Step 1. Learner Outcomes

SWBAT identify the 50 states on a U.S. Map, by location and name.

Step 2. Teaching Context

Johnson Senior High School is part of the St. Paul School district. Johnson is located on the east side of Saint Paul near Phalen Park. Johnson is a co-educational 9-12 school with approximately 1600 students and according to their website an average class size of 28.5.

Students have ample resources within Johnson High School’s facility including a library with computer lab, field house, pool, auditorium, health clinic, and lab facilities for science, family and consumer science and business.

Johnson is structured around a four-period day lasting approximately 84 minutes. Allowing students to learn items more in depth and teachers to use a wide variety of mediums to enhance individual student learning.

The school profile is a mix of abilities and ethnicities. There are 88 licensed staff members with 65 classroom teachers, 68% of them holding advanced degrees. Of the almost 1600 students, 59% receive free/reduced lunches and 556 students receive English Language Assistance. The students are a mix of ethnicities, 42% are Euro American, 30% Asian American, 16% African American, 10% Hispanic American, and 1.4% American Indian.
Human Geography is a class, which focuses on the interactions of humans and their environment. This class is taught thematically which aids in student understanding. This is the second unit of seven units being presented for this class. In my Human Geography class, I have a wide-mixture of abilities. The class I selected with the 31 students in the class, I have 15 females and 16 males. I assessed the students based on their Multiple Intelligences on the first day and viewed their academy placements; this will help me work lessons around student interests. I have also observed the types of students I have within my classroom so I am prepared to work with each student individually.

I am currently a student at Hamline University and student teaching at Johnson Senior High School. I chose Hamline because of the opportunities it offered me; one condition was that expanded my horizons from the wealthy suburban district I had grown up in. Throughout my time at Hamline, I have spent over 80 hours observing a variety of classrooms and students, which has assisted me in defining what type of teacher I want to become.

- I am a strong believer in providing an education that is authentic and meaningful.
- I believe that as a teacher I should ensure students the ability to retain information instead of systematically progressing without key knowledge in reading, writing and math.
- I believe that students should be held to high standards in writing and mathematics by constantly working to advance those skills through authentic practice.
- Instead of the traditional lecture approach to learning, I believe in using a variety of learning methods by utilizing best practices, Bloom’s taxonomy and multiple intelligences.
Student #1 is an Asian American Male. He is a member of the ACE Academy. He is a quiet and unassuming student who does his work with his best ability. He is an ELL learner and is level 5. From his Multiple Intelligence survey, he has shown that his preferred learning style is logical/mathematical, which is evident when we are working in the computer lab and taking online practice tests. He had problems on his first unit exam and did not finish but came back after school to finish the test. Further testing with him and reading the questions aloud has helped him understand the questions. In a later unit, when we took an online exam he did well and was able to use the information found on the web to answer the needed questions.

Student #2 is an African American Male. This student loves sports and is a charmer in class; I have enjoyed working with him. He comes from a very supported home and his parents are proactive in his education, including writing a note informing me that they had reviewed the new classroom rules and expected them to abide by them. He is an exceptional student but did forget to turn in his final project, which has severely affected his grade. He is a member of the ACE Academy. Assessment of his Multiple Intelligences he responded as Interpersonal, this I believe is an accurate statement because of his leadership in groups.

Student #3 is a Euro American Female. Intelligent student who likes acting and theatres. She is a member of the Health Sciences Academy. She is a very bright student whose mother is very proactive in her education. Currently she is applying to attend a new charter school in downtown St. Paul that will focus on expanding the horizons of students interested in theatrical arts. Assessment of her Multiple Intelligences she responded as Interpersonal and Intrapersonal. I would agree with this but I would also say that she is a very musical/rhythmical learner also.
Step 3. Pre-Assessment

During this unit, we will be identifying the fifty states. I have chosen to look at the 50 states. In a wide variety of contexts. The goal that I have for the identification of the 50 states is to have students reach as a class an average of 80% or the correct identification of 40 states. I will have students do several exercises that will help them in their quest to learn the 50 states. To further help students in their learning of the material I will provide resources needed to learn about the material.

My reasoning for selecting the identification of the 50 states is because I believe that it is important that students know where the states are located. One reason will be evident in population when students look at the mobility and migration patterns of various states, I want them to see that individuals are actually moving into states in the south and west. I also want students to understand the importance of regions in the United States so again when we look at population what regions are people leaving. When we further look at urban geography, I want the students to be able to identify that Chicago is in Illinois and Illinois is located on the banks of Lake Michigan. For additional assistances students have the option to go to the following website for practice, I chose this website because of the fact they are not putting together a puzzle instead they are clicking on the state and having to identify it. The website is as follows:

http://www.lizardpoint.com/fun/geoquiz/usaquiz.html
Each student completed the pre-assessment with a wide range of results. The data that I collected showed me that I needed to work with students in the Northeast Region and in the mountain region particularly where the “four corners” are located. Most students knew a good portion of the Midwest region and the location of the larger states such as Florida, California, and New York. I used a wide variety of Multiple Intelligences in order to teach the fifty states, such as writing down the state abbreviation, using an online testing source and having students look at an outline and try to name the state.
**Step 4. Formative Assessment**

On day 9 of the unit, we will be having our first exam; we will also be having a mid-term evaluation of the states that we know as of now. We have looked at the following two regions, which are shaded in grey. I have also set the lines of the regions up so that students are able to identify by the regions. I believe this will make it easier for me to assess.

Copy of Formative Assessment

![Map of the United States with regions shaded in grey.](image)

Again, I tested on the identification of the 50 states seeing what states they had learned and what states were still being struggled with. Although, I am unable to import the exact image that I use I chose to use the thick line to separate regions for the assistance of student understanding and then make it easier to grade in the process to see what states they were struggling. From my evaluation, it appeared that students were having difficulty with the Northeast Region.
Step 5. Final Assessment

To prepare students for the final assessment, I allowed them to go online and work with an online website again (http://www.lizardpoint.com/fun/geoquiz/usaquiz.html). This helped them in identifying the states by name and not by outline. We continued to practice the 50 states by doing multiple sensory exercises including using the online site. We did exercises that included the use of state abbreviations and we talked about ways to remember where states were located by using their state nickname.

I choose to use this version of the test because it would be easier for me to quickly grade and evaluate. I removed the thick line from the map and allowed students to use the state abbreviations instead of the full name. I also did not require accurate spelling if they chose to write out the entire state name. I was able to have these graded by the end of the hour.

Students appeared to have an easier time with this exam because they were able to make sure that they had labeled all the states instead of having to hunt and peck for states during the exam. Some students although did not have an easier time with this type of test and students who had scored in the 40s during the pre-tests were scoring in the low 20s. I am not sure what that can be attested to.
Step 6. Data and Selected Work Samples

The range of scores is 10-50.
The mean of scores is 42.8.
The mode of scores is 50.
The median of scores is 47.
The 1st quartile of scores is 10-40.
The 2nd quartile of scores is 40-47.
The 3rd quartile of scores is 47-50.
The 4th quartile of scores is 50.

This data is actually very interesting, when the pre-assessment and formative assessments were given, I was a little scared that I would be unable to show a mastery of skills but the data shows that there was an obvious mastering of skills of 75% between the two classes. With 25% of the students scoring a perfect. The students who scored a 47-49 messed up states with similar names such as Arkansas and Kansas or states up in the Northeast region in which we worked the previous day to learn. Student number one of my assessment was one of the many who got the elusive 50 his first two tests had scored a 4 and 9. I pulled him aside and asked why he though he had done so well and he said that it was because of format of the final test. He knew the name of the states from using the online exam. I would like to retest him to see if he retains the information.
United States of America
Name the State!

1. WA  2. OR  3. CA  4. AZ
5. NV  6. UT  7. ID  8. MT
9. WY  10. CO  11. NM  12. TX

13. OK  14. KS  15. NE  16. SD
17. ND  18. MN  19. IA  20. MO

21. AR  22. LA  23. WI  24. MI
25. IL  26. IN  27. OH  28. KY
29. TN  30. MS  31. AL  32. FL
33. GA  34. SC  35. NC  36. VA

37. WV  38. PA  39. NY  40. VT
41. NH  42. ME  43. MA  44. RI
45. CT  46. NJ  47. DE  48. MD

49. Alaska  50. Hawaii
United States of America
Name the State!

1. Washington
2. Oregon
3. California
4. Arizona
5. Nevada
6. Utah
7. Idaho
8. Montana
9. Wyoming
10. Colorado
11. New Mexico
12. Texas
13. Oklahoma
14. Kansas
15. Nebraska
16. South Dakota
17. North Dakota
18. Minnesota
19. Iowa
20. Missouri
21. Arkansas
22. Louisiana
23. Wisconsin
24. Michigan
25. Illinois
26. Indiana
27. Ohio
28. Kentucky
29. Tennessee
30. Mississippi
31. Alabama
32. Florida
33. Georgia
34. South Carolina
35. North Carolina
36. Virginia
37. West Virginia
38. Pennsylvania
39. New York
40. Vermont
41. New Hampshire
42. Maine
43. Connecticut
44. Rhode Island
45. Massachusetts
46. New Jersey
47. Delaware
48. Maryland
49. Alaska
50. Hawaii
**Step 7. Analysis of Data**
Looking back at the graph provided on in step 6 we can see that a high number of students mastered the outcomes and the goal that was set of achieving an 80% class average was achieved. As stated above some students appeared to have difficulty with the layout of the final test and I am not sure if that can be attributed to a lack of studying or maybe the format was difficult to understand. I also looked at the students who took the online test, as the results were e-mailed to me. Those students who took the online test did far better than students who did not do. Students who did not take the two practice tests or had attendance issues did the poorest on the exam. Some students put the capital instead of the state name in response to that I called those students up individually and asked them what state that was, if they were able to tell me I gave them their point back. Students who used the abbreviations did much better than students who did not, which was surprising to see. I also was interested to note that some students knew the boundaries of the regions we studied and placed them on the map for further assistance these students scored in the high 40s.

**Step 8. Data Privacy**
To protect students’ privacy during this work sampling I proceeded to black out the names of the students by using Microsoft Paint. I also blacked out the hour of the assignment so that others viewing this assignment would not be able to “deductively” figure out the student. To ensure that the students did not know they were selected I immediately scanned their papers and returned their papers with their classmates.
**Step 9. Reflection**

If I had to do this all over again, I think I would make a few changes. First off, I would use a consistent assessment so it was the same assessment the entire time. I would then have the assessment on the same page so that students could cross off the states that they know and then look at the states that they do not know. I would also give additional mid-term assessments following each region to see if there was a mastery of that particular region.

Of my three students, I was amazed at the results of the student that I had labeled as the lower student. After talking to him, he informed me that he had used the online websites to study and that he made sure that he was able to see a pattern in the material and he worked for that. He also said that he wrote the names of the states in regions to learn about the relative location of these states.

My top student did well also, although she mixed up some of the states. I was not too sure about why she had done this but an assessment of her earlier work shows a similar mix up. I think after reviewing this that it is probably an internal coding issue and probably will not be reversed without repeated practice.

My middle student did well, although after seeing his online results I am unsure on why he scored the lowest of the three. It seemed to me in his results that he was going to “nail” the test and score very well on the other portions. I am not sure if this student suffers from test anxiety or if he just was not as prepared as the data showed.
In relation to how the selected outcomes related to the learning, I am seeing many different things. First, I believe that students did master the outcome but in a true assessment fashion, I should have compared all the students to make sure that they were achieving the selected outcomes. I know many students were not mastering the objectives in the pre-test and mid-term so I did step up the learning a notch. I think by using the online assessment this was a much better choice.

I probably would have changed many things in my set up of this work sampling. First, I would have made my objectives more concrete and I would have made sure that students were aware of the expectation. Telling them that they would get a reward at 80% seems to me that some might have learned the information long enough to regurgitate it during the exam.

I also think that I would have done more exercises in the regions and not just solely focusing on the complete geography of the region. So for example, I would have given them a map with landmarks and see if they would be able to place the states in relation to these landmarks. For example, placing the Rocky Mountains. I believe if students had seen the rocky mountains, they would have been able to associate this back to the activity we did in class about tourism and placed the correct name with the state.

I also would have selected different students or even more. I think that this would have given me a more representative sample of what exactly I am looking for and would be able to test for reliability and validity of my exams.
Changing the activities. I would still do a daily bell ringer with the 50 states identification. I would also give a pretest and posttest with each region to see a mastery of skills in smaller amounts. I would hold students to a much high standards (90%) and not let them know that I would be rewarding them.

I would also use a consistent method so that students were comfortable with the assessment before we proceeded. Changing the assessment I now feel is like having a student learn on an automatic car but then are tested on a stick, it does not work out in the end.

I also looked at three additional students who did poorly on the exam. Each student knew the Midwest region very well and the coastal states such as Florida and California. They also seemed not to have a clear understanding of the state abbreviations because in some places it seemed like the entered in two letters and said it was their answer. Even though some of their letter combinations were not even state abbreviations I was unable to deduct, why they had selected those states and even tried to come up with my own reasons.