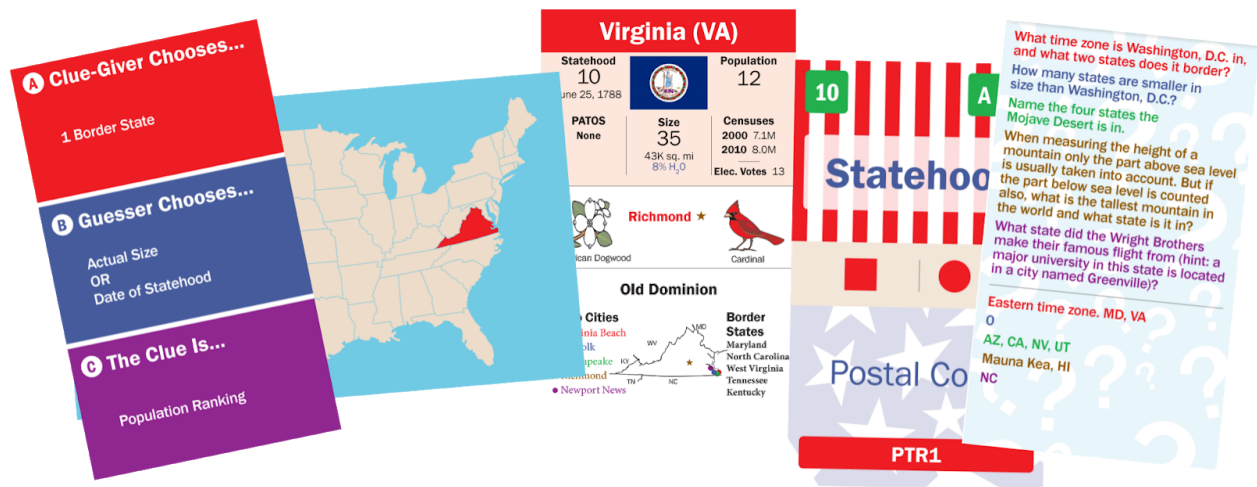




## Ready, Set, GeoPlunge! 10-Day Unit

### Welcome to GeoPlunge!

GeoPlunge, the flagship program of [LearningPlunge](#), is a program that combines U.S. geography content and critical thinking skills with hands-on, interactive competition in teams of three. Within each box of GeoPlunge cards, there are five different types of cards that can be used in various ways to create challenges from basic to very advanced. The GeoPlunge rules offer differentiation strategies and have been successful with students from Title 1 schools to advanced academic settings.



Four of the basic games include:

- **Border Up™**: A fast-paced race where players try to find groups of border states from the cards they are dealt faster than the opposing team
- **State IQ™**: A trivia game in which players learn border states, state capitals and the 2-letter state abbreviations in the easier version, and the largest cities, state nicknames, birds, flags, flowers of the states plus much more in the advanced versions
- **Dashing States™**: A fast-paced race that helps players learn where all the states are located on a map; players can also learn capitals through this game
- **Play the Ranks™**: A strategy-laden game where the state rankings in size, population, and date of entry into the union of the cards played by the teams determines who succeeds

GeoPlunge may be used as an [educational resource](#) within the classroom as a fun way to engage and inspire students to learn basic U.S. geography facts such as the location of states

and capitals within a region or the country. GeoPlunge is also a **program** that enables educators to coach teams of students in preparation for interactive, tournaments where all of the games are played in combination through rounds of head-to-head competition. GeoPlunge has been used as an instructional resource within classrooms, as the focus of after school clubs and programs, as a 10-day unit at the end of a school year, as an AP Human Geography community outreach program, as a city-wide tournament, and more. There are many possibilities!

## **Geography Content**

GeoPlunge teaches over 1,500 facts about the U.S., including more than just geography

- Where each state is located on the map
- All 50 state capitals and border states, plus 250 U.S. cities
- The size of each state
- History-related geography
- Oceans, rivers, lakes, mountains and volcanoes, plus parks and forests
- Sports geography
- Much more

## **21st Century Skills: Promoting the 4 Cs**

### **1. Success through critical thinking**

Playing GeoPlunge develops critical thinking skills by engaging players in open-ended, fluid competition that requires them to access content in varied ways using higher order thinking skills. Players must interpret and analyze information by filtering through material and then make judgments and accurate decisions based on analysis and synthesis of information. It requires players to problem solve. Isn't that what critical thinking is all about?

### **2. Collaboration through teamwork**

GeoPlunge values teamwork. Ideally, the games are played in teams of 3. Players learn to work together in a respectful way to achieve a shared and common goal--winning the game! They take on a shared responsibility of coming to the games prepared, and learn to value how individual contributions benefit the success of the group. Some players step up to become the leader of one GeoPlunge game while they may step back and follow in another. Collaboration is vital to the success of playing.

### **3. Development through communication**

Playing GeoPlunge develops communication skills as players learn to articulate problems, share ideas and opinions, and strategize solutions in a fast-paced environment. Players may need to negotiate and persuade their teammates if they disagree with them, but at the same time they learn to build consensus and speak with one voice. Teammates practice being empathic listeners during the process too. Finally, players learn how to motivate others through their speech



and body language, such as eye contact and movement.

#### **4. Creativity through problem solving**

There is nothing like an evolving situation that requires players to brainstorm solutions as they develop and refine their strategies for success. In addition, players may analyze their failure through self-reflection to learn and grow. Growth comes from failure.

### **Connection to Social Emotional Learning Objectives**

In a 2018 survey of GeoPlunge mentors, over 90% of respondents said that playing GeoPlunge increased their students' self-management, decision making, social awareness and self-awareness. These important social-emotional attitudes and skills are important for college and career readiness. For some, playing GeoPlunge has provided the confidence they need to succeed at learning in general. Finally, GeoPlunge has built positive community relationships by connecting students with teachers, parents, and local volunteers in various organizations within their community.

### **Why Geography?**

Geography is everywhere in our lives, but most people do not realize it! According to a government [study](#), 75% of 8th graders are not proficient in geography. In addition, according to Robert Cardillo, President of the National GeoSpatial-intelligence Agency, "Geographic literacy is the foundation needed to master the skills the NGA focuses on for middle school and high school levels --STEM education, geospatial science and geographic information systems."

### **Geography for Life: National Geography Standards, second edition**

<http://ncge.org/geography-for-life>

(The Standards used when playing GeoPlunge are highlighted in yellow.)

#### **The World in Spatial Terms**

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places, and environments.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

#### **Places and Regions**

4. The physical and human characteristics of places.
5. That people create regions to interpret Earth's complexity.
6. How culture and experience influence people's perception of places and regions.

#### **Physical Systems**

7. The physical processes that shape the patterns of Earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.

#### **Human Systems**

9. The characteristics, distribution, and migration of human populations on Earth's surface.
10. The characteristics, distributions, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The process, patterns, and functions of human settlement.
13. How forces of cooperation and conflict among people influence the division and control of Earth's surface.

#### **Environment and Society**

14. How human actions modify the physical environment.
15. How physical systems affect human systems.

16. The changes that occur in the meaning, use, distribution, and importance of resources.

### **The Uses of Geography**

17. How to apply geography to interpret the past.

18. To apply geography to interpret the present and plan for the future.

*Source: National Council for Geographic Education (NCGE)*

See how the Geography for Life: National Geography Standards are connected to the Common Core [here](#).

## **Integrating Geography within Other Content Areas**

When building geographic literacy in students, it is important to integrate the concept of geography into other areas of study. Students need to see connections between geography and their everyday life.

Below are some ways to keep geography in the minds of your students:

1. Use maps to build important nonfiction reading skills. Students must be able to synthesize information from all kinds of maps to draw conclusions.
2. During math, have students use a coordinate plane to create a treasure map. Include key geography vocabulary.
3. Geography and history are closely intertwined. Always begin a history unit showing the location of important events on a map. Maps can provide a visual representation of sequence.
4. During science, use maps to enhance instruction of various topics (e.g. plate tectonics, weather, migration patterns, etc.)
5. When coming in from the playground, have students point north, south, east, west. Connect these directions with new states, events, or news events.
6. Get out an “old fashioned” map (AAA offers free maps to members) and compare them to GPS and other technology on phones and computers. Have students direct someone from point A to point B on the map using words.
7. Use maps as a tool to review math terminology. For example, use a map of Washington, D.C. to identify acute and obtuse angles, parallel and perpendicular lines, supplementary angles, shapes and other geometry related concepts.
8. Compare a different types of maps and use the key to analyze information.
9. At the start of the year, create a map of the room and have a scavenger hunt. Have students find and label key places to familiarize themselves with room structure (e.g. pencil sharpener location, extra supplies, reading corner, no talk zone, place to turn in work, etc.)
10. Use [GeoPlunge cards](#) throughout the day in fun ways.

# GeoPlunge Cards

1. State name and abbreviation/postal code

Note: Color designations relate to time zones.  
A dot in the upper right corner indicates a secondary time zone for that state.

- **Red: Eastern Time Zone**
- **Green: Central Time Zone**
- **Blue: Mountain Time Zone**
- **Purple: Pacific Time Zone**
- **Brown: Alaska**
- **Orange: Hawaii**

2. Statehood: State rank based on the date the state entered the Union
3. PATOS: President at the Time of Statehood
4. State Flag
5. Size: State rank based on square mileage of the state; Percent Water: Percent water of the state
6. Population: State rank based on population
7. Census information for 2000 and 2010. Electoral Votes: Number of Electoral Votes during an election
8. State Flower
9. State Capital (noted with a star on the map)
10. State Bird
11. 5 Top Cities based on population
12. State Nickname
13. Border States: Names of border state(s)

1 **Arizona (AZ)**

<span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">2</span> <b>Statehood</b> <span style="font-size: 24px; font-weight: bold;">48</span> Feb. 14, 1912	<span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">4</span>	<b>Population</b> <span style="font-size: 24px; font-weight: bold;">15</span> <span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">6</span>
<span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">3</span> <b>PATOS</b> <b>William H. Taft</b> 27 <sup>th</sup> President	<b>Size</b> <span style="font-size: 24px; font-weight: bold;">6</span> <span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">5</span> 114K sq. mi Under 0.5% H <sub>2</sub> O	<b>Censuses</b> 2000 5.1M <span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">7</span> 2010 6.4M <b>Elec. Votes</b> 11

8

Saguaro Cactus Blossom

9

**Phoenix**★

10

Cactus Wren

12 **Grand Canyon State**

<span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">11</span> <b>5 Top Cities</b> ★ Phoenix ● Tucson ● Mesa ● Chandler ● Glendale		<b>Border States</b> Utah Colorado New Mexico California Nevada <span style="font-size: 24px; font-weight: bold; color: red; border: 2px solid red; border-radius: 50%; padding: 2px 8px;">13</span>
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## Unit Overview

This 10-day unit is designed for students in grade 3-8 and should take 45-60 minutes per day. Ideally, each group of 6 students will have its own [GeoPlunge deck](#). If that is not possible within your setting, 2-3 decks per class can work, depending on the games being played.

All of the level 1 games may be played with students who have no background knowledge of United States geography. Students who are more self-directed may be able to learn three games, scoring, and how to rotate opponents during the 10 day unit. Younger students who do not have additional adult support may only be able to learn one or two games plus scoring. Rotating opponents is not required and eliminating this process is an additional way to simplify the plan. Finally, for students with no background knowledge, make sure they have access to the resources listed.

### Level 1 Games

Select the games that meet your learning objectives or that you think your students will enjoy the most. An easy way to modify the rules for any game is to limit the number of cards available. Instead of playing with all 50 states, reduce the cards to a specific region (east and west of the Mississippi or region of the country such as the northeast.)

- **Border Up™**: A race game to find groups of bordering states. Students should be able to read. Students often have success by separating cards by color (time zones) first.
- **State IQ™**: A trivia game to identify a state by its ABCs- state abbreviation, border states, and capital. Students should be able to read and use resources. Modifications: Allow teams to use a list of states and capitals and a map.
- **Dashing States™**: A visual race to identify the names of states and capitals based on location on a map. No reading required. Provide a U.S. map and/or project a map for the entire class. Modifications: Do not require students to alphabetize states, do not require teams to identify state capitals, reduce/increase the number of cards to identify, allow access to a map during play.
- **Play the Ranks™**: A game of strategy using the state ranks of size, population, and statehood. For level 1, no background knowledge or additional resources are needed to play--winning relies on strategy and luck.



## Possible Formats

### Beginner-Intermediate (2 Games)

Day 1 Intro to Unit; What is GeoPlunge?	Day 2 Dashing States Intro	Day 3 Dashing States	Day 4 Dashing States	Day 5 Intro State IQ
Day 6 State IQ	Day 7 Dashing States and State IQ with scoring	Day 8 Dashing States and State IQ with scoring	Day 9 Dashing States and State IQ with rotations and scoring	Day 10 Mini-Tournamen t

### Intermediate - Advanced (3 games)

Intro to Unit; What is GeoPlunge?	Border-Up	Border-Up	State IQ	State IQ with rotations
Dashing States	Dashing States and State IQ with scoring	State IQ and Border Up with rotations and scoring	Dashing States, State IQ, and Border Up with rotations and scoring	Mini-Tournamen t

## Unit Outline

Prior to Unit	<p>Possible activities/background knowledge prior to starting GeoPlunge:</p> <ul style="list-style-type: none"> <li>• Basic mapping skills and vocabulary</li> <li>• Compare and contrast physical and political maps of the U.S.</li> <li>• Basic understanding of North American physical geography (oceans, major rivers, mountain ranges)</li> <li>• Connect geography to everyday life</li> <li>• Connect geography to history--locations of Revolutionary War, Civil War, westward expansion, etc.</li> <li>• Connect geography to other curriculum areas-STEM (GIS and GEOINT), math, history, art</li> <li>• Introduce 1 or 2 of the games to select students <i>prior</i> to the unit so they can model for other students. Make sure these students are separated when creating teams.</li> </ul>
Assessments	<p>LearningPlunge receives funding based on student impact so your data is valuable to our mission! Give LP's <a href="#">pre-assessment</a> or a pre-assessment of your choice. Score and save. Give the same assessment at the end of the unit. Share data with LearningPlunge! We also value anecdotal stories about how GeoPlunge positively affected students' social emotional growth.</p>

	<p><b>Send results to <a href="mailto:info@learningplunge.org">info@learningplunge.org</a>.</b></p> <p><u>Self-assessments:</u> Student reflection is valuable for social-emotional growth. Use individual <a href="#">self-assessments</a> or host a full class discussion.</p> <p><u>“Exit Ticket” and other reflection ideas:</u> (Oral or written)</p> <ul style="list-style-type: none"> <li>● Beat the clock: Name as many new facts as possible within a minute (state names, state abbreviations, bordering states, facts from the cards they remember, etc.) This may be done individually, with a small group, or as a whole group. Point out student growth over time.</li> <li>● “I have a connection.” Ask students if they made a connection to geography during the week. Example: they noticed a state name/nickname on a license plate, they saw something in the media and knew the location, they had a conversation with a family member about geography, they used a map (public transportation or on phone), they “see” geography in other curricula, etc.</li> <li>● <a href="#">Sentence starters</a> promoting social emotional learning</li> </ul>
<p>Tips for Success</p>	<p><b>Start with the end in mind. Review the Mini-tournament instructions on day 10 first.</b></p> <p><u>Supplies:</u></p> <ul style="list-style-type: none"> <li>● 1 box of <a href="#">GeoPlunge cards</a> for every 6 students</li> <li>● <a href="#">Combo 1 rules</a> (You will only play 2 or 3 of the 4 games.)</li> <li>● <a href="#">Copy of a U.S. map</a></li> <li>● <a href="#">List of states, capitals, abbreviations:</a> There are 3 lists per sheet. Students may glue them into the front of a notebook.</li> <li>● <a href="#">List of state ranks</a> (Combos 2-4)</li> <li>● <a href="#">Pre-assessment</a> (Combo 1) or a less formal <a href="#">Kahoot</a> activity</li> <li>● <a href="#">Scoresheets</a></li> <li>● Document camera to show cards to the entire class (optional)</li> <li>● <a href="#">Laminated placemats of the U.S.</a> <i>last a long time and the back may be used for students to self-assess. Support our programming: Sign in through <a href="https://www.amazon.com">Smile.Amazon.com</a> and designate LearningPlunge as your charity! (Optional)</i></li> </ul> <p><u>YouTube:</u> Subscribe to the <a href="#">GeoPlunge YouTube channel</a>. There are video tutorials for game instructions, tournament scoring and more. Review the <a href="#">introductory video</a> about the cards in your GeoPlunge box</p> <p><u>Tournament Rules vs. Game Rules:</u> On our website, you will find “tournament rules” and “game rules.” The tournament rules are the official rules and scoring that are used at an official GeoPlunge competition. In competition, teams of three play a combination of four different games in head-to-head competition in 2 rounds. <b>For this 10-day unit, you will use the Combo 1 rules but only play 2-3 of the games.</b></p> <p>Understanding that some teachers may want to introduce and play just a single game or use a game as a learning station within the class, we adapted the tournament rules into “game rules.” These game rules are broken down by individual games and have minor variations, most</p>



significantly with scoring. All of our tournament and game rule are downloadable from our website.

Teams: GeoPlunge tournaments are played in groups of 3 students. Before each week's activities, [create teams of students](#). You can keep these groups together for the entire unit or change the groups each week of play to adjust for personalities and skill sets. Some activities do not require reading skills so ESL students can join in too.

Room set-up: Think through and establish a functional room layout when playing with a full class of students. GeoPlunge may be played on the floor, on tables, or on groups of desks. Playing areas should be clearly identifiable so the cards do not get mixed up among groups.

Movement: During competition, teams play in rounds. In this unit, you will play several rounds lasting 8-10 minutes starting on Day 5. At the end of the round, opponents rotate. When you introduce opponent rotations, establish a **pattern** and **practice** rotating before actually attempting it with the cards. Do not let students choose opponents. Page 2 of this organization chart provides a [sample of the way teams rotate](#) at an official GeoPlunge tournament. Introduce switching opponents after students have learned two or more games and are good at cleaning up.


Clean-up: With so many GeoPlunge cards, do not leave clean-up to chance! PRACTICE expected clean-up procedures. These procedures will be used at the end of play and before switching opponent. Use a method that best works for your students. I.e. the day's team captain counts and returns the cards

Card Management Tips: ⇐ READ these tips! These card management tips have been compiled through years of playing. The biggest tip is to only remove the cards needed for a particular game. Do not hand out an entire box to a team or table group unless they are mature enough for that responsibility. Discard any rules that come in the box and use the updated rules are on the [website](#). Have a student count the decks used after each day's practice. If you haven't done so, watch the [introductory video](#) on the different types of cards that come in your GeoPlunge box.

Team Captains: Identify and rotate team captains each day. The captain is responsible for keeping score (if applicable), shuffling and dealing cards, and returning cards. The captain usually sits between his/her teammates.

Volunteers: Use volunteers if they are available to help, especially as you are just getting started! They can be the official dealer for a table of students, score-keeper, peacekeeper, and valuable with younger students or students with behavior challenges.

No blurting: When students blurt out answers, they remove the teamwork, communication, and collaboration aspect of the game. Players can also make teammates mad if they blurt the wrong answer. From the start, implement the "no blurting" rule.

	<p><u>Sportsmanship:</u> Sportsmanship is very important to GeoPlunge. At the end of competition with another team, players shake hands and/or say “good game.”</p> <p><u>Scoring:</u> The biggest difference between the official tournament rules and the individual game rules is the scoring. If you are practicing a single game multiple times, you have three options: 1) do not keep score, 2) have students keep tally marks of wins, or 3) use one of these <a href="#">scoresheets</a>. How quickly you transition from playing one game multiple times during a day to playing a variety of games in rounds depends upon the age and ability of your students.</p> <p><u>Differentiation:</u> As players are starting to learn U.S. geography, you may need to adapt the game rules. For example, you may want to project an image of a U.S. map or provide students with a copy of a United States map to use while they play. In the classroom rules for each game, there are differentiation strategies at the bottom of each game. Select changes that best meet your needs.</p> <p><u>Other uses:</u> During this unit, use the GeoPlunge cards in other ways. See the blog <a href="#">“21 Ways to use Geoplunge in the Classroom.”</a></p> <p><u>Badges:</u> Claim official GeoPlunge Badges through the American Geographical Society: <a href="http://www.geobadges.org/enterprise">http://www.geobadges.org/enterprise</a></p> <div style="text-align: center;">  </div> <p><u>The GeoPlunge way:</u></p> <ul style="list-style-type: none"> <li>● Everyone participates in playing and cleaning up</li> <li>● No blurting answers (teamwork and communication)</li> <li>● Everyone shakes hands at the end of the games. (Humble winners and gracious losers)</li> <li>● Everyone plays within the rules and scores fairly (Honor code)</li> </ul>
<p>Additional Resources to Consider</p>	<p>Geoplunge app: A free app to help students master some of the games in Combo 1</p> <p><a href="#">Sporcle</a>: Beat the clock to find all 50 states (Recommended by a GeoPlunge Coach!)</p> <p><a href="#">Kahoot</a>: Reviews for Combo 1. Search on GeoPlunge.</p>

<p>Day 1</p>	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Make copies of resource materials to hand out and determine where students will keep this information for the unit. Post copies somewhere in the classroom.</li> <li>● Understand card <a href="#">management tips</a> before starting the unit.</li> <li>● Determine content required as background knowledge.</li> <li>● Preview the entire unit</li> </ul> <p><u>Review:</u> Provide students with a brief overview of this 10-day unit: The goal of this unit is to learn about United States geography through game-based learning and be ready to apply that knowledge to the study of United States history. During the unit, students will work in teams of three to learn games featuring facts about the 50 states. On day 10, there will be a tournament to crown a GeoPlunge champion, the team who knows the most about U.S. geography! It is up to the teacher to provide prizes for the winners--certificates of accomplishment or something similar.</p> <p><u>Activity</u></p> <p><u>Whole class:</u> Look at a U.S. map together: review, preview, connect. Use open ended questioning--either full class, small group, or partners-- to get students talking about geography. Use the questions from the "Introduction to GeoPlunge" lesson below.</p> <p><u>Cards used:</u> GeoPlunge cards</p> <p><u>Introduction to GeoPlunge:</u> Lesson and movement activity that familiarizes students with the information on the GeoPlunge cards.</p> <p><u>Follow-up:</u> If time, give each student 1 card and have them find another student with a state that borders their state. Link arms. How quickly can they all get connected to someone? This movement activity will introduce the concept for the first game called Border-Up.</p> <p>Hand out maps and resources for the unit. Depending on the background knowledge and age of the students, provide the following resources for the students to use during the unit.</p> <ul style="list-style-type: none"> <li>● <a href="#">Map of the United States</a>. This free map is similar to that on the pre and post assessments. Or, print a free map that best serves your needs.</li> <li>● <a href="#">List of states, capitals, and abbreviations</a></li> </ul>
<p>Day 2</p>	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Create teams of 2-3 students. Some activities do not require reading skills so ESL students can join in too.</li> <li>● Think through and establish a functional room layout and movement pattern</li> <li>● Create a list of opponents for the start of daily play</li> <li>● Start thinking about how to switch opponents. Use this <a href="#">organization chart</a> to help keep track of teams. Teams may create team names.</li> <li>● Introduce switching opponents after students are good at cleaning up.</li> </ul>

	<p>Review with students before starting the first game. (There is quite a bit here. Instead, spread out these instructions</p> <ul style="list-style-type: none"> <li>● Review the “No Blurting” and sportsmanship rules</li> <li>● Review clean-up procedures</li> <li>● Review methods for shuffling cards (if necessary)</li> <li>● Announce teams and captains for the day 1</li> </ul> <p><u>Cards required:</u> GeoPlunge Cards. Team captains deal, shuffle, and handle cards.</p> <p><u>Activity</u>  <u>Introduce Game 1: Border-Up:</u> Introduce and play Border-Up, a race game identifying border states using only the GeoPlunge cards. Do not have students rotate opponents or formally keep score. Model the game using document camera, have 3 students demonstrate, or show the <a href="#">video from YouTube</a>.</p> <p>Play as many games as possible until time is up. Groups should continue playing at their own pace: never have students waiting for other students to finish.</p>
Day 3	<p><u>Teacher Prep</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> </ul> <p><u>Cards required:</u> GeoPlunge cards</p> <p><u>Review:</u> Before play begins, review the clean up procedures. On projector, display opponents for the day. Move into groups of 6. Have team captains get cards from teacher.</p> <p><u>Activity:</u> Play Border-Up. If you want to make this an outdoor/active game, try these <a href="#">movement games</a> outside at any time during the unit.</p> <p><u>5-minute Reflection:</u> When finished, have students reflect as a whole group: Did they figure out a strategy that works? What are they struggling with? How are they successful? Do they have questions about rules, card management, or teamwork?</p>
Day 4	<p><u>Teacher Prep</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> <li>● Review game rules for State IQ</li> </ul> <p><u>Cards required:</u> GeoPlunge cards and Power cards (If you don't want to hand out Power cards, an option is to project the Power cards with a document camera.)</p> <p><u>Activity</u>  <u>Introduce Game 2: State IQ,</u> a trivia game where students learn state abbreviations, capitals, and borders by using their GeoPlunge and Power cards. This game is not a race. Team captains or a player from each team</p>

	<p>should play rock-paper-scissors to determine the team that guesses first.</p> <p>Model the game using document camera, have 6 students demonstrate, or show the <a href="#">video from YouTube</a>.</p> <p>Have students complete a <a href="#">Self-Reflection or exit ticket</a> at the end of this day.</p>
<p>Day 5</p>	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> <li>● Prepare a diagram that shows how students will move when they switch opponents.</li> <li>● Review scoring and print scoresheets if you are ready</li> </ul> <p><u>Cards required:</u> GeoPlunge Cards and Power Cards</p> <p><u>Review:</u> Explain how students will change opponents during the day. (If your students are not mature enough to rotate opponents, leave this step out.)</p> <p><u>Play State IQ.</u> Set a timer for 8-10 minutes. When the timer rings, students clean-up/organize cards and rotate to a new opponent. (See strategies for movement in “Tips for Success” above.) This takes modeling and practice! As the unit progresses, they will get faster and more efficient. <u>Note:</u> It is best to set a timer for each round instead of asking students to play the game 2 or 3 times. You don’t want students sitting around waiting for others to finish before switching!</p> <p><u>Idea:</u> Use a timer set to 1 minute to help students transition more quickly.</p> <p>Play as many rounds as possible.</p> <p><u>5-minute Reflection:</u> When finished, have students reflect as a whole group: Did they figure out a strategy that works? What are they struggling with? How are they successful? Do they have questions about rules, card management, or teamwork?</p> <p>Play any of these <a href="#">fun games</a> to practice and learn state Information. Use these quick activities during indoor recess, pockets of time, or before school/ before dismissal.</p>
<p>Day 6</p>	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> <li>● Review directions about how to play Dashing States</li> <li>● Print scoresheets, if needed</li> </ul> <p><u>Cards required:</u> Map cards and map answer key (optional) or a copy of a map to check for winners. Make sure answer keys are turned over or hidden during play.</p> <p><u>Activity:</u>  <u>Game 3:</u> Introduce and play Dashing States, a visual race game using the map cards. Depending on the background knowledge of your students, allow them to use maps--either individual maps or a map that is projected.</p>

	<p>Also, in the official rules, students must know state capitals. If this is too challenging, modify the game by eliminating this rule. (Add the capitals in on day 9 or 10 of play after they get better!)</p> <p>Model the game using a document camera, a group of 6 students, or show the <a href="#">video from YouTube</a></p> <p><u>Recommendation:</u> Play for 8-10 minutes, clean up, and rotate opponents</p> <p><u>5-minute Reflection:</u> When finished, have students reflect as a whole group: Did they figure out a strategy that works? What are they struggling with? How are they successful? Do they have questions about rules, card management, or teamwork?</p>
Day 7	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> <li>● Print scoresheets, if needed</li> </ul> <p><u>Cards required:</u> Map cards, GeoPlunge cards and Power cards</p> <p><u>Activity:</u></p> <ul style="list-style-type: none"> <li>● <u>Scoring:</u> If not done yet, introduce team <a href="#">scoring</a>. W-L-T format. Fill in team name and players.</li> <li>● <u>Games:</u> Play alternating games of Dashing States and State IQ, or the games of your choice. Clean up and rotate opponents after 10 minutes of play. Play as many rounds as time permits.</li> </ul> <p><u>Self Assessment or 5-minute Reflection:</u> Select a self assessment for students to complete after today’s activities</p>
Day 8	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> <li>● Print scoresheets</li> </ul> <p><u>Cards required:</u> GeoPlunge cards and Power cards.</p> <p><u>Games:</u> Play alternating games of State IQ and Border-Up, or the games of your choice. Keep score. Clean up and rotate opponents after 10 minutes of play. Play as many rounds as time permits.</p> <p><u>5-minute Reflection:</u> When finished, have students reflect as a whole group: Did they figure out a strategy that works? What are they struggling with? How are they successful? Do they have questions about scoring?</p>
Day 9	<p><u>Teacher Prep:</u></p> <ul style="list-style-type: none"> <li>● Identify team opponents before the start (i.e. Team 1 plays Team 2)</li> <li>● Print scoresheets</li> </ul> <p><u>Cards required:</u> GeoPlunge cards, Map cards, and Power cards</p> <p><u>Games:</u> Practice alternating games of Dashing States, State IQ, and</p>



	<p>Border Up. Keep score. Play 2-4 rounds and switch opponents in between rounds.</p> <p><u>Preview:</u> Preview the format of tomorrow's tournament.</p> <p><u>Self Assessment:</u> End of unit self assessment or have students use the same Kahoot as the pre-assessment and see how they improved!</p>
Day 10	<p><a href="#">Mini-tournament</a></p>
Follow-Up	<p>Teach the fourth game of Combo 1 called Play the Ranks. Once students are successful at Combo 1 games, transition to Combo 2 and above games. Or, play in a GeoPlunge tournament against other schools. Contact us at <a href="mailto:info@learningplunge.org">info@learningplunge.org</a> to learn more. Find additional educational activities at <a href="http://www.learningplunge.org">www.learningplunge.org</a>.</p>