

Name:

Date:

Scavenger Hunt

Grades 6–8+



Britannica Library Scavenger Hunt

Welcome, Researchers!

You are about to embark on a mission to uncover tools and features that will sharpen your skills and make your projects stand out. This scavenger hunt will guide you through Britannica Library, showing how its tools can make your work easier and more effective. Along the way, you'll complete challenges, level up, and earn badges for your achievements. Work solo or with a teammate to tackle this adventure!

Before You Begin

Make sure you're ready for the journey by gathering these essentials:

- A writing tool to record your answers
- A digital device such as a Chromebook or tablet (one per student or pair)
- Headphones

Navigate to library.eb.com and get ready to begin your quest!

Level 1: Explorer



Mission: Familiarize yourself with the home page and key features.



Challenge 1: Select **Young Adult** level and navigate to the home page. Look closely at the featured image or topic. Write a few sentences explaining why this news is important and how it might affect people or the world today.






Challenge 2: Click the news article and select **Fun Fact** at the top. What is the interesting fun fact for this story? Write it in your own words.


Play

Word of the Day

Fun Fact




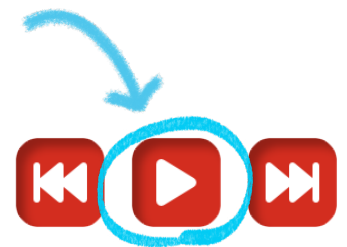
 **Bonus Challenge:** Scroll to the end of the news article and find the **Word of the Day**. Write down the word, its part of speech, and its definition.


 **Reward:** Check your answer for Level 1 with your teacher to earn the **Explorer Badge**. Once you have completed the challenge successfully, move on to **Investigator!**

Level 2: Investigator

 **Mission:** Learn to navigate articles and use research tools effectively.

 **Challenge 1:** Return to the **Young Adult** home page and use the search bar to find an article on **history**. Choose the first article and open the section titled **Making Sense of History**. Click the red play button under the image and follow along as the article is read aloud. Some people think history has a purpose, while others believe it's just random events. Which idea do you agree with, and why? Can you think of a historical event that supports your view?



 **Challenge 2:** Use the **Navigator** to **Cite** this article. Write down the different types of citation styles available.

- List the tools on the **Navigator** and write a short description of what each allows you to do.



1. _____

2. _____

3. _____

4. _____

5. _____


6. _____


7. _____

8. _____

- Move the slider from **Article** to **Gallery**. Describe what happens when you make this change.


- Move the slider from **Gallery** to **Related**. Describe what happens when you make this change.


 **Bonus Challenge:** Activate your media literacy skills! Double-click a word in the article to use the **Quick-Click Dictionary**. Choose a term you don't know and write it down, along with its definition. Why is it important to use a tool like this when encountering new terms?

 **Reward:** Check your answer for Level 2 with your teacher to unlock the **Investigator Badge**. Once you have completed the challenge successfully, move on to **Analyst!**


Level 3: Analyst


Paste
Analyst
Badge
Here


 **Mission:** Dive deeper into multimedia and primary sources.

 **Challenge 1:** Navigate to the **Young Adult** home page and scroll down to the **Explore the World Atlas** section. Search for the country of **Egypt**. Select **Summary** and write down the first two sentences of the information provided.




 **Challenge 2:** From the **Young Adult** home page, scroll to the bottom and click **Primary Sources**. Find the document titled **First Inaugural Speech**. Who gave this speech, where, and when? Why do you think primary sources are important for understanding history?


 **Bonus Challenge:** From the **Young Adult** home page, scroll down to **New! Interactives** and select **Artificial Intelligence: Quiz**. Take the quiz and see how you do. When finished, click **Read More!** to navigate to the article on AI. Open the section **Development of AI** and answer the four questions under **Find Out**.

 **Reward:** Check your answer for Level 3 with your teacher to unlock the **Analyst Badge**. Once you have completed the challenge successfully, move on to **Expert!**

Level 4: Expert

Paste
Expert
Badge
Here


 **Mission:** Combine everything you have learned to become an expert and explore new topics.

 **Challenge 1:** On the **Reference Center** home page, scroll down to the **Explore** section and select **Biographies**. Use the filter on the left side of the screen to select **American Indian** and choose **Black Hawk**. Read the biography and answer the following questions:


- What event started the Black Hawk War in 1832?

- Why do you think Black Hawk's autobiography might not be entirely accurate?

- Based on what you read, why is it important to consider multiple perspectives when learning about historical events?

 **Challenge 2:** On the **Reference Center** home page, scroll down to the **Recommended Primary Sources** section. Choose **Monroe Doctrine (1823)** and read the first paragraph.


- The U.S. says European countries shouldn't take more land in the Americas. How does this compare to what happened to Black Hawk and his people?

 **Bonus Challenge:** Read this article on **Piracy**: library.eb.com/levels/high/article/piracy/60153. Think about how pirates are portrayed in popular culture compared to the realities described in the article. Answer the following questions:

- How does the portrayal of pirates in movies or books (like *Treasure Island* or *Pirates of the Caribbean*) differ from the real historical examples of piracy?

- Why do you think popular media often romanticizes pirates instead of showing the harsher realities?

- How might these portrayals influence the way people understand piracy today?

 **Reward:** Check your answers for Level 4 with your teacher to earn the **Expert Badge** and declare yourself a **Britannica champion!**

Teacher Implementation Guide

Preparing for the scavenger hunt:

1. Distribute a print or digital copy of the Britannica Library Scavenger Hunt to each student, pair, or group, depending on your preference.
2. Cut out the provided badges.
3. Make enough badge copies for each student to receive one per level.

During the scavenger hunt:

1. After each level is completed, check students' answers using the Teacher Answer Key below.
2. Have students correct any incorrect answers.
3. Once all answers are correct, give students their level badge.
4. Students will paste their badges onto their Scavenger Hunt worksheets.

Post scavenger hunt—celebrating success:

Consider the following display and celebration suggestions to recognize students' achievements, foster peer learning, and create lasting memories of their research journey through the Britannica Library Scavenger Hunt.

- Create a Badge Masters Wall in your classroom to showcase completed Scavenger Hunt worksheets.
- Take photos of students with their completed worksheets to share on your class website or newsletter.
- Host a brief Badge Ceremony where students can present their favorite discoveries from the hunt.
- Have students partner up to share what they learned and which level they found most interesting.
- Create a class bulletin board titled "Our Britannica Adventure" featuring student reflections.

Extension Activities: These optional activities extend student learning beyond the scavenger hunt, allowing students to demonstrate their understanding through creative projects, reflection, data analysis, and review opportunities.

- Invite students to create their own scavenger hunt questions based on what they learned.
- Have students write a brief reflection about their favorite discoveries.
- Create a class graph showing which badge levels students found most challenging or interesting.
- Use completed Scavenger Hunt worksheets as review material for future lessons.

Teacher Answer Key

Level 1: Explorer

Challenge 1: Answers will vary / article changes every week

Challenge 2: Answers will vary / article changes every week

Bonus Challenge: Answers will vary / word, part of speech, definition / Important because Britannica is a trusted primary source

Level 2: Investigator

Challenge 1: Answers will vary

Challenge 2: MLA, APA, Harvard, Chicago Manual of Style / Cite, Save, Send, Print, Translate, Font Increase, Font Decrease, Open Dyslexic / Moving the slider from **Article** to **Gallery** allows you to jump to the image carousel at the top of the article. From there, you can scroll through all of the images in the gallery. Moving the slider from **Article** to **Related** allows you to see related articles and search results connected to your article topic.

Bonus Challenge: Answers will vary

Level 3: Analyst

Challenge 1: Egypt is a country in the northeastern corner of Africa. The Sinai Peninsula, which links Africa and Asia, is also part of the country.

Challenge 2: Franklin Delano Roosevelt, Washington, D.C., March 4, 1933

Bonus Challenge: Who was Alan Turing, and what did he believe machines would be able to do one day? What is the Turing test? What are artificial neural networks patterned after? How do the goals of “strong AI” and “nouvelle AI” differ?

Level 4: Expert

Challenge 1: Answers will vary

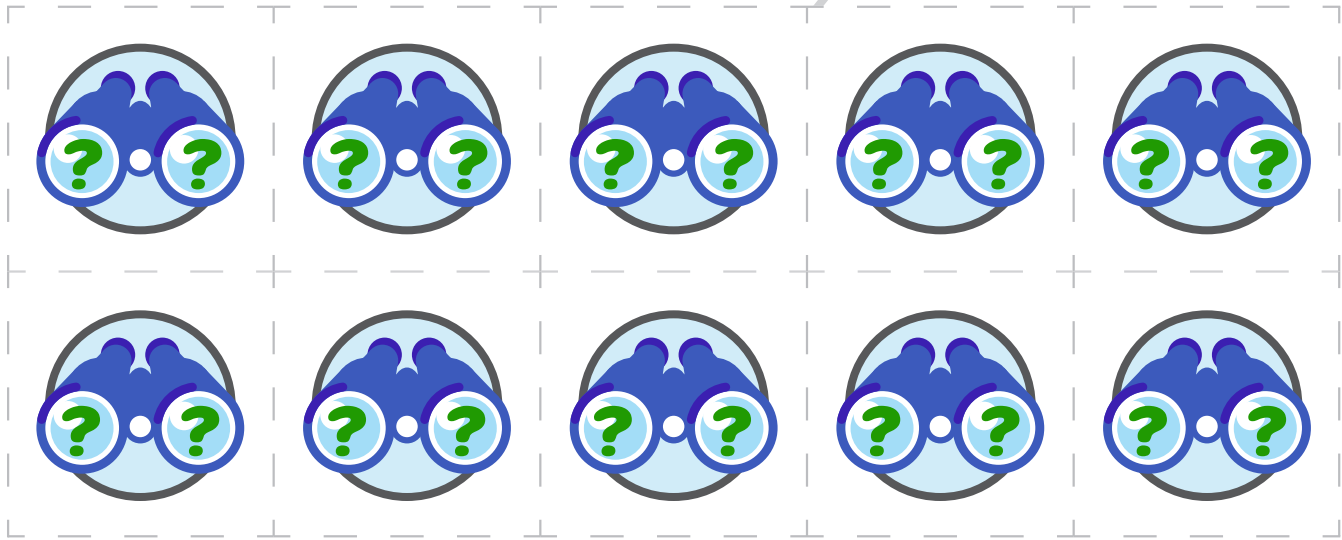
Challenge 2: Answers will vary

Bonus Challenge: Answers will vary

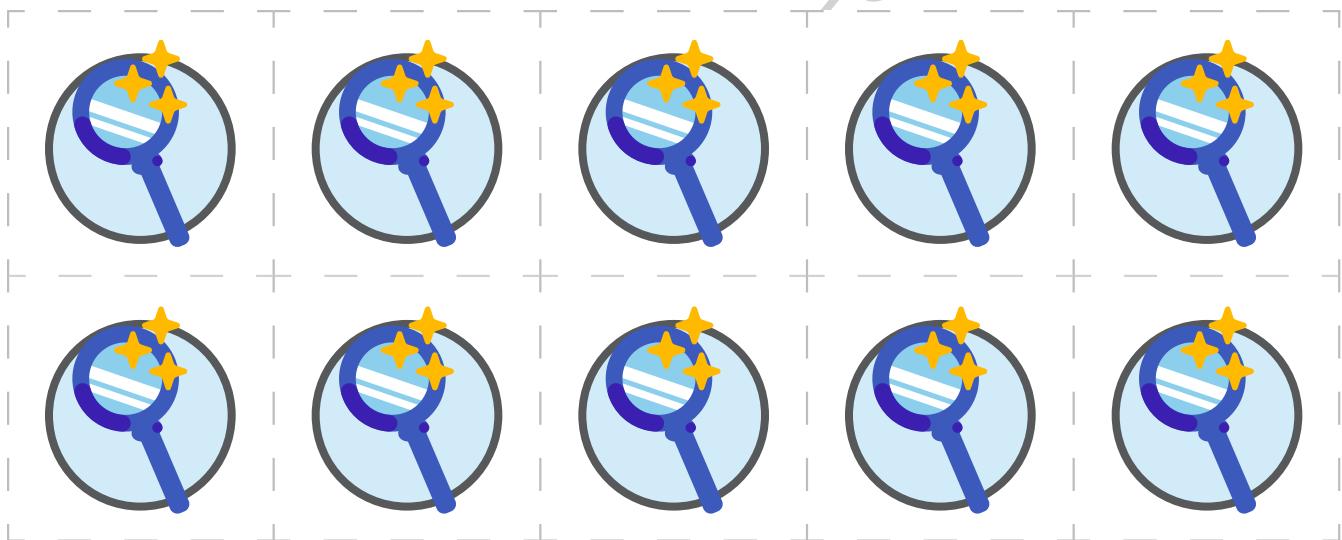
Student Badges

As students complete levels, they will earn the badge associated with that level. Pre-cut the badges below for each level, ensuring there are enough for every student to collect one badge for each level completed. As students complete levels, give them the corresponding level badge to paste onto their Scavenger Hunt Collector's Card.

Level 1: Explorer

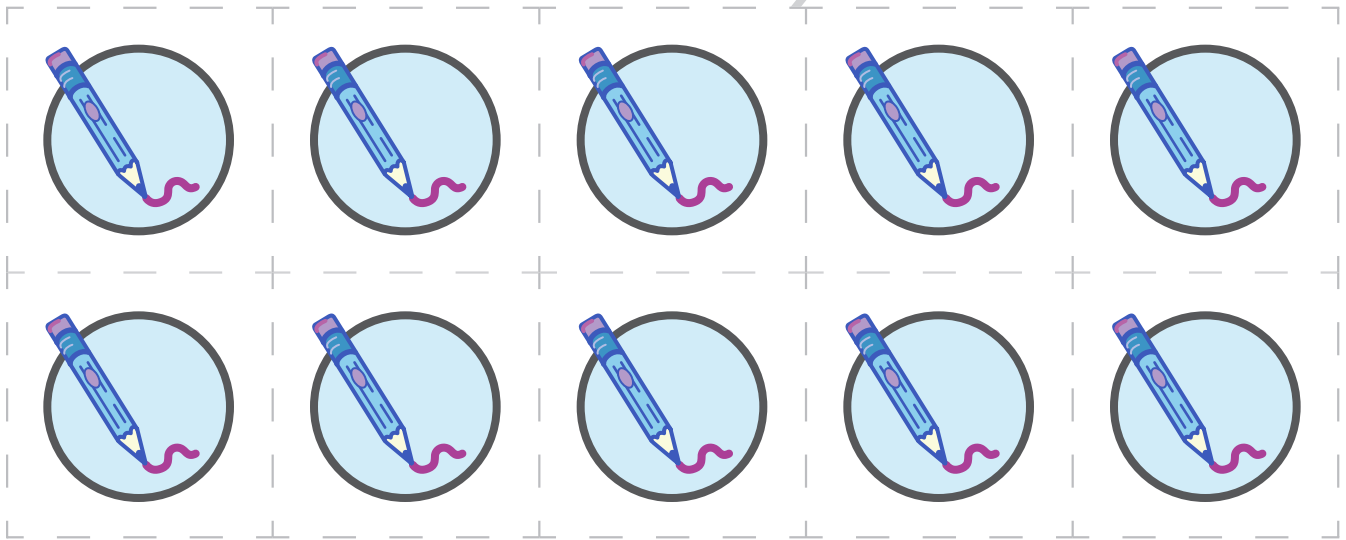


Level 2: Investigator



Student Badges

Level 3: Analyst



Level 4: Expert

