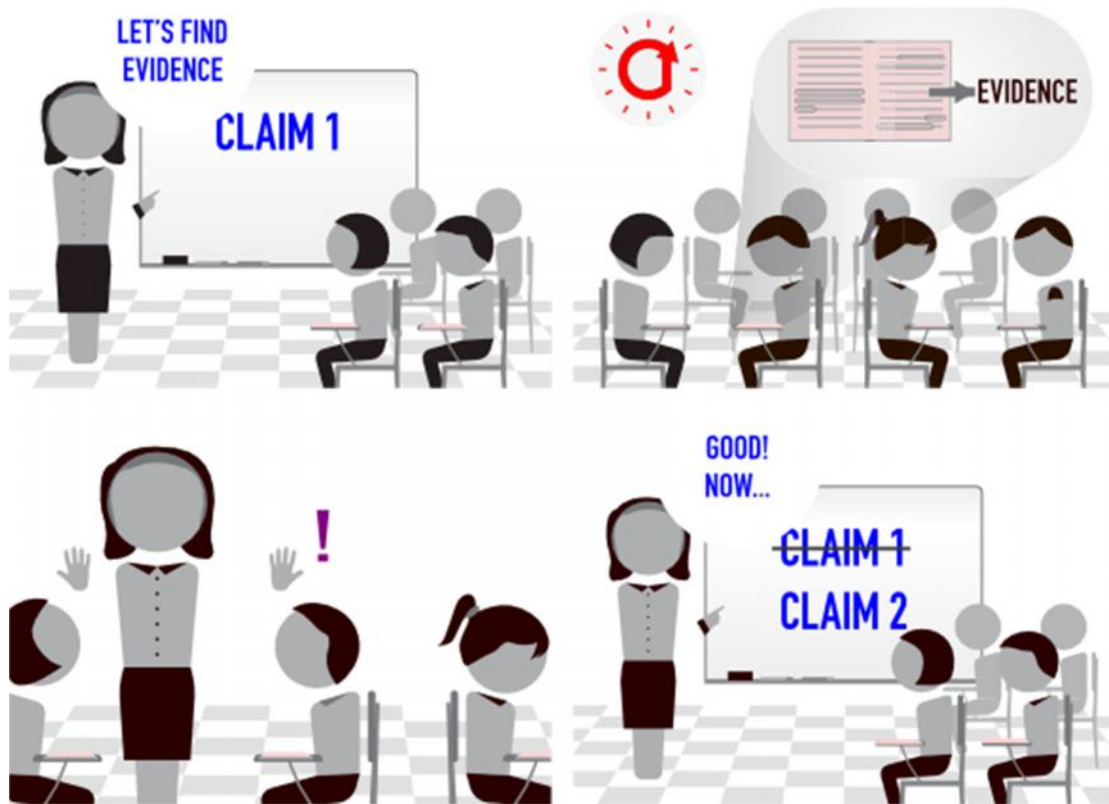


Evidence Scavenger Hunt



To begin this activity, the teacher reads students a claim about a text. This claim can be something factual with a right or wrong answer (e.g., “The USSR used its allies to put pressure on the US during the Cold War”) or an interpretive claim that can be supported or disproved by specific portions of the text (“e.g., “JFK should not have staged the Bay of Pigs invasion”). In pairs, students decide whether they agree with the claim, then find a piece of evidence in the text to support their position. Finally, they fill out a graphic organizer with three columns: one in which they record the claim, another for the evidence they found, and a third where they explain how their evidence works to prove or disprove the claim.

The hunt can be made into a game that rewards the first pair to fill out all three columns accurately and thoroughly. To ensure that other pairs still do the work, a teacher could award everyone one point for every satisfactory answer and just one extra point to the team that finishes first. Alternately, speed could be made a non-issue and students could simply work to complete their graphic organizers at their own pace. For example, a teacher might have several claims, each written on slips of paper, at the front of the room; when a pair is done with addressing one claim on their graphic organizer, they can show it to the teacher and, if their work is approved, be given the next claim. The number of claims (i.e., the number of rows in the graphic organizer) varies according to teachers' preferences.

An Evidence Scavenger Hunt works best when the objective is to delve deeply into a single text. It combines competition and collaboration, encouraging students to read quickly yet accurately to both identify and analyze textual evidence. The activity could also lead nicely into an essay-writing assignment in which students must use textual evidence to support their arguments: the third column of the graphic organizer could then serve as a model of how to follow quotations with analysis in body paragraphs.

Step	Teacher Move	Student Move
1	Prepare a suitable graphic organizer and a set of claims about a text.	
2	Have students pair up and give each pair a graphic organizer.	
3	Read a claim aloud.	Write the claim in the appropriate column on your graphic organizer.
4	Monitor pairs as they...	Decide with your partner whether you agree with the claim.
5	Monitor pairs as they...	Look through the text for evidence to support your view on the claim.
6	Monitor pairs as they...	Write and cite the evidence in the appropriate column on your graphic organizer.
7	Monitor pairs as they...	Explain briefly in the appropriate column how your evidence supports or refutes the claim. Make sure you analyze the text rather than simply re-wording it.
8	Check answers for accuracy and depth of analysis. Award points as desired when students...	Notify the teacher when you have completed the row.
9	Repeat steps 3–8 as desired.	Repeat steps 3–8 as required.