

Washington, D.C. Itinerary QR Code Scavenger Hunt

Lesson Plan

Course Social Studies	Title: Washington, D.C. Itinerary QR Code Scavenger Hunt	Grade Level: 7-8	Teacher: Mike Bollinger
Lesson Components	<p>Essential Question: What about this country is important to you?</p> <p>Objective(s): (1) Students will learn about the historical significance of the sites that they will see in Washington, D.C. (2) Students will gain an understanding of why respect and appropriate behavior is important at certain sites. (3) Students will demonstrate digital citizenship by using their cell phones as tools for learning. (4) Students (and parents) who may be experiencing anxiety about being away from home on their own will become familiar with the places that they will visit. (5) Students will get out of their chairs and classrooms to meet with their DC Roommates and work together to explore and solve a mystery, while at the same time building excitement for the trip.</p>		
Student Guiding Question(s)	<ul style="list-style-type: none"> ● Why and how are the sites that we are visiting important to our country? ● What is situational awareness, and why is it important? ● How can I use my phone as a tool for finding information? ● What parts of our country's history interest me most? Is there anything that I feel a personal connection with? If so, why? 		
NY State Standards/Performance Indicator(s)	<p>RHST.6-8.3: identify key steps in a texts description of a process related to history/social studies.</p> <p>RHST.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RHST.6-8.7: Integrate visual information (e.g. in charts, graphs, photographs, videos, maps) with other information in print and digital texts.</p> <p>ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>		
Assessment Tool(s)	<p>Formative assessments will include examining the Scavenger Hunt Itinerary that students hand in, an analysis of their Google Forms responses, questions and answers, monitoring students' facial expressions, curiosity and engagement, and evaluating student's abilities to make connections between our upcoming trip and digital citizenship.</p>		
Content:	<p>During this lesson students will gain background knowledge about the places that we will be visiting in Washington, D.C, learn how to appropriately use their cellphones in school, and gain an understanding of what constitutes appropriate behavior and respect at some of our nation's most sacred sites.</p>		
Skills:	<p>* The set-up of this lesson is geared towards our Middle School schedule. It should be modified as needed in order to gain access to those students who will be traveling.</p> <p>Introducing Content: Students will be told a day in advance to make sure that they have a QR Code Reader on their phones, and to bring their cell phones to this meeting. Prior arrangements will have been made to pull "DC Kids" out of their Advisory classes. We will meet in the cafeteria,</p>		

	<p>where I will group kids with their DC roommates, have them sign up for the Washington, DC “Remind” app, and introduce the scavenger hunt.</p> <p><u>Developing Content:</u></p> <ul style="list-style-type: none"> • Students will receive U.S. flag stickers and a copy of the Washington, D.C. Trip Itinerary Scavenger Hunt Worksheet. • https://docs.google.com/document/d/1pXvhxmMWexAQgzLioh2rNqIgmqw8fENZPsgRMOpb6dc/edit?usp=sharing • Each group a roommates is a team. • QR Codes with dates and times have been randomly posted in locations throughout the building. Each QR code links to a youtube video about a site we will visit. <p>https://docs.google.com/document/d/1jy1TH8SsRX_UvqzhgJ2sRuXEbc2pq6_eUeCGS9EvDVQ/edit?usp=sharing</p> <ul style="list-style-type: none"> • The flag stickers go on their phones. Teachers have been notified that students with the stickers have permission to use their phones to scan the QR codes. • The first group that successfully completes the itinerary in each grade level will receive a prize (e.g. t-shirts, snacks in their room, priority seating on the bus, etc.). <p><u>Reinforcing Content:</u> Students will be told that the QR code readers save the history so that they can go back and watch the videos. They should do so and write down any questions that they might have about the sites that we are going to visit.</p> <p><u>Challenging Content:</u> The “DC Kids” will meet again for a follow up lesson in the cafeteria the following week. During that time we will discuss the various sites, the appropriate use of cell phones in school, the appropriate behavior at various sites in DC, and announce our contest winners.</p>
<p><u>Learning/Differentiation Opportunities</u></p>	<ul style="list-style-type: none"> • Teachers will need to determine in advance what students do not have cell phones, and if possible have available ipads or other devices capable of helping them complete the activity. • Groups that may have trouble completing the task alone may be assigned the assistance of a teacher, teachers aide, or not traveling helper student.
<p><u>Teaching Strategies NOTES</u></p>	<p>It is the teachers job to inform colleagues of this activity in advance to gain support, and proactively troubleshoot any potential problems. During the lesson it is important to emphasize behavior and respect both in school, and in DC.</p>
<p><u>Student Reflection Opportunity/Question</u></p>	<p>At the close of the second lesson, students will be asked to complete a google form Washington, D.C. Anticipation Survey reflection in which they will answer the following questions: What site are you most looking forward to visiting and why? What site are you least looking forward to visiting and why? What about the trip makes you the most excited? What about the trip makes you most nervous?</p> <p>https://goo.gl/forms/zedqXqhN6CQ1TOkO2</p>
<p><u>Materials and Procedures</u></p>	<p><u>Materials:</u> cardstock, laminating material, copies of scavenger worksheet, link to google form.</p> <p><u>Procedures:</u></p> <ol style="list-style-type: none"> 1. Prepare QR codes for selected websites https://www.qrstuff.com/ 2. Number, copy, laminate, and post at locations throughout the 7th and 8th grade halls.

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| | <ol style="list-style-type: none">3. Assign mobile devices to students who might need them.4. Model process of scanning codes and gathering information.5. Assist/Facilitate as students who might need extra help.6. Compile collected itineraries and check for accuracy. |
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