Summary of the story
Milo Thatch is a scholar who dreams of finding the lost Empire of Atlantis. His grandfather told him many wonderful stories about Atlantis.

One evening, Milo meets Mr. Whitmore, a rich man and an old friend of his grandfather. Mr. Whitmore gives Milo a book from his grandfather. The book holds the secrets of Atlantis. Mr. Whitmore gives Milo a submarine and crew to find the lost Empire. Milo is excited to begin his adventure and to meet the crew, led by Commander Rourke, but it is not an easy journey. A sea monster attacks them and they lose many crew members before they reach Atlantis. When they arrive, they learn that the Empire was not destroyed, but the people of Atlantis are in danger …

The Emperor’s daughter, Kida, explains that Atlantis uses the power of crystals to survive. The Atlantians have lost the “Heart of Atlantis” — their most powerful crystal. Without it, Atlantis will die. Kida hopes that Milo and his book can help them to find the Heart of Atlantis and save the Empire.

When Kida and Milo get close to finding the Heart of Atlantis, they discover that Commander Rourke and the crew want to steal it and take it back home so they can become rich. When they finally locate the Heart of Atlantis, Kida rises up and merges with the crystal. Rourke then captures Kida with the crystal inside her. The crew decide that Rourke is wrong, and decide to join Milo in a fight against the Commander to save Kida and Atlantis. Milo, with the help of the crew, succeeds in destroying Rourke, saving Kida, and returning the Heart of Atlantis to its proper place.

As Milo and Kida are now very much in love, Milo decides to stay in Atlantis. The crew return home. They decide to tell Mr. Whitmore that Milo died on the journey and they never reached Atlantis. They, like Milo, want to keep Atlantis safe for ever.

Background information
Atlantis is the 41st full-length Disney animated movie and was released in 2001. The story is set in 1914 and features the voice of Michael J. Fox as Milo Thatch.

The movie was inspired by the legend of the lost Empire of Atlantis. It is believed that Atlantis was an advanced civilization that was destroyed by a natural disaster thousands of years ago. Plato wrote about this civilization in 360 BC.

Did you know … ?
A linguist, Marc Okrand, created the Atlantian language for the movie. He previously created the Klingon language for the Star Trek series of movies.
The characters

Milo Thatch is a scholar who has always dreamed of finding the lost Empire of Atlantis.

Milo’s grandfather died a long time ago. He believed that Atlantis was a real place and told Milo many stories about it.

Mr. Whitmore is an old friend of Milo’s grandfather. He wants to help Milo to find Atlantis.

The crew travel with Milo in the submarine, Ulysses.

Commander Rourke is the leader of the submarine crew.

The Emperor of Atlantis is a very old man. He is the leader of the Atlantians.

Kida is the daughter of the Emperor of Atlantis. She wants to save the Empire.

Key words
(see page 6 of these Teacher’s Notes for the Key words in context)

Atlantian (n)  mask (n)
crew (n)  painting (n)
crystal (n)  sea monster (n)
emperor (n)  submarine (n)
empire (n)  thousands (n)
firefly (n)  treasure (n)
gun (n)  underwater (adj)
journey (n)
Topics and themes

Myths and legends The story is inspired by the legend of the lost Empire of Atlantis. Have students heard of this legend before? What do they know about Atlantis? Do they know of any other myths or legends that have inspired books or movies? Do they think that any of them are based in reality? (See also Activity 1 on page 4 of these Teacher's Notes.)

Life in the past The Empire of Atlantis existed thousands of years ago. Ask the students to imagine living in Atlantis at that time. They could write a diary entry or short story about this experience. (Remind the students that Atlantis was an advanced civilization, but it did not have many of the things that we have today, such as electricity.)

Natural disasters The Empire of Atlantis disappeared under the sea after a great storm. Ask the students to tell you what they know about natural disasters, such as volcanic explosions, tornadoes, earthquakes, floods, etc. What is the effect of a natural disaster on people's lives?

History The story is set in 1914. Ask the students to point out things in the illustrations that indicate that this story was set at this time. Do the students know anything about this time in history? They could find out some more information in class or as homework.

Languages The people of Atlantis speak their own language, Atlantian, and also many other languages. Can the students speak other languages apart from their mother tongue and English? Which languages do they think are the most difficult to learn? Which would be the easiest for them to learn? Why?

Travel and transportation Milo and the crew travel to Atlantis in a submarine. They also drive trucks and use the Atlantians’ flying machines. What other forms of transportation can the students name in English? Brainstorm some vocabulary with the students and categorize the transportation into land, air, and water vehicles. (See also Activity 3 on page 4 of these Teacher's Notes.)

The environment Atlantis is in danger of dying out without its main power source. What problems are there in our environment today? Ask the students to talk about the ways in which they can help the environment (cycling, walking, and recycling, for example).

Greed Commander Rourke is more interested in getting rich than helping the people of Atlantis. What do the students think about this? Can they think of other examples of greed, from movies, books or the real world? Is greed ever a good thing? Why not?

Hopes and dreams Milo dreamed of finding the lost Empire of Atlantis and his dream came true. What are the learners' hopes and dreams? What would they most like to be, do, or have? Do they think that their dreams can come true?

Crystals Crystals are the power source for the Empire of Atlantis. Do the students know anything about crystals? What crystals do we see in everyday life (e.g. salt, jewels, snow flakes)? What shapes are crystals and how are they formed?
Class Activities (After Reading)

Here are some activities to do with your class after reading *Atlantis*.

1. **Make a model of Atlantis**
   **Materials:** small sheets of construction paper (blue and brown); colored pens; scissors; glue; plasticine or modeling clay
   - Ask the students to imagine what Atlantis looked like. The students describe what they imagine. Write some vocabulary on the board.
   - Divide the class into pairs and give out the materials (each pair should have one sheet of blue construction paper and one sheet of brown).
   - On the brown paper, the students draw the shape of Atlantis. They then cut this shape out and stick it to the blue paper.
   - They then draw a layout of streets onto the brown area.
   - They make models of houses and public buildings with plasticine or modeling clay and position these models within the brown area. (They could use the picture of Atlantis on page 3 of the book, or find other images on the internet for inspiration or reference.)
   - Encourage the students to talk to each other in English as they work.
   - Display the finished models of Atlantis. Students talk about the models.

2. **Make a mask**
   **Materials:** sheets of cardstock; pencils; scissors; glue; paints or colored markers; string or elastic
   - Tell students they are going to make masks like the one that Kida is holding on page 15 of the story.
   - Students draw the outline of their mask onto a sheet of cardstock. Once you have checked this, they cut out their masks.
   - They color and / or decorate them using lines and / or symbols similar to those used in the story illustrations. (Encourage the students to talk about what they are doing in English as much as possible.)
   - Help the students make small holes in the masks for the string or elastic to go through.
   - They could use their masks to act out the scene where Kida meets Milo for the first time in the story.

3. **Design an Atlantian vehicle**
   **Materials:** large sheets of construction paper; pencils; colored pens; scissors; glue
   - Ask the students to name the vehicles that were in the story (submarine, truck, flying machines).
   - Explain to students that they are going to design their land, water, or air vehicle from the lost Empire of Atlantis. (Remind students that Atlantian vehicles would look quite different from vehicles in our world, and could look like sea creatures, insects, dragons, plants, etc. They would also be made and decorated differently.)
   - Give out the materials. Each student should have two or three sheets of construction paper.
   - Explain that the students can add flaps to their designs to show the inside of various sections of their vehicle.
   - Students design their vehicles on a sheet of construction paper. For several sections they draw the inside of their vehicle in detail.
   - They create flaps of paper to cover these inside details. They cut out and glue these flaps to their drawings.
   - In their notebooks they could write a brief text about their vehicle – what it looks like, what it is made from, how it works, how it moves, its speed, how many people it can carry, etc.
4. Make a comic strip

**Materials:** sheets of blank paper; pencils; black markers with thin tips; (optional) colored markers

- Ask the students to tell you which part of the story they liked the best.
- Explain to the students that they are going to make a comic strip based on their favourite part of the story. (Ideally, create a model comic strip for students to look at before they create their own.)
- Give out the materials and ask the students to plan out their comic strips in pencil on one of the sheets of paper first before drawing the final version.
- The students refer to the book to help them draw the characters and backgrounds.
- Go around the class helping the students to divide their scene into panels, and to decide what dialogue they need to include in speech bubbles.
- Students copy out their comic strip in pencil, then go over their lines, speech bubbles and dialogue with black marker pens.
- Students can color their comic strips using colored markers, or leave them in black and white.
- Variation: allocate a scene from the story to each student, then put all the comic strips together at the end to tell the whole story.

5. Act out a scene

- Before the session, decide which scenes from the story the students can act out and how many students are needed for each scene.
- Write the scenes on the board, and allocate each one to a different group of students.
- The students read the scene in their books and decide who will play each role.
- The students write a script and practice acting out their roles.
- When everyone is ready, the students perform their scenes for the rest of the students. (They can perform them in the order that they appear in the story.)

6. Write a different ending

- Ask students to imagine a different ending to the story.
- In pairs or small groups, students brainstorm their ideas then write their alternative ending.
- Ask for volunteers to read out their texts.
- The class votes on which alternative ending they like the best.
Key words

Atlantian .......... The language was not English. It was Atlantian. (p. 7)
crew ................ There was a crew of 200 people to help Milo with his adventure. (p. 9)
crystal ............. “In my book, it says that they used crystals,” said Milo. (p. 10)
emperor .......... Kida took Milo and the crew to meet her father, the Emperor. (p. 18)
empire ............. Thousands of years ago, the Empire of Atlantis was a wonderful place. (p. 3)
firefly ............... He saw lots of small, bright lights … They were fireflies! (p. 14)
gun .................... He jumped when he saw Commander Rourke and the crew. They looked different … and they had guns. (p. 24)
journey ............ The crew began the long journey back to America. (p. 36)
mask ................. A person in a big mask was looking at him closely. (p. 15)
painting ........... “There’s a painting in a cave,” she said. “I think it’s important, but I don’t understand it.” (p. 21)
sea monster ..... “Wham!” it hit them again. It was a machine sea monster. (p. 11)
submarine .......... Milo started to feel a little nervous when he climbed on to the real submarine. (p. 9)
thousands ........ Thousands of years ago, the Empire of Atlantis was a wonderful place. (p. 3)
treasure ........... “The crystal isn’t a treasure that you can sell for money!” explained Milo. (p. 25)
underwater ...... The painting was underwater. They had to swim to it. (p. 22)
While-Reading activities

Activity 1 (pages 3–7)
Write an adjective in each sentence.

<table>
<thead>
<tr>
<th>better</th>
<th>comfortable</th>
<th>great</th>
<th>important</th>
<th>intelligent</th>
<th>little</th>
<th>real</th>
<th>scared</th>
<th>strange</th>
<th>true</th>
</tr>
</thead>
</table>

1. The people of Atlantis were ________________.
2. Their lives were as ________________ as our lives today.
3. Then one day a ________________ storm came.
4. Milo’s grandfather said that Atlantis was a ________________ place.
5. Milo told people that the stories about Atlantis were ________________.
6. Milo was ________________ when he found the ________________ woman in his house.
7. The woman said that Mr. Whitmore was a very ________________ man.
8. Mr. Whitmore said, “Forget the ________________ boat. I have something much ________________ for you.”

Activity 2 (pages 8–11)
Match. Draw lines.

1. Mr. Whitmore told Milo’s grandfather ________________
2. Milo started to feel nervous ________________
3. But Milo did not need to worry ________________
4. The crew listened to Milo ________________
5. The machine sea monster was strong ________________
6. Many of the crew were dead ________________
7. but they did not believe his stories ________________
8. that he would help Milo to find Atlantis ________________
9. after the machine sea monster attacked ________________
10. when he climbed onto the real submarine ________________
11. and the fight was long and hard ________________
12. because everything he needed was on the submarine ________________
**Activity 3 (pages 12–17)**

Order the sentences.

a. Some fireflies attacked the camp.
b. Milo spoke to the Atlantians.
c. The crew decided to stop and camp.
d. Milo saw Atlantis for the first time.
e. A person in a big mask looked at Milo.
f. Kida told Milo and the crew about the “Heart of Atlantis.”
g. Milo read his book and noticed a missing page.
h. Milo drove a big truck.
i. The crew invited Milo to sit with them.

**Activity 4 (pages 18–21)**

Write **T** (True) or **F** (False).

1. The Emperor was happy to meet Milo and the crew.
2. The Emperor said that the crew could stay one more night.
3. Kida didn’t agree with her father’s opinion about Milo and the crew.
5. Milo was able to mend the flying machine with Kida’s crystal.
6. Milo wanted to cry because he was scared of high places.
Activity 5 (pages 22–26)
Who said it? Write the name.

Commander Rourke  Kida  Milo

1  “It shows the whole history of Atlantis!” ________________
2  “Does it tell us where to find the Heart of Atlantis?” ________________
3  “The Heart of Atlantis is somewhere under here!” ________________
4  “Thank you for finding the Heart of Atlantis.” ________________
5  “The crystal isn’t treasure that you can sell for money.” ________________
6  “… if we take that crystal back to America, we’ll be rich!” ________________
7  “The Heart of Atlantis lies in the eyes of the Emperor.” ________________

Activity 6 (pages 27–32)
Check ☑ the right answer.

1  Why were the crew angry with Commander Rourke?
   a  He jumped in the water.  ☐
   b  He hit the Emperor.  ☐
   c  He looked in the Emperor’s eyes.  ☐

2  Where did they find the Heart of Atlantis?
   a  in the water  ☐
   b  in the Emperor’s eyes  ☐
   c  in a cave  ☐

3  What happened to Kida after she went into the crystal?
   a  Commander Rourke put her in a box.  ☐
   b  She escaped from everyone.  ☐
   c  She fell down and hurt herself.  ☐

4  Why did the crew join Milo?
   a  They wanted to be rich.  ☐
   b  They wanted to be famous.  ☐
   c  They thought that Commander Rourke was wrong.  ☐
5 What did the Emperor tell Milo and the crew?
   a to return the Heart of Atlantis to the right place
   b to return home
   c to kill Commander Rourke

6 What made Milo feel brave?
   a The Emperor gave him a crystal.
   b Nothing – he was scared.
   c The crew told him to think of his grandfather.

7 How did Milo mend the flying machines?
   a He read his book.
   b He used the crystal that the Emperor gave to him.
   c The crew helped him.

Activity 7 (pages 33–38)
Answer the questions.

1 How did Milo kill Commander Rourke?

2 What happened to the Heart of Atlantis when Kida rose up?

3 Why were Kida and Milo happy?

4 Why did Milo want to stay in Atlantis?

5 What did the crew tell Mr. Whitmore about Milo?

6 Why did the crew lie to Mr. Whitmore?
After-Reading activities

Activity 1
Complete the sentences. Use the words in the box.
crew crystals Empire journey mask painting sea monster submarine thousands

1 The _____________ of Atlantis disappeared _____________ of years ago.
2 Mr. Whitmore gave Milo a _____________ and a _____________ to help him.
3 A machine _____________ attacked the submarine during the _____________.
4 When Milo first saw Kida she was wearing a _____________.
5 Atlantis gets its power from _____________.
6 A _____________ underwater showed the whole history of Atlantis.

Activity 2
Order the sentences.

a Milo and Kida found a painting in a cave.
b Milo and the crew camped for the night.
c They found the Heart of Atlantis in a cave.
d Commander Rourke attacked the Emperor.
e Milo and the crew fought with Commander Rourke.
f The Heart of Atlantis returned to the right place.
g Milo and the crew traveled in the submarine to Atlantis.
h Everyone tried to escape the fireflies.
i Milo decided to stay in Atlantis.
j Commander Rourke put Kida in a box.
k Milo met Mr. Whitmore, a friend of his grandfather.
l A woman helped Milo with her crystal.
Activity 3

Write one or two sentences about each person.

1
2
3
4
5
6
Answer Key

In the back of the Reader

Before You Read
1 Emperor = f
   submarine = b
   crystal = a
   book = e
   truck = c
   fireflies = d
2 Students’ own answers.

After You Read
1 The following are in the story: Kida, Milo, a crew, a (machine) sea monster, an Empire, a submarine, a book, a crystal, a mask
2 a T b T c F d F e F f F g T h F
3 Answers along the lines of: Commander Rourke is not a good person because he wants to steal the Heart of Atlantis and sell it. He cares more about money than the people of Atlantis.
4 Answers along the lines of:
   a It was a wonderful place. It had computers, amazing buildings and flying machines. It was as comfortable as our world today.
   b He worked in a museum.
   c He was a friend of Milo’s grandfather.
   d A crew of 200 people.
   e A machine sea monster attacked the submarine.
   f Milo met Kida and her father, the Emperor in Atlantis.
   g Milo helped Kida to find the Heart of Atlantis. Before they found it, they discovered that Commander Rourke and the crew wanted to steal the crystal. They found the crystal. Kida went inside the crystal. Rourke locked Kida in a box. He hit the Emperor so the crew decided to join Milo. They fought against Rourke. Milo killed Rourke and saved Kida. The Heart of Atlantis returned to the right place. Milo decided to stay in Atlantis. The crew returned to America. They did not tell Mr. Whitmore the truth to keep Atlantis’s secrets safe.

In these Teacher’s Notes

While-Reading activities

Activity 1
1 intelligent    2 comfortable    3 great    4 real
5 true    6 scared, strange    7 important
8 little, better

Activity 2
1 b 2 d 3 f 4 a 5 e 6 c

Activity 3
The correct order is: h, c, i, g, a, e, d, b, f

Activity 4
1 F 2 T 3 T 4 F 5 T 6 F

Activity 5
1 Milo    2 Kida    3 Milo    4 Commander Rourke
5 Milo    6 Commander Rourke

Activity 6
1 b 2 c 3 a 4 c 5 a 6 c 7 b

Activity 7
Answers along the lines of:
1 He cut Commander Rourke with a crystal.
2 The Heart of Atlantis left Kida’s body and returned to its home.
3 They were happy because they loved each other and because Atlantis was now safe.
4 Milo wanted to stay because he loved Kida and because he felt Atlantis was his home.
5 They told Mr. Whitmore that Milo died when a sea monster attacked the submarine.
6 They wanted Atlantis to stay secret and safe.

After-Reading activities

Activity 1
1 Empire, thousands    2 submarine, crew
3 sea monster, journey    4 mask    5 crystals
6 painting

Activity 2
The correct order is: k, g, b, h, l, a, d, c, j, e, f, i

Activity 3
Students’ own answers.