Chapter 4 Section 2: Constitution Scavenger Hunt

**Standard:** HSCE C2.2

Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the fundamental values and principles of American constitutional government shaped American society?

**Objectives:**

* Students will be able to outline the different Articles in the Constitution by answering a series of questions pertaining to that Article.
* Students will be able to translate their copy of the Constitution in a way that allows them to understand the different values and principles of the American Constitution.
* Students will be able to interpret given clues and locate the different questions regarding the Construction throughout the building in a timely manner.

**Anticipatory Set:**

In order to grasp the students’ attention, I will ask students to take out their “Outline of the Constitution” worksheet from the day before. We will then quickly go over the questions they were to answer about that worksheet. Following that, I will explain the scavenger hunt activity they will complete and how they will use the “Outline of the Constitution” worksheet during the hunt.

**Input:**

**Task Analysis –**

1. Following the anticipatory set I will tell the students the objectives of the lesson as I pass out their Constitution handout.
2. I will then split them into groups and pull up a PowerPoint explaining the rules of the scavenger hunt as well as helpful hints.
3. Students will then be given 40-45 minutes to complete the scavenger hunt around the school. My CT and I will be walking around the hallways monitoring for good behavior and answering any questions the students may have.
4. After the students return to the classroom, if there is time left we will begin to go over the questions. If we run out of time, we will start the next day with going over the answers and talking about the different Articles of the Constitution.

**Thinking Levels –**

1. Comprehension
2. Analysis
3. Application

**Accommodations –**

* A master copy of the answers has been made if any student falls behind when recording the answers.
* Students have the ability to read the information in the book as well, so they are able to take the answer sheet home and read the book to finish the answers to the questions they may have missed.

**Methods, Materials and Technology –**

* PowerPoint outlining the rules and procedures for the scavenger hunt.
* Outline of the Constitution worksheet they received and completed the day before.
* Question worksheets at each clue along with answer worksheets for the students to record their answers.
* Textbooks for finding answers.

**Modeling:**

I will present the PowerPoint which will tell the students the procedure and rules for the scavenger hunt. I will also model what they are supposed to do by giving an example of where they might find the clues.

**Checking for Understanding:**

As students are walking around to find the clues, I will check in and make sure they are completing the activity correctly. I will also answer any questions they might have.

**Guided Practice:**

The guidelines and rules of the scavenger hunt will be discussed prior to the students leading the classroom. As this is a group activity, it is expected that each individual and each group stay on task. If a group needs help on a clue or question, I will be there to help answer that question.

**Closure:**

As the students return to the classroom, we will briefly review all seven of the Articles and their contents. I will then ask them to hold on to their answer sheets as we will start tomorrow’s class with going over the worksheet.

**Assessment:**

I will be able to see if the objectives were met at the end of the hour by reviewing the outline of the Constitution and asking the students what each Article is about. I will also be able to check for their understanding of the objectives by giving them a journal question the next day relating to the activity and then having each group share their answers to the class.