**ECE/Eled Required Lesson Plan Format**

**Intern:** Heidi Keenan

**Date:** 3/3/15

**Lesson/Activity Title:** Lesson #1 – T/F Colorado Jeopardy (Social Studies)

**Standards Addressed:** DOK 1-2 – Analyze various eras in Colorado history and the relationship between these eras and eras in United States history, and the changes in Colorado over time

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**Purpose:** The purpose of this lesson is for students to become familiar with the history of the Colorado State Capitol and various other historical facts about Colorado prior to a class field trip to the State Capitol.

**Learning Objective(s):** Students will learn about the history of the Colorado State Capitol building as well as become more familiar with various important facts about the state of Colorado.

**Your Goals for Learners:** My goals for learners is that they enjoy learning more about our State Capitol and Colorado through a game of T/F jeopardy. Another goal is that they actively participate by keeping track (on a handout I will provide) of which facts are true, and correcting facts that are false.

**Your Learning Principles:** I believe that students learn best when they are having fun and that genuinely enjoying the learning process leads to a lifetime love of learning.

**Setting:** 3/4/5 classroom at Stanley; 29 students; 3 mentors; 1 intern; this lesson will take place in our meeting area at the front of the classroom.

**Materials and preparation:** I created a large “T/F Colorado Jeopardy” board with 16 T/F questions about our State Capitol building and Colorado as a whole. I also typed up explanations for each question that I will read to the class as we progress through the game and a copy of all the questions for students to edit/keep track of different facts.

**Introduction:** “Welcome to our Denver history unit! To kick off this unit, we are going to start by playing a fun game of T/F Colorado Jeopardy. A few of these questions are about Colorado as a whole, but most of them focus on our State Capitol because… we will be taking a class field trip there next week!”

**Activity Procedure:** 1) Ask everyone to grab a whiteboard/clipboard and a pencil and then come back to the meeting area, 2) Pass around the T/F note catcher, 3) Discuss the field trip we will take next Wednesday to our State Capitol, 4) Explain the rules of the game, 5) Divide students into groups, 6) Explain that as we go along, students will be responsible for circling either “True” or “False” on their paper and if the statement is false, correcting it.

**Differentiation:** Student D will have his resource teacher sitting with him to ensure he actively participates and records which facts are true and corrects false facts. I will ask Student J to sit close to me and remind him to stay focused and contribute to his group as we play jeopardy.

**Assessment:** Students will be required to keep track on a note catcher that I will provide of which facts are true and correcting those that are false. For example, one fact on the T/F Jeopardy board states: “The Capitol building was finished in 1940.” This fact is false, and as I explain that the building was actually completed in 1908, students will be responsible for correcting the year on their note catcher – I will collect these and look over them after the lesson is completed.

**Extensions:** Students will be asked to remember facts about the State Capitol building while we tour the building for a class field trip next week! We will also take a class picture on the 13th step of the Capitol – exactly one mile above sea level. ☺