

TIDES Scavenger Hunt

*This lesson/activity may be used for any subject in grades 9-12. Instructors may modify as needed.

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Lesson Plan Summary: Welcome to The TIDES website, your source of Texas History from the East Texas perspective! This lesson will introduce students to the wide variety of materials available on the TIDES website. Students will learn to navigate and explore the site by searching for a list of images, documents and newspaper clippings located in the TIDES website.

Objectives:

- Students will follow the step-by-step instructions presented on the TIDES Scavenger Hunt worksheet.
- Students will use the TIDES website to complete the many components of the scavenger hunt. **(ELA TEKS 9-12 Viewing and Production)**
- Students will research and write using information found on TIDES website, as specified by the Scavenger Hunt worksheet. **(ELA TEKS 9-12 Writing and Research)**
- Students will read in order to comprehend and produce a timeline that corresponds with information found on TIDES website. **(ELA TEKS 9-12 Comprehension and Reading)**
- Students will evaluate and present their finished timeline products to the class. **(ELA TEKS 9-12 Evaluation and Presentation)**

Materials Needed:

- TIDES Scavenger Hunt worksheet
- Computers (school computer lab)
- A partner
- Writing utensils
- Creative materials for constructing timelines (construction paper, markers, map pencils...)

Procedure:

Upon receiving the scavenger hunt assignment, teach students about TIDES and its resources. This activity is a good tool for encouraging students to use reliable internet sites.

Allow students to partner with each other or assign partners, and then pass out the TIDES Scavenger Hunt worksheet. Students will proceed to the school's computer lab or classroom computers to complete the hunt. Please inform students to make sure that they FOLLOW INSTRUCTIONS. This is a good time to measure their comprehension/analytical skills of reading material that are outside a textbook.

After students have completed each component of the hunt, students will present their finished product of their timeline.

Evaluation:

- Creativity
- Presentation (voice volume, visuals)
- Preciseness: ability to transfer written work visually (their timeline should be understood by someone who knows nothing about East Texas History)

***Modifications:** Please make modifications as needed for Special Ed (Content Mastery: allow more time for completion) and ESL students (may have to allow more time; modify the amount of questions for completion).

Name(s) _____

The TIDES Scavenger Hunt: Becoming familiar with technology.

I. Directions: You and your partner are on a virtual journey of East Texas history as seen through the eyes of various ethnic groups. Use the TIDES website to briefly explore these different groups and learn about their involvement in our East Texas history. You **must** read the information and **pay attention** to each page in order to find your answers. In each question, **hints** are supplied to help.

1. Google "**tides sfasu**". What is the official website address for Tides?

Now begin your journey!!!

2. How many **ethnic groups** are presented? List all of them.

3. Use a moment (approximately 1 min. per group) and surf/scan through each group. BECOME FAMILIAR!!

4. a. **African American 1600**: Reading *The Handbook of Texas*, how is their existence in history **paradoxical**?

b. Reading the first paragraph of this piece, **paraphrase** (put into your own words without taking away from the author's purpose) this paragraph in 1-3 sentences.

5. a. Now, quickly go back to the **homepage** of Tides. Wait...how do you get there the quickest (what do you **click**)?

b. Once on the homepage, click on **Mexican** and read its overview. When was the Spanish conquest of Mexico?

c. When did Mexico gain its independence, and from whom?

Name(s) _____

6. a. Now look over and click on **Mexican Texas**: *The Handbook of Texas*. Write the web address for this link.

b. Which **university** hosts this online source of Texas History? (You must read this page closely to find the answer.)

c. According to *The Handbook of Texas*, how long did the Mexican War of Independence last?

7. a. Go back to the homepage of Tides. **Spanish 1600** is the beginning of **what** century?

b. Clicking on the **North America** link, what do you find? What is the title?

c. **STAY HERE!** According to *The Handbook of Texas*, the identification of “hundreds of groups of Texas Indians” was by whom?

d. The “extant names” of the Indian groups were recorded by which **3 groups**?

8. Now let’s research **Native American** history in East Texas.

a. According to the **Native America Overview**, “people who lived in Texas before events were recorded are known as...”

b. From the reading, draw a picture of **two** crops planted by early farmers in the boxes below.



Name(s) _____

9. a. **Native American 1900**: How many images are available; what is the title of this piece?

b. Who produced this sketch?

c. Where was the actual piece found?

10. a. **Anglo American 1800**: This area holds many images. Before browsing through those, who is Stephen F. Austin's father?

b. What did Stephen F. Austin **take over** after his father died?

c. Now scan through the long list of images. What is the **date** of "Andrew Jackson's Candidacy"?

d. On April 7, 1836, goods were ordered for the "Camp on the Brazos". Click on this link and read the **transcript** of this order. List **three** items that were needed.

II. Can you visualize time? Now that your journey is coming to an end, go back and visit African American 1600. You and your partner are responsible for creating a visually-acceptable and comprehensible timeline for the World Renowned Research Company. Your duty is to read **African Americans in The Handbook of Texas**. There is plenty of information. Take your time and be creative with the outcome. **Creativity COUNTS!!**