



## ***The Sea Chest* Teaching Guide by Toni Buzzeo, MA, MLIS**

Many Social Studies and Common Core English Language Arts standards can be addressed when sharing *The Sea Chest* in your classroom or library. In addition, Science content standards may be addressed in the study of the natural environment and the technical aspects of lighthouse operation while many of the activities, particularly *A Field Guide to Sanctuary Island*,

Address Information Literacy standards as outlined by the American Association of School Librarians in *AASL Standards for the 21<sup>st</sup> Century Learner*. **NOTE: For a full chapter of standards based curriculum activities for *The Sea Chest*, see the book *Toni Buzzeo and You*.**

## **CURRICULUM ACTIVITIES**



### **BOOK PAIRING**

What is it like to live at a lighthouse? Help to build students' understanding with these books: *Beacons of Light: Lighthouses* by Gail Gibbons, *Lighthouse: Living in a Great Lakes Lighthouse, 1910 to 1940* by Megan O'Hara, and *Women of the Lights* by Candace Fleming.



### **FIND OUT MORE**

**About the Author:** Students may wonder what life experiences led Toni Buzzeo to write an adoption story. Read more about her childhood, and view photographs, in the Story Behind the Story.

**About Teaching about Lighthouses:** Explore the topic of lighthouse teaching from the links on the author's Teaching about Lighthouses guide.



**Invite A Speaker (Live or Virtual):** If you live in an area of the country where there are lighthouses (Atlantic coast, Gulf coast, Great Lakes, or Pacific coast) contact one of the Lighthouse Associations below and invite a speaker to come to talk about lighthouse history and lighthouse preservation:

- [American Lighthouse Foundation](http://www.lighthousefoundation.org/)  
<http://www.lighthousefoundation.org/>
- [Chesapeake Chapter of the United States Lighthouse Society](http://cheslights.org/)  
<http://cheslights.org/>
- [Delaware River and Bay Lighthouse Foundation](http://www.delawarebaylights.org/)  
<http://www.delawarebaylights.org/>
- [The Florida Lighthouse Association](http://www.floridalighthouses.org/)  
<http://www.floridalighthouses.org/>
- [The Great Lakes Lighthouse Keepers Association](http://www.gllka.com/)  
<http://www.gllka.com/>
- [The Lighthouse Preservation Society](http://www.lighthousepreservation.org/)  
<http://www.lighthousepreservation.org/>
- [Long Island Chapter, U.S. Lighthouse Society](http://www.lilighthousesociety.org/)  
<http://www.lilighthousesociety.org/>
- [New England Lighthouse Lovers](http://www.nell.cc/)  
<http://www.nell.cc/>
- [The New Jersey Lighthouse Society](http://www.njlhs.org/)  
<http://www.njlhs.org/>
- [Outer Banks Lighthouse Society](http://www.outerbankslighthousesociety.org/)  
<http://www.outerbankslighthousesociety.org/>
- [The United States Lighthouse Society](http://www.uslhs.org/)  
<http://www.uslhs.org/>

If you live in another part of the country, invite someone from one of the Lighthouse Associations to join you in an online chat using Skype or another chat software.



**Lighthouse Keeper's Log:** Light keepers were required to keep a daily journal in which they recorded the operations of their lighthouses in a very spare manner. Often, keepers were instructed to write the events of each day in a single line across two pages. If the Inspector came, if the supply boat arrived, if any unusual event occurred, that would be noted. Otherwise, the state of the weather, including the direction of the winds, was the essential information. (For more information and sample log entries, see "[Lighthouse Keeper's Log](#)")

[http://www.nps.gov/pore/historyculture/people\\_maritime\\_keeperslog.htm](http://www.nps.gov/pore/historyculture/people_maritime_keeperslog.htm)

at the Point Reyes. Ask students to write the entries for the Hendricks Head keeper's log for several days preceding the night of the big storm. Then include the log for the big storm and the following day when the sea chest washed ashore.



***A Field Guide of Sanctuary Island:*** Support students as they research the flora and fauna of Maine coastal islands in the library media center. Use reference books, field guides to the Atlantic shore, and online resources such as [Maine InterTidal Zone Investigation or MITZI](#) <http://www.bigelow.org/mitzi/> Encourage them to create a field guide to the fictional rocky island where Seaborne found a home. The field guide might contain a drawing of each animal and plant found on the island along with its physical characteristics, life span, and habitat.