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Social Studies
Lesson Plan 2

Lesson: Map Memory

Intended Grade: 5th Grade

Academic Standard: 5.3.2 Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.

Objective: The student after labeling a map of the United States will be able to recall the names of geographic locations by filling in a blank map with 80% accuracy.

Assessment: The students will take a test over what is labeled on a map. They are expected to memorize the names and locations of the places. These places will include states, major cities, major regions, major rivers, and mountain ranges. They will need to recall all fifty of the states. The major cities will include Washington D.C., Indianapolis, Chicago, New York City, Los Angeles, and Houston. The rivers are the Mississippi and the Ohio. The regions will be the east coast, west coast, Midwest, and the plains. The mountain ranges will include the Appalachian and the rocky mountains.

Prep/Materials: The teacher will also need to make a large outline of the United States on paper along with the lines of the states. The teacher will need to have copies of the maps for the students to study. There will also need to be copies made of the test for when that is given. The teacher will need to prepare the memory game cards of the state shapes and names.

Procedure

Intro/Motivation: The teacher will bring out a large scroll of paper. Start to ask the students what they think could be on the roll or what kind of activity they think they will be doing. Give them hints if needed. Unroll the paper and ask the students what it is a picture of. (Bloom's knowledge)

Step-by-Step

- Ask the students to come up and label any state that they know. (Bloom's knowledge and Gardner's visual/spatial) They will have to be called on individually.
- Repeat this with the other items.
- Have the students copy the names on to their own maps to study.
- Explain to the students that in a week they will be having a test over this information. They are expected to know the stuff on their map.
- Allow time for the students color their maps.
- When they are finished show the students the game of memory they can play to learn the states.
- Have the students break in to groups of four. (Gardner's interpersonal)

- Give each group a set of cards prepared by the teacher.
- Show an example of how the state shape and the state game match.
- Explain it like a game of memory. The cards will be faced down. Two cards are picked at a time. The shape and name need to match. If a match is found that player gets to go again.
- Allow the students time to play the game. (Gardner's bodily/kinesthetic)
- Put the game in the back of the room for them to practice with during free time.

Closure: Let the students play the game throughout the next week. Give the students the test. Allow them enough time to fill in the map.

Adaptations/Enrichments: An adaptation for this activity would be to shorten the amount of items to be labeled if the student needs. This could be used for students with ADHD, MIMD or learning disabilities. An enrichment would be to add cards to the game that show where the river, region, city, or mountain range is and a matching card that has the name. Another enrichment would be to have the students pick out one of the items and do a short research report on the item.

Reflection: Did the students meet the objective? Did they enjoy the activity? What went well with the lesson? What could be improved in the lesson?