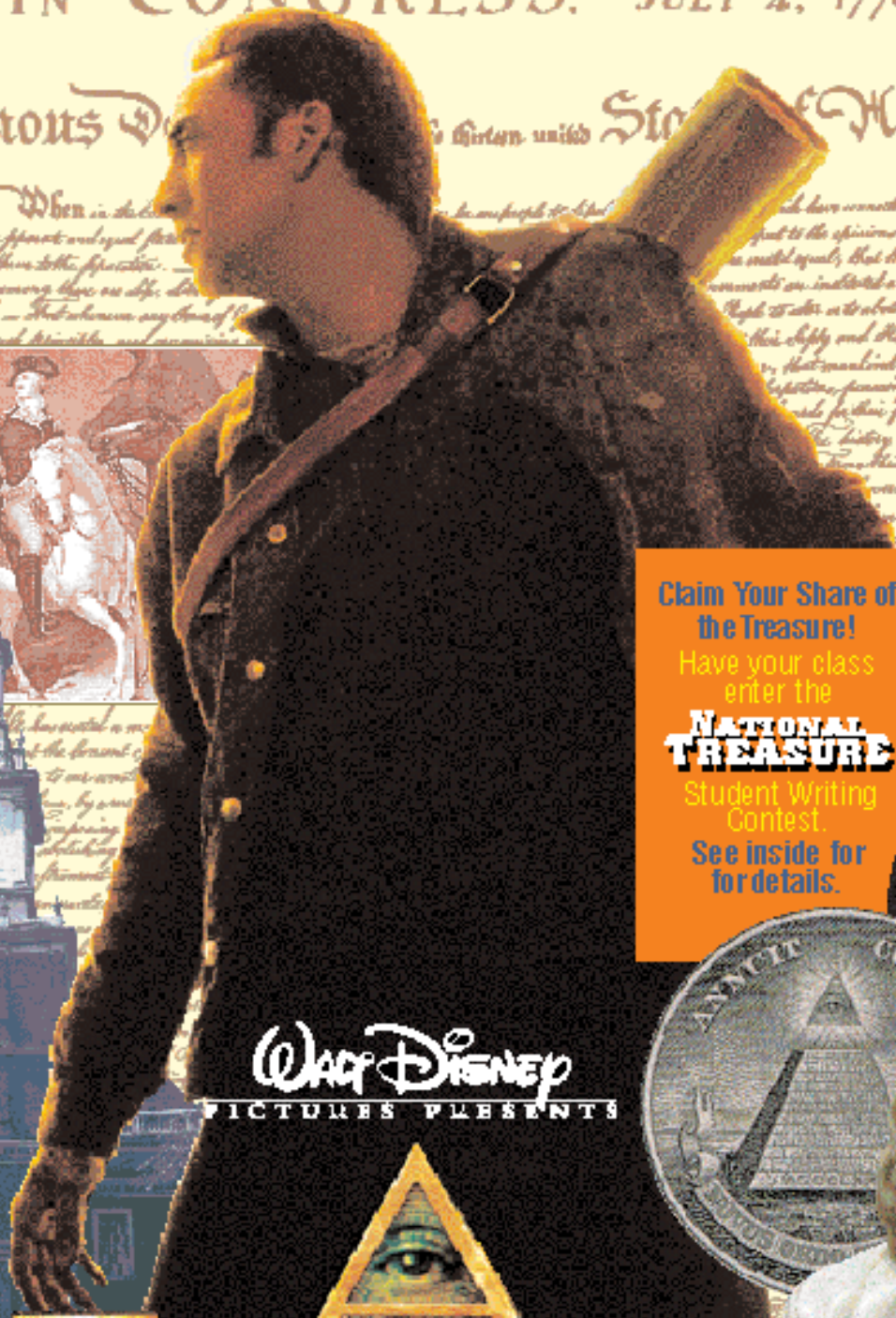


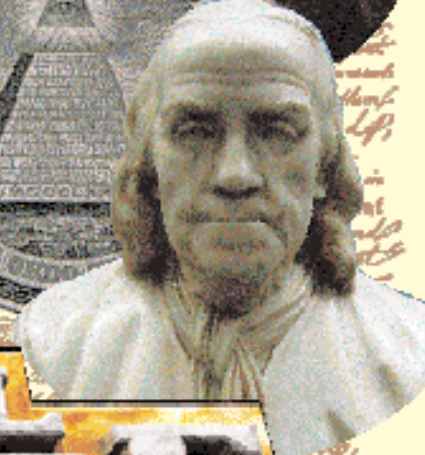
IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly we have observed that past ages of men have not only been silent in respect to this matter, but have even shown their assent to the authority of those who have assumed the right of imposing upon them a Government without their consent, and of changing their established Rulers from time to time, without their concurrence. This we have not done. We have not forgotten the ancient maxim, that no man is to be taken away from his Country, without he himself has first forfeited the Rights which he holds as a Citizen of the same. We have not forgotten the words of that illustrious Philosopher, who has taught the world, that Liberty is not to be purchased by sacrificing Liberty. We have not forgotten the words of that illustrious Philosopher, who has taught the world, that Liberty is not to be purchased by sacrificing Liberty. We have not forgotten the words of that illustrious Philosopher, who has taught the world, that Liberty is not to be purchased by sacrificing Liberty.



Claim Your Share of the Treasure!
Have your class enter the **NATIONAL TREASURE** Student Writing Contest. See inside for details.

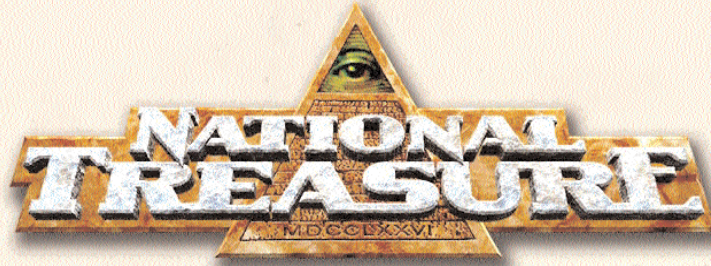


Walt Disney PICTURES PRESENTS

NATIONAL TREASURE

In Theatres November 19, 2004

An Educational Experience for GRADES 4-12



Dear Educator,

American history is made up of countless stories of people whose distinctive experiences have contributed to American ideas and helped mold American ideals. **National Treasure**, a new film coming to theatres November 19, 2004, tells the “what if” story of one family’s history-making experiences in a way that brings the era of Revolutionary America to life for students.

Starring Nicolas Cage and Diane Kruger, **National Treasure** follows the exploits of Benjamin Franklin Gates, a descendent of Revolutionary-era patriots who has inherited a quest to recover one of the greatest treasures the world has ever known. Amassed through the ages and moved across continents for safekeeping, it is a treasure that — according to Gates family tradition — finally came into the hands of our nation’s Founders, who hid it away as an emergency fund for freedom in the darkest days of the Revolutionary War. For generations, members of the Gates family have gathered clues to the treasure’s hiding place, clues that eventually lead Ben Gates to a secret message written on the back of the original Declaration of Independence and send him on a desperate race to outwit a cold-blooded fortune hunter and save the national treasure from plunder.

This free study guide is designed to help you add the excitement of **National Treasure** to your lessons in American history. Developed by LearningWorks in cooperation with the National Archives, the Bureau of Engraving and Printing, and Walt Disney Pictures, the guide features classroom activities that support national history standards across grades 4-12 by focusing on the interpretation of primary sources. Through fun puzzles and critical-thinking projects, students search out the visual symbols hidden in the Great Seal of the United States, investigate Jefferson’s original wording of the Declaration of Independence, and explore the significance of historical landmarks across our nation and within their own hometown. In addition, along the way, students can test their talent for historical detective work with a special treasure hunt at the **National Treasure** web site: nationaltreasure.movies.go.com.

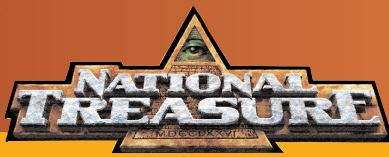
And as an extra incentive to historical learning, we invite your students to enter the **NATIONAL TREASURE STUDENT WRITING CONTEST**. Three winners — one from grades 4-6, one from grades 7-9, and one from grades 10-12 — will be awarded an expenses-paid trip to Washington, D. C., for themselves, two friends, and an adult, plus a behind-the-scenes tour of the National Archives and the Bureau of Engraving and Printing. See page 11 for contest details. And please note that contest entries must be postmarked no later than December 3, 2004.

We hope you and your students enjoy **National Treasure**, and we encourage you to share this study guide with colleagues. Although the materials are copyrighted, you have permission to make as many copies as needed for educational purposes. And please let us know your opinion of the study guide by returning the enclosed response card. Your feedback is important to us and helps ensure that LearningWorks programs continue to meet the needs of both teachers and students.

Sincerely,

Dr. Dominic Kinsley
Editor in Chief
LearningWorks

WALT DISNEY
PICTURES PRESENTS



Using the Program Components

1. This program provides a foundation for historical learning in grades 4-12. The activities offer younger students substantive information about the founding of the United States. For older students, the activities can serve as a springboard for a more searching examination of our nation's history.
2. Photocopy the six activity sheets in this booklet (two sheets for each activity) to provide a complete set for each student in your class. At the same time, make a master copy of the booklet to share with other teachers in your school.
3. Answers to the activity quizzes and puzzles are printed upside down at the bottom of the activity sheets. Discussion questions and activity extensions for different grade levels are provided on page 11 of this guide.
4. Display the enclosed poster in your classroom to introduce the program and generate student interest.
5. As a culmination of the program, encourage your students to enter the **NATIONAL TREASURE STUDENT WRITING CONTEST**. See page 11 for details and Official Rules. Contest entries must be postmarked no later than December 3, 2004.

Table of Contents

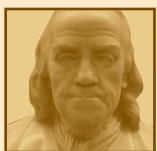
Activity 1



These Symbols Are Telling Us Something... (pages 4-5)

This activity is designed to acquaint students with the Great Seal of the United States. Your students have seen the Great Seal many times, but probably never realized its significance as a time capsule of 1776. Just as Ben Gates uncovers clues in *National Treasure*, your students are challenged to find clues to some ancient civilizations that have influenced American ideals and values in the symbols of the Great Seal. Students wind up the activity by thinking about modern-day symbols and designing a new one-dollar bill.

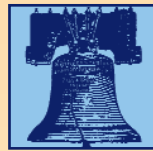
Activity 2



Decoding the Declaration of Independence (pages 6-7)

Ben Gates discovers that the Declaration of Independence holds the key to finding the *National Treasure*. This activity offers students a new perspective on this precious document. First, they use a coding technique from Revolutionary times to decipher a message hidden in the text of the Declaration. Next, they compare Jefferson's draft of the Declaration with the final document to refine their own understanding of its inspired wording. Last, students reaffirm their faith in the Declaration of Independence by signing their names alongside the fifty-six original signatures.

Activity 3



Learning from Landmarks (pages 8-9)

In *National Treasure*, Ben Gates searches for clues in many of America's most cherished landmarks. In this activity students test their own knowledge of landmark lore by solving a crossword puzzle, then use another Revolutionary era coding technique to decipher a message in the puzzle itself. Finally, students investigate and celebrate historical landmarks in their own state or community by creating commemorative postcards or tourist brochures.

The National Treasure Student Writing Contest



Sharing a National Treasure (page 10)

This contest challenges students to uncover their own share in the treasure of our national heritage by writing about a family heirloom or tradition that could be hidden away for future generations to discover. Students describe their family "treasure" and its significance, tell how they would hide it, and explain the clues they would leave for later treasure hunters to follow.

For more detailed information, turn to page 11.



Activity 1

These Symbols Are Telling Us Something...

In *National Treasure*, the new film about uncovering clues to America's past, a young Benjamin Franklin Gates watches his grandfather take a one-dollar bill from his pocket. "These symbols are telling us something," his grandfather says, pointing to the Great Seal of the United States on the back of the bill. For Ben, the symbols are clues to a real treasure hidden during the American Revolution. But they are clues to American history as well. In this activity, you will find out how important these symbols actually are.



PART ONE Ancient Symbols

In *National Treasure*, Ben Gates searches for a treasure that has been passed down by many ancient civilizations. You can find symbols of these ancient treasure keepers in the Great Seal on a dollar bill. Look for the symbols named below and circle each one on this picture of a dollar bill. Then unscramble the words to find out which ancient civilization each symbol represents.

Symbol	Civilization
1. Pyramid	Ancient PEGYT _____
2. Star of David	Ancient RAELIS _____
3. Roman Numerals	Ancient MEOR _____
4. Shield	Medieval HTINKGS _____

Each of these ancient civilizations helped to form America's ideals and values. Look up information about them on the Internet or in books.



Answers: Part One—Ancient Symbols. 1. Egypt. 2. Israel. 3. Rome. 4. Knights Part Two—Hidden Symbols. All answers are 13.



PART TWO Hidden Symbols

In *National Treasure*, Ben finds many clues leading back to 1776. That's when the original thirteen colonies united to declare their independence from Great Britain. Almost like a photograph, the Great Seal captures that moment in time. See if you can find these clues about 1776 in the Great Seal.

1. How many rows of stone make up the pyramid? _____
2. How many letters are in the motto above the pyramid? _____
3. How many stars are in the starburst above the eagle? _____
4. How many leaves are on the olive branch in the eagle's right claw? _____
5. How many arrows are in the eagle's left claw? _____
6. How many stripes are on the eagle's shield? _____
7. How many letters are in the motto on the banner in the eagle's beak? _____

Can you explain how these clues take us back to 1776. What do they remind us about from that year? What do they tell us about our nation?

You can learn more about the symbols on the dollar bill at the **U.S. Bureau of Engraving and Printing** website: www.moneyfactory.com/document.cfm/18/120.

PART THREE Symbols for a New Age

Look closely at the symbols on the dollar bill. Do you see that the pyramid is unfinished? That's because America is always aiming higher. Our history is not finished. Now look at the Latin motto below the pyramid—**NOVUS ORDO SECLORUM**. That means "a new order of the ages." It's a reminder that the United States builds on the past to become an even greater nation in the future.

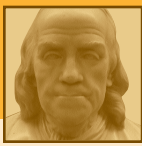
Now it's your turn to build on the past by designing a new dollar bill. Think about symbols that are important to Americans today. Then use your ideas to draw a new dollar bill in the space below. You can see how the design of American money has changed over the years at the **Bureau of Engraving and Printing** website: www.moneyfactory.com.

DESIGN YOUR OWN DOLLAR BILL!

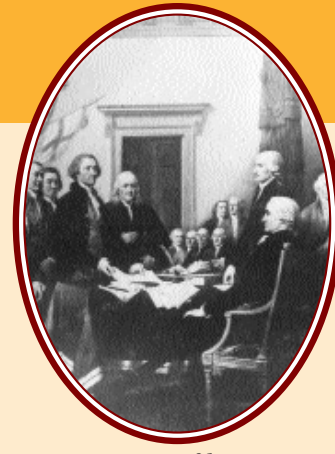


YOUR CLUE to the TREASURE

Ready for more historical detective work? Try the treasure hunt at the **National Treasure** website: nationaltreasure.movies.go.com. Here's your first clue: **EVERYONE COUNTS IN AMERICA**. Look at a dollar bill for the answer, or look online for a hint. Good luck!



Activity 2



Decoding the Declaration of Independence

In *National Treasure*, Ben Gates gives a salute to the signers of the Declaration of Independence: "Here's to the men who did what was considered wrong in order to do what they knew was right." Then he steals the Declaration of Independence from the National Archives! Ben knows it contains clues and that other treasure hunters are after it. But he's willing to risk his own freedom to keep the Declaration (and the treasure) from harm. Like the signers, Ben does what he knows is right.

PART ONE Secret Messages

Ben discovers a code on the back of the Declaration that helps him uncover a secret message. It's a code used by real spies in the Revolutionary War. Each word in the message is represented by numbers that identify words in another document. But you need the original document for the code to work. See if you can use this code to uncover a message in the original Declaration of Independence (on page 7). The numbers identify words by line number and word number. Find the right line, then count the words to find the right word.

- | | |
|---------|----------|
| 1. 3-6 | 5. 8-4 |
| 2. 6-4 | 6. 10-22 |
| 3. 7-11 | 7. 12-23 |
| 4. 7-20 | |

Write the secret message here:

Now use this code to make up your own secret messages.

PART TWO Second Thoughts

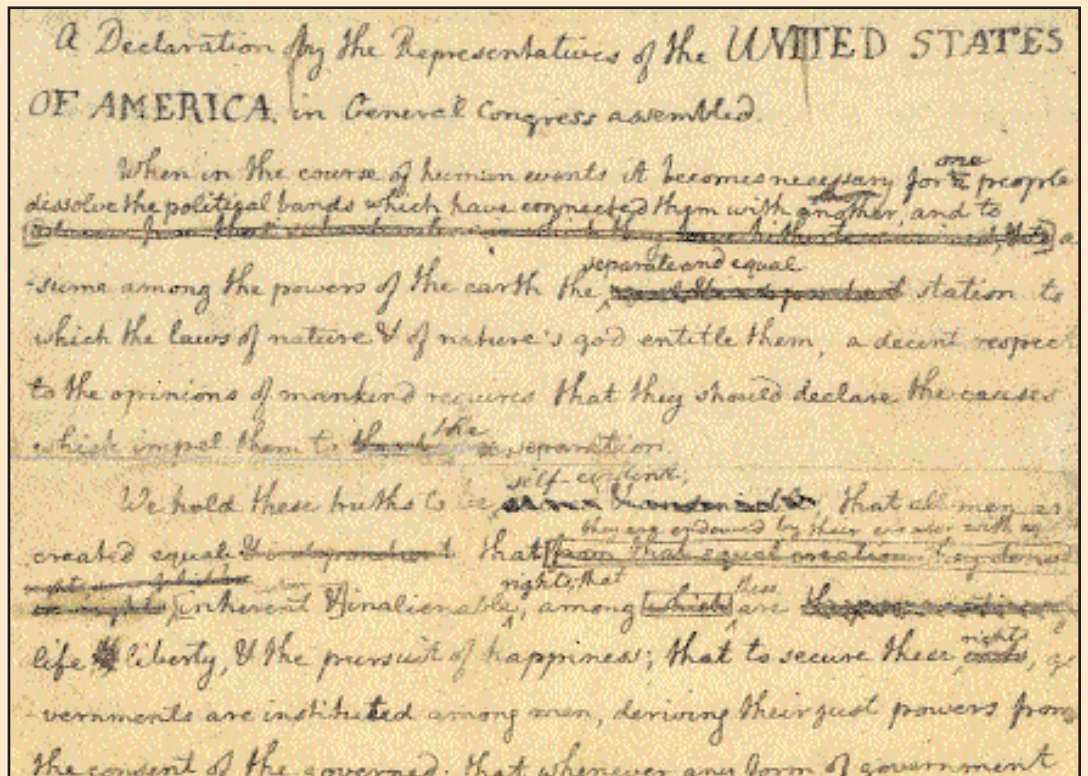
Thomas Jefferson wrote the Declaration of Independence. You can see part of his rough draft below and at the Library of Congress website (www.loc.gov/exhibits/treasures/trt001.html). After Jefferson wrote the Declaration, John Adams and Ben Franklin changed some of the wording. Then more words were changed before the Continental Congress voted to approve the document. Compare Jefferson's wording with the final version of the Declaration in the passages below. Would you vote for the changes? Why or why not?

Jefferson

- "to advance from that subordination in which they have hitherto remained...."
- "we hold these truths to be sacred and undeniable..."
- "that from that equal creation they derive in rights inherent and inalienable..."

Final Version

What if we were revising the Declaration of Independence today? How would you reword it? Underline some parts that are hard to understand. Then paraphrase or rewrite those passages so that they are much simpler and clearer for readers today.



Jefferson's Rough Draft of the Declaration of Independence



The Declaration of Independence (original engraving)

IN CONGRESS, JULY 4, 1776.

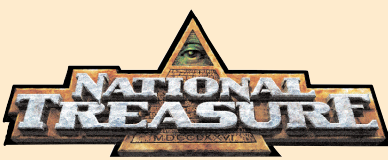
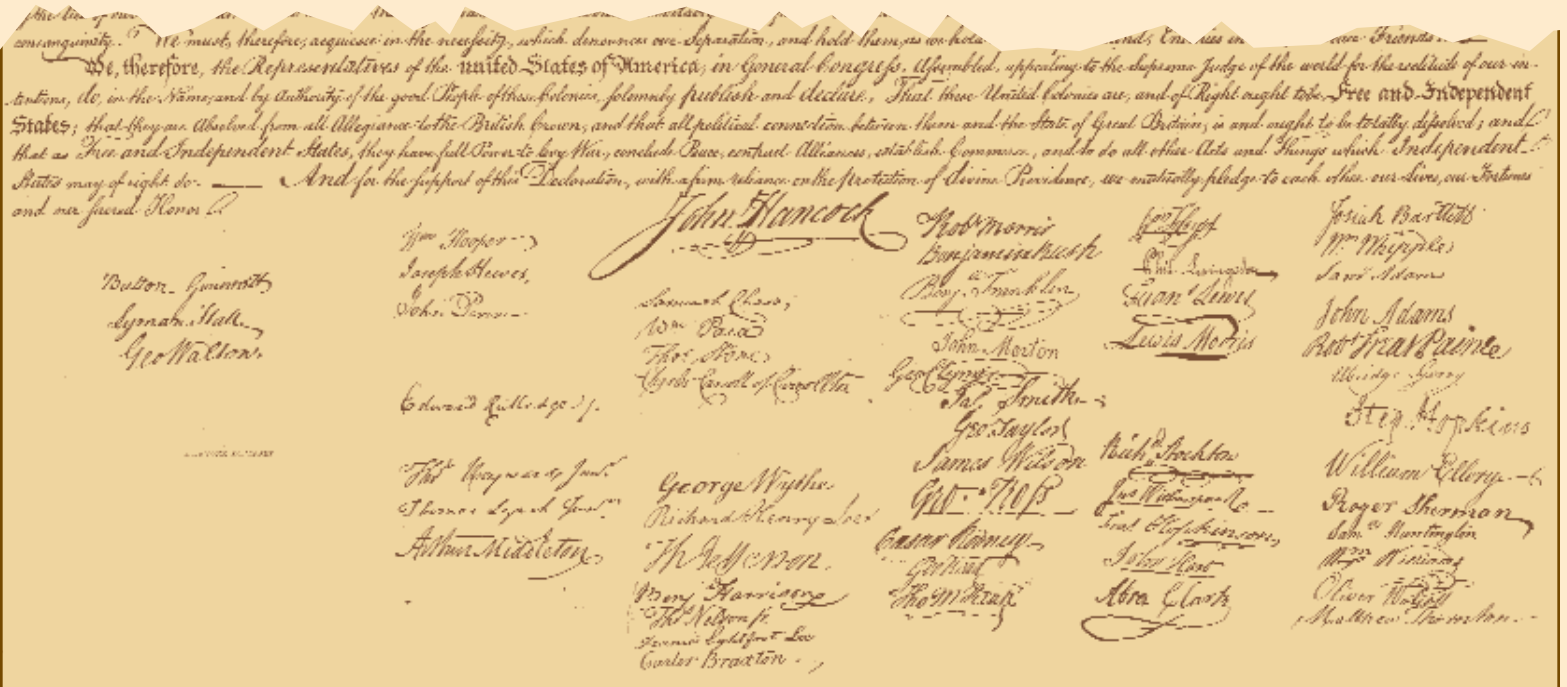
The unanimous Declaration of the thirteen united States of America.

When in the Course of human Events, it becomes necessary for one People to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such Principles and organizing its Powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all reformations in such cases, should be the result of slow and sure steps, & not of sudden or violent changes. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient Sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government: The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. He has refused his Assent to Laws, the most wholesome and necessary for the public good. — He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. — He has refused to pass other Laws for the accommodation of large districts of People, unless those People would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. — He has refused to assent to their Petitions, or to consider them. — He has refused to establish a Judiciary, though several times petitioned to do so. — He has dissolved Representative Houses frequently for opposing to his invasions of the Rights of the Colonies. — He has refused to assent to their Petitions, or to consider them. — He has refused to establish a Judiciary, though several times petitioned to do so. — He has dissolved Representative Houses frequently for opposing to his invasions of the Rights of the Colonies.

PART THREE Sign Here

On July 4, 1776, the Declaration was considered final. Forty-two signers were present to place their signatures on the document. Later, 14 others squeezed their names onto the bottom. As you can see, there's still room for more signatures.

Add your name to this list of liberty's champions. Then visit the National Archives website to find out more about some of the original signers: www.archives.gov/national_archives_experience/charters/declaration_join_the_signers.html



YOUR CLUE to the TREASURE

Here's your next clue for the treasure hunt at the National Treasure website: SIGN BELOW BEN FRANKLIN. The Declaration of Independence holds the answer. Still need a hint? Visit nationaltreasure.movies.go.com.



Activity 3

Learning from Landmarks

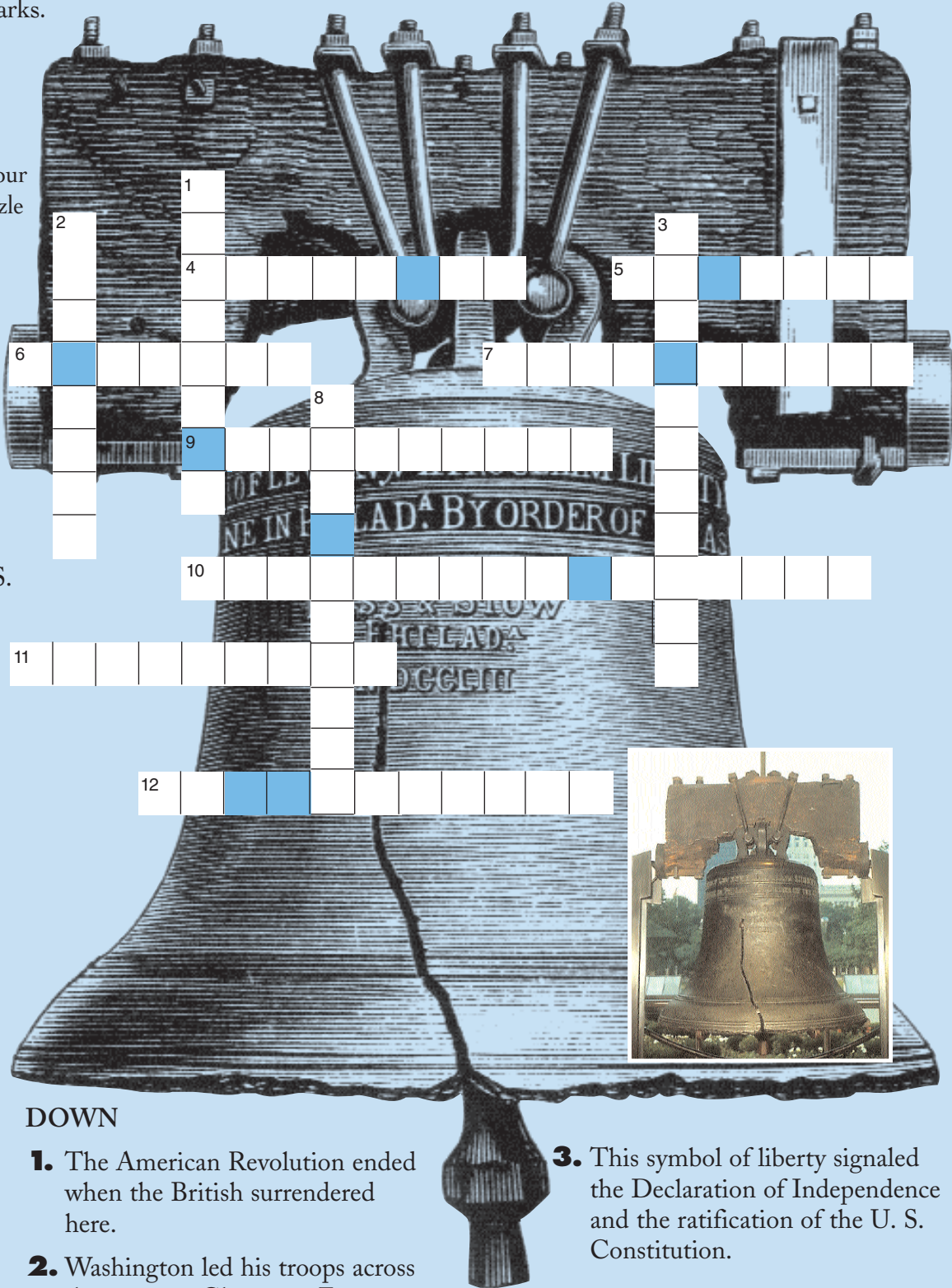
In *National Treasure*, Ben's search for clues takes him from Washington, D.C. to Philadelphia and New York. Each city he visits played an important role in America's history, and Ben uses his knowledge of history to uncover clues in each city's famous landmarks.

PART ONE Landmark Lore

How much do you know about American landmarks? Test your knowledge with this crossword puzzle about some famous places where American history really happened.

ACROSS

4. This mount is carved into a monument to four great American Presidents.
5. This Washington, D. C. memorial honors "The Great Emancipator."
6. The building where the U.S. Congress meets.
7. Battleground near Boston where patriots fought for independence.
9. This towering monument honors "The Father of His Country."
10. The Philadelphia building where the Declaration of Independence was signed.
11. This memorial in Washington, D. C., honors the author of the Declaration of Independence.
12. Winter quarters where the Continental Army nearly froze to death during the American Revolution.



DOWN

1. The American Revolution ended when the British surrendered here.
2. Washington led his troops across this river on Christmas Eve in a surprise attack on the British.
3. This symbol of liberty signaled the Declaration of Independence and the ratification of the U. S. Constitution.
8. The building American Presidents call home.

PART TWO Site Insight

In **National Treasure**, Ben uses a special pair of spectacles to read a treasure map on the back of the Declaration of Independence. During the American Revolution, patriots used all kinds of devices to conceal secret information. One device was called a “mask.” It was a sheet of paper with holes cut into it so that, when the mask was placed on a printed page, only certain words or letters would show through, spelling out the message. Make your own mask with a second copy of the Landmark Lore crossword puzzle. Cut out the shaded boxes in the puzzle. Then place your mask over the completed puzzle to read the letters that spell out a secret message. Unscramble the letters to learn the name of the town where patriots hid the Liberty Bell when the British attacked Philadelphia in 1777.



PART THREE Hometown History

Clues to America’s past are all around you, not just at the historical sites you’ll see in **National Treasure**. In fact, there are probably many clues to America’s past right in your hometown. Here’s a chance to show off your part of our nation’s heritage by creating a picture postcard. Before you begin, check out the local landmarks. Are there any monuments to local heroes? Can you visit the homes of early settlers? Were any famous battles fought nearby? All these are clues to historical landmarks in your hometown. Use the information you discover to draw your postcard.

Create-A-Card



YOUR CLUE to the TREASURE

Still searching for treasure at the **National Treasure** website? This last clue should help you find it: **LIBERTY GUARDS WASHINGTON’S CAPITAL**. If you can’t find the answer on a map, look in a history book. Or get a hint online at nationaltreasure.movies.go.com.



Enter the National Treasure Student Writing Contest

SHARING A NATIONAL TREASURE

Every family has a piece of American history. It could be an heirloom passed from generation to generation. It could be a bundle of old letters or faded photographs. It could be a special family recipe or a holiday tradition, a medal that reminds you of a family member's service in a war, or a keepsake from some famous event. You probably have a piece of American history in your family. Here's a chance to share your piece of history with others.

The **National Treasure** Student Writing Contest challenges you to write about a family treasure that you would

like future generations to discover. Tell the story behind your piece of history — where it comes from and why your family treasures it. Then imagine that your piece of history is like the treasure Ben Gates searches for in **National Treasure**. Where would you hide it for safekeeping, and what clues would you leave behind to help future treasure hunters find it?

Before you start writing, talk with a parent or older relative to find out the story behind your family's most treasured piece of American history. Then use the chart below to organize

your ideas. When you're ready, write your contest entry on a separate piece of paper. Fill out the entry form and attach it to your entry, then give your entry to your teacher to mail in.

You could win a trip to Washington, D. C., for you, two friends, and an adult, plus behind-the-scenes tours of the National Archives, to see how our nation's most treasured documents are protected, and the Bureau of Engraving and Printing, to see how our money is made. Ask your teacher for contest details. And remember: entries must be postmarked by **December 3, 2004**.

Describe your family's piece of American history. Where does it come from? Why do you treasure it?

Where or how would you hide your family treasure to keep it safe for future generations?

What clues would you leave behind to help future generations find your treasure?

The **NATIONAL TREASURE** Student Writing Contest Official Entry Form

Student Name: _____ Grade: _____ Home Phone: (____) _____
School: _____ School Phone: (____) _____
School Address: _____ Teacher: _____
City: _____ State: _____ Zip: _____ Email: _____

Fill out this form and attach it to your contest entry. Give your entry to your teacher to mail in. Entries must be postmarked no later than December 3, 2004. Prizes will be awarded to one student in grades 4-6, one student in grades 7-9, and one student in grades 10-12. Entry word limits — Grades 4-6: 150 words; Grades 7-9: 250 words; Grades 10-12: 350 words. See your teacher for Official Rules and contest details.



Activity 1 These Symbols Are Telling Us Something...

In this activity, students learn to recognize and interpret symbols and other visual clues to the past by examining the Great Seal of the United States on the back of a dollar bill. Students then apply their understanding of symbols and how they represent meaning by creating a modern design for the dollar bill.

For background on the Great Seal, download "The Great Seal of the United States," a PDF brochure available at the U. S. State Department website (www.state.gov/r/pa/ei/rls/dos/9087.htm).

Activity Extensions

- Have students offer interpretations of other symbols on the dollar bill. What does the eagle represent? What does the olive branch represent? Why does the eagle hold the olive branch in his right-hand claws? Why is the eagle's head turned to his right? What does the "all-seeing eye" represent? How does the motto "Annuit Coeptis" (He has favored our undertakings) add meaning to the eye?
- Ask students to identify the original thirteen colonies on a map of the United States. Discuss how the symbols on the dollar bill represent the coming together of these separate colonies as united states. What benefits of unity are represented in the pyramid, the olive branch, the bunch of arrows, and the shield? What unifying force is represented in the starburst above the eagle?
- Have students research the ancient civilizations represented on the dollar bill. Discuss how each of these civilizations has contributed to our ideals and identity as a nation. What other civilizations would students add to this picture of America's cultural heritage – ancient Greece? Native Americans? imperial Spain? How would they symbolize what these cultures have contributed to our identity as Americans?
- Invite students to explore the history of American currency at the Bureau of Engraving and Printing website. What other symbols appear on our money, and what do they represent? Who are the people we commemorate on our money and why do we admire them?
- Have students work in small groups to create profiles of the thirteen original colonies, including population, major settlements, key economic factors, and the character of each colony's society. After students present their profiles, focus on the differences among the colonies in a class discussion about the difficulties our nation's founders faced in bringing the colonies together.

Activity 2 Decoding the Declaration of Independence

In this activity, students learn that textual interpretation can take many forms by "reading" the Declaration of Independence, first as a secret code, then as a revision of Jefferson's original ideas. Students apply these insights by creating their own coded messages and revised versions of the Declaration, then add their signatures to a copy of the original document.

For background on the Declaration of Independence, visit the "Charters of Freedom" section of the National Archives website (www.archives.gov/national_archives_experience/charters/charters.html) and the "Top Treasures" exhibit of Jefferson's rough draft at the Library of Congress website (www.loc.gov/exhibits/treasures/tr00.html).

Activity Extensions

- Talk with students about why American patriots would need to use codes during the Revolutionary War. Use the story of Nathan Hale to sharpen awareness that our nation began in a deadly struggle that required tactics we now associate with guerilla warfare to succeed. For background, see "Intelligence in the War of Independence" at the CIA website (www.cia.gov/cia/publications/warindep/intro.shtml).
- Use Jefferson's rough draft to prompt discussion about revision in the writing process. Have students compare Jefferson's draft to their own first drafts — do they cross out and revise as they go along? do they ignore spelling and punctuation mistakes until they have their ideas on paper? What other writing tips can they take from Jefferson's example?
- Emphasize the importance of consulting original sources in historical research by having students complete the decoding section of the activity using various printed copies of the Declaration of Independence. What messages do they discover? Talk about other ways an original document can enhance appreciation and understanding of what actually happened in the past.
- Ask students to imagine that the colonies did not win the war against Great Britain and that the signers of the Declaration of Independence were captured and put on trial. Stage this trial in class, with one group of students prosecuting the signers for high treason and one group defending them. How might the prosecution turn the language of the Declaration against the signers? How could passages in the Declaration be used for their defense?

Activity 3 Learning From Landmarks

This activity focuses on historical landmarks, both monuments to the past and sites where important events of the past occurred. Students test their knowledge of historical landmarks with a crossword puzzle, then gain practice in interpreting landmarks by celebrating an historically significant site or monument in their own community.

For background on many national landmarks, visit "Links to the Past" on the National Park Service website (www.cr.nps.gov), as well as the special section on landmarks of the American Revolution (www.nps.gov/revwar/index.html).

Activity Extensions

- Have students research national landmarks for an in-class "Site Slam" competition. Divided into teams, students challenge one another with "Jeopardy"-style clues describing historical landmarks that their opponents must identify.
- Plan a class field trip to a local historical landmark. Have students research the significance of the site and call on them to interpret the site as you tour it. Afterwards, discuss how being at the site enhanced their appreciation of its significance. What extra connection to the past comes with "walking in the footsteps" of our ancestors?
- In connection with Part 3, invite members of a local historical society or your state historian to speak with your class about historical landmarks in your community. Prepare for this visit by having students research different periods of local history, from pre-colonial times to the twentieth century, to identify specific landmarks they want to ask about.
- Ask students to imagine they are time travelers exploring the world of 1776. Have them work in small groups using primary sources and Internet resources to create dioramas and other displays that illustrate what life was like in Revolutionary times. Remind students that music and art from those times can bring the Revolutionary era to life.
- Historians increasingly seek to recover sites that enable us to connect with everyday life in the past. Colonial Williamsburg (www.history.org) and the Lower East Side Tenement Museum (www.tenement.org) are two examples of this trend. Have students explore these sites online to learn the role archeologists play in reconstructing the material culture of past societies. Then have students imagine what an archeologist would make of modern-day American culture if he or she were reconstructing a shopping mall. What can the future artifacts of our era tell us about our society today?

The National Treasure Student Writing Contest

What is America's national treasure? It's the people of America and the many-layered history they have forged across the generations. In **National Treasure**, Ben Gates' journey involves a quest and an obligation inherited from past generations. He is the latest link in a long chain of family tradition as he searches for something that has been hidden for centuries.

In the **National Treasure Student Writing Contest**, your students are challenged to write about a family treasure that they could hide so that future generations will find and appreciate it as an important part of American history. Have students plan their entry using the contest activity sheet. Encourage them to interview older relatives (perhaps over the Thanksgiving holiday) to learn the story behind their family's most cherished piece of history. As a warm-up, have students talk about their chosen family treasures in class. Then review the contest rules in class and remind students of the contest deadline — all entries must be postmarked no later than December 3, 2004. Collect all entries, check that all students have attached a complete Official Entry Form, and mail the entries to:

National Treasure Student Writing Contest
c/o LearningWorks
35 Marvel Road
New Haven, CT 06515

For ideas on expanding this contest topic into a hands-on family history project, see the online article "My History is America's History" at the Family Fun website (familyfun.go.com/parenting/learn/activities/feature/famf0100famhistory/famf0100famhistory8.html).



THE NATIONAL TREASURE STUDENT WRITING CONTEST OFFICIAL RULES

- 1 No purchase necessary. The National Treasure Student Writing Contest is intended for educational participation and must be entered within a school context. The contest is open to all students enrolled in grades 4-12 at schools selected to receive the National Treasure educational program, except children of employees of LearningWorks, Touchstone Pictures, Northwest Airlines, and of individuals involved in the contest judging.
- 2 To enter the contest, students must write an original story or essay about a family treasure with historical significance, describing how they would hide the treasure for future generations and the clues they would leave for its discovery. Entry word limits – for students in grades 4-6: 150 words or less; for students in grades 7-9: 250 words or less; for students in grades 10-12: 350 words or less. Student entries must be printed, typed, or computer-printed on letter-size (8.5" X 11") paper with a completed Official Entry Form attached or the student's name, grade, and home phone number, school name, school address, school phone number, and teacher name in the upper right corner. The omission of this identification information may make an entry invalid. Entries must be original and not previously published or taken from previously published materials.
- 3 All entries must be mailed to "National Treasure Student Writing Contest," c/o LearningWorks, 35 Marvel Road, New Haven, CT 06515, and must be postmarked no later than December 3, 2004. Late entries will not be considered for judging. Not responsible for lost, misdirected, or late entries, or failure of any entrant to comply with official rules. Entries will not be returned. All materials are sent at the risk of the sender.

- 4 Winners will be notified by mail and may be required to sign or have a guardian or parent sign and return an Affidavit of Eligibility and Release. Contest is void wherever prohibited by law. All federal, state, and local laws apply. All federal, state, and local taxes are the responsibility of prize winners. All prizes will be awarded.
- 5 Entries will be judged by the following criteria: 80 percent for creativity and originality; 10 percent for grammar and spelling; 10 percent for adherence to contest rules.
- 6 Entries will be judged under the supervision of LearningWorks, LLC, an independent judging organization whose decisions are final on all matters relating to this contest. Three Grand Prize Winners (one from grades 4-6, one from grades 7-9, and one from grades 10-12) will be selected from all entries received. Winners will be notified by mail on or before December 23, 2004.
- 7 Grand Prize Winners will each receive an expenses-paid 2 night, 3 day trip to Washington, DC for four (winner, 2 classmates/friends, and one teacher or another adult chaperone) provided by Northwest Airlines WorldVacations, and VIP tours of the National Archives and the Bureau of Engraving and Printing. The trip will be scheduled for spring semester 2005.
- 8 Prizes are not transferable. No substitution of prizes allowed. To receive a list of winners send a stamped, self-addressed envelope to National Treasure Contest Winners, c/o LearningWorks, 35 Marvel Road, New Haven, CT 06515.

WALT DISNEY
PICTURES PRESENTS



E D U C A T I O N A L R E S O U R C E S

IN PRINT

- Armentrout, David. **The Declaration of Independence** (Rourke, 2004)
- Brenner, Barbara. **If You Were There in 1776** (Bradbury Press, 1994)
- Clark, Philip. **The American Revolution** (Marshall Cavendish, 1988)
- Fink, Sam. **The Declaration of Independence** (Scholastic, 2002)
- Fradin, Dennis Brindell. **The Signers: The 56 Stories Behind the Declaration of Independence** (Walker & Company, 2002)
- Freedman, Russell. **Give Me Liberty: The Story of the Declaration of Independence** (Holiday House, 2000)
- Fritz, Jean. **Will You Sign Here, John Hancock** (Geoghegan, Inc., 1976)
- Herbert, Janis. **The American Revolution for Kids** (Chicago Review Press, 2002)
- National Archives. **Our Lives, Our Fortunes, and Our Sacred Honor: The Declaration of Independence** (The National Archives and Records Administration, 1993)
- Nash, Gary B. **Landmarks of the American Revolution** (Oxford University Press, 2003)
- Patrick, John, ed. **Founding the Republic: A Documentary History** (Greenwood Press, 1995)
- Sakurai, Gail. **The Liberty Bell** (Children's Press, 1996)
- Steen, Sandra, and Susan Steen. **Independence Hall** (Macmillan, 1994)
- Stein, R. Conrad. **The Declaration of Independence** (Children's Press, 1995)
- Stone, Tanya Lee. **America's Top Ten National Monuments** (Blackbirch Press, 1998)

ONLINE

- National Treasure – The Official Movie Website**
<http://nationaltreasure.movies.go.com>
Explore the film's historical background with interactive features on the Templar Knights, the Masons, Benjamin Franklin, Revolutionary spies, and the Declaration of Independence, plus clues to real undiscovered treasures.
- National Archives: Digital Classroom**
www.archives.gov/digital_classroom
Resources and lesson plans for teaching American history with original documents, including downloadable images and other primary sources.
- National Archives: The Charters of Freedom**
www.archives.gov/national_archives_experience/charters/charters.html
Online exhibit providing a close-up look at and in-depth information on the Declaration of Independence, the U. S. Constitution, and the Bill of Rights. Features a "Join the Signers" section where visitors can add their name to the Declaration of Independence online.
- U. S. Bureau of Engraving and Printing**
www.moneyfactory.com
Background on the design and manufacture of U. S. currency including information on anti-counterfeiting security features.
- Liberty: The American Revolution**
www.pbs.org/ktca/liberty
Companion site to the six-part PBS series with an interactive quiz on the Revolutionary War and features on life in Revolutionary times.



U. S. National Archives and
Records Administration



U.S. Bureau of Engraving
and Printing



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Visit us online at www.nwaworldvacations.com,
call us at 1-800-800-1504, or contact
your local travel professional.