Title: SHACC Scavenger Hunt: “Movers and Shakers”

Focus Question
- Who were the most interesting and influential “movers and shakers” that influenced the culture and complex history of surfing.

Objectives/Outcomes
- Students will explore the Surfing Heritage and Culture Center (SHACC) museum timeline.
- Students will identify interesting individuals that influenced the culture and evolution of surfing over time.
- Student will complete accompanying worksheet while conducting tour (Tour can be in-person visit or virtual tour )

Key Terms
- Idiom, “movers and shakers”, culture, influential

Outline
- Pass out worksheet “SHACC Scavenger Hunt: Movers and Shakers” and read background and directions on the activity together with the class.
- Prior to visit, teacher will review the definition of the terms Idiom, “movers and shakers”, culture, and influential.
- This activity can be conducted during a classroom visit to SHACC or virtually by viewing SHACC Virtual Tour.
- To schedule a physical tour of SHACC contact SHACC at (949) 388-0313
- Students will view the SHACC Surfboard Timeline and identify specific individuals that influenced the culture and evolution of surfing.
- Teacher will mediate a classroom discussion and have students share, describe, and defend their particular choices.

Assessment
1. Student engagement and participation.
2. Completion of worksheet: SHACC Scavenger Hunt: “Movers and Shakers”
3. Optional projects: rubrics provided
1. Determine whether you would like to schedule a visit to SHACC with your class or have them conduct the tour virtually by clicking on SHACC Virtual Tour. To schedule a physical tour of SHACC contact SHACC at (949) 388-0313.

2. Review the terms idiom and the specifically the idiom “movers and shakers”, and culture with your students and give some other examples of idioms to your students.

   - **Idiom**: a commonly used expression whose meaning does not relate to the literal meaning of its words.
   - “**Movers and Shakers**”: A person who is able to get things done with their power, influence, or money.
   - **Other Idiom Examples**:
     - He’s been pushing up the daisies for a year. (*He’s been dead for a year.*)
     - Let’s paint the town red. (*Let’s have a good time in town.*)
     - She has a bun in the oven (*She is pregnant.*)
   - **Culture**: is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

3. Pass out worksheet “SHACC Scavenger Hunt: Movers and Shakers” and review directions with your students. As they explore the SHACC surfboard timeline they should complete the data table and list 4 most interesting individuals that they think influenced the culture and history of surfing.

4. Have students answer conclusion questions when they have completed the data table. Students should respond in complete sentences.

5. When students are finished with worksheet give students an opportunity to share their chosen individual and share with the class. Ask them how there chosen individual is an example of the idiom “Movers and Shakers”.

6. **OPTIONAL**: Students can create a written research paper or narrative essay, a digital slide presentation (i.e. Google Slides, PowerPoint), or both on their selected “mover and shaker”. (see attached rubrics for description and guidelines. You can adjust rubric requirements based on student group).
SHACC Scavenger Hunt: Movers and Shakers

**DIRECTIONS:** Explore the Surfing Heritage and Culture Center (SHACC) surfboard timeline and identify “movers and shakers” who you think were the most interesting and influential in shaping the culture and complex history of surfing. Complete the data table and answer Conclusion Questions. This can be completed by either physically touring the SHACC Museum or virtually by viewing the SHACC Virtual Tour.

<table>
<thead>
<tr>
<th>“Mover and Shaker”</th>
<th>Affect on Culture</th>
<th>Affect on Surfing</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who did you identify?</td>
<td>How did they influence culture locally and/or worldwide?</td>
<td>How did they influence surfboard design or construction?</td>
<td>When did this happen?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONCLUSION QUESTIONS: (answer in complete sentences)

1. What does the term “Idiom” mean?

2. What does the idiom “movers and shakers” mean?

3. What individual did you choose and how and why would you consider them to be a “mover and shaker”?

4. What did the individuals you identified in the data table have in common? How did they differ from each other?

5. Did you identify any individuals you believe negatively affected the culture of surfing? Explain
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>8-10 points</th>
<th>5-7 points</th>
<th>2-4 points</th>
<th>0-1 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong> (Thesis)</td>
<td>Thesis clearly stated and appropriately focused</td>
<td>Thesis clearly stated but focus could have been sharper</td>
<td>Thesis phrasing too simple, lacks complexity; or not clearly worded</td>
<td>Thesis not evident</td>
<td></td>
</tr>
<tr>
<td>Quality of Information &amp; Evidence</td>
<td>Exceptionally researched, extremely detailed, and historically accurate and information clearly relates to the thesis</td>
<td>Information relates to the main topic and paper is well-researched in detail and from a variety of sources</td>
<td>Information relates to the main topic, few details and/or examples are given and shows a limited variety of sources</td>
<td>Information has little or nothing to do with the thesis and information has weak or no relevance</td>
<td></td>
</tr>
<tr>
<td><strong>Support of Thesis and Analysis</strong></td>
<td>Relevant and consistent connections made between evidence and thesis. excellent analysis</td>
<td>Consistent connections made between evidence and thesis. good analysis</td>
<td>Some connections made between evidence and thesis. some analysis</td>
<td>Limited or no connections made between evidence and thesis. lack of analysis</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Excellent summary of thesis with concluding ideas that impact the reader</td>
<td>Good summary of topic with clear concluding ideas. introduces no new information</td>
<td>Basic summary of topic with some final concluding ideas. introduces no new information</td>
<td>No summary of topic</td>
<td></td>
</tr>
<tr>
<td>INCLUDES:</td>
<td>Contains ALL project requirements</td>
<td>Missing 1-2 project requirement</td>
<td>Missing 3-4 project requirements</td>
<td>Missing 5-6 project requirements</td>
<td></td>
</tr>
</tbody>
</table>

1. MLA Formatting
2. Title Page
3. Bibliography (3)
4. Word Count
5. 250-500 words
6. Vocabulary and/or historical figures

TOTAL = /50
# GRADING RUBRIC: DIGITAL PRESENTATION

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10 points</th>
<th>9-7 points</th>
<th>6-4 points</th>
<th>3-1 points</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Elements</td>
<td>The google slides include all required elements as well as additional information <em>(Title page, min. 7 slides, graphics, bibliography)</em></td>
<td>All required elements are included on the google slides</td>
<td>All but 1 of the required elements are included on the google slides</td>
<td>Several required elements are missing</td>
<td></td>
</tr>
<tr>
<td>Graphics-Relevance</td>
<td>All graphics are related to the topic and make it easier to understand</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics related to the topic.</td>
<td>Graphics do not relate to the topic.</td>
<td></td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The google slides are exceptionally attractive in terms of design, layout, and neatness</td>
<td>The google slides are attractive in terms of design, layout, and neatness.</td>
<td>The google slides are acceptably attractive though it may be a bit messy.</td>
<td>The google slides are distractingly messy or very poorly designed. It is not attractive.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>There are no grammatical/mechanical mistakes on the google slides.</td>
<td>There are 1-2 grammatical/mechanical mistakes on the google slides.</td>
<td>There are 3-4 grammatical/mechanical mistakes on the google slides.</td>
<td>There are more than 4 grammatical/mechanical mistakes on the google slides</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL =