

- Title **Scavenger Hunt**_____

Curriculum **Mathematics**_____

Grade Level Span **9 – 12**_____

Purpose:

In this activity, students will recognize geometric figures and concepts in the world around them.

Description

Students find graphic examples and describe the geometry therein, using a predetermined list of items in a scavenger list. Students then organize this data in a multimedia presentation.

Activities	Curriculum Standards	NETS for Students
<p>1. Find graphic examples of geometry in the real world that fit the categories provided. Examples of categories are listed below under “other.” Students may use the internet, digital camera, or scan photos of these items, matching the category descriptions. Categories and point values are previously established by the instructor, matching items to be found with the curriculum being taught. (students choose one item per category The point value within each category is from 1 – 3 points dependant upon the difficulty of finding those objects.)</p>	3	1, 2, 4, 5, 7, 8
<p>2. Use the multimedia software to display and describe the geometric feature within the graphics chosen. * If presentation software is unavailable, students can prepare a portfolio of these graphics.</p>	10	1, 5, 8
<p>3. Present the findings to the class.</p>	8	4, 5, 10

Tools and Resources

(List all Web sites, specific software and hardware needs)

1. **Presentation software such as Hyperstudio, PowerPoint, or ClarisWorks Slide Show.**
2. **Access to the Internet, using a search engine to acquire graphics.**
3. **Digital camera, optional**
4. **Film camera and scanner, optional**
5. **LCD projector for the presentations, optional but very nice.**
6. **Speakers, if students choose to add music.**

Other:

Category suggestions: Choose a several topics and very specific subtopics for the items in the scavenger hunt.

Examples would be

Category A = parallel lines.

- **A – 1 = parallel lines with a perpendicular transversal (this is within the parallel line category and worth one point)**
- **A - 2 = parallel lines with no transversal (within parallel lines and worth 2 points)**
- **A – 3 = parallel lines with non-perpendicular transversal (worth 3 points)**

Category B = Symmetry

- **B – 1 = example of reflection symmetry (1 point)**
- **B – 2 = example of rotational symmetry (2 points)**
- **B – 3 = example of both reflection and rotation symmetry (3 points)**

Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

- Evaluate the students accuracy in finding and matching the geometric concept to the graphic.
- Additional points may be awarded based upon the use of the multimedia software.

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

This activity is based upon an article in [The Mathematics Teacher](#), and adapted to multimedia.

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Personal Account

(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

- It adds to the strategy to allow double points for items found in nature. Thus a 2-point natural is worth 4 points while the harder-to-find 3 point manufactured is still worth 3 points. Concentric triangles found with tree branches is worth twice as much as concentric triangles found in a yield sign.
- I generally don't allow clip art as it makes it too easy to use cartoons.
- Could be done in groups or individually.
- I use about 18 categories and students choose ten of them. Timing works well, and each presentation turns out to be about 3 minutes, the length of many music selections.
- Additional points are earned with creativity, original photos, unusual graphics, and creative use of the software.

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