

# What is treasure?

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**KEY CONCEPT:** Treasure



# What is treasure?

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## KEY CONCEPT:

Treasure

## KEY WORDS:

Treasure, ownership, personal, private, public, treasure (verb and noun), worth, value, significance, cultural, shared, theft, exploitation, inappropriate, origin/provenance, heritage, materialism, possession, identity and morality.

## LEARNING INTENTION:

To understand what we mean by the term treasure and what makes something valuable.

## SUCCESS CRITERIA:

We can

- Describe what we mean by the term 'treasure'.
- Identify qualities that make something worth treasuring.
- Sort and classify treasure according to its properties.
- Share our opinions and ideas about treasure and explain our reasons for those opinions and ideas.
- Summarise our thinking by constructing 3 criteria to define 'treasure'.

## STRATEGIES USED:

Opinion Corners

Venn Diagram

## 1. Identify Important Concepts:

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Your students can begin by drawing a picture of some treasure and describe what they think treasure is.

They can work individually or in small groups to map their ideas about treasure e.g. Concept Map, spider diagram.

Some of the key areas to investigate within and around the concept of 'treasure' are:

- The nature and identity of treasure. What is it?
- What does it look like/feel like etc?
- Physical, moral, social, political and aesthetic 'treasure'
- The origin of treasure
- Value
- Intrinsic and extrinsic value systems
- Personal and social value systems
- Individual and shared values
- Transient nature of value
- Ownership and possession
- A moral right to something
- A right to something without conditions or limitations

## 2. Challenge Students' Understanding of the Concept:

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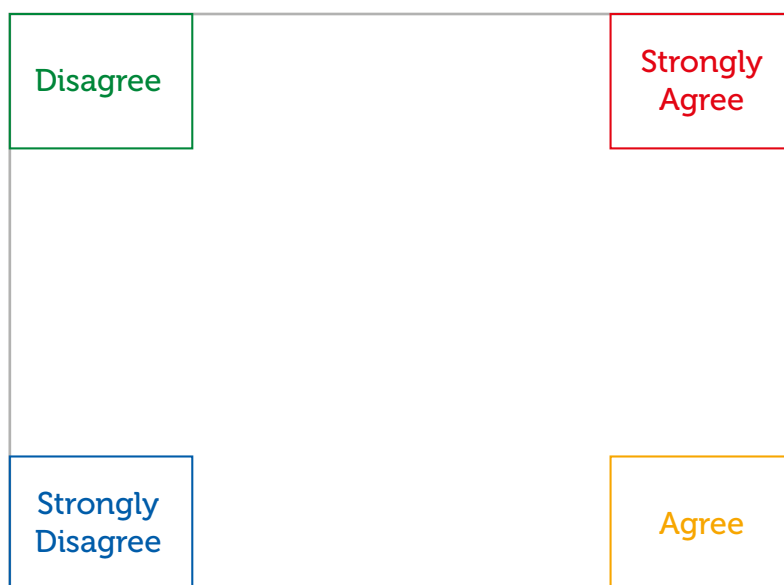
**Here are some examples of cognitive conflict we expect your students to experience:**

Opinion	Conflicting opinion
Treasure is valuable.	Some treasure is invaluable and its worth cannot be measured.
Treasure is all around us.	Treasure is rare and precious.
The more expensive something is the more treasured it is.	Memories are priceless and are still highly treasured.
Treasure should be shared with everyone.	We all should have something of our own to treasure.

## Questions for challenge

- What is treasure?
- Is treasure something that you can always touch or see?
- Where do we find it?
- Does it have to be old?
- How does treasure make you feel?
- Is treasure a positive thing?
- Does it have to be lost then found (rediscovered)?
- Who (in the group) owns any treasure? What is it?
- Does it have to be valuable?
- What does valuable mean?
- Does everything have a value?
- Is something only treasure if someone values it?
- How many people have to value something before it can be called 'treasure'?
- My Grandmother used to call me "**her little treasure**". Was I treasure?
- How do we measure something's value?
- Is what **I** think is valuable the same as what **you** think is valuable?
- What does it mean to 'treasure' something?
- How important is it to own things?
- What might we mean by 'intellectual treasure'?
- Are more expensive items always more valuable?
- Can all treasure be stolen?
- If treasure is stolen does that give it more value?
- What is the difference between ownership and possession?
- Can things both lose or gain value over time?
- Should all treasure find its way back to its owners?
- Would some treasure be better shared?

**Activity 1: Opinion Corners** (Strongly agree, agree, disagree, strongly disagree)



Use the **Activity 1 resource cards** for this activity. These can be found at the end of the lesson plan.

Opinion Corners are used here to continue to create cognitive conflict in the minds of your students. Although they require students to make an exact choice the process should involve challenging their initial thoughts, making them question their assumptions and offering alternative perspectives they may not have considered. This process can, and should, see some students changing their opinions.

### 3. Construct Understanding:

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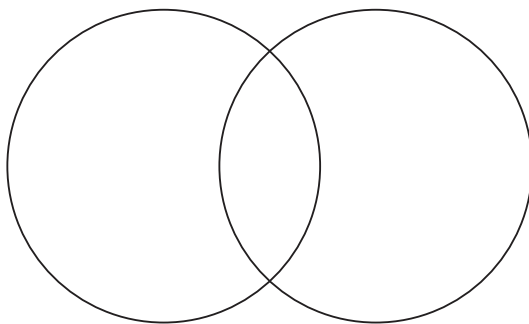
#### Activity 2: Venn Diagram

Use Venn Diagrams for classification of the **Activity 2 picture cards**.

The key to comparing two or more concepts together is to draw out connections and distinctions. The Venn diagram activity acts as a visual tool to help your students to order and record their thinking.

Use some, or all, of the following headings for sorting the information:

- Treasure/Not treasure
- Valuable/Not valuable
- Personal/Public/Private
- Owned/Possessed



#### Adaptation

Adapt Activity 2 by limiting the number of headings for classification.

#### Extension

Students could be encouraged to come up with their own criteria for sorting and classifying.

### 4. Consider The Learning Journey:

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Your students should reflect on the thinking that has taken place to this point and aim to summarise the conclusion and new understanding they have reached.

Some useful reflection questions:

- Has anyone changed their thinking about treasure?
- What changed your thinking? Why?
- Has anyone thought of anything else they 'own' which is treasure?
- Has its value changed in your mind?

Working in small groups your students should think about their new understanding of 'What is treasure?' and collaboratively write at least 3 defining criteria.

#### Idea for Transfer

Invite all your students and staff to bring in and talk about an artefact or something they regard as personal treasure. It only has to fulfil their own personal criteria.

Treasure must be  
valuable.

Treasure is  
something you  
cannot put  
value on.

If you have  
treasure you  
are rich.

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Treasure must be  
related to pirates.

Treasure must be  
discovered, found  
or dug up.

Treasure always  
gains value  
over time.

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Treasure must  
be old.

Treasure can  
be worthless to  
someone else.

Treasure is  
something you  
can touch or see.

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Treasure should  
be in a museum.



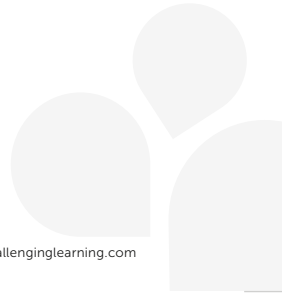
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Everyone knows  
that something  
is treasure when  
they see it.



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Treasure can be  
found in the mind.



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Poor people can't  
have treasure.



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Treasure can  
be invisible.



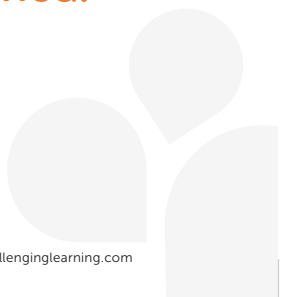
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Some people  
will never have  
treasure.



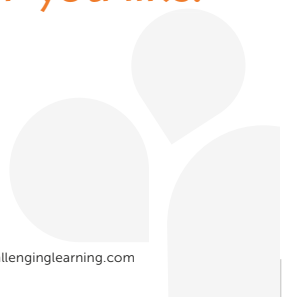
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Some treasure  
should never be  
owned.



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You should be  
able to treasure  
whatever you like.



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We should  
respect the value  
someone places  
in something no  
matter what it is.



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ACTIVITY:  
What is Treasure?  
2-1

## Gold



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ACTIVITY:  
What is Treasure?  
2-2

## A stamp collection



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ACTIVITY:  
What is Treasure?  
2-3

## A childs handmade card



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ACTIVITY:  
What is Treasure?  
2-4

## A treasure chest



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ACTIVITY:  
What is Treasure?  
2-5

## Ancient Artefact



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ACTIVITY:  
What is Treasure?  
2-6

## Autographed sports memorabilia



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ACTIVITY:  
What is Treasure?  
2-7

## An old, Teddy Bear



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ACTIVITY:  
What is Treasure?  
2-8

## A piece of music



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ACTIVITY:  
What is Treasure?  
2-9

## A memory



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ACTIVITY:  
What is Treasure?  
2-10

## The Crown jewels



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ACTIVITY:  
What is Treasure?  
2-11

## Famous artwork



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ACTIVITY:  
What is Treasure?  
2-12

## Family photographs



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ACTIVITY:  
What is Treasure?  
2-13

## A bucket of shells



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ACTIVITY:  
What is Treasure?  
2-14

## A wedding ring



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ACTIVITY:  
What is Treasure?  
2-15

## Personal letters



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ACTIVITY:  
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2-16

## Electronic message



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