**Teacher's Guide to Read More and Be Inspired!**

Online Treasure Hunt Guide

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**Subject Area and Year Level:**

English 7

**Learning Objectives/Competencies:**

This lesson introduces students to the Philippine History specifically on its literature. In doing this, students will have a glimpse on how literature became a means for expressing one’s self.

The objectives for this treasure hunt are the following:

* appreciate Philippine history and its literature
* compare and contrast the effects of colonization
* create an essay to show learning

This Online Treasure Hunt will be implemented as an introduction for the topic Philippine Literary Works.

**Duration:**

2-3 days

**Procedures:**

Before conducting the Online Treasure Hunt

1. Download all of the online resources or websites as html for offline viewing in the computer lab with the help of the Center Manager. Make sure that the saved files can be accessed from all of the computers in the lab.
2. Check and make sure that all computers are working.
3. Load the treasure hunt onto each computer or to the teacher’s PC and make sure it can be accessed from all of the computers in the lab.
4. Print copies of the treasure hunt for your students (one copy per group). (optional)
5. In the classroom, group your students into groups of six to eight members each.
6. Each group will be assigned two to three computers. If you have more groups than computers, you may have to divide your class into two sets, with one set of groups working in the lab on this treasure hunt on Day 1 of this lesson and the other set of groups working on the treasure hunt on Day 2. Prepare a worthwhile classroom activity (seatwork) that is related to the topic for groups that will remain in the classroom on Day 1. On Day 2, the set of students who will remain in the classroom may work on their answer to the Big Question or be given a seatwork as well.
7. Explain the procedure of the online treasure hunt. You may distribute the print copies of the online treasure hunt (one copy per group).
8. Find out whether your students know how to use a computer (keyboard and mouse). If needed, bring your students to the computer laboratory and orient them to its use. Also give them instructions on proper behavior in the computer lab.

During the Online Treasure Hunt

1. Lead the groups into the computer lab. Allow them to settle in. After that, remind the groups again about the rules to be followed inside the computer lab. Then instruct them to start reading the online treasure hunt. (You and the Center Manager may open the treasure hunt file and have it ready for reading before the students enter the lab, or you can ask your students to open the file following oral instructions from you.)
2. Use the time allotted for your class wisely. Do not borrow the time intended for other subjects. Start on time and end on time. The students should be able to finish answering the treasure hunt questions in 40-50 minutes. The Big Question is homework so it need not be done during the session.
3. Move around the room. Observe how each group is doing the activity and write down your observations in a teacher’s log/journal. Assist students as needed.
4. When all groups have finished answering the treasure hunt questions, conduct a whole class discussion of the answers (if there is still time). This should take about 10 minutes. If the groups cannot do the online treasure hunt at the same time, do this step in the computer lab with the first set of groups on Day 1 and with the second set of groups on Day 2.
5. Collect the group answers to the treasure hunt questions and remind the class to answer the Big Question as homework (individual) and to submit their homework in the classroom after two days.
6. At the end of your workday, complete your personal notes on the conduct of the online treasure hunt in your teacher’s log/journal.

After the Online Treasure Hunt

1. After the two days, collect the group answers to the Big Question.
2. Lead a class discussion of the answers to the Big Question.
3. Summarize the main points of the lesson. If you conducted the online treasure hunt as part of the webquest, remind your class of the webquest task and procedures and tell them that they are now ready to do next step of the webquest.
4. Before dismissing the class, ask your students to comment on the online treasure hunt activity. On a form provided (journal/evaluation sheet), ask them to write:

• what they enjoyed the most,

• what they found difficult, and

• what improvements, if any, they suggest for future activities of this type.

Give the students 5-10 minutes to do this, and then collect the answer sheets.

1. Grade the answers to the Big Question. Decide how many points to give (refer to the essay rubric). Check also the answers to the questions of online treasure hunts. You may choose to assign partial points. All group members will of course get the same score apart from the big question. Record the scores and return the graded answers the next day.
2. Study the students’ assessment of the online treasure hunt and take this and your own notes into account when planning your next online treasure hunt.