

# THE FISHY DOUBLOON CAPER

## EPISODE RESOURCES

Use this guide to teach your students valuable lessons in geography, history, and culture. The activities below are inspired by the *Carmen Sandiego*™ Netflix® episode, "**The Fishy Doubloon Caper.**" Students discover more about the places and cultures featured in the show. You can use these activities on their own too!

### About the Episode

In this episode, Carmen heads to Ecuador in search of sunken treasure in a shipwreck, where a fish swallows a rare doubloon. Carmen and her crew chase the fish to auction in Quito, where they must outwit VILE operatives to retrieve the doubloon.

### This Episode Resource Guide Includes:

#### Learn It, Teach It: Biographies of Historical Figures Important to Ecuador

Students identify historical figures important to Ecuador. They create short biographies of one historical figure explaining the person's importance.

#### Create a Graph

Students construct bar graphs of the elevations of Quito, Ecuador; five different capital cities; and your school's location. They analyze the data on the bar graphs.

#### Map Quest: Latitude and Longitude

Students locate lines of latitude and longitude to plot points on a world map.

#### Fun Facts: Ecuador

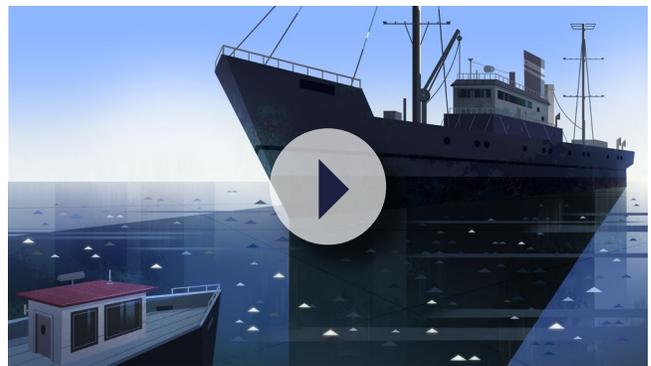
**Official language:** Spanish

**Well-known place:** Galapagos Islands off Ecuador's Pacific coast

**National dish:** Encebollado (fish stew)

**Popular sports:** Soccer, tennis

**Popular music:** Pasillo music



Watch "**The Fishy Doubloon Caper**" on Netflix to introduce your students to Quito, Ecuador!



## Learn It, Teach It: Biographies of Historical Figures Important to Ecuador

Students research and create short biographies of people important to Ecuador's history.

**Estimated Time:** 45+ minutes

**Materials Needed:** Encyclopedias, online reference materials

1. Assign each student a historical figure important to Ecuador. You may wish to include some of the following historical figures: José de San Martín, Simón Bolívar, José Joaquín Olmedo, Antonio José de Sucre, Juan José Flores, Vicente Rocafuerte, Gabriel García Moreno, Eloy Alfaro, Hermelinda Urvina, Matilde Hidalgo, Zoila Ugarte, Ana de Peralta, and Rafael Correa. You may also choose to allow students to pick a historical figure.
2. After conducting research, each student should write a short biography that includes why the historical figure is important to Ecuador.
3. Have students share their biographies in small groups or as a whole class.

## Create a Graph

Students create bar graphs of the elevations of different capital cities.

**Estimated Time:** 20–30 minutes

**Materials Needed:** Atlases, almanacs, graph paper, rulers

1. Carmen Sandiego gets altitude sickness because Quito's elevation is so high. Explain to students that they will create a bar graph of the elevations of different capital cities.
2. Each student should research and collect data for the elevations of Quito, the capital cities of five different countries, and the school's location.
3. Then have each student create a bar graph using the data collected. Some students may need help with selecting the scale for the graph.
4. Display graphs so that students can see a wider variety of data.





## Map Quest: Latitude and Longitude

Students use lines of latitude and longitude to plot points on a world map.

**Estimated Time:** 20–30 minutes

**Materials Needed:** Photocopies of a world map with lines of latitude and longitude, projector to display that map

1. With students, review how the equator is a line of latitude. Other lines of latitude are parallel to the equator and measure how far north or south of the equator a location is. Lines of longitude measure how far east or west a location is from the prime meridian. Any location can be described using two coordinates, one for latitude and one for longitude. For example,  $30^{\circ}\text{N}$ ,  $90^{\circ}\text{W}$  is the approximate location of New Orleans, Louisiana, in the United States.
2. Distribute a map to each student. Have students practice marking the approximate locations of places Carmen travels to on the map. Give the coordinates first. Then ask students which location they think they should mark. After each example, mark the location together on a projected map. You may also wish to include your own location.

**Sample locations to mark:**

LATITUDE	LONGITUDE	PLACE
$34^{\circ}\text{N}$	$8^{\circ}\text{W}$	Casablanca, Morocco
$6^{\circ}\text{S}$	$107^{\circ}\text{E}$	Jakarta, Indonesia
$0^{\circ}\text{S}$	$78^{\circ}\text{W}$	Quito, Ecuador
$28^{\circ}\text{N}$	$17^{\circ}\text{W}$	Canary Islands, Spain
$49^{\circ}\text{N}$	$2^{\circ}\text{E}$	Paris, France
$52^{\circ}\text{N}$	$5^{\circ}\text{E}$	Amsterdam, The Netherlands
$34^{\circ}\text{S}$	$151^{\circ}\text{E}$	Sydney, Australia

To learn more about Carmen Sandiego, visit [hmhco.com/carmen](https://hmhco.com/carmen).

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