## Subject Area Key:

These icons show what subject areas each activity addresses.  
 Standards for all activities are on page 9.



English  
Language  
Arts



Theatre  
Arts



Career  
Guidance



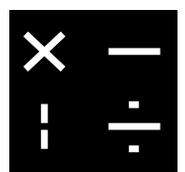
History /  
Social  
Studies



Health &  
Wellness



Visual  
Arts



Math

**Once you’ve been to NCT, please tell us about your experience by completing an Online Survey.**  
*(This survey is a requirement for ticket subsidy recipients.)*

Go to [NashvilleCT.org](http://NashvilleCT.org) and click “For Teachers” from the left menu.  
 Then follow the “Click here for a short online survey” link. Thanks!

**The information and activities in this guide were compiled, devised, and edited by Megan Bleil and Alicia Fuss. Layout by Erin McInnis.**

### About Nashville Children’s Theatre

Nashville Children’s Theatre is a professional theatre company providing the children, families and educators of Middle Tennessee with extraordinary shared theatrical experiences that inspire imagination, develop creativity and build community.

# SYNOPSIS OF TREASURE ISLAND

*Nashville Children's Theatre has written a detailed synopsis of the play to help you prepare your students. Please note that this synopsis does include spoilers that you may not wish to share ahead of time with your students. Our version of the play closely follows the plot of Stevenson's novel.*

Behind the swash and the buckle, beyond the mutinies and sword fights, the battles and adventure - *Treasure Island* is a story about a young person facing a perilous situation with courage, character, and compassion as he matures and comes of age. Jim Hawkins, the young son of the innkeeper of the Admiral Benbow Inn, introduces the audience to one of their lodgers - Captain Billy Bones, a surly, former sailor. Bones drinks far too much rum and does not pay his rent, but does slip Jim a few coins to be on the lookout for "seafarin' men". He is particularly anxious about a man with no eyes and a man with one leg.

One night, the man with no eyes – Blind Pew, a pirate – appears at the inn and, after threatening Jim with injury, presents Bones with a summons known as the Black Spot. Terrified, Bones tells Jim that this means Captain Flint's crew has tracked him down. He says that they are after the contents of his sea chest and intend to kill him when they return – but before he can say more, he drops to the floor, dead. Jim uses the key Bones keeps around his neck to open the chest and discovers gold coins and a treasure map. A trio of pirates return to the inn, as the Black Spot said they would: Blind Pew, Dirk, and Morgan. They are furious when they discover the chest is empty, and Blind Pew believes Jim to be involved. After an unsuccessful search, Dirk and Morgan escape into the night but Blind Pew runs into the street and is killed by a passing carriage.

Jim informs two of the inn's regulars, Squire Trelawney and Dr. Livesay, of the developments. Trelawney deduces that the map shows where Flint buried his vast treasure. Livesay expresses doubts that Trelawney can be trusted to not give away too much information, but his concerns are brushed aside. They make immediate plans to secure a ship, the *Hispaniola*, in Bristol and Trelawney hires a crew. He introduces Livesay and Jim to the ship's cook, a man by the name of Long John Silver who only has one leg – a detail that Jim quickly notices. Over the course of the journey, Jim spends time getting to know Silver, who tells him that Trelawney told everyone on the ship they are searching for Flint's gold. Jim confides in him where the treasure map is hidden.

Towards the end of their journey, Jim climbs into an apple barrel to collect apples but stays hidden when he overhears Silver talking to other members of the crew: Black Dog, Dirk, and Morgan. He discovers that they are actually pirates who are planning a mutiny of the ship and Silver, their leader, has stolen the map based on Jim's information. He also hears Silver kill Black Dog following a dispute over how to divide the treasure. Jim tells Trelawney and Livesay that Silver cannot be trusted, and discovers that Livesay made a copy of the map – the version that Silver has is fake. Silver deduces from Jim's change in demeanor that he has discovered his true identity. The pirates take over the ship and lock the rest of the crew in the hold; Jim manages to jump overboard with the real map and swims to shore.

Once on the island, he runs into a marooned pirate named Ben Gunn, a former member of Flint's crew. Gunn vanishes as Silver, Dirk, and Morgan approach Jim. When they find out the map is fake, they turn on Silver and present him with a Black Spot. Silver makes a deal with Jim that he will protect him if he helps save him. Jim gives Silver the real map. They find the treasure, but a battle of guns and swords ensues. Trelawney and Livesay, having escaped the hold, join in. Morgan is killed by Jim; Dirk escapes. Jim keeps his word and protects Silver's life and they return to Bristol with the treasure.

**Note to Teachers:** At the end of our play, our hero makes it home safely but other characters die both onstage and off. The play also features a sword and gun battle between our heroes and villains. It may help to remind your students that what they are witnessing onstage is carefully choreographed stage combat – it is meant to look realistic, but is designed to keep the actors completely safe. However, if there are moments in the play that are too scary to watch, it's ok for them to briefly cover their eyes or their ears.

# CAST OF CHARACTERS



**Jim Hawkins**

Jim is the teenage hero of the play. His mother runs the Admiral Benbow Inn, and he displays courage and wisdom when he finds himself up against pirates.



**Captain Billy Bones**

He is a drunk, former member of Flint's crew. He lives at the inn and his sea chest, containing Flint's treasure map, sets Jim's adventure into motion. He dies of a stroke.



**Squire Trelawney**

A squire is a member of British aristocracy. He arranges for the journey to Treasure Island on the ship Hispaniola, but is a too trusting and tends to share too much information.



**Dr. Livesay**

He is both practical, understanding the consequences of what could happen if the wrong people find out about Treasure Island, and honorable. He protects and looks out for Jim.



**Long John Silver**

He is the cook of the Hispaniola, and brings on his crew of pirates to run the ship. He is devious and disloyal, but very charismatic. He does what he needs to do to protect himself and his interests.



**Black Dog**

Her names, both black and dog, both mean "bad" in "pirate speak". She is a member of Silver's crew, but is killed by Silver when she questions why she is not being promised a share of the treasure.



**Dirk and Morgan**

Members of Silver's crew who threaten to kill Jim and present a Black Spot to Silver to depose him as their captain.



**Blind Pew**

He is the blind pirate who presents the Black Spot to Billy Bones. He dies by being run over by a carriage.

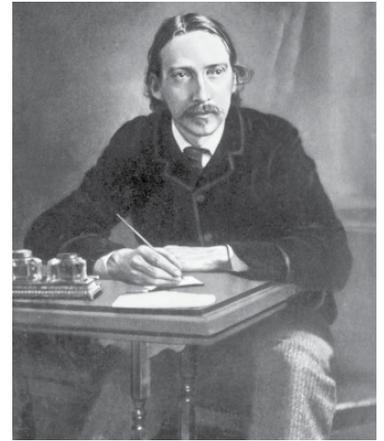


**Ben Gunn**

He is a former member of Flint's crew who was marooned on Treasure Island. He later helps Jim defeat Silver's crew.

# ABOUT ROBERT LOUIS STEVENSON

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. From his boyhood, Stevenson was frequently ill and in fragile health, which limited his activities. He briefly studied engineering in college, and later earned a law degree, but his true passion was writing. He married an American nanny, Fanny Osborne, in 1880, who had a son named Lloyd. One rainy day, Stevenson amused Lloyd by creating a map of an imaginary island that held buried treasure. This map sparked Stevenson's imagination and the idea for *Treasure Island* was born. He wrote fifteen chapters in fifteen days, calling it *The Sea Cook: A Story for Boys*. Soon he published it in a series of installments for a magazine called *Young Folks*. It was published as a novel in 1883. His health consistently gave him problems and so in 1888, his family sailed the South Pacific to the island of Samoa, where they lived for the remainder of his life. He passed away in 1894. In addition to *Treasure Island*, he is also known for writing *Kidnapped* and *The Strange Case of Dr. Jekyll and Mister Hyde*.



## Discussion: What's an Epigraph?

When Robert Louis Stevenson wrote *Treasure Island* in 1883, he began it with a question – would the adventure stories that he had loved in his youth still excite new generations? This question took the form of an epigraph, or a literary device similar to a prologue; in this case, it was a poem that Robert Louis Stevenson wrote entitled “To the Hesitating Purchaser”. In some versions, the word “purchaser” is replaced with “reader”. The poem gives a sneak peek of what is to follow, such as adventure, buccaneers, and buried gold.

## TO THE HESITATING PURCHASER

If sailor tales to sailor tunes,  
Storm and adventure, heat and cold,  
If schooners, islands, and maroons  
And Buccaneers and buried gold  
And all the old romance, retold  
Exactly in the ancient way,  
Can please, as me they pleased of old,  
The wiser youngsters of today:

-- So be it, and fall on! If not,  
If studious youth no longer crave,  
His ancient appetites forgot,  
Kingston, or Ballantyne the brave,  
Or Cooper of the wood and wave:  
So be that also! And may I  
And all my pirates share the grave  
Where these and their creations lie!

**Questions to think about:** What does the title of the poem mean? What is Stevenson trying to convey to his audience? The three people referenced in the second verse are William Kingston, Robert Ballantyne, and James Fenimore Cooper. They are three authors who inspired Stevenson and either wrote stories about life at sea or children's literature. Why do you think Stevenson included their names?

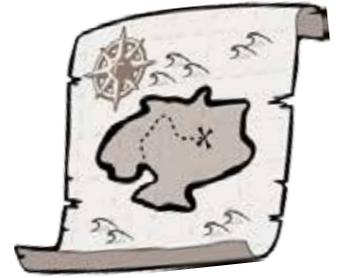
### Silver's Treasure Island



The original title of *Treasure Island* was *The Sea Cook: A Story for Boys*. As we learn, Long John Silver was hired as the Hispaniola's cook. If *Treasure Island* was told from Silver's perspective, what would be different? Would his character be more sympathetic? What do you think we would learn about his character and his motives?



# A PIRATES LIFE FOR ME!



Stevenson's *Treasure Island* has continued to inform our perception of pirates. Many of the details, such as treasure maps with an "x" marking the spot and the Black Spot, are his own creations. However, pirates were (and are) real. According to Jim Hawkins, pirates are the "wickedest men ever allowed upon the sea". These pages will help you learn a little bit more about *Treasure Island* and the pirates that inspired the story.



## Activity: Read Treasure Island

Reading the novel *Treasure Island* is a fantastic way to introduce the story to your students, and gives your students the opportunity to explore how the two mediums are different. The playwright, Scot Copeland, used the novel as source material and then adapted it for the stage. Some characters, such as Captain Smollett and Israel Hands, do not appear in the stage version. Ask your students to write down a list of similarities between the novel and the play, as well as a list of differences. Have your class discuss why they think the playwright made the choices he did.



### Treasure Island on Screen

There are also several film versions of *Treasure Island*, including *Muppet Treasure Island* (1996, G) and Disney's *Treasure Island* (1950, PG). Film and theatre each provide different opportunities to bring a story to life, but also have different limitations. What are some things you can do in each that you cannot do in another?

## The Golden Age of Piracy

The Golden Age of Piracy is what we think of when we think of pirates, as it is often romanticized in books and movies. Though the exact span of time is often disputed, it is believed to have taken place during the early eighteenth century (during which time *Treasure Island* is set). The increase in trade by sea, and peace treaties that put privateers out of work, contributed to the rise of piracy. The end of the Golden Age is marked by the increased presence of naval ships and the arrest and execution of many of the most infamous pirates of the era.

### Pirate, Privateer, Buccaneer: What's the Difference?

- A **pirate** takes what doesn't belong to them by using violence or force at sea.
- A **privateer** is commissioned by a sovereign power, or government, to attack enemy ships during a time of war.
- A **buccaneer** is a combination of the two. They were social outcasts on the island of Hispaniola in the Caribbean, and operated from land and sea. Because they were not welcome by the Spanish colonies, they specifically targeted Spanish ships -- which was appreciated by both the British and the French.



## Activity: Here Comes Long John Silver

Jim Hawkins introduces the pirates in the play by painting a vivid picture of what they look like by describing them in great detail. For example, Jim describes Captain Billy Bones as a "tall, strong, silent man" with bad clothes. Bones' description of Blind Pew and Long John Silver help Jim identify them when he meets them. In this activity, one student will describe an imaginary pirate (of their own creation) and a partner will take on that role. The student providing the description should be as vivid in their details as they can, paying attention to details that will help inform their partner how to move, carry themselves, and even talk. Once they have finished, their partner will take on the role by moving from across the room and briefly introducing themselves. Ask them to take turns.

- **Extension:** Ask students to remember a time they met someone who had a large impact on them or a particularly vivid memory. Why does the moment stand out in their mind? What was important about it?

# A PIRATES LIFE FOR ME CONT.



## Pirates of the Past



His real name is believed to be Edward Teach, but we know him as **BLACKBEARD**. As his name implies, he wore a long, black beard. He is believed to have placed slow-burning fuses in his beard that smoked and contributed to his terrifying reputation and appearance. His reign of terror on the sea lasted from 1716 until he was killed in 1718. Instead of fighting, he focused on fear and intimidation tactics.



**CAPTAIN WILLIAM KIDD** was a respected privateer. Privateers were employed and protected by the government. They took control of enemy ships from countries their nation was at war with. In 1696, he was hired to attack pirates on French ships, but he ended up becoming a pirate himself. He is one of the only pirates thought to have actually buried treasure. He was arrested and killed in 1701.



**CALICO JACK**, whose real name was John Rackam, is famous for his pirate flag, known as the Jolly Roger, and because two of his crew members were women: **Anne Bonny and Mary Read**. He was made captain of his first ship in 1718 when the crew voted out the old captain. He was pardoned for piracy in 1719, but grew bored with life on land and returned to his old ways on the sea. He was captured and executed in 1720.

Other famous pirates include: **Bartholomew “Black Bart” Roberts**, **Henry Morgan**, and the **Barbarossa Brothers**. Some of these pirates returned to an honest life. For example, Henry Morgan was the governor of Jamaica between 1678 and 1682, and passed anti-piracy laws and assisted in the prosecution of pirates during his administration.

**Note to Teachers:** Our perception of pirates is largely informed by books like *Treasure Island*, *Peter Pan*, written by J.M. Barrie, and the *Pirates of the Caribbean* movies. In reality, pirates were far more terrifying than Captain Jack Sparrow. We've included a list of infamous pirates and information we felt was age-appropriate.



### Activity: Points of a Compass

There are no landmarks in the open sea. For that reason, sailors must use compasses to tell which direction they are travelling in and can pinpoint their location by using points known as the latitude (that run north to south) and longitude (that run east to west). Identify which direction your classroom is facing and place signs on each wall that say north, south, east, and west. The corners between walls would be a combination of the two closest directions, such as northwest. Practice identifying the points of a compass by calling out a direction and having students move to the corresponding wall or corner. As a variation, split students into groups by asking those wearing jeans (for example) to move north and those wearing something other than jeans to move south. This adds an extra challenge because not everyone is moving to the same place. Once everyone is familiar with the points of the compass, play a variation of “Four Corners” and ask a volunteer to stand in the center of the room. Ask them to close their eyes and count to ten. The rest of the group will move as silently as they can to a point of the compass but when the person in the middle reaches ten, they will call out a direction. If anyone is standing at that point of the compass, they are out. Continue until you are left with a winner.





# RIGHT AND WRONG

"I'm on the side that wins."  
 - Long John Silver

Although you may think that pirates lived without law and order – after all, they were a violent group of thieves – they were bound to a strict code of conduct. Whether or not that code of conduct is similar to your own is for you to decide!

## **Activity: A Pirate's Code of Conduct**

A pirate was bound to a different set of rules and laws than civilized society is. Everyone was able to vote and, for the most part, the loot they captured was divided equally. Although pirates are, by definition, thieves, they were not allowed to steal from each other. Each pirate ship was bound to a different code, but common rules were that lights had to be out by eight o'clock and cutlasses and pistols must always be clean and ready. Any pirate who deserted his ship during battle was either marooned or killed, and although a pirate was not allowed to strike another pirate on the ship, they were able to duel on land.

- How are rules or laws created, and how are they enforced? What happens if we break a rule or a law? What is the penalty? Examine and discuss the differences between the rules our society (or school or family) are bound to and those that pirates observed. A crew of pirates was able to vote out their captain if they were displeased with them. How do we choose our leaders, and what happens if we do not like the way they lead?

## **Activity: A Moral Dilemma**

Designate one area of your classroom as "strongly agree" and the opposite area as "strongly disagree." Pose questions to your class, asking them to decide how they feel about a certain question. For example, should pirates be arrested for their actions on the sea? Is Long John Silver guilty? If you found buried treasure that was not yours, would you take it? The answers do not have to be black and white – some of your students may feel strongly one way or another, but other students may want to qualify their statement ("Yes, but I would split the money fairly with my crew.") or they may not know. Ask them to move to the area of the classroom that matches their belief and if they are not sure, they can find a spot in the middle. Encourage your class to discuss why they feel the way they do.

## **Activity: Choices and Consequences**

The choices we make have consequences and, as Jim Hawkins finds out, those choices can mean life or death. Sometimes the choices the characters make are good, sometimes they are bad. Below are examples of choices different characters made and the consequence of their decision. Have your class think of other examples from the play. What if the character had made a different choice? How would it have changed the trajectory of the story? Ask them to improvise a new scene with the characters they chose and the moment of the play they decided to highlight, including the new consequence of their actions.

<b>Jim Hawkins</b>	He confides in Long John Silver and tells him where the map is hidden.
<b>Squire Trelawney</b>	He tells all of Bristol where the Hispaniola will be traveling and why.
<b>Long John Silver</b>	He stops Dirk and Morgan from killing Jim before he discovers the map he has possession of is fake.

## **Activity: The Black Spot**

Imagine you are now a pirate and you have the opportunity to give someone the Black Spot for a misdeed you believe break a fundamental code. Any character in Treasure Island, pirate or not, can receive it based on their actions in the play. Who would you give it to and why? Write down a detailed reason for why it violates the pirate's code.

- **How to decide what the right thing to do is:** What does my voice in my head tell me?
- Does it hurt anyone, including me? How would I feel if someone did it to me?

# TRUST AND BRAVERY



## Activity: Blind Trust

Considering Silver's true profession as a fearsome pirate and the fact that he has broken his word before, Jim has a massive amount of trust that he will stand by his promise and protect his life. You can either keep desks and chairs in the classroom, or you can place items such as boxes, pool noodles, etc. around the room. It is more interesting to have objects of varying heights so that students have to maneuver around them (instead of simply step over). Ask students to find a partner and choose which one wants to be blindfolded. If a student does not wish to be blindfolded, they can simply keep their eyes closed. Their partner will help navigate them to safety (from one side of the room to the other) by giving them clear instructions on how to maneuver around the objects without touching them. Before beginning the exercise, remind the partner serving as the guide that it is their task to keep their partner safe. What do they need to do in order to be successful?



## Activity: Two Truths and a Lie

When Jim indignantly accuses Silver of promising that Jim could trust him, Silver shrugs it off by saying, "There's many a clean glove that covers a dirty hand." Silver is cunning and dishonest, easily tricking Squire Trelawney into hiring his crew and deceiving Jim into trusting him. In this exercise, your students will think of two interesting or funny facts about themselves. The more unlikely the facts seem, the better. Next, ask them to think of a lie about themselves that could appear to be true. Have everyone share their three statements with the class and see if the class can guess which statements are true and which one is the lie.

- **Post-Activity Questions:** Were your students able to guess which statement was the lie? •
- Did the student's tone or body language give it away? •



## Activity: Bravery: Then and Now

Treasure Island is a story about a young man, Jim Hawkins, who faced one of the greatest dangers of his time – pirates, a class of people dreaded by a culture that depended on sea travel. For most of us, pirates are no longer a threat, but we have our own dangers and problems specific to our time and place. Brainstorm some of the deadly dangers that young people face today. In what ways are they similar or different to those that Jim faced? You may want to point out to the students that while dangers might be different in terms of circumstances, they can be similar in terms of consequences. Instruct them to form a plan about how to avoid dangers or write a letter to an official alerting them of the dangers they face.



## Activity: Wants vs. Needs

Distribute five to ten notecards to each student. Ask your students to make a list of things that they would want to have with them if they were on a deserted island, writing each one on an individual notecard. Alternately, you can ask them to make a list of things they would most like to find in a treasure chest. Ask them to pick the one item that is most important to them. After they've selected it – but before they have shared it with the class – tell them that you're going to take that item away and they now have to pick a new item. Continue this process until everyone is left with only one notecard. What did they have written on the final notecard? Can it be described as a want or a need? What is the difference between the two? Tell them that a need is something that is necessary, but a want is a "wish list" item that you can live without.



# GREED AND AMBITION

“Treasure Island. I thought when I saw it I should be glad but now ... I wish I'd never heard of it. How many men have died for this bloody thing, and how many yet to die?” -- Jim Hawkins



## Activity: Design a Treasure Map

“X” marks the spot! Pick a spot in your

classroom (or around the school) that hides your imaginary buried treasure and create a map that would enable future treasure seekers to find it! Be sure to add plenty of identifying details. For younger students, this may mean drawing landmarks. For older students, encourage them to use expressive, figurative language or coded rhymes for people to decode. Once your map is complete, dip the tea bag in the warm water and brush it across the entire surface of your map. Tear off the edges of your paper gently to give all four sides a slightly rough, worn appearance.

**Materials Needed:** a thick, white sheet of paper; crayons (or permanent markers for older students); warm water; and a tea bag.



## Activity: Steal the Treasure!

Jim Hawkins had to use his listening skills when he was inside the apple barrel to eavesdrop on their plan to mutiny. One student will volunteer to stand in the middle of the room and the rest of the class will stand around them. The student in the middle will sit with their eyes closed and a bag of gold coins within arm's reach (any object can serve as your “bag of gold.” A set of keys works well). The rest of the class are the pirates. Their job is to try to steal the bag of gold coins. One person will attempt to sneak up to the person in the middle of the circle, as silently as possible, and steal the coins. The person in the middle has to point at any sound they hear and if they point directly at the “pirate”, that student will have to return to their spot in the circle and a different student will try. Once the bag of gold coins is successfully captured, a new person is picked to be in the middle of the circle.

- **Variation:** Instead of having only one student sneak up, the entire group can sneak up on the person in the middle. For this version, it works best if the student with their eyes closed stands on one side of the room and the rest of the group stands on the opposite wall (instead of surrounding the student).



## Activity: Treasure Chest Math

Treasure, or loot, was typically divided up in equal shares between the majority of the pirates, but certain people – the captain or pirates with special skills – received a larger share. For example, a captain might get two shares, a pirate who took on particularly dangerous work or navigated the ship might get a share and a half, and all other members of the crew had a single share. Imagine you have your own pirate crew. How many people are in your crew? What is everyone's responsibilities and job duties? How would you split the loot evenly (or should the captain reserve a bigger share)?

Each student will receive a bag with different amounts of money. Have them calculate how much each member of their crew should receive as their share based on the total amount of money, how many people are on their crew, and whether anyone should receive a larger share. (For younger students, it may be easier to keep everyone's shares the same).

**Materials Needed:** Monopoly money, or coin templates on opposite page, and Ziploc bags

- **Variation:** Based on the amount of money they received in their bag (or an amount that you assign the class to use), ask student to create a pie chart assigning a percentage of their treasure to the following categories: Food, Clothes, Books, Toys, Giving, and Savings. What would you keep for yourself and what would you give to others? How much would you spend immediately (and on what) and what would you save for the future? Have them compare their answers with others.

# TN STATE EDUCATIONAL STANDARDS

## Page 4

*What's An Epigraph?*

ELA  
3-6th: RL 1&4  
L 5a

*Silver's Treasure Island*

Theatre  
3-6th: 1.2, 2.2  
ELA  
3-6th: RL 1&6  
W 3b

## Page 5

*Read Treasure Island*

ELA  
3-6th: RL 3,5, &7  
4th-6th: W 9a  
Theatre  
3rd: 6.1, 6.2, 7.2  
4-5th: 6.1, 6.3, 7.2  
6th: 7.2

*Here Comes Long John Silver*

Theatre  
3rd-6th Grades:  
2.1, 2.4, 2.5, 2.6  
ELA  
3-6th: L 6

## Page 6

*Pirates of the Past*

Social Studies  
3rd: 3.40  
4th: 4.5

*Points of a Compass*

PE  
3-5th: 1.2.2  
6th: 1.1.3, 1.2.3  
Career Guidance:  
3-6th: 2.1

## Page 7

*Talk Like a Pirate*

ELA  
3-6th: L 4a, d

## Page 8

*A Pirate's Code of Conduct*

Social Studies  
3: 3.28, 3.38, 3.45  
4: 4.41  
ELA  
3-6: SL 1c

*A Moral Dilemma*

Career Guidance  
3-5: 7.2, 7.7  
6th: 7.2, 7.8  
ELA  
3-6: L6

*Choices and Consequences*

Health  
3-5: 1.1, 1.3  
6th: 1.5  
Career Guidance:  
3-5: 8.1, 8.2  
6th 9.3  
TH  
3rd: 1.3, 2.4  
4-6: 1.2, 2.4

*The Black Spot*

ELA  
3-6: W 1a, b  
Career Guidance:  
3-5: 7.2, 7.5  
6th 7.2, 7.5

TH  
3rd: 5.1  
4-6: 5.2

## Page 9

*Blind Trust*

ELA  
3rd-6th: 3a  
TH  
3-6: 4.2  
PE  
6th: 1.3.3, 5.1.2

*Two Truths and a Lie*

ELA  
3-6: L 3a & 6  
Career Guidance  
3-6: 7.5

*Bravery, Then and Now*

ELA  
3rd-6th: 1 a&b, 10  
Health  
3-6th: 12.2  
Career Guidance  
3-5: 8.1, 8.4, 9.2,  
9.4  
6: 7.2, 8.3, 9.2, 9.4

*Wants vs. Needs*

Health:  
3-5: 1.1, 1.3  
6th: 8.1  
Career Guidance  
3rd-5th: 7.2, 8.4  
6th: 7.2, 8.3, 9.3  
ELA  
3rd-5th: W 10  
6th: W 3d, 10

## Page 10

*Design a Treasure Map*

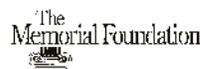
VA  
3-5: 1.1, 1.4, 3.1,  
3.3  
6: 1.2, 1.3, 3.1, 3.3  
PE  
6th: 1.3.3

*Steal the Treasure*

PE  
3-5: 1.1.2, 1.3.1,  
5.1.2  
6th: 1.3.1  
TH  
3-6: 2.1, 2.5

*Treasure Chest Math*

Career Guidance  
3-5: 8.4  
6th 8.3  
Math  
3: MD 3  
4: MD 2,4  
5: MD 2  
6: Ratio 3



*NCT is proud to acknowledge the government agencies, foundations and business partners that provide leadership support:  
Metro Nashville Arts Commission, Tennessee Arts Commission,  
The Memorial Foundation, The Shubert Foundation*