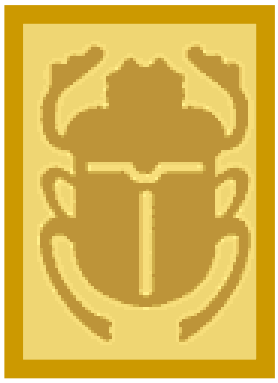

#1376
THE GOLD BUG

DISTRIBUTOR: LEARNING CORPORATION OF AMERICA
PRODUCED: 1979
COLOR
LEVEL: ADVANCED
TIME: 31 MINUTES

SYNOPSIS

A young boy ventures out onto an island and becomes involved in a terrifying hunt for hidden treasure. An adaptation of the classic short story mystery by Edgar Allan Poe. NOTE: This media differs greatly from the original short story by Poe.

GOALS

1. Introduce the literature of Edgar Allan Poe, the "father of the American short story."
2. Illustrate the use of symbols in literature.
3. Study conflicts between characters.
4. Recapture the era of pirates and buried treasure.
5. Show the effects of greed in individual characters.
6. Present a story with an open ending.

INSTRUCTIONAL OBJECTIVES

1. The students will solve a coded message.
2. The students will demonstrate the ability to follow step-by-step directions as given in a coded message.
3. The students will identify four symbols from the media and explain their meanings.
4. The students will identify Captain Kidd by name and describe his connection with this media.
5. The students will identify three conflicts within their treasure hunt group and list the reasons for the conflicts.
6. The students will identify three conflicts concerning the treasure in the media and list the reasons for the conflicts.

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BEFORE SHOWING

Procedure

Dress up as the pirate Captain Kidd, and present the following information in the first person, talking to the students as though they have just "joined up" as new pirate "mateys."

1. General information about Kidd's life and adventures.
2. Vocabulary. It is recommended that the teacher select the vocabulary from the script that is suitable to his/her class and incorporate an understanding of this vocabulary within the context of the events of Captain Kidd's lecture and the treasure hunt. Example:
    a. Captain Kidd will explain the words pirate, telescope, and treasure in his presentation of his life.
    b. Captain Kidd will explain coded messages, skull and crossbones, cipher, fair share, etc., as they relate to the treasure hunt and symbols.
3. Discuss symbols and coded messages.
4. Explain how to crack a code. (See Background Information for examples.)
5. Decipher codes as an activity for a team game, on paper with individuals, or at the blackboard. This is to provide practice in cracking a code. Examples of codes:
    a. what goes up, must come down=
        t m
        a u
        h s
        w t
    b. thirightngs =right in the middle of things
    c. oholene = hole in one
    d. World =World Series
        World
        World
        World
        World
7. Pass out different coded messages and search for treasure.
    a. Divide class into groups and each group decodes their messages (made up by teacher according to room arrangement).

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b. Search for treasures in groups (all different and all hidden in room prior to lesson; treasures may consist of real items or pictures of valuable items). Each group has a different message and searches for a different treasure in a different location.

6. Example of treasures:
   a. Real items:
      (1) treasure #1--candy bar, comic book, box of pencils
      (2) treasure #2 --pack of gum, can of pop, an apple
      (3) treasure #3--notebook paper, an orange, bag of potato chips
   b. Pictures of valuable items:
      (1) treasure #1--corvette, Volkswagen, van
      (2) treasure #2--fur coat, diamond ring, stereo
      (3) treasure #3--trip to Las Vegas, trip to London, England, trip to Hawaii
   c. When students find group treasure, they must decide as a group how to divide the treasure.
7. This step must be explained prior to completing the hunt. Each student then completes the "Treasure Hunt Worksheet," which is then held by the teacher until the media is viewed. (The “Treasure Hunt Worksheet” is included in this guide.)

Background Information

1. Brief description of Kidd's life:
   a. Lived 1645-1701.
   b. Scottish sea captain.
   c. Commissioned by English king to capture pirate ships.
   d. Became a pirate himself during this time.
   e. Hanged in 1701.
   f. Legends sprang up about his treasures which were never recovered. (See Pirates of the Spanish Main by Cochran/Nesmith for more information.)
2. Examples of some coded messages and symbols used:
   a. Numbers equal letters (l=A; 2=B; 3=C--can be shifted).
   b. Pictures equal words A ([picture of a boat]= ship).
   c. Other miscellaneous forms (rebus):
      (1) g
      e e g e
      g s sg g s = scrambled eggs
      g

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(2) your
nose
right = right under your nose

(3) over
cccc = over seas

(4) SALE–LE+(picture of an eye)+L+(picture of an oar)
=sailor

AFTER SHOWING

Procedure

1. Allow each treasure hunt group to compare the effects of sharing, trust and greediness within their group. Relate the groups' experiences with the characters in the media.
2. Allow each treasure hunt group to create their own ending for the program and dramatize each for the class.

Discussion Questions

1. What do the three terms "trust," "sharing," and "greediness" mean? Can you think of examples for each?
2. How did the individual attitudes of your group members change upon finding the treasures?
3. How did the attitudes of the three characters change?
4. Name four symbols from the movie and explain the meaning of each.
   a. Bug--gold, success, wealth, luck.
   b. skull and crossbones--pirates, evil, danger.
   c. Kid (head of goat)--Captain Kidd's signature.
   d. Treasure--success, greed.
   e. Numbers on paper--directions for treasure.

5. Imagine you were the young boy.
   a. Would you trust Legrand and Jupiter? Explain.
   b. Would you keep the treasure a secret? Why--why not?
   c. Would you leave the island to get the bags without taking any treasure?
   d. Would you continue to search for the treasure each summer?

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   e. If you found the treasure, what would you do?
6. Do you think Jupiter killed Legrand? How? Why?
7. How do you think Jupiter died?
8. What do you think really happened to the treasure?
9. Name five to eight steps taken that led to finding the treasure.
10. Why do you think the author chose the title "The Gold Bug"?
11. How do you think "bitten by the bug" relates to this media?
12. What does the word "treasure" mean to you?

Activities and Applications

1. Read the original version of "The Gold Bug." Write a short paper comparing the story and the movie.
1. Discuss the reasons as to why you think the movie company changed the story so much.
2. Briefly discuss the author.
3. Read *Aesop's Fables* to get the idea of morals. Have the students write the moral they think would appear at the end of this media. Have them explain the application of the moral to this media.
4. Research the post-Civil War era. Write a paper on one of the following:
   a. "Attitudes of Slave to Servant"
   b. "From Plantation to the Poorhouse"
   c. "Ladies and Gentlemen"
5. Read the related story *Treasure Island* by R. L. Stevenson.
   a. Draw a comparison on the two boys.
   b. Write a paper on Long John Silver and Captain Kidd.
6. Take the coded messages from the previous lessons. Draw maps to match each message. Discuss reading a map vs. reading directions (introduce map/globe reading skills).
7. Construct a collage about the media. Include the characters, the title, the important symbols, important settings, and important objects.
8. Write a journal (for 5-7 days) that would explain what happened, including the feelings for one of the following:
   a. The young boy--before, during and after he met Legrand and found the treasure.
   b. Captain Kidd's adventures and his life on the island prior to burying the treasure there.
   c. Living on a deserted island.
9. Find out who some of the people in your community are who are involved with having something placed in a time capsule. Write letters asking them to come to your class or interview them. Find out: (a) why they chose the item they put in, (b) why they think it will be a valuable treasure when the

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capsule is opened, and (c) what they feel towards the people who may open and keep their treasure.

10. List ten items that you would choose of your own personal belongings to be placed in a time capsule. Explain why each one would be valuable to people who open your capsule in the future (about 100 years).
11. Have each student write a coded message and exchange with one another. See if others can decipher a new code.

COMMUNICATION SKILLS

(Note: Permission to record sounds from this media should be obtained from the company which produced the program.)

1. Explain to the students that peoples' body movements and facial expressions, as well as their voices, can reflect their personality or their mood at the time. Tape-record the various characters' voices from the media's sound track. Give the students a short description of the character and then of his personality, or his mood. Next, play the tape recording of the character's voice.
    a. Mr. Legrand is anxious and greedy. His speech is often fast and emphatic.
    b. The uncle has a gentlemanly manner. His speech is precise with a controlled rate and strong intensity.
    c. Agnes is unaware of the boy's thoughts. She uses a light, normal conversation rate.
    d. The boy changes his mood several times in the media, and this is reflected in his speech's rate, intonation, and intensity.
        (1) He is quiet when initially talking with Mr. Legrand.
        (2) He is angry when he believes Jupiter took the treasure.
        (3) He is determined as he rows the boat, dreaming of finding the lost treasure.
2. Play back the tapes asking students to identify the characters, or in the case of the boy, his mood, through audition alone.
3. Have students read portions of dialogue from the caption script. Encourage use of appropriate vocal characteristics, as well as the use of facial expression and body movement. These "readings" could be video-taped. Other students could be required to identify the character being portrayed.
4. Give students a sentence, not from the script, and have them take turns saying it with vocal characteristics and physical behaviors associated with particular personalities or moods discussed earlier. The other students must identify the personality or mood the student is trying to portray.
5. Several environmental sounds occur in the media which are associated with important events in the story. Some of these are:

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a. Clock chiming--associated with boy's sleeplessness after first visiting the island.
b. Roar of waves--barrier of water between the island and the mainland.
c. Tavern noises--obtaining information from unfamiliar sources for understanding the directions to the treasure.
d. Digging with a shovel and hitting the treasure chest--discovering the treasure.
e. Thunder, wind, and rain--prevents the boy from returning to the island immediately.

6. These sounds could be pointed out to the students as they occur during the media, although they will be difficult to hear at times because of the presence of music or of a character's voice.
7. These sounds could be manufactured by the teacher or obtained from other sources and recorded on audio-tape. The tape could be played for the students, who would eventually be asked to identify the sound heard, and to discuss the sound's significance in the media.
8. Practice pronouncing (number of syllables, accent, and articulation), speech reading, and listening for, signing, and finger spelling new vocabulary. As mentioned earlier, vocabulary chosen will depend on the needs of a particular student or class.

RELATED RESOURCES

- *Aesop's Fables #3330*
- *Long John Silver #8801*
- *The Monkey's Paw #1261*
- *Treasure Island #9900*
- *Treasure of Matecumbe #8366*

LESSON GUIDE WRITTEN BY: JUDY L. PARIS

TREASURE HUNT WORKSHEET

NOTE: It is suggested that this worksheet be discussed in class (as a whole) prior to distributing it to students in groups in order to clarify and eliminate any misunderstandings which could occur. (Explain and pass out after treasures are found and chosen.)

1. What treasure did you want?
2. Why did you want that treasure?
3. How did you feel about the group's decision concerning the treasure you wanted?

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4. What treasure did you get?
5. Why did the group decide to give you that treasure?
6. How do you feel about the group's decision to give you that treasure?
7. How do you feel about the treasure you received?
8. List the members in your group. How do you feel about each one? Why? (If possible.)

SCRIPT

(Boy) When I saw Sullivan's Island, I didn't know what lay ahead. I came looking for insects. My father left me his collection when he died. What better place to find rare species than a deserted island. Put me down! Let me go! Put me down! Let me go! Put me down! Let me go!

(Legrand) Leave him be, Jupe. Who are you?

(Boy) I'm visiting this summer. I live on the mainland with my uncle. I help make coffins.

(Legrand) A spider. The spider makes coffins, too. Silk coffins. For its victims. I'm an authority on spiders. You could see my collection but you aren't here. You're not seeing me or my house or my servant. Do you understand? We don't exist. We are figments of your wild imagination. If you tell anyone you saw us, you'll regret it. You'll wish you'd been born like Jupe, without a tongue. Aahhhh! Now go. Get. Leave people in peace!

(Uncle) Dinner's at five sharp, boy. You'll go without till breakfast.

(Boy) Yes, Uncle, I know.

(Uncle) I don't mean to be hard. I promised to look after and educate you. A fatherless boy needs a firm and moral hand.

(Boy) Can I go, sir?

(Uncle) Where were you?

(Boy) On Sullivan's Island catching butterflies.

(Uncle) Sullivan's Island? You went there?

(Boy) I didn't see anything.

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(Uncle) Don't go again. You understand? God-forsaken place. Nothing but bugs and slime. No matter what they say.

(Boy) About what, sir?

(Uncle) Don't answer back. I'll ask the questions.

(Legrand) If you tell anyone you saw us, you'll regret it.

(Boy) Agnes? Ever been to Sullivan's Island?

(Agnes) Well, what would I go there for? It's spooked.

(Boy) Spooked?

(Agnes) My sailor friend says Captain Kidd buried treasure there. Don't look for it. He cursed it when they hanged him.

(Boy) What curse?

(Agnes) Anybody who handles the treasure dies.

(Boy's Voice) I couldn't stop myself. I could see Mother's face when I made her rich with treasure.

(Legrand) It's bad for my heart, but look. A button from a pirate's jacket, perhaps. I know we're close.

(Boy) Gold!

(Legrand) He wouldn't stay away. He was spying. Spying, weren't you? What did you hear? What did you see?

(Boy) Nothing!

(Legrand) Bring him back. Leave him. Fetch lunch. You're lucky. We don't light fires in summer. But it's chilly. What's that? Behind your back.

(Boy) Only a bug.

(Legrand) A bug? What kind?

(Boy) Something I caught for my collection.

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(Legrand) So you're a collector, too. Let me see. A scarabaeus hominis. Unlike any I've seen before. See it sparkle in the fire light. Like the sun. Like gold. Where did you get this?

(Boy) I looked for a leaf to catch the bug.

(Legrand) Go away. I have work to do!

(Boy) (Thinking) I kept thinking about Sullivan's Island. What was on that paper?

(Uncle) Watch what you're doing. Too thick.

(Boy) Sorry, Uncle.

(Legrand) Ah, my young friend. Come in, come in. If you could understand how I've suffered. I've dreamed of only one thing ... to make good my family's debts redeeming our ancient and noble name. Now I can, with your help. What do you know about Captain Kidd?

(Boy) He was a pirate who buried Spanish gold. Here on Sullivan's Island.

(Legrand) What if I say that's true? Here's the proof. See this skull? Held up to the firelight, this came through. I held it closer. Before my eyes this appeared.

(Boy) It's a goat.

(Legrand) Not a goat. (Laughing) A kid. The old pirate's signature. (Laughing) Leave me alone. I'm okay. Do you understand? Kidd wrote a message with a special ink. It becomes visible when applied to heat. Now look. There's no cipher that can't be cracked. It's clearly a substitution code. Numbers substituted for letters. Which number occurs the most?

(Boy) The number eight.

(Legrand) Which letter of the alphabet is most used?

(Boy) A

(Legrand) E! E. Then A, O, I, D, etc., etc. We have to establish other letters. But how?

(Boy) Is there an English word used most often?

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(Legrand) The word is "the" which occurs seven times in the sequence. Semi-colon, 4, 8. The semi-colon is the "T", the four, the "H".

(Boy) This must be the word "tree."

(Legrand) Excellent.

(Boy) What does it mean?

(Legrand) I don't know. I read it over and over.

(Boy) "A good glass in the Bishop's Hostel in the devil's seat ... forty-one degrees and thirteen minutes northeast... and by north; main branch... seventh limb east side, shoot from left eye of the death's-head... a beeline from the tree through the shot fifty feet out."

(Legrand) It's directions, a seaman's directions. Glass is a telescope.

(Boy)What about Bishop's Hostel and devil's seat?

(Legrand)That's why I've summoned you. I've gone as far as I can. Go back to Charleston. Seek out these clues. Bishop's Hostel must be a place, hostel or inn...some place of departure. I'll cut you in for a fair share.

(Boy) Help! Mr. Legrand! Jupiter!

(Legrand) Get him! He's our only chance.

(Agnes) Where in heaven's name have you been? Just look at you! Come here. Just you stand still.

(Boy) Have you ever heard of Bishop's Hostel?

(Agnes) I've always lived here. I never heard of it.

(Boy) What about your sailor friend?

(Agnes) Which one?

(Boy) The one who told you about Captain Kidd and buried treasure.

(Agnes) You mean Tattoo?

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(Boy) Tattoo?

(Barmaid) Hey, Tattoo. You got a visitor.

(Boy) Mr. Tattoo?

(Tattoo) Aye.

(Boy) Agnes sent me.

(Tattoo) What do you want, boy?

(Boy) Agnes says you can help me find a place.

(Tattoo) Place? What place?

(Boy) Bishop's Hostel.

(Tattoo) Ohhh.

(Barmaid) Bishop's Hostel?

(Boy)Have you heard of it?

(Barmaid) Maybe.

(Boy) What do you mean, maybe?

(Barmaid) I was just teasing. There's a Bessop in town. Maybe that's what you're looking for.

(Boy) Bessop?

(Barmaid) Old Charleston family owned the plantation on Sullivan's Island. - Only scrub and sand now. All the Bessops are gone. Except for the old lady and her niece.

(Boy) Where are they?

(Barmaid) In the poor house.

(Boy) Where is Miss Bessop?

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(Jessica) A history, you say?

(Boy) For school, on Charleston's most illustrious families.

(Jessica) Well now. Isn't that flattering? Do you hear that, Auntie? He wants to write about us.

(Boy) The family lived on Sullivan's Island, right?

(Jessica) I spent my girlhood there.

(Boy) Is Bishop's Hostel still there?

(Jessica) Bishop's Hostel?

(Boy) It must have been before your time.

(Jessica) You don't mean Bessop's Castle?

(Boy) Bessop's Castle? Right.

(Jessica) Of course it's there. How couldn't it be? It's the bluff, a pile of sand.

(Boy) Mr. Legrand. It's me.

(Legrand) What? Who is it? My friend. Any luck? What did you find? Tell me!

(Boy) I want half.

(Legrand) What?

(Boy) You said you'd cut me in. A fair share is half.

(Legrand) What is left for Jupiter if I give you half?

(Boy) We'll split it equally, in thirds.
(Legrand) How reasonable and generous you are. Agreed. You strike a hard bargain. What did you find out?

(Boy) Bishop's Hostel is a bluff, a bit of sand...one of the highest places on the island, overlooking the sea.

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(Legrand) Ahh! It's ours. I can feel it in my hands! There it is! It's been there all along. Excellent. "A good glass in the Bishop's Hostel in the devil's seat." What's the devil's seat?

(Boy) You're sitting on it!

(Legrand) You infernal nursemaid! Put that away. He's afraid my heart will go before I lead him to the treasure. Give me the glass. Read what it says.

(Boy) Forty-one degrees and thirteen minutes northeast and by north."

(Legrand) Northeast and by north. Forty-one degrees and thirteen minutes. I have it. Excellent. It's by this tree. Up you go. When you get to the seventh branch, holler. How far have you got?

(Boy) The sixth!

(Legrand) "A beeline from the tree, through the shot fifty feet out"... 48, 49, 50. We dig here. Pull it out! It's no use. Jupiter can't lift it. We'll carry a load at a time until it's light enough.

(Boy) What'll we put the loads in?

(Legrand) Sacks of some kind.

(Boy) We'll need three or four.

(Legrand) Go to the mainland.

(Boy) You don't have enough?

(Legrand) What use are sacks to us? Better go so you can be back before sundown. If we're not here, we'll leave a note.

(Boy) (Thinking) I couldn't get back for two days. I was trapped. Mr. Legrand. What happened? It must have been your heart. Where's Jupiter? Jupiter! A trick. Jupiter could lift that chest. Jupiter! He must have tried to get away by boat and been washed ashore in the storm. What happened? Tell me! Did your master die of a heart attack or did you kill him and take the treasure for yourself? You planned it all along. Where is it? Where's the gold? It's out there, somewhere.

(Thinking) I come to Charleston every summer. I spend hours diving in the sea. I know it's there. I found it once. I'll find it again.

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