<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Lesson</td>
<td>Philadelphia Scavenger Hunt Field Trip</td>
</tr>
<tr>
<td>Content/Subject Area</td>
<td>US History</td>
</tr>
<tr>
<td>Context</td>
<td>Despite growing up in the birthplace of liberty, many Philadelphia students have never visited the wonderful sites that our city has to offer. This lesson is designed to familiarize students with their city and foster teamwork. In teams of no more than 10, with one adult supervising each group, students will travel together throughout the city of Philadelphia completing tasks, answering questions and taking photos.</td>
</tr>
<tr>
<td>Duration</td>
<td>One half school day, approximately 3 hours</td>
</tr>
<tr>
<td>Objective</td>
<td><strong>SWBAT</strong> to navigate the city of Philadelphia <strong>IOT</strong> visit and experience the important sites and monuments of the city.</td>
</tr>
</tbody>
</table>
| Standards                  | **7.3.9.A.** Explain the human characteristics of places and regions using the following criteria:  
                                ● Population  
                                ● Culture  
                                ● Settlement  
                                ● Economic activities  
                                ● Political activities  

**7.1.U.A.** Use geographic tools to analyze information about the interaction between people, places, and the environment. |
| Anticipatory Set           | 1. Give students the “Philadelphia Exploration Survey” (Student Handout A)  
                                2. Alternatively, teacher may want to create a Google Form version of the survey and collect the data that way.  
                                3. Discuss the questions and answers with students.  
                                4. Inform students that they will be taking a trip to explore downtown and historic Philadelphia.  
                                5. Distribute field trip slips and explain rules of the trip. |
| Direct Instruction         | 1. Prior to leaving for the Scavenger Hunt, teacher will need to assemble students into groups of no more than 10. Each student group must have at least one chaperone. Teacher may choose groups at their discretion. |
2. Have groups get together with their chaperone.
4. Go over the rules with the students and chaperones.
5. You may want to pass out a paper map to all students, or have them rely on technology
6. Establish a start time and place (most likely the school)
7. Establish the meeting time and place (Love Park or other large public space near public transportation is encouraged)
8. Check to make sure all students have their transpass (if taking public transportation)

**Guided Practice**  
(*field trip*)

| Guided Practice (field trip) | 1. Students will look over the challenges in the “Philly Scavenger Hunt” packet.  
2. With their chaperone, they will begin researching the questions, looking at maps and discussing their strategies.  
3. Students will travel as a pack to complete as many challenges as possible.  
4. Chaperone will check off the challenges as the students complete them.  
5. Groups will rendezvous at the designated meeting time and place and tally their team points. |
| --- | --- |

**Independent Practice**  
(*to be completed upon return from the field trip*)

<table>
<thead>
<tr>
<th>Independent Practice (to be completed upon return from the field trip)</th>
<th>1. Upon the return to school, students will respond to a prompt on the Philly Scavenger Hunt Independent Reflection sheet (Student Handout B).</th>
</tr>
</thead>
</table>

**Closure**

| Closure | 1. Students and teachers should discuss the  
2. Teacher should host an award ceremony for the winners back at the school using rewards chosen at their discretion.  
3. Prizes can be awarded to first, second and third places. |
| --- | --- |

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Students will respond to a prompt on the Philly Scavenger Hunt Independent Reflection sheet (Student Handout B).</th>
</tr>
</thead>
</table>

**Key Terms**

| Key Terms | Center City  
Artifact  
Document  
Monument  
Historical Site |
| --- | --- |

**Resources and Materials**

| Resources and Materials | Septa Transpasses or Arranged Busses  
Smartphones or Maps  
Copies of Student Handouts A & B  
Copies of the Philly Scavenger Hunt Packet  
1 Chaperone for up to 10 students (as per district rule) |
| --- | --- |
Philadelphia Exploration Survey
Student Handout A

1. How often do you visit Center City Philadelphia?
   - Daily
   - Once a week
   - Once or twice month
   - A few times a year
   - Never (skip to question 3)

2. What is your main reason for going to Center City?

3. Why is your main reason for not going to Center City?

4. Which of these Philadelphia landmarks have you been to? Check all that apply.
   - Liberty Bell
   - Independence Hall
   - Christ’s Church
   - Elfreth’s Alley
   - City Hall
   - Reading Terminal Market
   - Philadelphia Museum of Art
Now that you have returned from our field trip please write a two paragraph reflection on your day. Be sure to include your thoughts on the following questions:

- What are 3 things you learned today?
- What was the most interesting thing you saw today?
- How effective was your team when working together?
- In the future, will you be more or less likely to visit Center City Philadelphia? Why?