Find It: Internet Scavenger Hunt (Internet #2)   **ICT.10**

TIME
90 minutes

OVERVIEW
In this learning experience (designed to follow ICT.9: Look for It: Learning to Search the Internet), students practise their searching skills as they find appropriate websites to support their investigations in science or social studies, or in this interdisciplinary unit. Each student selects a favourite website and creates a question to be used in an online scavenger hunt.

Note: The Internet-related ICTs are intended to be taught in the suggested order:
- ICT.9: Look for It: Learning to Search the Internet
- ICT.10: Find It: Internet Scavenger Hunt
- ICT.11: Make It: Creating an Effective Web Page

LEARNING OUTCOMES
Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:
- 3.2.2 *Identify Sources* — Answer inquiry and research questions using a variety of information sources [such as bulletin boards, art, music, skilled community people, CD-ROMs, Internet…].
- 3.2.3 *Assess Sources* — Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.
- 3.2.4 *Access Information* — Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues [such as captions, intonation, staging…] to identify relevant information.
- 3.2.5 *Make Sense of Information* — Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan, and read closely to gather information.
- 3.3.1 *Organize Information* — Organize information and ideas using a variety of strategies and techniques [such as comparing and contrasting, classifying and sorting according to subtopics, sequences, order of priority or importance...].
- 3.3.2 *Record Information* — Make notes on a topic, combining information from more than one source; reference sources appropriately.
- 3.3.3 *Evaluate Information* — Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information.

ICT LITERACY SKILLS AND COMPETENCIES
Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- ethical use of technologies
- inquiry using electronic sources

SUGGESTED LEARNING RESOURCES
Internet
- IMYM Links Database: <http://www.edu.gov.mb.ca/ks4/tech/imym/resources/links.html>
- Search the Internet using the terms "scavenger hunt." Add the topic of study to the terms, (e.g., "inventions scavenger hunt") for a more specific search.

Print
- Appendix C: Index of Teaching and Learning Strategies and Tools
- Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. (See Questioning, Strategies That Make a Difference, 30-36.)
- ---. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools.* Winnipeg, MB: Manitoba Education and Training, 1996. (See Chapter 7: Questioning and Discussion Strategies, 7.3-7.9.)

BLMs
- BLM ICT.9#1: Internet FAQs for Students
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLMs
- TBLM ICT.9#1: "Internet 101" for Teachers
- TBLM ICT.10#1: Questioning

Materials
- three-ring binder
- dividers
- loose-leaf paper (white and lined)

SUGGESTIONS FOR INSTRUCTION
Preparation and Set-up
- Create a list of Internet websites (including URLs) related to a science or social studies topic, or to the *Inventions, Innovations, and Discoveries* interdisciplinary unit. Give each student a copy of the list.
- **Note:** The IMYM Links Database contains many relevant and carefully selected websites.

Activating Strategies
- Review the concept of a scavenger hunt or treasure hunt. Have students ever participated in any type of scavenger or treasure hunt? What do they know about it? Students who have participated in one relate their experience.
- Review the skills needed to use a browser (see ICT.9: Look for It: Learning to Search the Internet).
- Students brainstorm how an Internet scavenger hunt would work. They jot down their ideas and suggestions.

- Using a computer and a projection system, show a scavenger hunt website or any other website related to the topic being studied in class. Examine the type of questions used in a scavenger hunt. Discuss how to write effective questions. (See TBLM ICT.10#1: Questioning.)

Acquiring Strategies
- Students review their ideas and suggestions for creating an online scavenger hunt, based on their observation of the website presented in class and on the ensuing class discussion.
- Inform students that they will be gathering material to create a scavenger hunt on the topic currently being studied in class, or assign each collaborative group of students a different topic related to the *Inventions, Innovations, and Discoveries* interdisciplinary unit or another current unit of study.
- Students search the Internet for a website supporting the chosen topic.
- Students select and evaluate an appropriate website, using a teacher-selected or student-generated evaluation rubric. (Refer to the IMYM Links Database for suggested website evaluation rubrics.)
- Review with students how to construct effective questions. Refer to TBLM ICT.10#1: Questioning.

Applying Strategies
- Students survey their chosen website for information they can use to create questions for their scavenger hunt.
- Using strategies for constructing effective questions, students in each collaborative group construct a few questions for the scavenger hunt. They exchange questions with another group to test their accuracy and relevance. They edit the questions based on feedback received and make a final selection of one or more to include in the scavenger hunt.
- **Note:** In the next learning experience (ICT.11: Make It: Creating an Effective Web Page), each collaborative group will engage in a scavenger hunt created by another group. Students can place these scavenger hunts on the classroom website and invite other classes to participate in them.

Variations/Extensions
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home their journals each week.

SUGGESTIONS FOR ASSESSMENT
- Review students' scavenger hunt questions for accuracy of information, proper grammar, and appropriate construction techniques.
- Review students' criteria for choosing their selected website. Confer with them on the appropriateness of their choice and their interpretation of the criteria they applied in making the selection.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.
- Assess the applications of this ICT in this interdisciplinary unit as students search for appropriate websites and/or construct appropriate questions.

CONNECTION TO **INVENTIONS, INNOVATIONS, AND DISCOVERIES**

- The Internet is a resource that students need to use effectively for the duration of the *Inventions, Innovations, and Discoveries* interdisciplinary unit, as well as throughout the school year.

TBLM ICT.10#1: Questioning

Overview
Questioning is fundamental to learning. Effective questions not only trigger searches for meaning but also encourage elaborative thinking. Powerful questions have the capacity to transform students from information seekers to information users. In addition to answering questions, students should learn how to pose their own questions.

1. **"Why," "How," and "Which" Questions**
   Jamie McKenzie and others identify three powerful questions:
   - **"Why" questions** (e.g., "Why do things happen the way they do?") require analytic and cause-effect thinking. "Why" questions lead to problem solving.
   - **"How" questions** (e.g., "How could things be better?") are asked in order to solve problems. Inventors and reformers ask "how" questions.
   - **"Which" questions** (e.g., "Which is best?") require decision making based on examining clearly stated criteria.

2. **Guiding Questions**
   While different terms may be used to describe guiding questions, their purpose remains the same: to focus an inquiry.

   Jamie McKenzie uses the term "essential" rather than "guiding" and offers this comment:

   > Essential questions reside at the top of Bloom's Taxonomy (Bloom). They require students to EVALUATE (make a thoughtful choice between options, with the choice based upon clearly stated criteria), to SYNTHESIZE (invent a new or different version) or to ANALYZE (develop a thorough and complex understanding through skilful questioning). ("Using Essential Questions As the Basis for Student Investigations" <http://www.fno.org/sept96/questions.html>)

   Guiding questions are prepared by the teacher and should meet specific criteria. Guiding questions should
   - highlight the concepts to be learned (e.g., Learn about the characteristics of a legend.)
   - be suitable for investigation (e.g., Students can investigate legends and other genres to discover the characteristics of each.)
   - fulfil curricular outcomes (e.g., The English language arts curriculum outlines several specific learning outcomes that focus on understanding genre: 2.2.1, 2.3.1, 2.3.2, and 2.3.5)
   - be understood by students (e.g., Questions must be stated simply so students understand what they are expected to learn.)

(continued)

3. Inquiry Questions

Inquiry questions guide an inquiry. They are sometimes also called "foundation" questions or "subsidiary" questions.

Inquiry questions are developed by students, with teacher guidance. They should be broad questions that require elaborate and comprehensive answers.
Example:
- I wonder about _____.
- I want to know what, when, where, who, and why _____.
- Why does_____?
- How is _____ like _____?
- How is _____ different from _____?
- Which _____ is preferred, and why?
- Why not _____?
- What if _____?

4. Interview Questions

Interviewing is an important method of collecting information without requiring students to read, making it especially suitable for younger students.

To begin, ask the four W questions: Who, What, When, and Where. Next, proceed with interpretive questions such as
- Why did you _____?
- How did you _____?
- Which aspects of _____ are most important to you? Explain.
- What would you change, and why would you change it?

_____

References:
Manitoba Education and Training. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1998. (See Questioning, Strategies That Make a Difference, 30-36.)

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McKenzie, Jamie. "The Question Is the Answer: Creating Research Programs for An Age of Information." *From Now On: The Educational Technology Journal* 7.2 (Oct. 1997). <http://questioning.org/Q6/question.html>. 15 Nov. 2004.

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McKenzie, Jamieson A., and Hilarie Bryce Davis. "Filling the Tool Box: Classroom Strategies to Engender Student Questioning." *From Now On: The Educational Technology Journal* (1999). <http://questioning.org/toolbox.html>. 15 Nov. 2004.