Lesson Plan by: Jeff Mendenhall

Lesson: The 50 States
Grade: 5th grade
Length: 60 minutes

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

Performance Objective
After instruction and activities from the teacher, the student will be able to fill out a blank map of the United States with all of the states in the correct places.

Assessment
- A check for completion will be performed by the instructor to see if the students completed a map of each region. (Bloom’s: Evaluation)
- The students will take a post-test with a blank map of the United States. (Bloom’s: Evaluation)
- For students that do not complete the map with 100% accuracy, a test will be given weekly until they know all 50 states. For students that don’t complete this after three attempts, the will be offered regional maps. (Bloom’s: Synthesis, Evaluation)

Advanced Preparation by the Teacher
- Have enough region and national blank maps to pass out to each student in the classroom
- Prepare the song with the lyrics typed out on paper

Introduction/Motivation
Over the next few days we will be discussing the geography of the United States. Knowing and understanding the geography of our country helps us to place where important events occurred, as well as having an understanding in WHY the occurred here. First, we are going to take a pretest to see how what we already know about the geography of the United States.

Step-by-Step
- After the students know what we will be doing in geography class, a blank map will be handed out to each one of the students. This will not be taken for a grade, but to help the instructor, as well as the student, find out where the focus needs to be. (Bloom’s: Knowledge; Gardner’s: Spatial)
Maps of the regions will be handed out to each one of the students. The students must find a map; fill out each region, as well as one important fact about each state. (Bloom’s: Analysis; Gardner’s: Spatial, Intrapersonal)

Students will allow the instructor to check for completion after each one of the regions has been completed. (Bloom’s: Evaluation)

The students will come into groups and come up with a mnemonic device for each region. (Bloom’s: Application, Synthesis; Gardner’s: Interpersonal, Linguistic)

The students will be exposed to the song *The 50 States that Rhyme*, as well as the lyrics.

This song will be sung several times during class as a mnemonic device to help the students learn the states. (Bloom’s: Synthesis, Gardner’s: Musical, Linguistic)

At the end of the week a test will be given. The students will be given a blank map of the United States and will be expected to fill out the map correctly. (Bloom’s: Knowledge, Comprehension, Application, Evaluation; Gardner’s: Spatial)

**Closure**

*The 50 states that Rhyme* will be played with one half of the class singing and the other half clapping to the beat. Once this has been done the other half of the class will have a chance to sing with the others clapping.

**Adaptations/Enrichment**

- Students that do not complete the test with 100% accuracy after 3 weeks will receive a blank region maps. The first time this is given, they will all be given at once, but once a student completes one region map, this will be taken away the next week if more tests are needed. (Bloom’s: Knowledge, Comprehension, Synthesis, Evaluation; Gardner’s: Spatial)
- Students that complete this with 100% accuracy will go on to the test for capitols.

**Credit:** Jeff Mendenhall & http://www.mrsjonesroom.com/songs/50states.html