

## West Virginia Studies Resource Development

<b>Title of Lesson:</b> <b>Early Explorers Scavenger Hunt</b>
<b>Grade level:</b> <b>8<sup>th</sup> Grade</b>
<b>Summary:</b> In this lesson, students will take the information that they learned in the “Early Explorers Lecture and Vocab” lesson and apply it to a fun, engaging lesson where they will work in teams to find information about the explorers we discussed in the lecture.
<b>WV CCR Social Studies Standards:</b>  SS.8.20  · Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.  · Differentiate between the cultures and daily life of the Native Americans.  · Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers.  · Explain the role of western Virginia in the French and Indian War.
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• <b>What early explorers played a significant role in the discovery of western Virginia?</b></li><li>• <b>What were the results of the early expeditions into western Virginia?</b></li></ul>
<b>Materials</b> <ul style="list-style-type: none"><li>• <b>QR Codes to be placed around the hallway/classroom</b></li><li>• <b>Cellphone/Ipad that has a QR Reader</b></li><li>• <b>Early Explorer Chart</b></li></ul>
<b>Learning Plan:</b> <ol style="list-style-type: none"><li>1. <b>Prior to the class, the teacher will place QR codes at various locations – ideally, these will be placed throughout the hallway near the classroom in different locations so that students are not simply following each other to the same locations.</b></li><li>2. <b>Most of these QR codes are going to have answers that relate to the explorers they are looking for to complete their chart. However, some codes will have a “real life” problem that early explorers may have faced which will tell them to return to the classroom and send another student to continue their hunt. Because there is a reward for the team to finish first, this penalty will hurt their team each time they receive it.</b></li><li>3. <b>Only one person per team may leave at a time. It is a relay activity so as soon as a student returns to the class, another student may leave.</b></li><li>4. <b>Students will be given a blank “Early Explorer Chart” which they will complete as they discover the information.</b></li></ol>

**5. Students will use a device with a QR Reader to move around to the different QR codes. The team that completes all tasks first and accurate, will show it to the teacher and receive 10 extra credit points on their assignment.**

**Checking for Understanding:**

- **Because this is a complex assignment, instructions will be given in a step-by-step basis. Students will repeat back instructions to the teacher to ensure a full understanding**
- **Students will be formatively assessed by observing their ability to identify and analyze key information. This activity will help them in differentiating essential information from non-essential information when researching**

**Accommodations:**

- **If classrooms do not have accessible QR readers, teachers can have the students simply research the information on their own using classroom technology**
- **If doing the scavenger hunt, the teacher can choose to group individuals together in a way that will help meet the needs of all students**