Standard 5th grade: 5.9

Students know the location of the current 50 states and the names of their capitals

Audience: 5th Grade Students

Time Allotment for Exercise: Twenty Minutes

Objective: The students will review for their midterm of identifying states and the capitals of those states by playing a game of “Trashball”. This game involves groups of students answering questions together. When a team gets a question right, they get one point; then, they get an opportunity to shoot a constructed ball into a trash can. Depending on where they stand is how many points they get in addition to the one point for getting the question right. Whoever has the most points at the end wins. The main goal of this activity is to provide a fun way to for a more difficult test. (A suggestion was to have the state and have them guess the capital. This is a great idea and might jumpstart people’s knowledge on the topic)

Task: Since this is review for the test, students will be expected to study their 50 states and capitals and be ready for the review. (Knowing all 50 states and capitals is very ambitious, so I might consider having regions of 12ish states per test)

Materials:

- A Bucket
- A ball
- A projector
- Whiteboards and markers for each team.

Lesson Plan (accounting for 17 people)
• **Introduction (2 mins):** The teacher will be getting the class organized and then explaining that we are playing a game. After telling the students how to play the game, they will be organized into groups or 2-3 (depending on class size).

• **The Game (17 mins):** Students will be involved in the game of “Trashball” for most of the remaining time. The game will consist of them seeing a highlighted state on a PowerPoint, them answering the question asked, in groups, by filling their answer out on a whiteboard. If the answer is correct, they will then shoot a shot from a 1,2,3, or 4-point line, which will be signified by tape. Whichever group has the most points after 17 minutes wins and receives an award. *(Instead of outlining the states in black, I’ll use a different color, so it’s more obvious.)*

• **Wrap-up (1-2 mins):** The points will be counted up and the winners will receive some sort of prize. The teacher will then remind the students that the test is tomorrow and the lesson will end.

**Assessment:** Since this is test review the assessment is how much effort is put into the activity.

- Green: Student fully participates in the activity
- Yellow: Student participates, but they aren’t giving their best effort
- Red: Student does not participate or is a major distraction throughout the whole lesson.

**Rationale:** I believe competition is one of the biggest motivators to be engaged and have success in almost any aspect of life. This could be workplace promotion, sports related competition, or even schooling. Competition is great for school related lessons. After observing many lesson plans from SCIPP, the ones with competition had the most engagement. In
every competitive lesson plan we did, there was a large amount of excitement and energy in
the room. Everyone wanted to be involved and win even though there are no rewards. Learning
about the states and capitals of the United States could be boring, but adding the competitive
element instantly makes the lesson more appealing. This is why I am doing a point based
question format with a skill based bonus point action. It appeals to almost everybody. The
research I have done supports this claim. According to Ching-Huei Chen who is a Professor for
the Department of Industrial Education and Technology at the National Changhua University of
Education, he states, “The results of the empirical study suggest that students in the
collaboration and competition groups outperformed those who played the game individually,
with and without competition. The results indicate that both collaborative and competitive
modes of GBL helped to improve science conceptual knowledge among second-level students.
The study also provides empirical support for the view that collaboration and competition in
GBL help to create contextual learning environments that assist learners in constructing
knowledge. While competition in a collaborative GBL environment for science learning enables
learners to enact collaborative science learning, this extends beyond arousing learning interest
and task engagement.” Even though the data is directed towards secondary students, it is still
valid because competition is appealing to our species in general. While not every student
enjoys competition, most do. The energy the competitive students bring, will help all the
students enjoy the game and try to win.

Ching-Huei, Chen. “The Impacts of Peer Competition-Based Science Gameplay on Conceptual
Knowledge, Intrinsic Motivation, and Learning Behavioral Patterns”. Association for
**Why is this educational?**

This is educational because we are only using the game to enhance their education. 5th grade students need to know all 50 states and capitals and this game helps them with that. *It is also important to know them just because this is where we live.*

**Why Does the Standard Connect to the Lesson?**

This standard connects with the lesson because students need to know the 50 states, their location, and the capital of the states in order to be competitive in the game.

**Accommodations:** Instead of having the students move according to point line, I can move the box. This might make it easier for immobile students.

**Instructor Self Assessment:**

Overall, I enjoyed this lesson. The students seemed to be having fun and learning at the same time. The start-up was a bit awkward because of the time crunch, but after I got everything settled, the lesson went well. I believe that the questions were a bit too challenging for this class, but that can be fixed by requiring only the state or the capital. I will need to be more accommodating to students with disabilities for this lesson though. With these thoughts in mind, I feel like this was a good lesson.