Ready, Set, GeoPlunge!
10-Week Unit

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Welcome to GeoPlunge!

GeoPlunge, the flagship program of [LearningPlunge](#), is a program that combines U.S. geography content and critical thinkings 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.
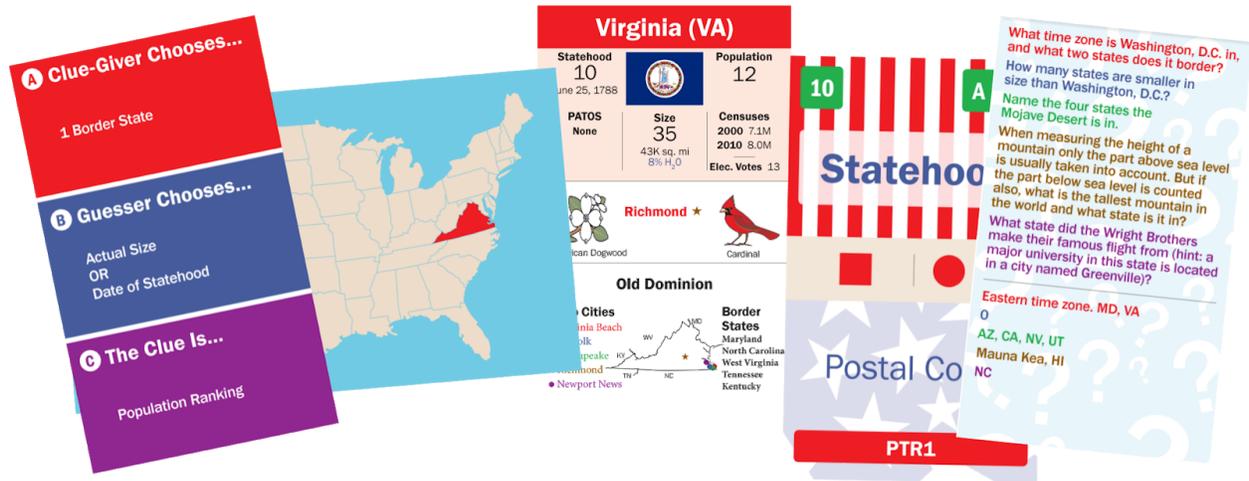
Four of the basic games include:

- **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

- The location of all 50 states 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. 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.)
2. Use maps to build important non-fiction reading skills. Students must be able to synthesize information from all kinds of maps to draw conclusions in everyday life.
3. During math, have students use a coordinate plane to create a treasure map. Include key geography vocabulary.
4. Geography and history are closely intertwined. Always begin a history unit showing the location of important events on a map. Maps provide a visual representation of sequence.
5. During science, use maps to enhance instruction of various topics (e.g. plate tectonics, weather, migration patterns, etc.)
6. When coming in from the playground, have students point north, south, east, west. Connect these directions with neighborhoods, new states, or current events.
7. 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.
8. 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.
9. Compare and contrast different types of maps and use the keys to draw conclusions.
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)

Unit Overview

The GeoPlunge games and activities may be integrated into your curriculum framework as a game-based approach to teaching U.S. geography standards, or this unit may be used as a stand alone program to prepare students for GeoPlunge tournament play.

10 weeks, 2-3 days per week (about 25-30 days total), 30-45 minutes per day. Grades 3-8

	Monday	T	Wednesday	Th	Friday
	Days 1-19: 30-45 minutes per session		Days 20-23: 45-60 minutes per session		Day 24: 75 minutes Day 25: Tournament
Week 1	Day 1: Intro to geography unit; reading a map; hand out student resources		Day 2: Intro to GeoPlunge		Day 3: Introduce and model Border-Up (or game of your choice); model clean-up procedures
Week 2			Day 4: Play Border-Up; student reflection		Day 5: Play Border-Up; introduce scoring (optional)
Week 3	Day 6: Play Border-Up and keep score; student reflection		Day 7: Introduce and model State IQ; Exit ticket		Day 8: Play State IQ; student reflection
Week 4			Day 9: Play State IQ and keep score; student reflection		Day 10: Play State IQ and keep score; student reflection
Week 5	Day 11: Play alternating games of Border-Up and State IQ; keep score		Day 12: Introduce and model Dashing States		Day 13: Play Dashing States; keep score
Week 6			Day 14: Play Dashing States; keep score; student reflection		Day 15: Play Dashing States, keep score, student reflection. Alternatively, play a combination of 1,2, or 3 games; student reflection
Week 7	Day 16: Introduce and model Play the Ranks		Day 17: Play Play the Ranks; keep score; student reflection		Day 18: Play Play the Ranks, keep score, student reflection
Week 8			Day 19: Play a combination of Dashing States and Play the Ranks		Day 20: Practice combination play: Select 2-4 games to play in rounds that last 12 minutes; introduce switching opponents; student reflection
Week 9	Day 21: Practice combination play: Select 2-4 games to play in rounds that last 12 minutes; switch opponents; student reflection		Day 22: Practice combination play: Select 2-4 games to play in rounds that last 12-15 minutes; switch opponents; student reflection		Day 23: Practice combination play: Select 2-4 games to play in rounds that last 12-15 minutes; switch opponents; student reflection
Week 10			Day 24: Practice tournament: Play a combination of all four games in rounds of 18 minutes; play 3 different opponents; keep score; student reflection		Day 25: GeoPlunge Tournament

Unit Outline: Ready, Set, GeoPlunge!

Prior to Unit	Possible activities/background knowledge prior to starting GeoPlunge: ● Basic mapping skills and vocabulary ● Compare and contrast physical and political maps of the U.S. ● Basic understanding of North American physical geography (oceans, major rivers, mountain ranges) ● Connect geography to everyday life ● Connect geography to history--locations of Revolutionary War, Civil War, westward expansion, etc. ● Connect geography to other curriculum areas-STEM (GIS and GEOINT), math, history, art ● Introduce 1 or 2 of the games to select students *prior* to the unit so they can model for other students. Make sure these students are separated when creating teams.
Assessments	LearningPlunge receives funding based on student impact so your data is valuable to our mission! Give LP's pre-assessment 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. ***Send results to info@learningplunge.org.*** Self-assessments: Student reflection is valuable for social-emotional growth. Use individual self-assessments or host a full class discussion. "Exit Ticket" and other reflection ideas: (Oral or written) ● 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. ● "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. ● Sentence starters promoting social emotional learning
<u>Tips for Success:</u> Teacher Preparation is Essential!	**Start with the end in mind. The goal of this unit is to prepare students for a GeoPlunge Tournament. Before starting, review the tournament rules for your level of competition. Combo 1 is the easiest level of competition; Combo 4 is the most challenging.** Supplies: ● 1 box of GeoPlunge cards for every 6 students ● Tournament rules: Combo 1-Combo 4 ● Copy of a U.S. map ● List of states, capitals, abbreviations: There are 3 lists per sheet. Students may glue them into the front of a notebook. ● List of state ranks (Combos 2-4) ● Pre-assessment (Combo 1)

- Kahoot quiz. A good review for any level but a good warm-up prior to a Combo 1 tournament. Search "GeoPlunge" for additional activities.
- Document camera to show cards to the entire class
- Projector to show videos from YouTube (optional)
- Scoresheets
- *Laminated placemats of the U.S. last a long time and the back may be used for students to self-assess. Support our programming: Sign in through Smile.Amazon.com and designate LearningPlunge as your charity! (Optional)*

YouTube: Subscribe to the GeoPlunge YouTube channel. There are video tutorials for game instructions, tournament scoring and more. Review the introductory video about the cards in your GeoPlunge box

Tournament Rules vs. Game Rules: 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. If you are preparing for a competition, use these rules! In competition, teams of three play a combination of four different games in head-to-head competition in rounds.

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. These game rules are broken down by individual games and have minor variations, most 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. 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.

Sportsmanship: Sportsmanship is very important to GeoPlunge. At the end of competition with another team, players shake hands and/or say "good game."

Scoring: 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 scoresheets. 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.

Flexibility: During this unit, students will learn to play four games featuring U.S. geography. Ahead of time, review the content learned in each game and modify the order the games are introduced based on your teaching objectives. In addition, LearningPlunge has created many other learning activities using the GeoPlunge cards to learn geography. These are quick games that may be played by small groups of students to learn content. Use these games as learning stations, for quick finishers, or as a way to mix up play during the unit.

Differentiation: As players are starting to learn U.S. geography, you may need to adapt the game rules. For example, you may want to provide students with a copy of a United States map to use while they play.

Other uses: During this unit, use the GeoPlunge cards in other ways. See the blog "21 Ways to use Geoplunge in the Classroom."

	Badges: Claim official GeoPlunge Badges through the American Geographical Society: http://www.geobadges.org/enterprise The GeoPlunge way: ● Everyone participates in playing and cleaning up ● No blurting answers (teamwork and communication) ● Everyone shakes hands at the end of the games. (Humble winners and gracious losers) ● Everyone plays within the rules and scores fairly (Honor code)
Additional Resources to Consider	Geoplunge app: A free app to help students master some of the games in Combo 1 Sporcle: Beat the clock to find all 50 states (Recommended by a GeoPlunge coach!) Kahoot: Reviews for Combo 1. Search on GeoPlunge.
Day 1 (45 min)	Note: If this is the very first time that your students have looked at a map, you may need additional days of teaching to develop background knowledge. Teacher Prep: ● 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. ● Understand card management tips before starting the unit. ● Determine content required as background knowledge. ● Preview the entire unit ● Reading a Map. "Reading" a map is a learned skill just like reading words in a book. Maps are a primary source document perfect to practice non-fiction reading skills. In this digital age, why is map reading important? Most people link map reading only with the intent of getting from point A to point B. But maps are used for so much more--to gather, analyze and synthesize information in order to make

	judgments. There are so many valuable higher thinking skills associated with map reading! ● Based on your state's standards of learning and the age you teach, the concept of reading a map will look different. It may require that you spend additional days teaching and reviewing your standards, including important vocabulary and central themes. Built into each day of this unit are a few minutes of review to solidify concepts through multiple exposures. Provide students with a brief overview of this 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, current events, or other content. Students will also learn to communicate, work in teams, and develop other valuable skills. During the unit, students will work in teams of three to learn four games featuring facts about the 50 states. At the end of the unit, students will compete in a tournament to crown the GeoPlunge champion! Activity: Practice "reading" a map. Compare a physical map to a political map to Google earth or another digital map. How are they similar or different? Why would it be valuable to understand how to read a map? Review important vocabulary. Why is the legend important? Practice finding a few locations. 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. ● Map of the United States. This free map is similar to that on the pre and post assessments. Or, print a free map that best serves your needs. ● List of states, capitals, and abbreviations
Day 2 (45 min)	Teacher Prep ● Review lesson ● Gather map resources for projector or whole class use Cards used: GeoPlunge cards Whole class: Lesson: Introduction to GeoPlunge cards This is a movement activity that familiarizes students with the information on the GeoPlunge cards. Follow-up: 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 at least one person? Two people? This movement activity will introduce the concept for the first game called Border-Up. Clean-up: Have a student collect all cards and count them. Do not proceed to a new activity until all cards have been collected.

	If you allow the students to practice with the cards independently, in small groups, or at learning stations, review the card management tips first. Establish procedures before handing out cards to students.
Day 3 (30-45 min)	Teacher Prep: 1. Review game rules for Border-Up or the first game you plan to play 2. Create teams of 2-3 students. Modify the teams every few weeks or when introducing a new game so students have experience playing with other abilities and personalities. Some activities do not require reading skills so ESL students can join in too. 3. Select one person for each team who will serve as the team's captain (either for the day or week.) Make sure every student serves as team captain during this unit. 4. Think through and establish a functional room layout for the desks that will keep groups of students separated and less likely to mix up cards. Students may play on the floor too. Toward the end of the unit, teams will rotate opponents so now is the time to start thinking through a movement pattern. Introduce switching opponents much later in the unit. 5. Use this organization chart to help keep track of teams. Teams may create team names. Review: (10-15 min) ● Review important vocabulary and concepts. (5 min.) ● Explain the importance of not mixing up decks of cards and layout of the room for GeoPlunge play ● Review the "No Blurting" and sportsmanship rules ● Answer questions Cards required: GeoPlunge Cards Introduce Game 1: Border-Up: Introduce Border-Up, a race game identifying border states using only the GeoPlunge cards. Model the game using a document camera, have 3 students demonstrate, or show the video from YouTube. It is a very fast paced game! Ask for volunteers of 3 to race the clock in front of the whole group. Use a map to confirm a winning group. Repeat if needed. Make sure students understand how to play before play begins tomorrow. After students know how to play, announce the teams for the first week of play. Have students get into teams and establish a team name. (optional) Otherwise each team should receive a team number. Explain clean-up procedures: In general, everyone participates in cleaning up but the captain is responsible for the final card count and returning the cards to the teacher.
Day 4 (30-45 min)	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.)

- Do your students know how to shuffle cards?
- *Possible Modifications:*
    - *Separate the GeoPlunge cards by color (time zone). Give groups of students just those cards (excluding Hawaii and Alaska) to make finding groups easier.*
    - *Ask students to find just 2 states that border each other.*
    - *Separate the cards by U.S. Regions or in groups that meet state standards*
    - *See Other Learning Activities with the GeoPlunge cards for games designed to learn the content and that may be played 1v1 or in small teams.*

Cards used: GeoPlunge cards

Review: (5-15 min)
- Review important vocabulary and concepts.(5 min)
- Ask volunteer students to explain clean-up procedures
- Review the responsibilities of captains: Get decks from teacher, sits between teammates, communicates with opponents, keeps score (if applicable), shuffles cards, counts cards at the end of play, returns deck(s) to teacher, other tasks as determined by the teacher
- Team play required: All students participate in the game by helping to find the border states, communicating the names of the border states, agreeing to the border states, explaining why a state is NOT a border state, reading the information on the card, pointing to the map, etc.
- Review rules of Border-Up and answer questions
- Assign team captains and opponents

Activity (15-20 min) Border-Up game. To start, do not keep official score. Teams play head-to-head at their own pace. If one team yells "GeoPlunge" signifying that the action stops, the other team checks to see if the winning groups are accurate. The team captain communicates the final decision with its opponent. Shuffle cards and play multiple times.

Clean-up (5 min)

Reflection (5 min) Ask students to think about playing the game and starting the geography unit. Talk to a shoulder partner or face partner and give one fact they know now that they didn't know before. Ask for volunteers to share **their partner's answer**! (This requires listening and speaking skills.) Kagan structures are a great way to promote student engagement within the classroom.

Day 5 (30-45 min)	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) Cards used: GeoPlunge cards

	Review: (5-10 min) ● Review important vocabulary and concepts. (5 min) ● Review expectations (role of captains, cleaning up, teamwork, communication) ● Answer questions ● Introduce the scoresheet and model how to use it (If ready) ● Announce opponents ● Let teams rotate team captains Activity: Border Up. (20-30 min) Play multiple rounds. Allow students to keep track of win-loss record and turn in. Clean-up (5 min) Once the game rules have been presented, students may play the game as a fast finisher, welcome activity, end-of-day activity, during enrichment time, during indoor recess, at a learning station, and any time where the student has a choice of activities.
Day 6 (30-45 min)	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) If teams kept score yesterday, pair up stronger teams against each other. Cards used: GeoPlunge cards Review: (5 min) ● Review important vocabulary and concepts. ● Introduce the scoresheet and model how to use it (If ready) ● Rotate team captains Activity: Border Up. (20-30 min) Play multiple rounds. There are so many available modifications to the GeoPlunge games to make them easier or more challenging. Allow students to keep score Alternative: Use the active learning game Run for Borders or Border Amoebas as an outdoor/large space movement activity based on Border-Up. Clean-up: (5 min) Reflection: (5 min) Has any team developed a strategy to help them win?
Day 7 (30-45 min)	Teacher Prep: ● Review game rules for State IQ ● If not already done, print the list of state capitals and abbreviations for each student ● *Modifications: When first learning the game, have a U.S. map, and a sheet listing the states and capitals, available to the players. Other*

ideas include providing the entire abbreviation, list of border states or capital instead of partial information, identifying the time zone for a guessing team, using cards from a specific region, providing additional clues, or allowing more than one guess.

Cards Used: GeoPlunge cards and Power Cards. Alternative: The teacher may show the Power Cards on the projector instead of handing out the Power card decks to each team.

Review: (5 min)
- Review important vocabulary and concepts.
- Ask open ended questions to lead into the next game:
  - *What is the capital of our state?* Answers vary
  - *Why is the capital important?* Our state capital is where the laws and policies of our state are developed and implemented. Our state legislature and governor make and sign bills into law at our state capital which affects everyone in our state.
  - *What is our state abbreviation?* Answers vary
  - *Why is knowing the state abbreviation important?* We use it to identify our state on forms, official documents, to send letters, etc.
  - *What states border us?* Answers vary
  - *Why is it important to know our border states?* Ask students to turn and talk with a shoulder/face partner first. Accept all valid answers. So we know our relative location to other states, to know some of the states it may be easy to visit, to help us understand our relationship to changes in society and environment, to identify different regions of our country, to know where our state ends and another begins (even though we are all a part of the United States, our individual states may have different laws) etc

Activity: (20-30 min) Introduce a new game, State IQ. The goal of this game is to learn state capitals, abbreviations, and borders. Model the game using a document camera, have 3 students demonstrate by playing against the teacher, or show the video from YouTube. The teacher can also play against the entire class. Play several times.

If players have very little background knowledge, consider limiting the number of GeoPlunge cards to those surrounding your state, those within a time zone, or those within a region. In addition, allow students to use a map or other resources.

If time, have 2 teams play against each other while others watch.

Clean-Up (5 min)

Self-Reflection or exit ticket. Get students to think about their learning during the first week of play. Quick exit ticket: As a class, see how many new facts they can name (state names, state abbreviations, 2 bordering states, facts from the cards they remember, etc.) or a connection to playing the game (they

	noticed a state on a license plate, they saw something in the media and knew the location, they had a conversation with a family member about geography, etc.) This may be an oral or written exercise.
Day 8 (30-45 min)	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) Cards used: GeoPlunge cards, Power cards (or show Power cards on projector) Review: (5-10 min) ● Review important vocabulary and concepts ● Review State IQ game rules ● Answer questions ● Announce opponents ● Explain how teams should determine who guesses first. (In tournament play, the first guesser is determined by the winner of the previous game which does not work here.) For the first time playing this game, team captains will use rock-paper-scissors to determine which team guesses first. After that, the team that previously won guesses first. ● Rotate team captains Activity: (20-30 min) Play State IQ. If you do not hand out the Power cards, be prepared to change the Power card as teams transition between games. Keep score using the daily GeoPlunge scoresheet. (Optional) Clean-up: (5 min) Reflection: (5 min) Ask students talk to a shoulder partner or face partner and give one fact they now know. Or, ask a question. Ask for volunteers to share their partner's answer.
Day 9 (30-45 min)	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) Cards used: GeoPlunge cards, Power cards (or show Power cards on projector) Review: (5-10 min) ● Review important vocabulary and concepts ● Review State IQ game rules ● Answer questions ● Announce opponents ● Rotate team captains Activity: (20-30 min) Play State IQ. If you do not hand out the Power cards, be prepared to change the Power card as teams transition between games.

	Keep score using the daily GeoPlunge scoresheet. (Optional) Clean-up: (5 min) Reflection: (5 min) Ask students talk to a shoulder partner or face partner and give one fact they now know. Or, ask a question. Ask for volunteers to share their partner's answer.
Day 10 (30-45 min)	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) Cards used: GeoPlunge cards, Power cards (or show Power cards on projector) Review: (5-10 min) ● Review important vocabulary and concepts ● Answer questions ● Announce opponents ● Rotate team captains Activity: (20-30 min) Play State IQ. If you do not hand out the Power cards, be prepared to change the Power card as teams transition between games. Keep score using the daily GeoPlunge scoresheet. (Optional) Clean-up: (5 min) Reflection: (5 min) Suggested topics for class discussion: What is challenging about working as a team? What does good communication look and sound like? What are strategies for success with State IQ? (Have any students prepared by reviewing their handouts at home?!)
Day 11 (30-45 min)	Teacher Prep: ● Select activity(ies) to play today ● Determine opponents Cards used: GeoPlunge cards Review: (5 min) ● Review important vocabulary and concepts ● Answer questions Activity: (20-30 min) Options: ● Play alternating games of Border-Up and State IQ. Or ● Play two of alternative learning games. These are quick and easy games that may be played 1 v 1 or 2 v 2. Clean-up: (5 min)

Day 12
(30-45 min)
	Teacher Prep:
	● Review game rules for Dashing States
	● If not already done, distribute maps of the United States. Or, make sure there is a map available for the entire class if they are just learning the location of the states.
	● Create new teams (optional)
	● *Modifications:*
	  ○ *Provide access to a U.S. map*
	  ○ *Limit the number of map cards to those surrounding your state, those within a time zone, or those within a region*
	  ○ *Reduce the number of cards to identify*
	  ○ *In the official rules, players must not only identify the state names in alphabetical order, but also name the capital. If this is too challenging, modify the rules and omit the requirement to name the state capital or to place the cards in ABC order. As students get stronger, build those requirements back in.*
	
	Cards Used: Map cards. There is a map answer key in each box. Determine if you will distribute this card or have students use a personal copy of a U.S. map.
	
	Review: (5 min)
	● Review important vocabulary and concepts
	● Review the concept of alphabetization (states must be put in ABC order)
	● Announce new teams after showing the new game
	
	Activity: (20-30 min) Introduce a new game, Dashing States. This game is a race where teams must place cards in alphabetical order faster than its opponent. The goal of this game is to learn the visual locations of each state. Model the game using a document camera or show the video from YouTube. Ask a few groups of 3 students to race the clock while playing this game to ensure they understand the rules.
	
	If time, have teams compete against each other in Dashing States. Alternatively, have teams of students play "War" with the map cards to get familiarized with the state locations.
	
	Clean-Up: (5 min)

Days 13-15	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) ● Alternatively, on day 15, play a combination of Border-Up, State IQ, and Dashing States Cards used: Map cards, U.S. map answer key Review: (5 min) ● Review important vocabulary and concepts

	● Answer questions ● Announce opponents ● Determine team captains Activity: (20-30 min) Play Dashing States. Keep score using the daily GeoPlunge scoresheet. (Optional) Alternatively, have teams play "War" with the map cards. Clean-up: (5 min) Reflection: (5 min) Use the self assessments or sentence starters.
Day 16	Teacher Prep: ● Preview and understand the rules for Play the Ranks ● Create new teams (optional) ● Succeeding at Play the Ranks at any level requires quite a bit of strategic thinking. Teams will begin to develop strategies to win so spend time having students share their ideas. In the first level of play, students <u>do not</u> need to memorize the state rankings to succeed. Cards used: GeoPlunge cards Review: (5 min) ● Review important vocabulary and concepts ● Announce new teams after teaching the game or wait until tomorrow ● The team captain for the day should hold all of the cards or have each teammate hold 2 cards so everyone can see them Activity: (20-30 min) Introduce a new game, <u>Play the Ranks.</u> The goal of this game is to learn the general size, population, and date of statehood as compared to other states. Model the game by playing against 3 students or show the video from YouTube. Have a few different groups of students play against the teacher and answer any questions. In the tournament rules, the winner of the "previous game" plays the lead card. To begin play here, have the captains turn over the discarded cards. The team with a statehood closest to 1 leads the first card. Clean-up: (5 min)
Days 17-18	Teacher Prep: ● Identify team opponents before the start (Team 1 plays Team 2, etc.) Cards used: GeoPlunge cards Review: (5 min) ● Review important vocabulary and concepts ● Answer questions ● Announce opponents

	● Determine team captains

Activity: (20-30 min) Play Play the Ranks. Keep score using the daily GeoPlunge scoresheet. (Optional)

Clean-up: (5 min)

Reflection: (5 min) <u>Sentence Starters</u> to promote social emotional learning or whole class discussion about strategies. What strategies did your team use to win the game? *How do you determine which card to discard at the start of the game? How do you know which card to play if you play the lead card? What does it mean to "dump" a card? (play a card that will not be valuable later.)* |
| Day 19 | Teacher Prep:
● Select activity(ies) to play today
● Determine opponents

Cards used: GeoPlunge cards

Review: (5 min)
● Review important vocabulary and concepts
● Answer questions

Activity: (20-30 min) Options:
● Play alternating games of Dashing States and Play the Ranks.
● Let teams each select a game to play and they alternate between those two game.
● Select three games to play

Clean-up: (5 min) |
| Days 20-23
45-60 min | Teacher Prep:
● The goal of the next few sessions is to begin the concept of tournament play. Teams will play a combination of games against another team for 10-15 minutes and then switch opponents. If you find that teams are never getting to Play the Ranks, occasionally start with that game.
● Identify teams for tournament play
● Identify which games to play during the day (Border-Up, State IQ, Dashing States, and/or Play the Ranks)
● Make copies of scoresheets
● Identify team opponents before the start (Team 1 plays Team 2, etc.)

Cards used: Determined by the games played

Review: (10 min) |

	- Review movement during tournament play. After a round ends, one team moves to a new opponent while the other team stays. Set a timer for 12 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.) Make sure teams know how to clean-up and rotate when the timer goes off. - Announce teams - Announce opponents - Determine team captains Activity: (35-40 min) Teams will play a combination of games during the session. The combinations may include 2, 3, or all 4 of the games. The team captains fill out the sheets Clean-up: (5 min) Reflection: (5 min) Whole class discussion. What went well today? What do you need to improve? Give an example of how teamwork helped you win.
Day 24 75 minutes	Practice tournament Teacher Prep: - Identify teams for tournament play - Make copies of scoresheets - Identify team opponents before the start (Team 1 plays Team 2, etc.) Cards used: GeoPlunge cards, Map cards, Power cards Review: (5 min) - Review movement during tournament play. After a round ends, one team moves to a new opponent while the other team stays. - Use the same teams as yesterday. - Announce opponents - Determine team captains Activity: (60 min) Teams play a combination of all 4 games during the session. The team captains fill out the scoresheets. Set a timer for 18 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.) Make sure teams know how to rotate when the timer goes off. Teams begin play with new opponent as soon as settled. Play three rounds. Clean-up: (5 min) Reflection: (5 min)
Day 25	GeoPlunge Tournament! If you are creating a school-wide GeoPlunge Tournament, contact GeoPlunge for additional ideas.