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## Unit Summary: The Quest for Treasure

*Brazil Fulbright Seminar: Learning and the Land: How Sustainable Development Can Build a Strong Educational Foundation*

*Theme:* The Quest for Treasure

*Sub-Themes:* goal setting, decision-making, methods of goal achievement, environmental sustainability

*Texts:*

- Book: *The Alchemist*, Brazilian writer Paulo Coelho
- Film: *Blood Diamond*
- Poems: *The Road Not Taken*, Robert Frost, *Uphill*, Christina Rossetti, *Shoulders*, Naomi Nye
- Non Fiction: Brazil environmental sustainability documents and materials

*Focus Content Standards*

- 3.0 Literary Response and Analysis. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.
- 3.2 Reading. Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- Writing Strategies. Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument.

*Understandings*

- Students will understand the theme of the quest and be able to relate the knowledge learned to their own personal quest
- Students will learn to analyze historical and literary dimensions of the quest theme across political and social issues.
- Students will build on their skill based knowledge of reading, writing, critical thinking, and public speaking

*Critical Questions*

- What is treasure? To whom? How does it change through time?
- What quest guides the actions of the characters? Why are they driven by this quest?
- What methods do the characters use to fulfill their quests?
- What do the characters learn through their journey?
- What is the importance of a Personal Legend? How can it be achieved?

- How does the connection with surroundings influence the journey of the characters?
- Essay: Compare the quest of Santiago in *The Alchemist* with that of Danny Archer in *Blood Diamond*. What motivates the characters through the development of their quests? How are they influenced by both their physical environment and the other characters to alter their journey? How and why do the characters either realize or fall short of their goal?

*Learning Activities:*

1. Read road poems “The Road Not Taken,” by Robert Frost, “Uphill,” by Christina Rossetti, and “Shoulders,” by Naomi Nye. Students are to draw the representation of each road and analyze the message of the poems. Students will pick one poem to focus on, choose the most important lines from the poem and write a paragraph on the meaning, using their quotes as support of their idea. This is an ideal way to teach body paragraph structure. Students will then write and present their own road poems, using the road as a symbol for their life. See *Handout A: Road Poems* (included in this document).
2. Discuss the idea of goals and goal setting as a form of treasure. Students will compose both long and short-term goals, including a goal grade for the course, with methods and assessment practices. Students will also examine broader individual and social goals, sharing one goal aloud. We will then discuss the idea of a Personal Legend as the goal that one must accomplish in his or her life. Students will write their own Personal Legend. See *Handout B: Goal Setting* (included in this document).
3. As we read *The Alchemist*, students will work on developing their reading, writing, critical thinking, and public speaking skills. We will direct critical questions towards textual and personal analysis into what it means to be on a quest for treasure. Students will make the connection with previously studied road poems as symbolic of the quest, and the goal setting as indicative of their treasure. We will use this framework throughout the course of the novel to analyze its components. Students will write body paragraphs answering critical questions through the unit and close the unit with a comparative essay. Students will participate in workshops on structure, developing main ideas, use of quotes, commentary, and style.
  - a. Critical Question: What is the importance of the Personal Legend?
  - b. Writing Elements: Main ideas, evidence, commentary
  - c. See *Handout C: Writing Rubric* (included in this document).
4. Students will read the novel in various formats, including: independent reading, pair reading, and whole class reading, thus developing both silent and oral reading and public speaking skills. Students will look for quotes related to the theme of the quest for treasure. See *Handout D: Important Quotations* (included in this document).
5. Throughout the reading of the book, students will correspondingly view selections of the film *Blood Diamond* and study the issue of Conflict Diamonds from the lens of the unit. They will study both the quest for this commodity and the cost to attain it. Furthermore, they will study the role of the various types of treasure sought throughout the film,

including the diamond, control of the country, getting out of Africa, the news story, and family. As each character has their own treasure, so does each their quest, interconnecting the characters in a zero-sum challenge. Students will take notes based on connection of themes, characters, and symbols with book, following actions, theme, symbols, colors, camera angles. See *Handout E: Conflict Diamonds* (included in this document).

6. Throughout the unit, students will participate in discussions on critical questions, drawing connections between novel and film. They will practice developing and presenting well-supported claims. See *Handout F: Novel–Film Connections* (included in this document).
7. Throughout the unit, students will utilize thematic vocabulary development, learning in context the words that are connected to the issues and themes we are studying. See *Handout G: Thematic Vocabulary* (included in this document).
8. Presentation and discussion of environmental sustainability issues in Brazil as representative of the social and community quest for treasure. Connection of themes of quest and treasure through discussion of what treasure is, to whom, how one person’s attainment of treasure can mean the loss of treasure for another person or organization. For example, environmental sustainability is treasure for organizations like Greenpeace, but the commodities are treasures for loggers. See *Yaron\_SustainableDevelopment.ppt* (available through Web site: <http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright07/>).

*Formative Assessments:*

- Quote finding and analysis
- Body paragraph writing on critical questions
- Discussion on critical questions

*Summative Assessments:*

- Essay: Compare the quest of Santiago in *The Alchemist* with that of Danny Archer in *Blood Diamond*. What motivates the characters through the development of their quests? How are they influenced by both their physical environment and the other characters to alter their journey? How and why do the characters either realize or fall short of their goal? See *Handout H: Essay* (included in this document).
- Creative Task. Create a quest game using the principles of a quest learned from this unit. See *Handout I: Quest Game* (included in this document).
- Community Sustainability Project.
  - Part I: Find an organization in Los Angeles that also tries to promote community, social, or environmental sustainability. Visit the organization. Discuss with them their goals and methods for reaching them, as well as how their organization is connected to larger issues that affect the community. Turn in a one-page write-up on your experience.
  - Part II: Create an individual or group (2–4 people) plan for developing your own organization that deals with sustainability. Address goals and methods, as well as the resources needed to sustain such an organization. Present your plan for the

organization to the class in a 5–10 minute presentation. See *Handout J: Sustainability Project* (included in this document).

## Handout A: Road Poems

### **The Road Not Taken**

Robert Frost (1874–1963)

### **Visual Representation**

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Had worn them really about the same,

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.

### **Uphill**

Christina Rossetti (1830–1894)

### **Visual Representation**

DOES the road wind uphill all the way?  
Yes, to the very end.  
Will the day's journey take the whole long day?  
From morn to night, my friend.

But is there for the night a resting-place?  
A roof for when the slow, dark hours begin.  
May not the darkness hide it from my face?  
You cannot miss that inn.

Shall I meet other wayfarers at night?  
Those who have gone before.  
Then must I knock, or call when just in sight?  
They will not keep you waiting at that door.

Shall I find comfort, travel-sore and weak?  
Of labour you shall find the sum.  
Will there be beds for me and all who seek?

Yea, beds for all who come.

**Shoulders**

Naomi Shihab Nye

A man crosses the street in rain,  
stepping gently, looking two times north and south,  
because his son is asleep on his shoulder.

No car must splash him.  
No car drive too near to his shadow.

This man carries the world's most sensitive cargo  
but he's not marked.  
Nowhere does his jacket say FRAGILE,  
HANDLE WITH CARE.

His ear fills up with breathing.  
He hears the hum of the boy's dream  
Deep inside him.

We're not going to be able  
to live in the world  
if we're not willing to do what he's doing  
with one another.

The road will only be wide.  
The rain will never stop falling.

**Visual Representation**

## Handout B: Goal Setting

<p>Make SMART Goals!</p> <p><b>S</b> = Specific <b>M</b> = Measurable <b>A</b> = Attainable <b>R</b> = Realistic <b>T</b> = Timely</p>	<p><i>WHAT</i> are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.</p> <p><i>WHY</i> is this important to do at this time? What do you want to ultimately accomplish?</p> <p><i>HOW</i> are you going to do it? (By...)</p>
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**Short Term Goal** (What):

Why:

How:

**Long Term Goal** (What):

Why:

How:

## Priority Management Planner

—Organize your time and your life around what is important to you!

*Long Term Goal:*

*Weekly Plan:*

<i>Daily Plans</i>	<i>Accomplishments</i>
<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	

## Handout C: **Building Skills in Reading, Writing, Critical Thinking, Public Speaking and Citizenship**

### **Citizenship Rubric** (one point each)

- Come to class prepared to learn
- Be present and on time with required materials
- Contribute to class discussions
- Do all work with focus and strength

### **Writing Structure**

- *Intro*
  - Opening Statement
  - Background (title, author, type, plot)
  - Thesis: answer q with main ideas
- *Body*
  - Main idea
    - Quote/ex
      - How/why
    - Quote/ex
      - How/why
  - CS: Result
- *Conclusion*
  - Restate thesis
  - Main points
  - Generalize

### **Writing Rubric** (one point each)

- Strong main ideas
- Strong evidence (quotes/ex)
- Strong support (how, why)
- Strong grammar, spelling, vocabulary, sentence structure, pride

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### **Public Speaking Rubric** (one point each)

- Voice: clarity, volume, emotion
- Stance: body language, eye contact, presence
- Content: organization, depth

### **Reading Goals**

- Comprehension
- Fluidity
- Feelings toward reading

## Handout D: **Important Quotations in The Alchemist by Paulo Coelho**

It's the possibility of having a dream come true that makes life interesting. (p11)

What's the world's greatest lie? It's this: that at a certain point in our lives, we lose control of what's happening to us, and our lives become controlled by fate. (p18)

The boy didn't know what a person's "destiny" was. It's what you have always wanted to accomplish. Everyone, when they are young, knows what their destiny is. At that point in their lives, everything is clear and everything is possible. They are not afraid to dream, and to yearn for everything they would like to see happen to them in their lives. But, as time passes, a mysterious force begins to convince them that it will be impossible for them to realize their destiny. (p22)

And, when you want something, all the universe conspires in helping you to achieve it. (p23)

People learn early in their lives what is their reason for being. (p25)

When someone makes a decision, he is really diving into a strong current that will carry him to places he had never dreamed of when he first made the decision. (p71)

Intuition is really a sudden immersion of the soul into the universal current of life. (p77)

When you want something with all your heart, that's when you are closest to the Soul of the World. It's always a positive force. (p82)

The alchemists spent years in their laboratories, observing the fire that purified the metals. They spent so much time close to the fire that gradually they gave up the vanities of the world. They discovered that the purification of the metals had led to a purification of themselves (p85)

"I learned that the world has a soul, and that whoever understands that soul can also understand the language of things. I learned that many alchemists realized their destinies, and wound up discovering the Soul of the World, the Philosopher's Stone, and the Elixir of Life. But above all, I learned that these things are all so simple they could be written on the surface of an emerald." (p87)

I don't live in either my past or my future. I'm interested only in the present. If you can concentrate always on the present, you'll be a happy man. Life will be a party for you, a grand festival, because life is the moment we're living now. (p88/89)

Because people become fascinated with pictures and words, and wind up forgetting the Language of the World. (p91)

In his pursuit of the dream, he was being constantly subjected to tests of his persistence and courage. So he could not be hasty, nor impatient. If he pushed forward impulsively, he would fail to see the signs and omens left by God along his path. (p93)

When you are in love, things make even more sense, he thought. (p105)

Courage is the quality most essential to understanding the Language of the World. (p117)

Remember that wherever your heart is, there you will find your treasure. You've got to find the treasure, so that everything you have learned along the way can make sense. (p122)

"There is only one way to learn," the alchemist answered. "It's through action. Everything you need to know you have learned through your journey. (p132)

The wise men understood that this natural world is only an image and a copy of paradise. The existence of this world is simply a guarantee that there exists a world that is perfect. God created the world so that, through its visible objects, men could understand his spiritual teachings and the marvels of this wisdom. That's what I mean by action." (p133)

All you have to do is contemplate a simple grain of sand, and you will see in it all the marvels of creation. Listen to your heart. It knows all things, because it came from the Soul of the World, and it will one day return there. (p134)

People are afraid to pursue their most important dreams, because they feel that they don't deserve them, or that they'll be unable to achieve them. (p136)

Tell your heart that the fear of suffering is worse than the suffering itself. And that no heart has ever suffered when it goes in search of its dreams, because every second of the search is a second's encounter with God and with eternity.

Everyone on earth has a treasure that awaits him. (p138)

Every search begins with beginners luck and ends with the victor's being severely tested. (p139)

The boy and his heart had become friends, and neither was capable now of betraying the other. (p141)

When you are loved, you can do anything in creation. When you are loved, there's no need at all to understand what's happening, because everything happens within you. (p155)

## Handout E: **CONFLICT DIAMONDS**

*Conflict diamonds:* Conflict diamonds are diamonds that originate from areas controlled by forces or factions opposed to legitimate and internationally recognized governments, and are used to fund military action in opposition to those governments, or in contravention of the decisions of the Security Council.

*Fuelling wars:* Rough diamond caches have often been used by rebel forces to finance arms purchases and other illegal activities. Neighboring and other countries can be used as trading and transit grounds for illicit diamonds. Once diamonds are brought to market, their origin is difficult to trace and once polished, they can no longer be identified.

*Background:* During the past five years, substantial attention has been paid to the issue of “conflict” or “blood” diamonds. Diamonds from countries such as Sierra Leone, Angola, Liberia and the Democratic Republic of the Congo (DRC) have been used to fund combatants, both rebel and government, whose main targets are often civilians. The civil wars during the 1990s in Sierra Leone left 50,000 dead, and 500,000 died in Angola. The violence in Angola escalated during a six-month period in 1993 in which 180,000 died. Both government and rebel soldiers committed atrocities and used amputations as a way to coerce and terrorize the countryside. Diamonds played a key role in obtaining funds to provide these combatants with food, clothing, transportation, and most significantly, weapons. Finding buyers wasn’t particularly hard and rebel groups such as the RUF in Sierra Leone and UNITA in Angola obtained approximately \$200 million per year from these sales.

Diamonds became a central issue for a number of reasons. First, rough diamonds (which are later polished into gemstones) represent an \$8 billion dollar annual market. Secondly, the trading centers into which these stones flow, such as Antwerp, Tel Aviv, and London, as well as major consumer markets such as the United States have relatively scarce supplies. Thirdly, the diamonds in Sierra Leone are of very high quality (as opposed to industrial diamonds, which cannot be used for jewelry) and they are alluvial – that is, they are found on the earth’s surface, usually in river beds, and are accessible to anyone with a few basic hand tools and skills. And with governments acting essentially as organized crime syndicates, these resources quickly became the property of whoever had the monopoly on violence at the time.

*The Kimberly Process:* In response to the international outcry over the role of diamonds in sustaining armed conflict, an assortment of governments, industry bodies, and NGOs have worked together to devise a system for excluding conflict diamonds from the legitimate gem trade. The resulting Kimberley Process is the new set of standards which approximately 70 countries have agreed to be part of. It is a certification scheme that seeks to track diamonds from the mine to the retail counter by using a certificate system. It is endorsed by the United Nations and went into effect on January 1, 2003. Many scholars and NGO’s such as ActionAid are skeptical of the ability to trace an item as easily smuggled as diamonds. Global Witness and others are calling for independent monitoring of the process. As of right now it is up to each member state to come up with their own export/import certification scheme. This is troublesome because many of the government officials in countries such as Sierra Leone were/are extremely corrupt. However, most critics agree that the Kimberley Process is at least a step in the right direction.

<http://www.un.org/peace/africa/Diamond.html>

<http://pawss.hampshire.edu/topics/conflictdiamonds/index.html>

Handout F: *The Alchemist/Blood Diamond Connections*

**Guiding Questions:**

What is treasure? To whom?

What quest are the characters on?

What methods do the characters use to fulfill their quests for treasure?

Are the characters successful in their quests?

Compare Santiago’s quest with the quest of one of the characters in the film

Connections	<i>Blood Diamond</i>	<i>The Alchemist</i>
Sacrifice the people they care about, love, normal life for goal	Danny sacrifices Maddy, Maddy sacrifices a chance at a typical life	Santiago sacrifices Fatima
Assistance from others	Solomon, Danny, and Maddy need help from each other to find the treasure	Santiago is guided by the old man, Alchemist, and others
Backdrop of war in Africa	Must overcome larger conflict for personal survival	Must overcome larger conflict for personal survival
Quest for treasure	Danny—the diamond is his ticket out of Africa Maddy—the news story Solomon—his family Rebels—the diamond will buy them more guns, status	Santiago searches for treasure. discovers treasure lies in the journey
Obstacles		
Risk		

**Develop What, How, and Why questions around one area of comparison**

*(Student Sample Questions)*

- How does treasure motivate the characters to reach their goals?
- How do the characters fulfill their quests for treasure?
  - Sacrifice, help of others, perseverance
- What must the characters sacrifice in order to achieve their goal? Why must they give up these things?
  - Love, comforts of normal life, risk life
- What methods do the characters use to reach their goal?
  - Help of others, risk, trusting in path
- What helps the characters persevere through their goal?
- What forces or higher powers guide the characters through their quests?
  - Omens, TIA (This is Africa)
- How do the characters overcome obstacles to achieving their goals?
- What role does the father/son relationship have in the fulfillment of goals?

## Handout G: Quest for Treasure Vocabulary

1. Quest (n.) a search for something, especially a long or difficult one
2. Pursuit (n.) the effort made to try to achieve or obtain something over a period of time
3. Cache (n.) a hidden store of things, especially weapons or valuables
4. Decision (n.) something that somebody chooses or makes up his or her mind about, after considering it and other possible choices.
5. Objective a.) (n.) an aim or goal b.) (adj.) free of any bias or prejudice caused by personal feelings
6. Priority (n.) the state of having the most importance or urgency
7. Cost (n.) the loss, sacrifice, suffering, or effort involved in doing something
8. Output (n.) the amount of something produced or manufactured
9. Sustain (vt.) a.) to manage to withstand something and continue doing something in spite of it. b.) to make something continue to exist
10. Environment (n.) a.) the natural world, within which people, animals, and plants live. b.) the conditions that surround people and affect the way they live.

## Handout H: Quest for Treasure Essay Topic

**Essay:** Compare the quest of Santiago in *The Alchemist* with that of Danny Archer in *Blood Diamond*. What motivates the characters through the development of their quests? How are they influenced by both their physical environment and the other characters to alter their journey? How and why do the characters either realize or fall short of their goal?

### Writing Rubric (one point each)

- Strong main ideas
- Strong evidence (quotes/ex)
- Strong support (how, why)
- Strong grammar, spelling, vocabulary, sentence structure, pride

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### Writing Structure Guide

- *Intro*
  - Opening Statement
  - Background (title, author, type, plot)
  - Thesis: answer q with main ideas
  
- *Body*
  - Main idea
    - Quote/ex
      - How/why
    - Quote/ex
      - How/why
  - CS: Result
  
- *Conclusion*
  - Restate thesis
  - Main points
  - Generalize

## Handout I: **The Quest for Treasure Game**

*Treasure:* Something of great value or worth

*Quest:* A search for something, especially a long or difficult one

Using your knowledge of what it means to partake on a quest for treasure, design a board game that incorporates your philosophies and understandings of this quest.

Your game must include:

- Characters
- Treasure
- A Setting
- Obstacles that will stand between your character and the treasure
- Methods for overcoming obstacles

Be creative and professional in your approach and design.

## Handout J: Community Sustainability Project

*Never doubt that a small group of committed people can change the world. Indeed, it is the only thing that ever has. –Margaret Mead*

Through my time in Brazil, I learned many things; most profound among them, the power an individual has to shape the world. In meetings with individuals and non-government organizations, it became apparent that people had taken on the challenge to solve the environmental issues affecting their community and world. Below are some of the projects we visited for your reference.

### **Your task:**

Part 1: Find an organization in Los Angeles that also tries to promote community, social, or environmental sustainability. Visit the organization. Discuss with them their goals and methods for reaching them, as well as how their organization is connected to larger issues that affect the community. Turn in a one-page write-up on your experience.

Part II: Create an individual or group (2–4 people) plan for developing your own organization that deals with sustainability. Address goals and methods, as well as the resources needed to sustain such an organization. Present your plan for the organization to the class in a 5–10 minute presentation.

### Brazilian Organizations Visited:

- ISER, Rio de Janeiro
  - <http://www.iser.org.br/>
  - The Institute for the Study of Religion has a 35 year history of activity in four fields: Strengthening Civil Society, Urban Violence, Public Security and Human Rights, Environment and Development, Religion and Society.
  
- Cooperative Novo de Novo, Salvador
  - <http://www.novodenovo.art.br>
  - Recycling Program—furniture out of plastic bottles
  - Gives people a chance to work together to help the environment and their community.
  
- ELL, English Language Learners, Candeal, Salvador
  - <http://www.pracatum.org.br>
  - English school for children that uses community strengths of music, dance, and history to teach English.
  
- Caiman Ecological Lodge, Pantanal
  - <http://www.caiman.com.br>
  - Ecotourism lodge designed to inform tourists of the natural environment conservation efforts in the Pantanal.

- Blue Macaw Conservation Project, Pantanal
  - <http://www.projetoararaazul.org.br>
  - Project to maintain and research the Blue Macaw in the Pantanal Wetlands.
- Avive Project
  - Women's association, sustainable use of native plants to produce aromatic products, Silves Island
- Precious Woods, Manaus
  - <http://www.preciouswoods.com>
  - Sustainable management of tropical forests
- OELA Project-Oficina Escola de Lutheria de Amazônia, Manaus
  - <http://www.oela.org.br>
  - Music school in Manaus that offers students courses on making and playing guitars. Students develop a marketable skill through coursework.
- Saltwater desalinization, Fernando de Noronha
  - Making ocean water clean for people to drink.
- Golfinho Rotator, Fernando de Noronha
  - Spinner Dolphin Project to monitor and research spinner dolphins
- Projeto Tamar, Fernando de Noronha
  - <http://www.tamar.org.br/ingles/>
  - Turtle conservation and protection program