

HAVE YOUR CLASS ENTER THE *NATIONAL TREASURE* STUDENT WRITING CONTEST.

The unanimous Declaration of the thirteen united States of America.



WALT DISNEY
PICTURES PRESENTS

The title "NATIONAL TREASURE" is displayed in large, 3D, metallic block letters. The letters have a weathered, industrial look with visible rivets and a grey, metallic texture. They are set against a background that includes a map of the United States and a classical building facade.

An Educational Experience for Grades 4-12

www.NationalTreasure.com



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 story of one family's history-making experiences in a way that brings the era of Revolutionary America to life for students.

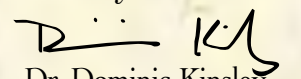
Starring Academy Award winner Nicolas Cage and a critically acclaimed ensemble cast — including Academy Award winner Jon Voight, Academy Award nominee Harvey Keitel, Emmy Award winner Christopher Plummer, and newcomers Diane Kruger and Justin Bartha — **National Treasure** follows the adventures of Benjamin Franklin Gates, a third-generation treasure hunter who has been searching all his life for a treasure no one believes existed: amassed through the ages, moved across continents, to become the greatest treasure the world has ever known. Hidden by our Founding Fathers, they left clues to the treasure's location right before our eyes... from our nation's birthplace to the symbols on the dollar bill. Ben's life-long journey leads him to a map hidden on the back of the Declaration of Independence. As word of the invisible map leaks, Ben realizes in order to protect the world's greatest treasure, he must now do the unthinkable: steal the most revered, best-guarded document in American history before it falls into the wrong hands, and unlock the 2000-year-old mystery behind the world's greatest national treasure.

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 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: www.NationalTreasure.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 classmates, and an adult, plus special VIP behind-the-scenes tours 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



In Theatres November 19, 2004

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 broader 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.

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. Prize-winning students receive a trip to Washington, D.C., for themselves, two classmates, and an adult, provided by NWA World Vacations, plus special VIP behind-the-scenes tours of the National Archives and the Bureau of Engraving and Printing.



WorldVacations.



Activity 1

These Symbols Are Telling Us Something...

In **National Treasure**, the new film that uncovers 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.



Photo by Robert Zuckerman © Walt Disney Pictures



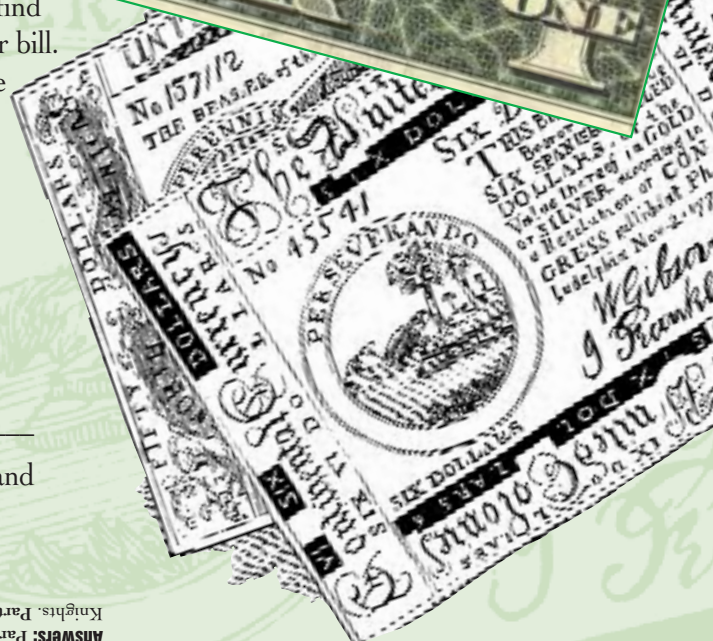
PART ONE

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 RAE LIS _____
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.

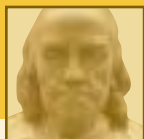
Now it's your turn to build on the past by designing a new dollar bill. Think about symbols that are important to Americans today. Then use your ideas to draw a new dollar bill in the space below. You can see how the design of American money has changed over the years at the **Bureau of Engraving and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

DESIGN YOUR OWN DOLLAR BILL!



YOUR CLUE to the TREASURE

Ready for more historical detective work? Try the games section at the **National Treasure** website: www.NationalTreasure.com. If you can find all thirteen thirteens on the back of a dollar bill, you're on your way to collecting real digital treasure. 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 Evolving Languages

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...”

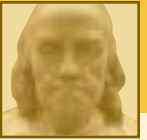
Final Version

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.

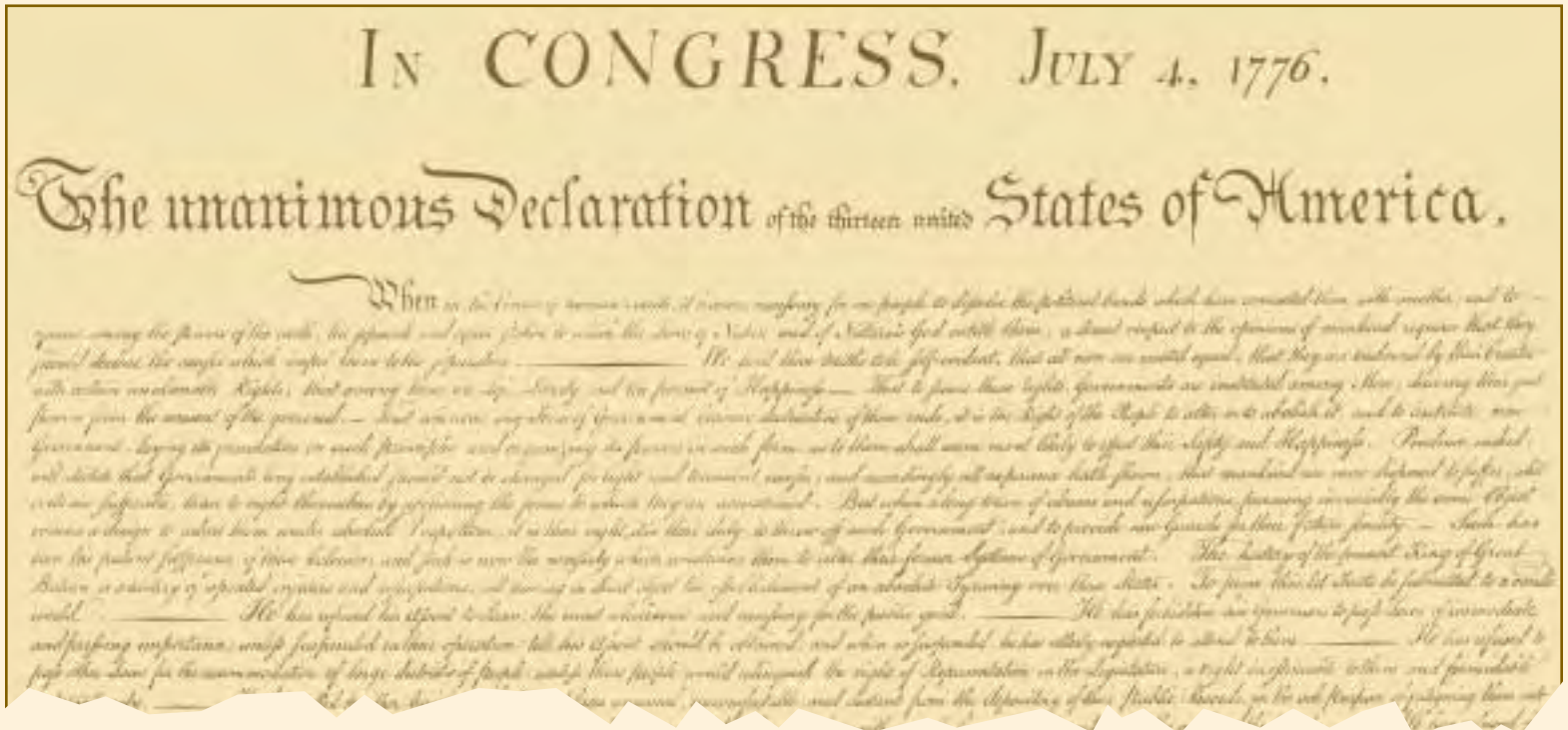


Jefferson's Rough Draft of the Declaration of Independence

Photos: Signing of the Declaration of Independence and Jefferson's rough draft courtesy The Library of Congress; Declaration of Independence courtesy National Archives and Records Administration.



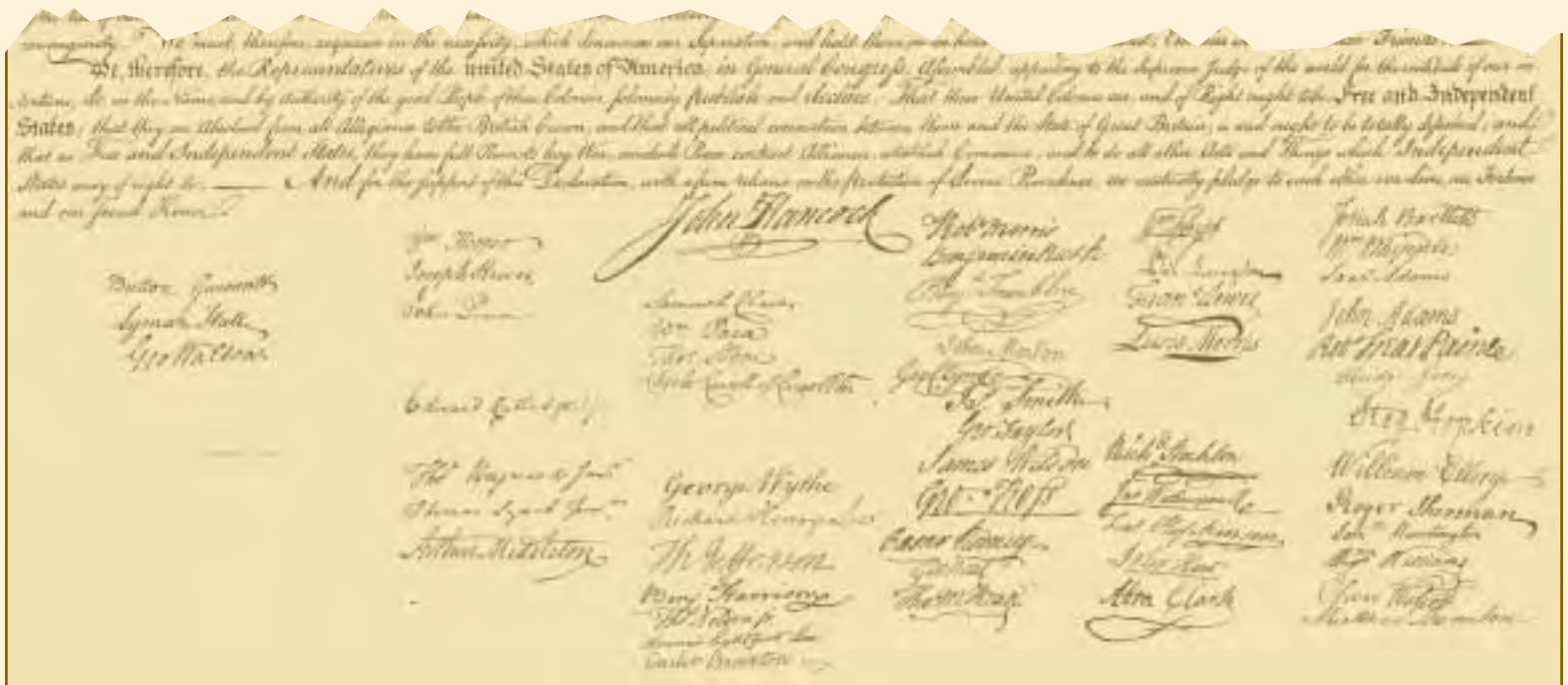
The Declaration of Independence (original engraving)



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, fourteen 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.



In Theatres November 19, 2004

YOUR CLUE to the TREASURE

Now use your code-cracking skills to uncover a secret message in the games section of the **National Treasure** website. You could be on your way to collecting real digital treasure.

Visit www.NationalTreasure.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.

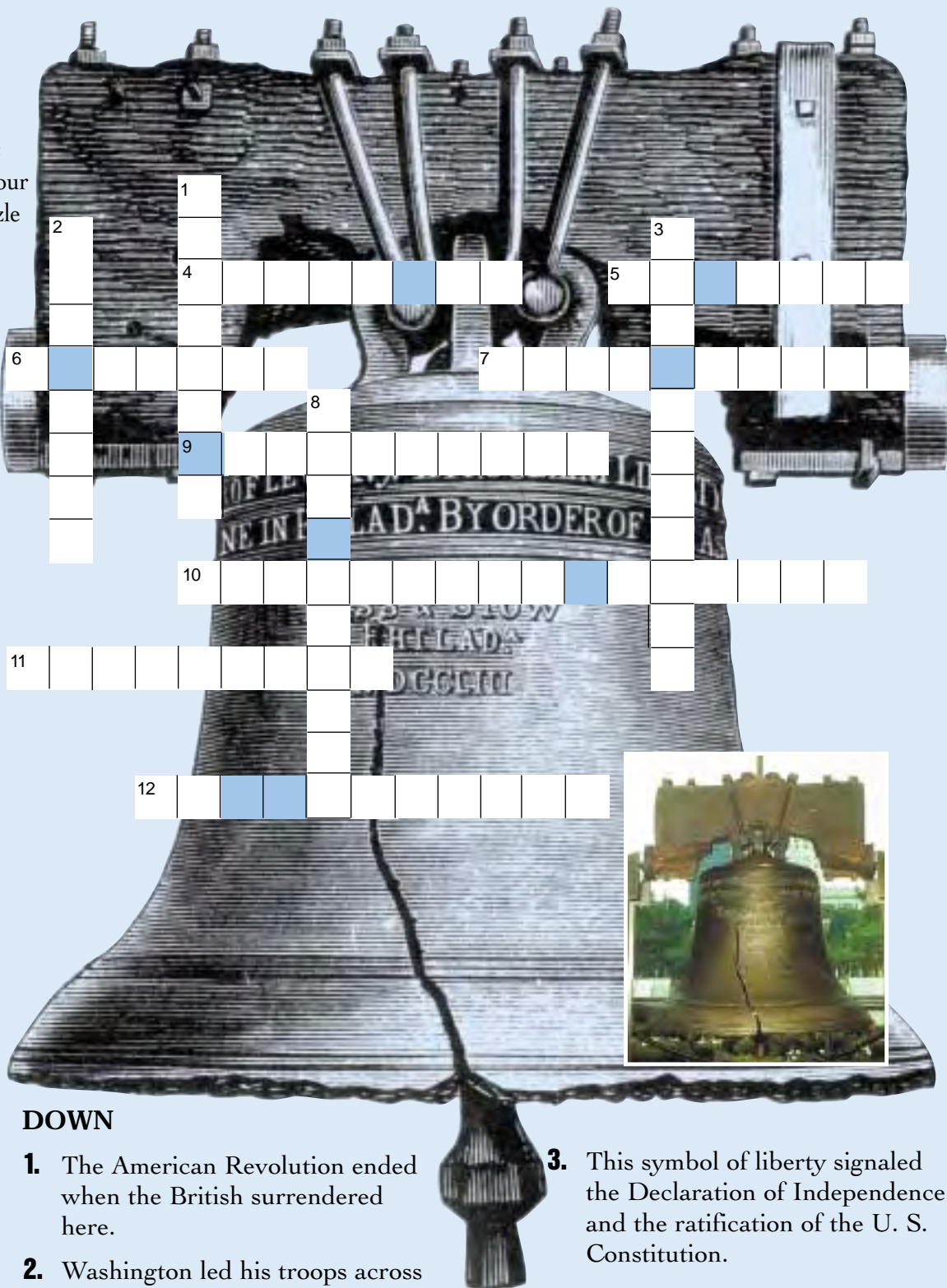
7. Battleground near Boston where patriots fought for independence.

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



In Theatres November 19, 2004

YOUR CLUE to the TREASURE

Still hoping to find digital treasure at the **National Treasure** website? Go to the games section and use your landmark savvy to complete the pyramid puzzle. Visit www.NationalTreasure.com. And good luck!



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 classmates, and an adult, provided by NWA World Vacations, plus special VIP behind-the-scenes tours of the National Archives and the Bureau of Engraving and Printing. 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/rds/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 Cœptis" (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?
- 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?

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. 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 the writing process. Have students compare Jefferson's draft to their own — do they cross out and revise as they go along? ignore spelling mistakes until they have ideas on paper? What other tips can they take from Jefferson's example?
- Emphasize the importance of original sources in historical research by having students complete the decoding activity using printed copies of the Declaration. What messages do they discover? Talk about other ways an original document can enhance appreciation and understanding of what actually happened in the past.
- What if the colonies had not won the war against Great Britain? Stage the trial of the signers of the Declaration of Independence in class. How might prosecutors turn 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).

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?
- 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 connect us to everyday life in the past. Colonial Williamsburg (www.history.org) and the Lower East Side Tenement Museum (www.tenement.org) are examples of this trend. Have students explore these websites to learn the role archeologists play in reconstructing past societies. Then have them imagine what an archeologist would make of modern-day America 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

NO PURCHASE NECESSARY TO ENTER OR WIN. A PURCHASE WILL NOT IMPROVE YOUR CHANCE OF WINNING.

1 ENTRY The National Treasure Student Writing Contest (the "Contest") is intended for educational participation and must be entered within a school context. The Contest is open to all students currently enrolled in grades 4-12 at schools located in the 50 United States and District of Columbia selected to receive the National Treasure educational program.

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. Entries are limited to 1 per person.

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 and received by December 10, 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 these official rules (the "Rules"). Entries will not be returned. All materials are sent at the risk of the sender.

2 SELECTION OF WINNERS AND JUDGING CRITERIA 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 the Rules. Entries will be judged by LearningWorks, LLC, an independent judging organization. By participating, entrants agree to the Official Rules and the decisions of the judges, which are final and binding in all respects. 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. 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.

3 PRIZES Three Grand Prize Winners will each receive a 2 night, 3 day trip to Washington, DC (the "Trip") for 4 people (i.e., winner, 2 classmates, and one teacher or parent/legal guardian) provided by Northwest Airlines WorldVacations, and VIP tours of the National Archives and the Bureau of Engraving and Printing (neither agency is otherwise involved in the contest). The Trip for all Grand Prize Winners must take place before May 1, 2005 on dates to be determined by Sponsor in its sole discretion. Winners must be able to travel on the designated dates, or they will be disqualified and an alternate may be selected, if time permits. If a winner cannot be found who can travel on the designated dates, the Grand Prize will not be awarded. Trip consists of round trip coach class air transportation between a major U.S. gateway within the 50 United States closest to winner's residence and Washington, DC; transportation to and from airport; 2 nights hotel accommodations (based on 1 room/quad occupancy) at Holiday Inn Capitol; a tour of Washington, DC; and meal vouchers.

Actual value of Grand Prize Trip varies, based upon points of departure, dates of travel, airline fluctuations, etc. All expenses not specifically mentioned herein are not included and are solely the winner's responsibility including but not limited to: hotel room service, parking fees, laundry service, food, alcoholic beverages, merchandise, souvenirs, local and long distance telephone calls, tips, gratuities and service charges. Airline carrier, hotel and tour locations regulations and conditions apply. Travel and lodging are subject to availability, certain restrictions, blackout dates and Sponsor's approval. Travel dates are subject to change and all travel arrangements must be made by LearningWorks or a provider of Sponsor's choice. Total ARV of Grand Prizes: \$3,350 each.

Prizes are not transferable. No substitution of prizes allowed, except at Sponsor's sole discretion. Sponsor will not replace any lost or stolen items such as tickets, travel vouchers, certificates or prize items. Winners are solely responsible for any and all taxes on prize, as well as any and all expenses relative to participation in the Contest unless stated otherwise in these rules. Disqualification and the selection of an alternate winner will result from any of the following: 1) failure of a potential winner to respond to first attempted notification within 3 days from the date received; 2) the return of potential winner's notification as undeliverable after 3 attempts; 3) failure of a potential winner (or winner's parents or legal guardians) to execute and return an Affidavit of Eligibility/Liability/Publicity Release within five (5) days from the date of notification;

4) the return of any other notification or any prize as undeliverable; or 5) any other non-compliance with Rules and conditions. In the event a selected winner is less than the age of majority in his/her state of residence, any required paperwork must be signed by winner's parents or legal guardians on behalf of the winner. Winner and companions must travel together on the same itinerary; and all minors must be accompanied by their parent/legal guardian on the Trip or each minor's parents/legal guardians must give written consent before ticketing. At least one adult chaperone over 25 must travel with winner on Trip. Winner's traveling companions must sign a Release of Liability before ticketing. 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. All requests must be received by January 14, 2005.

4 ELIGIBILITY Employees of Sponsor, LearningWorks LLC, Northwest Airlines, their respective parents, subsidiary or affiliated companies or the advertising, promotional or fulfillment agencies of any of them (individually and collectively, "Sponsor Entities") and members of their immediate families or same households are not eligible to enter. "Immediate family members" means parents, stepparents, children, stepchildren, siblings, stepsiblings, or spouses. "Household members" means people who share the same residence at least 3 months per year. The Sponsor Entities are not responsible for entries from persons residing, or physically located, outside the Territory, or entries that are inaccurate, incomplete, garbled, lost, interrupted, deleted, defective, stolen, destroyed, altered, given unauthorized access to, misdirected, non-delivered, delayed, late or misrouted; miscommunications; failed phone, computer hardware or software or telephone transmissions; technical failures; unauthorized human intervention; or other errors of any kind, whether due to electronic, mechanical or human error or other causes; each of which potential entries will be disqualified. Contest is governed by U.S. law.

5 CONDITIONS OF PARTICIPATION Each entrant by entering this Contest, agrees that: 1) all entries become the property of Sponsor and will not be returned and all rights in the entry are transferred to the Sponsor; 2) the participation in this Contest constitutes the grant of an unconditional right to Sponsor to use (or not use), modify, reproduce, electronically publish, and display the submitted entry in all media, means, and forms and without any payment or further compensation; 3) his/her entry is wholly original and its use by Sponsor will not violate any one's rights; 4) none of the Sponsor Entities, nor any of their officers, directors, shareholders, employees, franchisees, agents or representatives (individually and collectively, "Releasees") are responsible for claims, injuries, losses or damages of any kind, including but not limited to death and property damage, resulting in whole or in part, directly or indirectly from the awarding delivery acceptance, use, misuse, possession, loss or misdirection of the prize; participation in this Contest or in any activity or travel related thereto; 5) the prizes are awarded WITHOUT WARRANTY OF ANY KIND, express or implied, (including, without limitation, any implied warranty of merchantability or fitness for a particular purpose); 6) acceptance of a prize constitutes the grant of an unconditional right to use winner's name, address (city and state only), voice, likeness, photograph, biographical and prize information and/or statements about the promotion for any publicity, advertising and promotional purposes without additional compensation, except where prohibited by law; 7) in the event unauthorized human intervention, Acts of God, acts or regulations of any governmental or supra-national authority, war, national emergency, accident, fire, riot, strikes, lock-outs, industrial disputes, acts of terrorism, or other matters beyond the Sponsor's control, corrupt, prevent or impair the administration, security fairness or proper play of this Contest, so that it cannot be conducted as originally planned, the Sponsor has the right to cancel, terminate or suspend the Contest. In the event of such cancellation Sponsor may select a winner from among all eligible entries received up to the time of cancellation, termination or suspension and in the event the Trip has already commenced, to terminate the Trip and return the winner and guests to the airport of departure as soon as reasonably possible; 8) the Releasees are not responsible for typographical or other errors in the offer or administration of this Contest, including but not limited to errors in advertising, the Rules and the selection and announcement of the winners; 9) Sponsor has the right to disqualify any individual it finds to be acting in an unsportsmanlike or disruptive manner, or with intent to annoy, abuse, threaten or harass any other person; 10) Sponsor has the right to look out an entrant whose eligibility is in question or who has been disqualified or is otherwise ineligible to enter the Contest; 11) any portion of the prize not accepted by the winner will be forfeited; and 12) the Releasees are not responsible for any inability of the winner to accept or use the prize in whole or part for any reason.

SPONSOR: Buena Vista Pictures Marketing, 500 South Buena Vista St., Burbank, CA 91521.

ADMINISTRATOR: LearningWorks, 35 Marvel Road, New Haven, CT 06515.

WALT DISNEY
PICTURES PRESENTS



In Theatres November 19, 2004

EDUCATIONAL RESOURCES

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

www.NationalTreasure.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.



WorldVacations®

Brought to you by Northwest
Airlines WorldVacations

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

FROM THE PRODUCER OF "PIRATES OF THE CARIBBEAN"

N I C O L A S C A G E

The United States Declaration of Independence



NATIONAL TREASURE

In Theatres November 19, 2004



Claim Your Share of the Treasure! Enter the **NATIONAL TREASURE** Student Writing Contest. See your teacher for details.