

# CONSTITUTION DAY

## SEPTEMBER 17<sup>TH</sup>

### Constitution Day Scavenger Hunt with 60-Second Civics

#### Teacher Resource 2: Procedure for the Scavenger Hunt

The directions for completing the scavenger hunt activity are provided below. This activity was designed for a class of thirty students. However, these directions should be altered and adapted to fit the needs of the students, class size and the time constraints imposed by the schedule.

##### 1. *Prior to the activity*

- a. Review Teacher Resource 1. It provides a list of the podcast episodes with the corresponding delegate and some key information.
- b. Duplicate Teacher Resource 3 on cardstock. Cut into strips and create six sets of nine randomly bundled clues.
- c. Ideally the students should listen to all the podcasts to find their nine delegates. However, that could be too time consuming for the students. Therefore, it might be better to preselect and assign fourteen podcasts that each team will listen to. In this case, nine of the episodes will contain their delegates, while the other five are used as distracters.
- d. The webpage for this lesson contains links to all the podcasts on the Framers by name. Assign fourteen episodes to each group by identifying the names of fourteen Framers.

##### 2. *For the activity*

- a. Divide the class randomly into six groups. Give each group a set of nine clues plus the list of fourteen podcasts they are responsible for listening too. Distribute the student handout and go over the directions with the class.
- b. When a group or team believes they have figured out who the delegate is they must check with you to make sure they are correct. If they are not, they will need to go back and try again. If they are correct, they can proceed to the next task.
- c. When all nine delegates have been identified, the group should write the following information in the adjoining box of their initial clue for each delegate.
  - i. Name the state he came from
  - ii. The delegate's approximate age at the convention or year of the delegate's birth
  - iii. Two facts about the delegate that were not part of the original clue.

3. *After the activity.* When all the groups are done, they should share their information with the rest of the class. This can be done in a variety of ways:
  - a. As a simple share-out. Each group will share their information with the rest of the class. Then proceed to the lesson conclusion.
  - b. As a game called *Name That Framer*. Here are the rules:
    - i. Each group or team now has three facts that can be used as clues for each of their delegates.
    - ii. Choose a team to begin. Each team member will have an opportunity to be the spokesperson at least once and offer the clues for a delegate
    - iii. The first person begins by sharing two clues. Anyone in the class can try to guess the delegate. If he or she is correct, their group or team gets a point.
    - iv. If the first guess is not correct, the third clue is revealed. Again, anyone can guess the answer. If a student guesses correctly, his or her team gets a point. If not, then the team giving the clues gets a point.
    - v. The teacher will need to determine whether to move around the room in a particular order or randomly to allow groups to try for the answers. Again, this is dependent on the size of the class and the time constraints.
    - vi. The group with the most points wins.
  - c. Each group develops a three-minute PowerPoint presentation on their delegates for the rest of the class.