

JOURNEY 2

THE MYSTERIOUS ISLAND

WELCOME TO THE ISLAND OF IDEAS PROGRAM!

BELIEVE THE IMPOSSIBLE, DISCOVER THE INCREDIBLE.

Dear Educator,

What will be the next BIG IDEA in technology, medicine or the arts? And where will it come from? The answers might be sitting right there in your own classroom. Each of your students has a creative treasure trove—an island of ideas—just waiting to be discovered!

To help you lead students on that discovery adventure, we've partnered with the makers of the film *Journey 2: The Mysterious Island*. Together, we've developed the in-class Island of Ideas program with easy-to-use tools that include

- **Discussion starters** and **in-class activities** to fit nearly any curriculum (on the next page).
- **Four reproducibles** to prompt imaginative thinking in your students, including a take-home letter to let families know about this special program.
- **Discover Your Island of Ideas poster** on the back of this teachers' guide to enhance the idea-forming process. Go to page 4 to learn more about different ways you can use the poster.

We encourage you to take advantage of the excitement surrounding the release of *Journey 2: The Mysterious Island* to generate buzz in your classroom. You and your students will be amazed where this journey of creativity can lead!

Sincerely,

The Editors of TIME FOR KIDS

In theaters February 10, 2012

JOURNEY 2: THE MYSTERIOUS ISLAND

Inspired by Jules Verne's novel, the film tells the story of three generations of a family on a quest for a secret island. Young Sean Anderson starts his journey to find his grandfather and the Mysterious Island **HERE**.

Where will your students' journeys take them? Use the materials inside to find out!

QUICK LINKS

TheMysteriousIsland.com

Find out more about this imaginative family adventure here.

timeforkids.com/extras

This is the spot to download extra copies of the materials in this guide.

themysteriousisland.com/#games

When you and your students are ready for a fun break, head to this games page.

JOURNEY 2: The Mysterious Island

Prep for Your Island of Ideas Adventure

DISCUSSION STARTERS

Describe the basic plot of the film *Journey 2: The Mysterious Island* to your students:

As part of a family of explorers, teenager Sean Anderson has adventure in his blood. His grandfather has been missing for months on a quest for the Mysterious Island—a hidden island that was described in a book by Jules Verne. Sean teams up with his stepfather, Hank, to piece together clues, leading them and their new friends, Kailani and Gabato, to the secret island. Filled with incredible creatures, including tiny elephants and giant lizards, the island has another very unexpected feature: It's sinking. Will Sean and the others be able to find a way to escape the island before it's submerged?

Ask students . . .

- What are the characters looking for in this story?
- How do you think imagination and creativity could help them on their journey?

Bring the discussion back to students' lives by asking . . .

- How can these things help you discover ideas that might be hidden inside your head?
- Can you list a few ways that a secret island is like an idea?

Now ask . . .

- What do you think your next big idea will be? Will it be in medicine? How to make a new computer? The plot of a book?
- How will you let your family and friends—and the world—know about your idea? Will you write it down? Work on it every day?



The characters Kailani, Hank, Sean and Gabato embark on their adventure in *Journey 2: The Mysterious Island*.

THE MAN BEHIND THE STORY: JULES VERNE

Born in 1828, French author Jules Verne wrote classics such as *Around the World in Eighty Days*, *Journey to the Center of the Earth*, *Twenty Thousand Leagues Under the Sea* and, of course, *The Mysterious Island*. Whether his imagination was soaring around the world or burrowing into the center of it, Verne's delightful storytelling included an infectious fascination with the science of his day. He had the remarkable ability to write about air, underwater and space travel before truly practical ways of such travel were developed—and his work often predicted future technological marvels, like skyscrapers and helicopters. He died in 1905, and today is one of the most translated authors in the world, and considered to be a founding father of science fiction.

HOW ISLANDS FORM

Use this quick background for the "How Ideas Are Born" in-class activity on the next page. Explain to students that one way an island can be formed is when a volcano erupts underwater. With each eruption, lava can build up from the seafloor layer by layer. Over time—sometimes millions of years—the volcano can emerge above the surface of the sea, forming a volcanic island, such as those that make up the Hawaiian Islands.

JOURNEY 2: The Mysterious Island

Bring the Adventure to Your Classroom

IN-CLASS ACTIVITIES

Language Arts

CREATIVELY SPEAKING

Go over the plot of *Journey 2: The Mysterious Island* with students and/or direct their attention to the classroom poster. Ask: Which of the characters do you identify with? Have students write short postcards from the Mysterious Island as if the students are that character. They can address their postcards to you or to a family member.

Problem Solving

ISLAND GETAWAY

In a scene in the movie *Journey 2: The Mysterious Island*, Sean and his stepfather Hank (the two male characters on the classroom poster) need to reach a submerged object. They have to swim underwater for longer than they can hold their breath. Explain that the characters are carrying two plastic bags and two water bottles. Ask students to write a paragraph or draw a picture to describe how they would use those objects to reach the goal deep underwater. (One answer: In the movie, Sean and Hank create homemade scuba tanks.) Now use the poster to set the next scene: How would students use objects in the poster to escape the giant lizards in the picture?

Language Arts

AUTHOR! AUTHOR!

Read to the class the short biography of Jules Verne on page 2. Talk with them about their favorite authors. Ask each student to choose one author and write a very short biography.

Science/Critical Thinking

HOW IDEAS ARE BORN

An island can be formed by a volcanic eruption deep underwater. If that volcano didn't keep producing lava, no one would even know it was there. It takes a lot of effort for that lava to rise to the surface and form an island. With that image in mind, ask students to make a list of three to five ways that the formation of an island and the creation of an idea are the same. Possible ways might include

- An idea and an island can both appear seemingly out of nowhere.
- An idea rising to the top can be like lava from an undersea volcano. The person with the idea sometimes needs to work a little to push the thought above the surface.
- Just as an island must continue to grow if it's to reach above the waves, an idea needs to expand so it's not forgotten.

Language Arts

PLOT YOUR COURSE

Ask students to write short stories using the image on the classroom poster as a starting point. Students can pretend that they have teamed up with one of the characters on the poster to recover a lost item or to rescue a missing pet.

Science

ISLAND EFFECT

In *The Mysterious Island*, big animals—like elephants—are small and small animals—like lizards—are big. It's the type of topsy-turvy ecosystem that's often connected with Foster's rule. The main idea of this rule is that species on an island can get smaller or larger based on the resources available to them. Have students research the topic and present their findings to the class.

One place to start: The remote island of Socotra, in the Indian Ocean, is an example of an isolated ecosystem that has evolved in interesting directions. More than one-third of the 800 or so local plant species are found nowhere else on Earth. Giant black centipedes—nearly a foot long—scurry here and there; land crabs live far from the ocean at an altitude of 2,300 feet; and cliffside cave openings lead down mile-long tunnels that open up into gym-size caverns with menacing stalactites, where explorers might find a three-foot-long pygmy cow, grazing on mosses.

JOURNEY 2: The Mysterious Island

Completing Your Island of Ideas Adventure

USING THE CLASSROOM POSTER

The poster on the back of this guide is an important part of the Island of Ideas program. After you make copies of this teachers' guide, including the reproducibles, be sure to put the poster up for use during the coming weeks.

Reproducibles

Each of the four reproducibles in this guide corresponds to one of the clues on the poster. Explain to students that each week you will complete a reproducible/Mysterious Clue to get one step closer to the **MYSTERIOUS X**. After you complete the reproducibles, you'll have a six-word sentence: **YOU HAVE TREASURES OF IDEAS INSIDE**.

A note about the take-home reproducible: When students return the signed **What's Your Family's Big Idea?** sheet to the classroom, consider creating a display wall for the ideas, or have students present their ideas to the class.

THE MYSTERIOUS X

The **Four MYSTERIOUS CLUES** on the poster lead students to this final spot of their Island of Ideas journey. But what is the **MYSTERIOUS X**? Because this is a program about **BIG IDEAS**, we encourage you to brainstorm with students about what the Mysterious X could be. It can be whatever you and your students decide is the best idea!

Possible suggestions:

- Celebratory pizza party
- Students dress up as their favorite literary character or author.
- A visit from a local writer or artist

Have students vote on the best idea or draw one randomly from options in a hat.



FIVE STEPS TO DISCOVERING IDEA ISLANDS

Try these five ideas when developing students' creative skills.

- **OPEN THEIR EYE-LANDS** When students sit down to brainstorm, ask them to first imagine that they are in a room without walls—that anything is possible.
- **GO IDEA HOPPING** Instruct students not to give themselves time for self-censorship or to worry about what others think. For now, they should just write down any idea that they can think of!
- **KEEP THE LAVA FLOWING** After choosing an idea, have students reinforce the idea right away and flesh it out. Remind them that islands only appear above the surface when they've got plenty of buildup and support.
- **BEWARE THE LAZY LIZARD!** Point to the giant lizard on the classroom poster. Suggest to students that the creature represents "laziness." Ask: How can laziness block you from completing your big idea?
- **INVITE VISITORS** Have students "take tours" of other students' ideas by swapping brainstorming sheets or presenting ideas to the class.



Photo by Ron Phillips

Sean and Hank use creativity to piece together clues in *Journey 2: The Mysterious Island*.

NAME: _____ DATE: _____

JOURNEY 2: The Mysterious Island

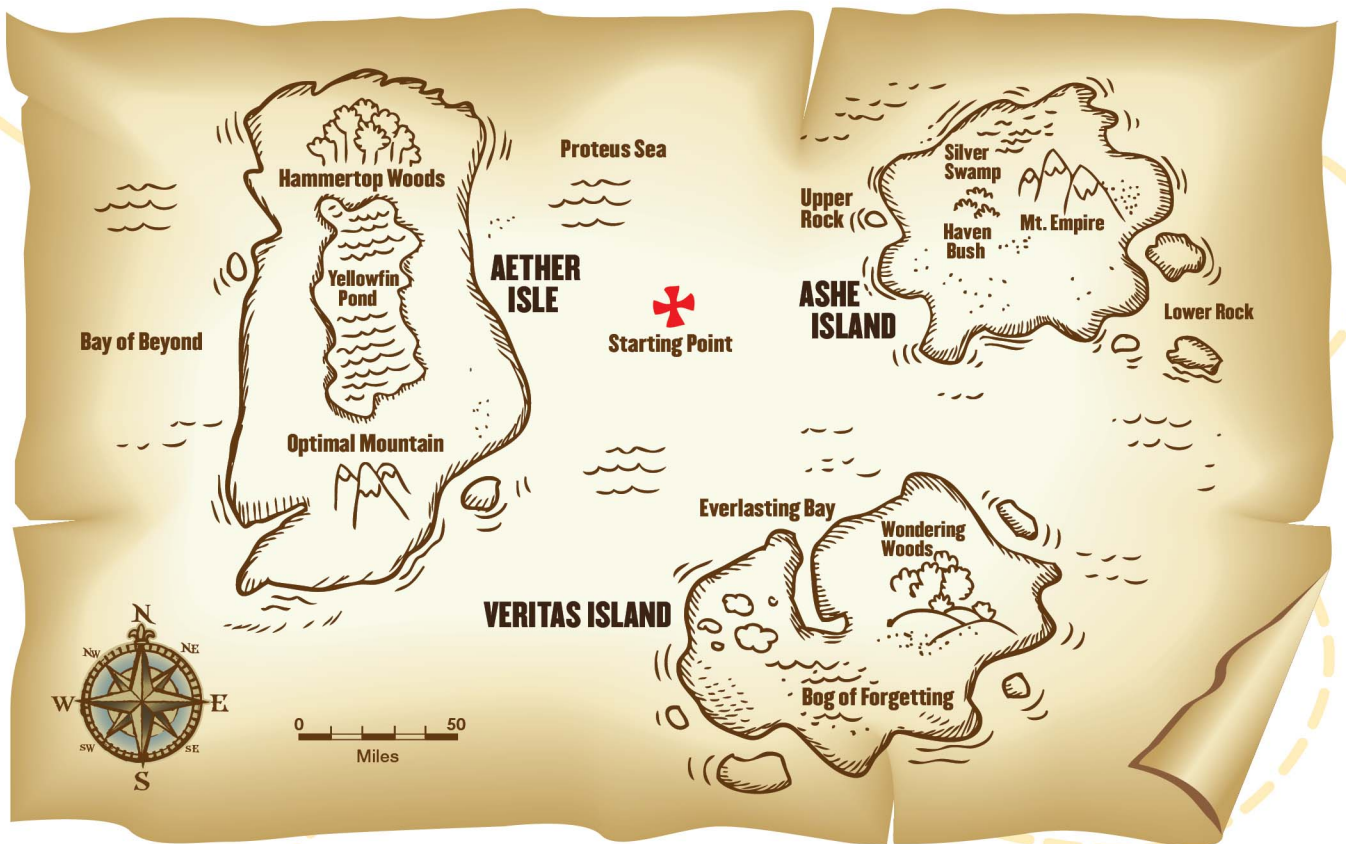
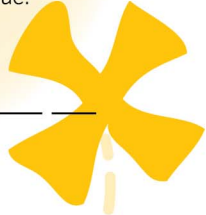
Map to Mystery

Maps play a big part in *Journey 2: The Mysterious Island*. Practice **your** map-reading skills by using the map on this page and filling in the blanks below. **HINT: You'll need a ruler.**

1. Begin at the Starting Point.
2. Go west for 90 miles and arrive in this body of water: _____.
3. Travel south for 62 miles to top of _____.
4. Head off northeast for 175 miles and find yourself on the small _____.
5. Travel 30 miles east and you're in the greenery of _____ on this island: _____.
6. Go south for 130 miles and you're at a point on this island: _____.
7. Head west from this point for 40 miles. Welcome to your destination! You have reached _____.

MYSTERIOUS CLUE #1

After you fill in the blanks on this page, circle the first letter of each answer that you added. The seven letters will spell out two words. Those words are your first Mysterious Clue! Write them here:



T

NAME: _____ DATE: _____

JOURNEY 2: The Mysterious Island

My Journey Journal

Fill in the blanks in the story below. When you're done, read it out loud to a friend. See if it sparks any big new ideas—or big laughs!



I was on my way to the _____ when out of the _____ a big idea

[noun]

[color]

_____ me. " _____!" I shouted, and did a(n) _____

[past tense verb]

[interjection]

[emotion]

dance with my _____. Using _____ with _____ while

[noun]

[plural noun]

[plural noun]

_____ and _____ was something no one had ever thought of before.

[verb]

[verb]

Not even _____!

[historical figure]



I wanted to share my big idea. But what was the best way? Should I _____ around

[verb]

_____ yelling? Or should I call _____, who could

[city]

[famous person]

tell _____ on their TV show called _____

[famous person]

[type of food]

_____? Maybe if I found a(n) _____ mascot who

[noun]

[animal]



_____ with _____

[verb]

[adverb]

[number]

[plural noun]

people would listen? Then like a _____ from the sky,

[noun]

it _____ me! I should just write down my idea on this

[verb]

page and read it out loud to my friends and family!



MYSTERIOUS CLUE #2

Look for the nine circled letters hidden on this page. Unscramble them so they make a **secret word**!

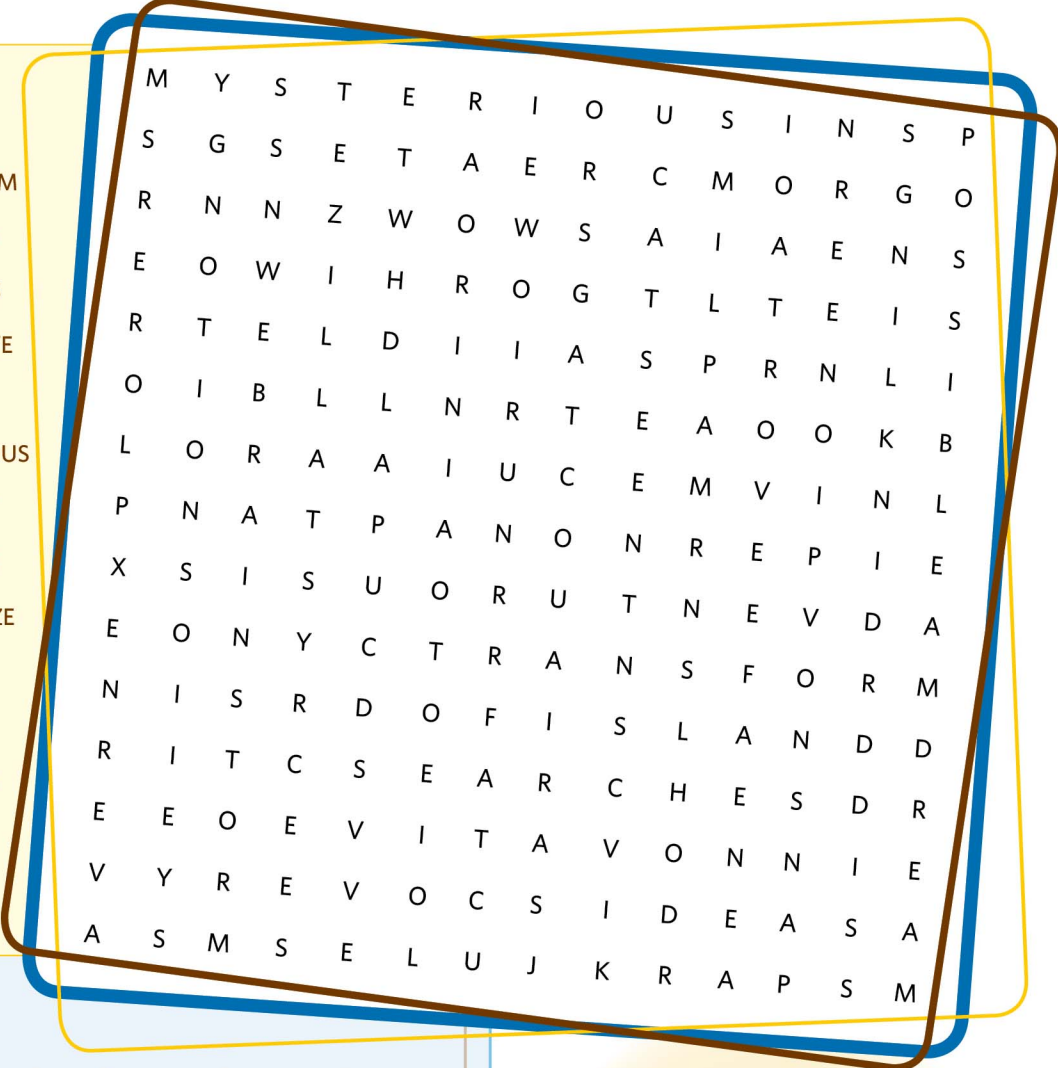
JOURNEY 2: The Mysterious Island

Code of Adventure

Search for the words in the list. Once you've circled them all, use the leftover letters in the puzzle to solve the riddle and complete Mysterious Clue #3.

WORD LIST:

- | | |
|-------------|-------------|
| JULES | BRAINSTORM |
| VERNE | INKLINGS |
| CREATES | SEARCHES |
| MYSTERIOUS | INNOVATIVE |
| ISLAND | PIONEER |
| IDEAS | ADVENTUROUS |
| TROVE | CONCEPT |
| IMAGINATION | NOTIONS |
| DREAM | CRYSTALLIZE |
| EXPLORERS | WOWS |
| INSPIRATION | MAP |
| TRANSFORM | POSSIBLE |
| DISCOVERY | WRITER |
| ASTOUNDING | SPARK |



RIDDLE:

What do you see in the reflection of a mirror?

ANSWER:

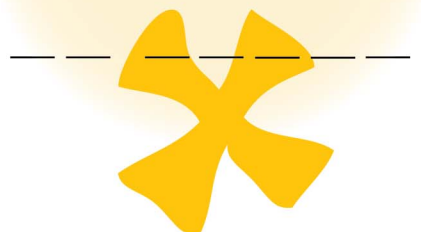
The guardian of _____

 _____!

[Answers: The guardian of a whole island of ideas!]

MYSTERIOUS CLUE #3

The last two words in your answer are the third Mysterious Clue. Write the words here:



JOURNEY 2: The Mysterious Island

What's Your Family's Big Idea?

DEAR PARENT OR GUARDIAN,

For the next few weeks, your child will be taking part in an in-school program called Island of Ideas. All about uncovering the treasure trove of ideas that lies inside each of us, the program uses ideas of imagination and exploration from the film *Journey 2: The Mysterious Island*.

Now you can join the adventure! Just complete this page as a family. Ask your child to return the signed page to the classroom, where your big idea will be part of the ongoing creative journey!

Sincerely,

The Editors of TIME FOR KIDS

FAMILY BRAINSTORM

1. Quick! Name three things you and your family love to do together.

A. _____ B. _____ C. _____

2. Circle one of the three things you just listed.

3. What cool new twist can you give that circled thing? (A new color? Motor? Wings? Whatever!) _____

4. How will people use your new idea? _____

5. What will you call it? _____

6. Draw a picture of your family's big idea in operation.

I, _____ hereby certify that

[Parent/Guardian's Name]

_____ has created this next big idea together!

[Name of Your Family]

[Parent/Guardian Signature]

The Anderson family follows their imaginations to *The Mysterious Island*. Where will your ideas take you?



MYSTERIOUS CLUE #4

Solving riddles and cracking codes are fun elements in *Journey 2: The Mysterious Island*. See if your family can break this code together.

11 16 21 11 6 7

What six-letter word do the above numbers represent?

(HINT: Use the key A = 3.)

Write the word here:

