A year in review…

Junior American literature scavenger hunt

Instructions: Mrs. Wisehart will instruct you as to your partner and where you will start in the hunt. After receiving those instructions, you will begin. There are 20 questions to answer, culminating into a final riddle. Once you have finished that portion, there are several extra credit questions/activities to choose from. If you finish early you MUST participate in one or more of those activities until the bell rings.

The purpose of this activity is to REVIEW what you’ve learned and understand the importance of what you’ve learned over the past school year. Common Core Standards are the list of objectives you as a junior English student should be learning. Some of the questions below involve those standards.

The clues at each station will lead you to the next station, where you will answer the questions below:

1. Which of the *Common Core Standards* listed at this station would apply to the activity listed below?

*In Act I of the Crucible, cite textual evidence that Elizabeth Proctor feels betrayed by her husband.*

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Textual evidence is PROVING your point using evidence from within the story. When we read the articles from REAL people at Columbine, we did this. When we cite textual evidence in a paper and give credit to the author, it is called something. From your choices at Station 2, what is the correct answer?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. PRIMARY SOURCES are articles, papers, essays, etc., written by people who were ACTUALLY at the event or time in history we are studying. Of the choices we read during the year at this station, which example fits the definition PRIMARY SOURCE?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the Common Core Standard at this station. Which Foundational US Document did we study that fits this Standard?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Your research paper was an example of an informative text. You were informing your audience about your career choice. Which of the listed Common Core Standards does this fit?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. During the writing of your iPod Essay, you used Color Splash Editing. Which Common Core Standard listed at this station does this idea fit?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Common Core Standard W.11-12.3 says “Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.” Which of the listed class activities fits this standard?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Producing your Storybird Digital Storybook was an example of what Common Core Standard listed at this station?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the Common Core Standard at this station. We did 2 projects that fit this Standard. List one of them here.

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Teen Tribune is an online newspaper you read and wrote blog responses about. Which Common Core standard listed at this station fits this activity?

ANSWER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At this station you will find some LEGOS. You and your partner will choose ANY activity or lesson we did this year (preferably not one already listed). You will create a LEGO sculpture to represent this activity and then do 2 things:
	1. Call Mrs. Wisehart over to see if she can interpret your sculpture.
	2. Take a short video of your sculpture with the FLIP camera explaining what it is (you and your partner talking in the background)

STATION 1:

* RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
* RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CLUE: The next Station is near the place you would define words.

STATION 2:

1. Works Cited
2. Parenthetical Documentation
3. Primary Sources

CLUE: The next Station is where you would find food if you forgot your lunch.

STATION 3:

1. 9/11 Articles
2. Masque of the Red Death
3. Hunger Games

CLUE: The next Station is in the center of the room, UNDER your seating.

STATION 4:

* RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CLUE: The next Station is under the place you turn in your papers.

STATION 5:

* W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
* RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CLUE: The next station is near where you get your mail.

STATION 6:

* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CLUE: The next station is pretty SMART.

STATION 7:

1. Research Paper
2. Writing a Bucket List
3. Writing a Personal iPod Essay

CLUE: Your next station has a great view of the campus

STATION 8:

* W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CLUE: Your next station is under where you grab handouts.

STATION 9:

W.11-12.7

Conduct short as well as more sustained research projects…

CLUE: Your next station is next to the folders on the wall.

STATION 10:

* W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
* W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
* W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

CLUE: Your next station is in the back of the room near the white board. Look for the black tub of legos. ☺

STATION 11:

Read the instructions on your sheet.

CLUE: Your next station is station 1. Good luck finding it!0.

EXTRA CREDIT:

(For later)

1. Take your paper home and EXPLAIN one of the activities we did to your parents. Have them sign their name next to the activity you explained.
2. Attach your ticket stub to Hunger Games to your paper.

(For now)

1. Get a blank sheet of paper. You and your partner fill it with as many activities you can remember that we’ve done in class. Color it and make it FUN!
2. Take one of the Common Core Standards at one of the stations and write down ANOTHER activity we did that fits that standard.

(For complete FUN!)

1. Create another lego sculpture. But ONLY after you’ve completed either 3 or 4.