

TEXAS TREASURE HUNT

Purpose

- To review knowledge and skills of Texas geography, history, and social studies skills using the Giant Traveling Map of Texas
- To demonstrate applied social studies skills of collaboration, communication, problem-solving and research to complete a group task from the geography and history resources of the Giant Traveling Map lessons
- To assess student learning by observing team members' use of critical thinking and decision-making skills in a Texas-sized virtual tour to celebrate state geography and history.

TEKS Standards

Grades 4 & 7 Social Studies

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; (E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to (A) use social studies terminology correctly; (B) incorporate main and supporting ideas in verbal and written communication; (C) express ideas orally based on research and experiences; (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs, and (E) use standard grammar, spelling, sentence structure, and punctuation.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Grade Levels: 3rd -7th

Suggested Time: 1-2 class periods

Materials: resource cards, images, maps, and lessons available with the Giant Traveling Map of Texas; chains, vinyl spots; additional post-it notes or stickers(as needed) to mark treasures for each team, ¼ sized sheets of paper for drawing (4 per team) or index cards

Instructional Information

Include as many of the map resources as possible in setting up this lesson. Select items from the lessons that students experienced to emphasize concepts relevant to the particular content area, grade level, students, and learning environment.

Consider available digital resources as a means of keeping track of the places/items as they are found by each team in real time. When a site or animal has been found by one team, it is no longer available to other teams. A recordkeeping sheet should be visible to all teams. Interactive use of a smart board to track each team's progress adds a technology application that motivates and models successful critical thinking and decision-making.

Designate a penalty box area away from the map for any team whose members do not follow the guidelines for the activity.

Student Activity/Assessment

Teams are assigned a spot on the edge of the map as the Home Base. They must be seated there at the beginning and the end of the game and as each treasure is recorded on a *Class Recording Sheet* (paper/white board/smart board/ other app).

Each team will have one piece of chain. Prior to the beginning of the Treasure Hunt, each team will use the map scale to measure 100, 200, 300 miles and put markers on their chain. The marker can be a piece of string/yarn available in the classroom. Teams can measure mileage with their chains.

The team captain will draw a number to choose one of the six largest cities as the starting point. Six cities: *Houston, Dallas, San Antonio, Austin, Ft. Worth, El Paso*. Mark the city as the team's starting point with one of the vinyl spot markers. On the *Class Recording Sheet*, identify the region where the city is located (review Everything's Big lesson).

The first team to locate/identify all five items on the treasure hunt, wins the game.

Game Guidelines:

1. Teams must remain together as they search for treasures.
2. Teams must complete the treasure hunt in order (1, 2, 3, 4, and 5).
3. As each treasure location or item is found, one member of the team must record it on the reporting sheet/smartboard/app. One team member will be designated to record each treasure. Each member must record at least one treasure.
4. While the treasure is recorded by one team member, all other members must be seated in their designated Home Base.
5. When a place/object has been found by one team, it is no longer available to the other teams.
6. Students must use classroom voice levels. Penalty: team moved to penalty box for 20 seconds.
7. Students may not run or slide on map. Penalty: team moved to penalty box for 20 seconds
8. Students may not have shoes on the map or any sharp objects. Penalty: team moved to penalty box for 20 seconds

9. Additional color coded post-it notes or stickers can be used on the map to identify the treasures as they are found.

10. For every treasure accurately found and reported, the team receives ten points. Words must be spelled correctly and the answer must be accurate.

Here are the five treasures to find:

Item #1: Go to a secondary city with more than 50,000 people that is less than 500 miles by highway from the starting point city. Mark the spot with post-it note or sticker. Identify one physical feature that is visible within 15 miles of the city. Record the name of the site and the physical feature on the *Class Recording Sheet* (review *Urban Population Patterns* and *Settlements* lessons).

Item #2: Identify two animals that live in the habitat and create a recognizable drawing of each of the animals. Use a $\frac{1}{4}$ sheet of paper and pencil. Add a title with the animal's name and one fact about the animal. Post it on the *Class Recording Sheet* (review *Creatures Great and Small* lesson).

Item #3: Travel in a different cardinal direction 200 – 500 miles to find a cultural site/event/festival. Mark the spot. Identify the event/site and two descriptive words on the *Class Recording Sheet* (review *Show Me Texas* lesson).

Item #4: Go to the nearest river. Use a river route to travel upstream at least 75 miles to the intersection of a tributary with the major river (review river basin map) in a different region. Use a post-it note to name the new region and identify its a) climate, b) annual rainfall, c) primary vegetation, and e) elevation. Report the information on the *Class Recording Sheet* (review *Wet, Dry, and Wild* lesson).

Item #5: Next, make a flight by your own airplane, to a site near a Texas border. If it is more than 1,000 miles away, the team receives 15 bonus points. Land at a city with an airport (search: city name, airport). Record the name of the new site. What state/country is on the other side of the border? Name the river or the latitude/longitude line that marks the border you have found. Post the name and feature on the *Class Recording Sheet* (review *Shapely State, Regions, and Legend-ary* lessons).

Resource: Class Recording Sheet

Team City	Treasure 1	Treasure 2	Treasure 3	Treasure 4	Treasure 5	Penalty (20 sec)
Houston						
Dallas						
San Antonio						
Austin						
Ft. Worth						
El Paso						