

# Virtual Scavenger Hunt

## OVERVIEW

Welcome to the virtual field trip to the Banning Museum! This scavenger hunt is designed for third and fourth grade students to explore the rooms of the Banning Residence, including the schoolhouse and barn. Students will learn about the life of Phineas Banning, what life was like in the 1880's, and how his life's work affected Southern California.



## Teacher Guide - Lesson Plans

### MATERIALS NEEDED:

- Internet
- Pretest
- Post-test
- Appendix A
- Scavenger Hunt printable or digital
- Pre-Post Answer Key
- Scavenger Hunt Answer Key

### INTRODUCTION

1. **Pre-Test:** The day before or right before starting, administer the pretest. Pre and post test scores are requested.
2. **Visual Thinking Skills - Show the picture of the stereoscope (Appendix A). Ask the students:** "What is going on in this picture?" "Can you tell me what in the picture makes you say that?" "What more can we find?"
3. **Say:** This interesting object is called a stereoscope, used to view two similar pictures to show depth. No, we're not getting on a bus. The field trip is coming to us. Today, we have the opportunity to do a scavenger hunt using a virtual tour from a local museum.

### Grouping Suggestions

#### Distance Learning

##### Synchronous

- **Teams** in breakout rooms using either separate devices, split screens, or tab toggling.

##### Asynchronous

- **Individuals** on their own devices using split screens or tab toggling.

#### In-Person

- **Teams of 2 - 4** using their own devices with split screens or tab-toggling or sharing two devices that display each website.
- **Individuals** using own computers split screen
- **Whole class** - Show digital escape slides on large screen while students search for clues on Banning Museum virtual site.

4. **State objectives:** Has anyone ever visited the Banning Museum? Today, we will play a game to learn about the life of Phineas Banning!

## INTRODUCE MATERIALS

1. **Say:** Our first task is to learn how to navigate through the virtual walkthrough website of the Banning Museum. Let's get started!
2. Depending on your grouping choice, form teams and distribute computers.
3. Students can use the printable Scavenger Hunt attached or the Fillable Google Slide link:

## GUIDED INSTRUCTION

1. With the students, read the Scavenger Hunt directions.
2. Students will need the link below to get to the virtual walkthrough. Display the link, send it to students, or post it online.  
<https://www.walkthroughsites.com/360tours/BanningMuseum/>  
Together, complete the two questions for Room #1Hallway.

## INDEPENDENT PRACTICE

1. Allow teams or individuals to complete the escape room on their own. If students get stuck, point out where to look for the answer in the virtual tour. See link on Banning Field Trip website.
2. After students "escape," please administer the post-test and record scores. Send scores to [brm\\_welch@hotmail.com](mailto:brm_welch@hotmail.com)

### California State Standards

- 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Appendix A

