



Split the Treasure

Introduction

Objective:

- Student will write and solve sentences and explain strategies.
- Student will use variables to create and solve problems and inequalities representing problem situations.

Academic Content Standards:

- ❖ National Council of Teachers of Mathematics Standards: Number and Operations
 - *Understand numbers, ways of representing numbers, relationships among numbers and number systems*
 - *Understand the meaning of operations and how they relate to one another*
 - *Compute fluently and make reasonable estimates*
- ❖ National Council of Teachers of Mathematics Standards: Problem Solving
 - *Build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts.*
 - *Apply and adapt a variety of appropriate strategies to solve problems*
 - *Monitor and reflect on the process of mathematical problem solving.*
- ❖ Ohio Academic Content Standards for Social Studies #1 Number and Number Sense
 - *Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another.*
 - *Benchmarks: J, K, L, and M (4th Grade)*
 - *Benchmarks: H and I (5th & 6th Grades)*
- ❖ Ohio Academic Content Standards for Social Studies #6 Mathematical Processes Standard
 - *Embedded within the grade level indicators.*

Getting Started

Materials:

- Pencil
- Split the Treasure Handout

Vocabulary:

- Addition
- Subtraction
- Multiplication
- Division

Technology:

Use a spreadsheet and formulas to help calculate the total amount of treasure and how much each character will receive. Using percentages of the total amount of treasure may be helpful.

Lesson

Orientation Activity:

Students will be given the amount of treasure that Tom Sawyer found and what each of the different pieces is worth. Students will then calculate the total cost of the treasure. Once calculated,

students will divide the total cost of treasure between the characters from the play and explain who receives how much and why. Students will use the *Split the Treasure Handout* to make calculations and explanations.

Learning Activity:

Have students pretend they are a specific character from the play and have them present to the class the amount of treasure they feel they deserve to receive, the calculations for how they came up with that amount and explanation why they deserve it and someone else does not. The calculations will also include the percentage of the treasure they would receive based on the total amount of the treasure. Students will make a circle graph as a visual aid for their presentation.

Evaluation and Follow-Up

Assessment Tools and Methods:

Student completion of the *Split the Treasure Handout*, and their individual extension presentation.



Split the Treasure

This is what the treasure chest contained:	
150 gold coins	1 gold coin = \$25
200 silver coins	1 silver coin = \$15
10 gold bars	1 gold bar = \$100
45 silver bars	1 silver bar = \$75
200 diamonds	1 diamond = \$40
50 rubies	1 ruby = \$30

Your job is to decide the fairest way to split the treasure. If you feel it should be split equally, that is fine. If you feel that someone should get more than someone else, that is OK too. However, you must give reasons for whatever choices you make. It will also be necessary to record exactly what pieces of the treasure each person will receive and the total amount of their treasure.

First scenario:

Treasure is split between Tom and Becky

Write a number sentence for each person that shows what pieces of treasure they receive and the amount of their treasure.

Why do you feel that this is a fair way to divide the treasure? Give reasons for each person.

Second scenario:

Treasure is split between Tom, Becky and Huck Finn

Write a number sentence for each person that shows what pieces of treasure they receive and the amount of their treasure.

Why do you feel that this is a fair way to divide the treasure? Give reasons for each person.

Third scenario:

Treasure is split between Tom, Becky, Huck Finn and anyone else that you feel deserves it.

Write a number sentence for each person that shows what pieces of treasure they receive and the amount of their treasure.

Why do you feel that this is a fair way to divide the treasure? Give reasons for each person.