

BECOMING CARMEN SANDIEGO

PART 2

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, "**Becoming Carmen Sandiego, Part 2.**" 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 episode 2, Carmen Sandiego reminisces about her early days with VILE Academy, where she enrolled as a young girl to learn the ways of a super-thief. In this episode, she visits Paris, France, and Casablanca, Morocco.

This Episode Resource Guide Includes:

Take a Virtual Field Trip to UNESCO World Heritage Sites

Students understand the cultural and historic importance of UNESCO World Heritage Sites by researching and evaluating specific sites.

Map Quest: Create a Carmen Sandiego Sightings Map

Students identify the locations Carmen visited on a map and mark those areas with a sticker, label, pushpin, or marker.

Create a Stratigraphy Diagram

Students recognize stratigraphy as the analysis of layers of soil and rock. Then they construct a diagram showing the "stratigraphy" of their own lives using years as layers.

Fun Facts: Morocco

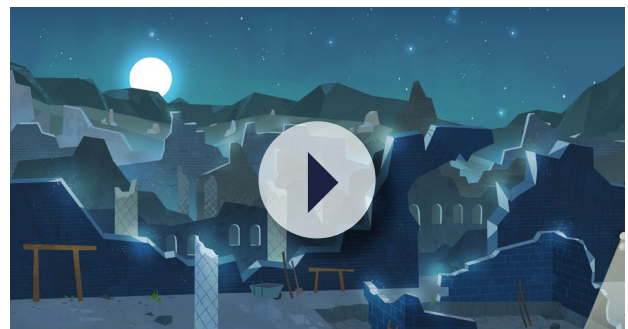
Official languages: Arabic, Berber

Well-known place: Marrakech souk (marketplace)

National dish: Couscous

Popular sports: Soccer, track and field

Popular music: Andalusian classical music



Watch "**Becoming Carmen Sandiego, Part 2**" on Netflix to introduce your students to Paris, France and Casablanca, Morocco!



Take a Virtual Field Trip to UNESCO World Heritage Sites

Check out “treasures” around the world by exploring UNESCO World Heritage Sites.

Estimated Time: 30 minutes

Materials Needed: Computer with projector

1. Tell students that in Casablanca, Carmen learns that some things are valuable not because they are worth a lot of money but because of their cultural and historic importance.
2. Explore several places that are UNESCO World Heritage Sites through the UNESCO website (<https://whc.unesco.org/en/list/>). World Heritage Sites are listed by country. The website provides a description, photos, and a video of each site. You may wish to preview and preselect several places to visit to make sure that the locations you visit are appropriate for your class. When sharing the website with the class, look at the photos and view the videos to get a sense of each place. Discuss why these “treasures” are worth preserving.
3. As a class, make a list of important “treasure places” in your area. Discuss why they are special.





Map Quest: Create a Carmen Sandiego Sightings Map

As a class, create a map of places that Carmen has been.

Estimated Time: 15–20 minutes

Materials Needed: World political map and stickers, labels, or pushpins

1. As a group, locate the different places Carmen visited in “Becoming Carmen Sandiego” Parts 1 and 2. These include Poitiers, France; Paris, France; Buenos Aires, Argentina; Casablanca, Morocco; and the Canary Islands, Spain.
2. Mark each location with a sticker, label, pushpin, or marker.
3. As your class learns about other places Carmen travels to, mark each place on the world map.

Create a Stratigraphy Diagram

Students create stratigraphy diagrams based on the years of their lives.

Estimated Time: 45 minutes

Materials Needed: Examples of archaeological stratigraphy diagrams, writing materials, drawing materials

1. Explain that archaeologists such as the one Carmen meets in Morocco use stratigraphy and the law of superposition to figure out when past events happened in relation to each other and when different artifacts originated. Stratigraphy is the analysis of layers of soil or rock. The law of superposition says that materials from more recent times are on top of materials from longer ago.
2. Show students examples of archaeological stratigraphy diagrams, and explain how archaeologists find artifacts from different time periods that give clues about the past.
3. Have students construct a diagram showing the “stratigraphy” of their lives. They should draw artifacts that give clues about their life in each year or era of their lives. The most recent year should be the top layer of each diagram.
4. Later, consider having students use their diagrams to help generate ideas for personal narrative writing.

To learn more about Carmen Sandiego, visit hmhco.com/carmen.

