

Chapter 1 : Teacher Discounts for SEA LIFE Minnesota

Teacher at Sea participants create lessons for their own classes based on their research cruise. You are welcome to use these lessons and adapt them as you see fit.

It manages to end both tragically and triumphantly. Its language is vivid. There are a couple of things I want to focus our attention on in considering how to "sell" this book to teenagers. The first is the way Hemingway writes and uses dialogue in the book. The second is the character of the old man, and how his thoughts are captured. And the final is a theme I feel would be mighty powerful in sharing with kids. Maybe There was a Tax on Apostrophes: Thus, critics tend to compare his use of language in this book to his other works. However, if you are teaching a survey class in Hemingway at a high school, more power to you. Get your Bloom on. For the rest of us, I do want to encourage you to look at "and" and get your kids to look at "how" how Hemingway writes dialogue. When I began reading the novel, I was so taken aback by the quality of the dialogue that I wondered if Hemingway had written in another language and I happened to be reading a poorly done English translation. Consider this between the Old Man Santiago , and the boy Manolin: Think of the great DiMaggio. I mean, in just a few sentences, they talk about "The Sox of Chicago. His style works here. Thus, the young boy says, "Can I offer you a beer? That lack of contractions really reminds me of how a young child speaks. This adds to the magical quality of the Old Man more on this in a bit. Dialogue in this book also reveals relationship. After all, this book has only two human characters. Hemingway said that it "could have been over a thousand pages long and had every character in the village in it This focus means that he has the luxury of showing us their relationship, instead of sketching it quickly before moving on to someone else. The little bit of dialogue above all shows us their care for each other, the simpleness of their pleasures and their pleasing seriousness. The two of them have so much they could say to each other: And they do it in a weird, but delightful, formal way. I advise you to move your class fairly swiftly through the opening and let them get out on the open sea with Santiago. You might point out the similarity to the TV show, 24, which similarly uses a "You are here" realism to get the audience or readers involved. You could also point out how the point of view moves around. He just wants us to relate to his main character. I buy the first, but the second is a little too forced for me. I do not recall the Biblical passage wherein Jesus killed a large animal and then saw it eaten to death. And if the fish is Christ, then that makes Santiago, um, like completely evil? Ok, yes, I am being dismissive of a perfectly sound literary theory. Perhaps we can gain some insight from the knowledge that Hemingway probably based the character on a real man. In an article published early in his career, Hemingway wrote about Cuban fishermen, particularly one man who had landed an enormous fish, but lost it all to sharks. Hemingway tells us he had to sit down five times on his walk back to his shack but he makes it on his own. No weeping in the harbor for this guy. Perhaps your students could consider the likelihood that Santiago is an idealized vision of a man. As the book went on, I thought him less as a common man and more of a hero in the line of Beowulf and Hercules. Nothing about his journey seems very probable, but all of it is believable, in a way, if one includes a bit of magic. I mean, the guy spends three days and nights in mortal combat with a big fish. This is my favorite part of the book, when he talks to himself. Every day is a new day. It is better to be lucky. But I would rather be exact. Then when luck comes you are ready. Hemingway is, instead, showing the thought process Santiago goes through. Here, and later on in the book, we are privy to how Santiago intends to stay alive and fishing. He is not a one-dimensional character, lacking worry or fear. But he works his anger and fear out internally and moves forward in his thoughts, which lead to his actions. Who knew Hemingway was a life coach?! I think this is a challenge for them, and shows them what Hemingway was up to. A comparison between how Santiago thinks and how characters in other, less thoughtful books think might help too. The Old Man and the Boy The relationship between these two characters is not the most important part of the book, perhaps, but I think it might be the key to involving your students in the novel. At least your fish-hating female students! He speaks of it, he feels it, he accepts it even as it compromises his livelihood although again, three day battle! Your students might have an aging relative or friend who requires the same gentle, unobtrusive care that the boy provides for the

old man. Many teenagers know that moment of worry: Are these steps too much for him? Time and again, when alone on the boat, he motivates himself with the thought, "I wish the boy was here. The ability to communicate with another person, especially someone who loves you and missed you, is deeply human. We would all do well to think about older folks who might need this need fulfilled. Of course, the man goes on to say, "What did you catch? And so it goes in Hemingway. Men are men, boys are boys, and crying is something you do all by yourself in a boat. Please, Not 20, Leagues Under the Sea It was a good experience to read something outside of my comfort zone. In a book where a variety of plot is not the point, the writing has to do the work of intriguing readers, which is very different from many books kids and adults read. This book is, thus, a challenge for your class, but not because of difficulty in vocabulary or comprehension however, I did pull about 20 vocab words for you in this list. This is difficult for any of us to learn, so be gentle with your kids as they make their way to the end of the novel to do so. Next month, what are you interested in reading up on?

By A Teacher by the Sea This project encourages students to analyze articles in order to create an argumentative picket sign. A creative alternative to an essay, students read articles provided by you on driving age (can be found easily by googling "driving age articles").

He said the documents were written in the 2nd century AD, but that it is not possible to reveal their authors. They were written as records of historical events, and there are other scrolls still to be discovered. These simple statements challenge nearly every popular assumption that now exists about the Dead Sea Scrolls. Most scholars say they were written in the 1st and 2nd centuries BC, and that the latest possible date is 70 AD when Jerusalem was destroyed by the Romans. Most say they were written by the Essenes, a group of Jewish mystics. And most deny that the Teacher of Righteousness had any connection to Jesus, but taught years before his birth. Later we will return to these questions and consider on what grounds the statements of Creme might be justified. Discovery The first scholars who gazed on the Dead Sea Scrolls never imagined them to be coexistent with the days of Jesus; they never thought it possible. But when the scrolls were translated in the late s their contents told a story that electrified the world. Here were books the present world had never seen, written by a group of desert ascetics describing their lives and the times in which they lived. Here were copies of the Bible 1, years older than any known before. Their era, BC AD, is shrouded in mystery to church historians. Despite its being one of the most fertile periods for religious ideas that the world has ever seen, vast stores of both Jewish and Christian documents from this time were lost to history because of simple and total fear -- the writers were condemned and their books consigned to the flames. Josephus on the Essenes "They despise wealth, and their socialism is remarkable. None among them can be found richer than another. Then they are dismissed by the overseers to the tasks in which they are skilled, where they work hard until the fifth hour about 11 am , when they once more assemble, put on linen aprons, and bathe in cold water. After this rite of purification, they retire to a private room from which strangers are excluded, and enter, fully purified, into their dining-room as if it were a sacred temple, and quietly take their seats. But no one may taste it until a priest says grace, and after they have breakfasted, he returns thanks, for both before and after eating they praise God the giver of life. No noise or uproar is ever allowed to profane the house, for whoever speaks must do so in turn. To outsiders, the silence seems strange and mysterious to explain, but it is due to their sobriety, which is the result of the fact that they are all given just enough food and drink to satisfy their needs, but no more. The majority of documents are biblical works. Every book of the Old Testament except Esther is represented. Some of these had long been suppressed, known only through the existence of a few copies. Of most interest have been the "sectarian books", those that tell of the life and beliefs of the scroll writers. Totally new to our eyes, they were found in almost complete copies and have been available for study for the past 45 years. Three words are always used to describe them: Their discovery was like opening a window directly into the shrouded past. These are the writings that we address in this article. The writers call themselves the Sons of Zadok a hereditary line of Jewish priests established in the time of King David and their great leader the Teacher of Righteousness. Their documents tell the story of a community that had retreated from mainstream Judaism and constructed a way of life utterly devoted to God. They believed they lived in the "end times", and were themselves both a witness to its cataclysms, and a voice that upheld eternal righteousness. They held their Teacher in deep reverence and maintained a faith in his mission against a Jerusalem priesthood which severely persecuted and apparently killed Him. Within the community there was also a large faction of dissent, led by a "Man of Lies". These traitors denied the Righteous Teacher and caused many of his followers to go astray. Their books are written in a manner that does not come easy to the modern mind -- the allegory and self-righteousness of Old Testament expression, and the clues they give are all too sparse and veiled in caution. Still, they are works of rare beauty and well worth any effort taken to enter into their spirit and thought. In the following pages we shall examine the scrolls from two perspectives: Through untold ages this truth has emerged, varying in expression though identical in essence. Blavatsky claims that there are countless manuscripts hidden away in secret places. The colossal libraries that were burned in antiquity may have lost

many writings, but the most priceless of these, the wisdom teachings, were spirited away by the initiates of the time. Commenting on the "unexpected and almost miraculous manner" in which they are sometimes discovered, she says: Like today, the world was blessed by the presence of Holy Ones, who, from sheer love, chose to enter our lives and lighten our path into the future. The Land of the Dead Sea West of Jerusalem there stretches a long descending plateau, 14 miles in length. It ends in a sheer drop to the Great Rift Valley; at 1, feet below sea level, it is the lowest spot on earth. In this valley is an ancient lake bed where the Dead Sea is located. In ancient days it was called Lake Asphaltitus for the massive chunks of asphalt it disgorged. Here an industry grew that supplied the royalty of Egypt the asphalt it used for preservation in its royal mummies. Emptying into its northernmost point is the Jordan River. Sixty miles to the north of that lies the Sea of Galilee. This is the land that Jesus walked, with its stark contrasts of succulence and desolation. Jesus had known this land before and ministered to its people in earlier lifetimes. At Gilgal just north of the Dead Sea, he had parted the waters of the Jordan and led his people into the promised land. It is thought that Jesus was baptized at this very spot. When freedom came Jeshua returned to Jerusalem as the priestly successor to his father. In Greek, both Joshua and Jeshua are translated as Jesus. Jesus, before his ministry, " Legend says this particular strip of land, hemming the western edge of the Dead Sea, is the very place where both had done their wandering. Moses described the Sinai during his 40 years of wandering as " Yet there are some who are drawn by its stark magnificence -- its huge silences, its monastic barrenness. And those who watch the deep and lifeless waters say they change in color through the day as the sun describes its endless arc. Around the lake bed are high cliffs inhabited by goats and ground creatures and birds. The entire plateau is cut through by wadis -- stream beds that carry winter rains to the sea. An occasional spring is the only constant source of water. The Bedouin have long inhabited this land. They know the cliffs, with their water-hewn and man-hewn caves. They make their living, as best they can, in the life-starved desert. It is said that the family of Muhammad Adh-Dhib was on its way to Bethlehem to sell contraband on the black market when he found the scrolls. He was a boy of 14, scrambling the cliffs and chasing his stray goat. Throwing a rock into a cave he heard the metallic clink of pottery. When he returned with his friends, they helped him pull from the cave the first storage jars that housed the scrolls, wrapped in linen and carefully preserved. Thus it began -- it was as simple as that. The caves and Qumran The story of those early years found in most introductory texts on the scrolls , the purchasing of the scrolls, the race between Bedouin and Jew and European to uncover more -- all of it played out in the middle of the Israeli war of independence -- reads like an adventure tale of international intrigue. In the end there were found 11 caves that contained documents, and many more that bore signs of habitation -- eating utensils, lamps, religious objects. All were within three miles of a ruin that had long been considered the remains of a Roman fort. It was called Khirbet ruin Qumran and excavation uncovered a large complex of walls and water storage tanks that measured feet by feet. Rather than a residence, it seemed to be a community building, with large areas for eating or assembly. In one room were over 1, dishes, still neatly stacked, and similar to dishes found in the nearby caves. Two ink pots were found, one containing the residue of an extremely durable ink of a carbon composition. Towards the lake shore was a cemetery of 1, graves. The remains were predominantly male, with no ornamentation, and all were oriented north to south. The most striking feature of the installation was its water system. An aqueduct had been built to funnel water from the nearest stream bed -- Wadi Qumran. The coins that were found in the ruins showed the period of occupation to be between BC and AD. In the first radiocarbon test examined the linen cloths in which the scrolls were wrapped. The date determined for the cutting of their flax was c. A reference from Pliny the Elder Roman naturalist, c. Day by day the throng of refugees is recruited to an equal number by numerous accessions of persons tired of life and driven thither by the waves of fortune to adopt their manners Lying below the Essenes was formerly the town of Engedi Claiming himself to have been a member of the Essenes for three years, he gave a description of their beliefs and lifestyle that closely followed those in the scrolls. Philo Judaeus Platonic philosopher, c. Philo on the Essenes "Our Lawgiver Moses trained in community-living thousands of disciples called Essenes, probably because of their holiness. They live in large societies located in many Judean cities and villages. They enjoy the only genuine liberty, as is proved by their way of life. None of them is striving to get possession of any private property There is division of labor, different men to different kinds

of work, but whatever may be their work, they do it with vigor, patience, and good cheer, never excusing themselves from labor on account of cold, heat, or changes of weather. They are at work before sunrise and after the sun has set, considering their work to be the best sort of gymnastic exercise, pleasanter and of more advantage than mere athletics. Old men, though they may be childless, are thus assured of happiness and tender care in their old age, just as if they were the fathers of children both numerous and affectionate. Even more, they are honored and cared for from the free good will of the many, rather than from the bounden duty of blood-relatives. She claims the Essenes belonged to a larger, more ancient line of adepts called the nazars, "those set apart to consecrate their lives to God".

Chapter 3 : SEA Teachers :: The Contract

At SeaWorld Parks & Entertainment, we're reminded of the importance and influence of teachers every day. Every animal we rescue, every person we educate, and every species we save can be linked to a teacher who shared their passion for animals.

Kinders and Veterans Day! We were out for Veterans Day so we had our lesson Thursday. My Kinders really did not know a lot about the military. I grew up in mostly military communities because my dad was in the Army. This was especially true during Vietnam. It was sad for us though during those days because you did not want people to call your dad names for fighting in Vietnam so mostly you kept your mouth shut unless you wanted a fight verbal. So to my dad and all of those Vets that fought in Vietnam , thank you from the bottom of my heart and I am sorry for what you had to go through when you came home. Anyway, my Kinders had a day love filled thoughts and wishes for all of our military. Some of my Kinders had connection to the military, and I let them share with each other. My Kinders loved thinking about our Veterans and learning exactly what a Veteran is! I had talked about the pledge many times since we say it every day. We went over the pledge and why we put our hands over our heart. My Kinders are used to the red dots under a word so we said the pledge word by word. It is nice to have a kid-friendly poem for Kinders to read that is related to the theme. I used this book from Amazon: This was a great book for Text Features. I also showed my kinders the correct way to salute. Turns out I had that wrong, my dad would not have been happy! After the book we made a bubble map of using the word veteran. My little kinders watch so many scary movies, many of them said that they protect us from zombies. I said, well those are not real, those movies are just to scare you. We finally came up with some descriptions after going back into the book for Text Evidence! This graphic organizer was great for our writing though. After lunch we did our writing. I used my Veterans Day Writing packet because it involves drawing and coloring as well as writing. This year I am really focusing on the CC standards that say: I was trying to get kinders to accomplish so much with out really giving them something to start with. We came up with a paragraph that all of us agreed on and I had them copy this on their paper. I did tell them they could come up with some of their own sentences if they wanted. I did stress the writing conventions and our writing rubric. I love the way they are using their little pointer finger for spaces between words! During our writing we had a surprise visit from a dad who is a veteran! I had told them about how marines never leave their buddies behind. It was nice that he came in and talked to us. He also showed us the correct way to salute! He was really good at using the anchor chart to explain what a soldier wears and then he talked a little about what a solder does. My boys were really interested in the weapons and tanks! I was so proud of my Kinders for working so hard! And thank you to all the military and their families for the sacrifices they make daily. This is my packet which includes graphics and a topper! I took off the year so it just says Veterans Day on the writing page!

Chapter 4 : Teacher's Guides " Rick Riordan

Since , SeaWorld® Orlando is proud to offer a complimentary SeaWorld Florida Teacher Card to all active and certified K Florida grade school teachers. The SeaWorld Florida Teacher Card is valid for unlimited admission to SeaWorld® Orlando through August 31,

Locate and use the table of contents, index, and glossary, in nonfiction books Sort ocean animals into different categories according to ecosystem or classification Materials Projector or chart paper to record responses for KWL Chart printable: Print the KWL Chart printable or make one on chart paper with three columns: Post chart paper or get a projector Select students who will copy animal names off the chart and onto the blank index cards one name per card. Have a system to quickly divide students into small groups of Have students who finish class-work early, or are willing to stay in at recess time, help you find a book that mentions each animal that you have on index cards. Use the index card as a bookmark for the page in the book that talks about the animal. Prepare enough books so that each group will have at least four books. Each set of books can be placed in a tub for easy distribution. Place task card in computer center in the classroom. Write the classes of ocean animals fish, mammal, reptile, crustacean, mollusk, amphibian on one set of sentence strips. On sentence strips of a different color or white sentence strips with a different colored marker, write the following ocean zones: Duplicate bookmark forms enough for the class plus fifteen. Lesson Directions Day 1: You will be learning how to do research on an ocean animal of your choice. Can anyone name some animals that live in the ocean? Record student responses on the KWL Chart. To save teacher time, I usually have a few students write the names of the animals on index cards as I write them on the chart. Once everyone that would like to participate has contributed, lead the class into a discussion about what they would like to know about the various animals listed. Record these responses on the KWL Chart. Keep the KWL Chart hanging in the room and add new information as it is found. I have some beautiful big books by Melvin Berger about the coral reefs and sharks. Some of you might think that big books are for younger children, but wait until you see these! Read aloud and discuss the two big books. See the Ocean Book List for other good books. Any book about the topic will do. Define and use the Table of Contents, Index, and Glossary. Explain that these tools will come in handy when students are trying to find a book that has information about the ocean animal they have chosen to research. Divide the class into small groups of three or four students. The names of the animals that the students brainstormed have been printed on index cards and the index cards have been placed in books that have information on that animal. Give a set of books or a tub of books to each group. Have students remove the cards from the books. On the board, post the sentence strips with the animal classifications on them. Give the student groups a couple of minutes to decide which classification fits each of their animals named on the index cards. Tell the students that they will each be responsible for one animal and that they should be able to support their classification decisions based on prior instruction. Then have each student, coming to the board with his or her group, post an animal card under the classification heading where he or she feels it belongs. What about where they live? What is that called? This is important because the students will need to be able to classify both ways when they choose an animal for their research. Ask the students to come and get the index cards they posted and take them back to their seats. Change headings from classifications to ecosystems, posting Sunlit Zone which includes different areas such as the coral reef, sandy ocean floor, tide pools, etc. Ask the students, by group, to take the same animals they posted by class and post them again where they might live in the ocean. After you get your cards, you will look for this same animal in one of the books I have placed with your group. You will fill out a bookmark like this one use the projector to show what the bookmark form looks like and to help kids track. Did you look in the glossary, the index, or the table of contents? If you cannot find your animal in any of the books at your group, raise your hand and I will let you come to the book cart to see if you can find a better book. Once you find a reference to your animal, complete the answers on the bookmark. Next, read about your animal. When you are finished, put your bookmark and index card in the book on the page that talks about your animal. Assignments Homework Students will choose two animals from two different categories either two different classifications or two

different environments and in one or two simple sentences explain why these animals fit into two different categories. Students could not choose a narwhale and sperm whale since they are part of the same mammal classification and same environment. They could choose viperfish and clown anemonefish, since one lives in the deep ocean and the other lives in the sunlit zone of the ocean. Post Instructional Did the children enjoy the activities? Did they stay engaged? Where were the problem areas? What do you need to review? Do students know where to look for the glossary, index, and table of contents? Lesson Assessment Circulate and check that students have correctly found information. Ask students if they read anything about classification or ecosystem. Note the students who seem to be having difficulty. Have ready extra animal index cards to give to students who finish quickly. Have them fill out another bookmark form.

Chapter 5 : SEATEACHER - Home

The sea voyage was an ideal choice for Cosme, who was a marine biology major at Eckerd College in Florida. Since her childhood in Crown Point, she had been fascinated by the water.

Chapter 6 : Teacher of Righteousness - Wikipedia

5th Grade Teachers must have really made our students tow the line because most of the them mentioned 'do not make your teachers mad!' They also wrote to pay attention to your teacher whatever she says listen!

Chapter 7 : Lesson Plan: The Old Man and the Sea by Ernest Hemingway

This Under the Sea Classroom Decor Pack is a cute way to add calming watercolors and texture to your classroom. This decor pack features beautiful blue watercolors with sea turtles, seahorses, shells, and more for a pretty under the sea blog.quintoapp.com out the preview to see what is included!This pack.

Chapter 8 : Stamford Education Association

SeaWorld San Diego is proud to offer a complimentary Teacher Fun Card plus (2) free Single-Day Tickets to all active and certified K California and Arizona credentialed school teachers. Registration for the Teacher Program ended on May 18,

Chapter 9 : Chicago Tribune - We are currently unavailable in your region

Home Just for Teachers Teacher Pass Visit SeaWorld to learn how to incorporate marine life science into your classroom. If you are a teacher from a participating school district, you can receive a complimentary pass to SeaWorld to learn how to incorporate marine science education into your curriculum.