

ScienceNews

Activity Guide for Students: Century of Science Scavenger Hunt

Directions:

In this activity, you will conduct an online scavenger hunt using the Science News Century of Science website. You also will discuss in class how the information on the website is organized and make connections between science subtopics.

After your teacher divides the class into groups, the groups will use the website to explore scientific discoveries and technological advances for a specific decade. Your group will decide what discovery you consider most important and present your findings to the class.

The setup

Use the *Science News* [Century of Science website](#) to complete an online scavenger hunt. Choose two themes to explore based on your personal interest and answer as many of the following clues as you can.

For the themes you selected...

1. Identify one idea or theory proposed to explain something about the world. Who proposed the idea and when? What was the evidence?
2. Identify one source of data or dataset that offered scientists new knowledge. What was the data, and why was it important?
3. Name a new tool or technology that transformed the scientific endeavor. When was it developed, and what was its impact?
4. Find one person who played an important part in science's advance. Who were they? What did they contribute?
5. Name one scientific term or concept that you weren't familiar with. Is it defined in the story? If so, what is the definition? If not, can you tell its meaning from context?
6. Find a time when scientists got something wrong. What did they get wrong and why?

7. Find one historical quote or headline. What is it? Who said or wrote it? Why?

8. Name one instance in which progress in one area of science was dramatically affected by an advance in a seemingly unrelated area of science. What was the advance, and why was it important?

9. Name one scientific advance that affected people's daily lives. What was the advance, and how did it affect daily life?

10. Identify one prediction for the future. What is the prediction, and who makes it?

Class discussion

Look at the "connections" tabs on the [Century of Science](#) website. Based on those tabs and your exploration of your "themes" above, answer the following questions as part of a class discussion.

1. What themes did you explore and what are the related scientific subtopics? Did you have a favorite theme?

2. What is the focus of the "[Let's talk](#)" connection?

3. Was there a term or concept you identified from your themes that would fit within that connection? Why or why not?

4. What is the focus of the "[New vistas](#)" connection?

5. Is there a development from your themes that would fit within this connection? Why or why not?

6. In the "[New vistas](#)" collection, the 1931 invention of the electron microscope is a milestone that is tagged as being associated with three themes. What are those themes, and how does this one invention relate to multiple themes?

7. What is the focus of the "[Unsung characters](#)" connection?

8. What do you notice about the people described in the articles? How might that observation relate to advances you read about in your themes?

Group research

Your teacher will assign your group a decade between the 1910s and 2010s on which to focus your research. As a group, use the Century of Science [Milestones](#) page to explore advances in science, technology and medicine from that period. Answer the following questions for your assigned decade:

1. What decade will your group investigate?

2. What do you think was the most important scientific discovery or technological development of your decade? What evidence supports your answer?

3. Was the scientific discovery or technological advance you identified related to any important world event? If so, describe how the two are related.

4. Name a scientific discovery or technological advance that was controversial? Why was it controversial?

5. Describe how a scientific discovery or technological advance from your assigned decade is still relevant today.

6. Which “connection” is most relevant to the discoveries and advances of your decade? Explain your answer.

Presentation

After you have completed your research, work with your group to develop an oral or multimedia presentation that describes the most defining scientific discovery or technological advance of your decade. Use the questions from the previous section to plan your presentation. Use images, videos or other media to support your claims.



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