

Area/Skill - Social Studies	Cognitive Skill Level - Comprehension	Correlation to Framework - 02.01, 02.04	Lesson Number - 27
<p>Activity Title - State My Name</p> <p>Goal/Objective</p> <p>To learn the names of all fifty states, their capitols, location on a map, and an economic resource of each state.</p> <p>Lesson Outline Introduction</p> <p>Many GED students immigrated to this country and are not familiar with the United States and its component parts. This matching game activity will assist the student in learning the names of the states, their capitols, and an important fact (economic resource) of that state. The activity can be expanded to students locating different locations on a map.</p> <p>Activity</p> <p>Prepare index cards—one with the state's name and one with its capitol. On each of the cards, place the same symbol or picture of an economic resource of that state. Example: For Florida, you could use the symbol of an orange or for Texas, an oil well. Place all of the cards, face down on the table in ten rows of ten cards each. In small groups or individually, have students turn up two cards. If the cards match a state to a capitol, then the cards remain face up. If there is not a match, the cards are returned to their original face down position. The process is repeated until all matches have been completed. The student knows the matches are correct because of matching the economic resource picture/symbol on the back of the cards.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students locate the different states and capitols on different types of maps. The teacher may wish to also use topographical and resource maps that show the different types of land forms throughout the United States and the different types of products produced by region.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Index cards • Marker • Pictures, symbols, or drawings • United States map
<p>Real-Life Connection</p> <p>People often live in more than one state or region during their lifetime. Survey the students to see how many states they have resided. Discuss the need for students to be knowledgeable about the geography of their country and how this knowledge is used on a daily basis, e.g. reading the newspaper and knowing where stories are taking place, listening to national weather reports, traveling for work or pleasure to other states, etc.</p>			<p>Extension Activity</p> <p>Survey the class on how many different states they have resided. List the states and the number of students who have lived in each one. Have students take this data and develop a graphic display.</p> <p>ESE/ESOL Accommodations</p> <p>Provide students with a map of the United States to initially help them in locating states and capitols.</p> <p>Begin map reading skills by giving students a list of commonly used symbols and their definitions.</p> <p>Place students in teams rather than having them compete individually.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - State My Name

Introduction

Say: Today we are going to play a game about the United States. Many of you remember the Match Game from television. Today we are going to play the matching game with states and capitols. You will also learn something about which each state is famous.

Main Activity

Say: In front of you, there are one hundred cards. One card has a state's name on it, another card has the state's capitol on it. Your task is to match the state to its capitol. If you are correct, you will see the same symbol or picture on the back of the cards. This is a symbol or picture of a product that has been linked to that particular state. An example would be an orange on the back of the Florida cards or an oil well on the back of the Texas cards. You need to turn over one card at a time until you have completed all 50 matches. Good luck!

Closure/Conclusion

Say: Now that you know something about each state and have identified the capitols for each state, it is time to locate these states on a map.

Provide students with different types of maps and have them locate specific areas of the United States. Have them identify the different legends and symbols used as well.

Follow-Up Lessons/Activities

Have students brainstorm ways in which knowledge of the United States can assist them in their daily lives at home, in the community, and in the workplace.