

Grade: 4th		Subject: Agriculture	
Materials: Scavenger Hunt Pamphlet with map, driving questions, clues for each station, pencils, and glowsticks		Technology Needed: None	
Instructional Strategies: <ul style="list-style-type: none"> ● Direct instruction ● Guided practice ● Socratic Seminar ● Learning Centers ● Lecture ● Technology integration ● Other (list) 	<ul style="list-style-type: none"> ● Peer teaching/collaboration/cooperative learning ● Visuals/Graphic organizers ● PBL ● Discussion/Debate ● Modeling 	Guided Practices and Concrete Application:	
		<ul style="list-style-type: none"> ● Large group activity ● Independent activity ● Pairing/collaboration ● Simulations/Scenarios ● Other (list) <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Explain: </div>	<ul style="list-style-type: none"> ● Hands-on ● Technology integration ● Imitation/Repeat/Mimic
<p>ND.6-12.4.1 Identify the Native American groups in North Dakota before European contact and describe their culture</p> <p>ND.6-12.1.3 Interpret current thematic maps to identify where people live and work and how land is used</p> <p>ND.6-12.23.2 Identify the current economic activities in the state of North Dakota and evaluate their positive and negative impacts</p>		<p>When students are participating in the scavenger hunt, they will be using their pamphlets and group members to answer the questions. They will be able to follow along on the scavenger hunt sheet to navigate and find the answers in their groups.</p> <p>Below Proficiency: If a student is below proficiency they will be placed with students that feel very confident in the project. They will be able to utilize the teacher(s) to assist in finding certain landmarks and guide them to the answers. These students may complete 8-10 stations during the scavenger hunt, as they will not be pressured to complete all 20 stations, but rather work at a pace that allows them to process the information according to their needs.</p> <p>Above Proficiency: If a student is above proficiency they will have more opportunity to be a leader within their groups. They will be able to help students who are not as confident in the activity navigate through the museum to find answers to the questions listed on the pamphlet. They can choose to do everything without utilizing the teachers and then check their answers at the end. These students may complete 17-20 of the stations during the scavenger hunt, as they may process the information and read the displays at the exhibit faster. The greater number of</p>	
<ul style="list-style-type: none"> - Students will be able to identify different native american groups in ND. - Students will be able to determine where people live and work and land use based on thematic maps. - Students will be able to describe the positive and negative impacts of economic activities in ND. <p>Bloom's Taxonomy Cognitive Level: Understanding</p>			

	<p>stations allows them to stay engaged throughout the entire 20 minute scavenger hunt period.</p> <p>Approaching/Emerging Proficiency: Emerging proficiency students will be able to work in their small groups to complete the scavenger hunt. They may utilize the teacher stationed throughout the galleries to help navigate them towards exhibits that contain answers to their questions. They will be able to present their driving question answers at the end to present their findings. These students will be able to complete 12-15 stations during the scavenger hunt.</p> <p>Modalities/Learning Preferences:</p> <p>Visual Learners: These students have the ability to use the map and all of the displays to guide them through the projects.</p> <p>Interpersonal Learners: These learners will have the opportunity to work independently in their groups without the aid of a teacher and navigate the scavenger hunt by themselves.</p> <p>Auditory Learners: For these learners there are different places in the galleries that they can listen to different stories and pronunciation, especially in the Innovation Gallery.</p> <p>Kinesthetic Learners: These learners will be able to have access to different Native American and agricultural artifacts to look at and experience.</p> <p>Intrapersonal Learners: These students have the ability to work in a group and complete the scavenger hunt collaboratively..</p>
<ul style="list-style-type: none"> - Students will be grouped up into colored groups, designated by glow sticks as they move throughout the different lessons in the museum. Once the students arrive at our lesson, they will be broken into 5 groups, with 4 groups of 2 and 1 group of 3. - Teachers will also be wearing glow sticks that designate which lesson they are a part of. This will help the students identify which teachers are able to answer students' questions. - All the groups will begin the lesson in front of the Sihlo in the Inspiration Gallery. Here, they will receive their pamphlets with the maps, driving questions, and the spaces to write their answers. - During the explanation of the activity, the students will be instructed to check in with one 	<p>Behavior Expectations:- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> - Students will be expected to answer as many of the scavenger hunt stations as they can when completing the activity. While doing so, the students will adhere to the following behavior expectations: <ul style="list-style-type: none"> - There is no running in the galleries - Students will not touch the displays that are roped off or in cases - Students will not crawl or climb on any of the displays - When discussing the scavenger hunt with groupmates, students will use an inside voice while moving through the galleries

<p>of the teachers before they leave the gallery that they are in. This will ensure that the students are not getting lost in the galleries and are moving through them in an organized fashion.</p> <ul style="list-style-type: none"> - After the introduction to the activity, we will send two groups of students to the Fashion and Function Gallery, two groups to the Innovation Gallery, and keep one group in the Inspiration Gallery. - The students will be directed to new galleries in an organized fashion by the teachers in each gallery. - Teachers will be stationed with groups of students throughout all three of the galleries to help with questions and guiding them through the galleries. - Students will need to check out with teachers in each gallery to be directed to the next gallery. - After the students have been given the 20 minutes to do the scavenger hunt, they will be gathered by the teachers in each gallery and brought back to the Inspiration Gallery. We will gather the class by the workshop area where they can collaborate at the tables by the exit of the Inspiration Gallery. - Here, the student will wrap up their driving questions and will wait to be dismissed to the next lesson in the museum. 	<ul style="list-style-type: none"> - If students have a question at any point during the scavenger hunt, they can locate a teacher (who will be wearing the glow sticks) to help them with the question. - When working with groupmates, students will be expected to: <ul style="list-style-type: none"> - Work collaboratively - Be respectful of group mates and other guests in the museum - Participate in locating stations as best as they can - Record their answers to the stations and their driving question responses on their scavenger hunt pamphlet - Emphasize to the students that the goal of the scavenger hunt is not to complete all of the questions, but to do as many as they can. This will help them to spend more time reading and looking at the exhibits as they move throughout the museum
Minutes	Procedures
20	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> - Have scavenger hunt sheets printed off and ready to be given to the students along with writing utensils - Have the starbursts candy at the collaboration table ready to be handed out to the students when they complete their scavenger hunt - Teachers will be stationed throughout the Heritage Center to assist in directing the students to the correct displays to find their scavenger hunt answers, along with directing students in between the galleries - Set up a final check point in the learning lab area (summative assessment) where students will discuss as a group around the tables how they will answer the initial driving questions
2-3 minutes	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> - Begin by introducing ourselves to the students and then begin to interact with the students with the below questions to engage them in the content: <ul style="list-style-type: none"> - Ask some questions to get the students thinking about agriculture

	<ul style="list-style-type: none"> - “How many of you know someone who is involved in farming?” - “What does agriculture mean to you?” - “If you owned farmland, what would you grow?” <ul style="list-style-type: none"> - Corn, soybeans, sunflowers, wheat, etc. - After gaining the students attention, they will be grouped up (as described in the classroom management section) and the explanation of the activity will begin
<p>2-3 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> - Begin explaining to the students that they will be doing a scavenger hunt that explores the significance of agriculture in ND during the past and the present. - Hand out the scavenger hunt pamphlets with the driving questions printed on it, along with pencils - Introduce the students to the driving questions: <ul style="list-style-type: none"> - “What is the best use of our natural resources?” - “What is the responsible use of this land?” - Give the students a few moments to think and try and answer the driving questions with their group. The students will write down their answers so they can see how their answer changed after completing the scavenger hunt - Explain that the students will have 20 minutes read the questions on the sheet to guide them to different exhibits throughout the Heritage Center to find the answers to the questions as they relate to agriculture in ND. The students will be spread out to different galleries throughout the museum to do the scavenger hunt to avoid groups all going to the same stations. There are a total of 20 stations, but the students are to visit as many as they can during their designated time period - Once the students get to an exhibit, they will write the answer that corresponds with the question on their sheet to show that they have visited the exhibit - Students will continue through the scavenger hunt until they have visited each checkpoint and completed the scavenger hunt sheet, or until their designated 20 minutes is up. The task is not to complete all the stations, but rather for the students to complete as many as they can and reflect upon their initial answers to the driving questions - Once students have finished the scavenger hunt or run out of time, they will go to the final checkpoint area in the Inspiration Gallery. Here, students will check their answers on the scavenger hunt with a teacher. Teachers will be stationed throughout the galleries to guide students back to this area after the 20 minute scavenger hunt period - After the group has checked their answers, each group will revisit the driving questions and re-evaluate their initial answers and see if their ideas have changed. One student in the group will write down their group's new answer and then each group will share out their answer to a teacher or to classmates.
<p>20 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> - Students will begin the scavenger hunt with their group. - Teachers will be accessible throughout the galleries to help the students with the hints or answers questions as the groups go through the galleries. - After 20 minutes, teachers will gather all of the students in their gallery and bring them back to the final checkpoint table area in the Inspiration gallery.

<p>5-10 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> - Once the students have completed the scavenger hunt, they will meet at the final checkpoint with their group to re-evaluate the driving questions. - Students will assess how their initial answers have changed and then write down their new answers to the driving questions (serving as the summative assessment) - The groups will then share what they have learned about agriculture during the past and present in ND (serving as the summative assessment)
<p>Formative Assessment:</p> <ul style="list-style-type: none"> - Teachers will be scattered throughout the galleries to help students with the scavenger hunt as they go. They will have an answer key to check the students' question if the students would like to know how they are progressing through the scavenger hunt. This will allow the teachers to gauge how well the students are doing at finding the answers to each question and give them an opportunity to step in and assist with any points of confusion. <p>Consideration for Back-up Plan:</p> <p>If students are struggling to find the exhibits where the answers can be found, teachers may guide them to the exhibit and help them to locate the answers. Keeping the students' momentum going during the scavenger hunt will help to alleviate frustration.</p>	<p>Summative Assessment</p> <ul style="list-style-type: none"> - Each student will fill out their new answers to the driving questions that were presented at the beginning of the activity. This will allow the students to apply what they have learned during the lesson and see how their knowledge has changed as a result of the scavenger hunt. - Students will then have the opportunity to share their new answers and listen to what other groups may have learned throughout the scavenger hunt. - Teachers will be able to assess the learning that occurred based on the students' second answer to the driving questions. <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <ul style="list-style-type: none"> - The groups were small enough where we could split them up enough and have a teacher work with each group in a 2:1 ratio, which allowed us to help keep each group on track and be easily accessible for questions that they had. - Students used prior knowledge to expand their schema of agriculture in North Dakota as they moved to different areas in the Heritage Center. - We had a lot of stations on the scavenger due to us originally making this for an 8th grade class, so we should have reduced the number of stations when we found out we were working with 4th graders. I think 10-12 stations would have been a better number for this age group, as they would have had more time at the end to discuss their driving questions. - After our first and second group of students, we decided to split up the students into groups and then explain the lesson to them as we walked to our starting point in the Heritage Center. This allowed us to have more time for the students to complete the stations, as we didn't spend extra time explaining the activity to the whole group of students when they first came to our lesson. - Students did an excellent job during the large group discussion at answering our driving questions. A lot of students included information about how using the land responsibly means using all of our resources like the Native Americans did by not leaving any excess waste. This was impressive and showed that 	

their time spent at the stations in the Innovation Gallery helped to bring this method of thought into their viewpoint on agriculture

- Students also discussed during the large group sharing of their driving questions that it was also important to take care of our land and our resources so people after us can continue to do so as well. Without taking care of the land, students talked about how there would not be enough food to provide for people that come after us.
- Feedback we received from other teachers included:
 - Having clipboards or something for the students to write on instead of writing on the exhibits.
 - Spending more time at the beginning of the lesson on the driving questions so the students know how to respond to them and incorporate them into their thoughts as they go through the stations.
 - We didn't always have enough time to have the large group discussion at the end of the lesson, which we adjusted for our final group.
 - Teachers were impressed by the amount of choice offered on which stations the kids could do. This allowed them to work with questions that interested them the most.
 - The small groups allowed for clear instructions to be given to the students as they were working their way through the stations.
 - The activity was largely student led, which allowed students to take charge of their own learning and allowed them to choose which content they wanted to engage with