

# Architecture Bingo

## Summary

This lesson provides students with a review of architectural terms and styles in a fun game-type manner.

## Main Core Tie

Interior Design II

[Strand 2](#)

## Time Frame

1 class periods of 60 minutes each

## Group Size

Individual

## Life Skills

Thinking & Reasoning

## Materials

For this lesson you will need the architecture bingo pictures and the terms printed off and copied onto an overhead transparency or using the technology that you have available to you. You may also need a copy of the picture answer key for your own use. Students will need a blank sheet of paper and a pen or pencil. It is up to you how you would like to treat the winners (the students that get bingo).

## Background for Teachers

Please be familiar with the architectural information that is covered on the Architecture Bingo Terms attachment.

## Student Prior Knowledge

This lesson should be used as a review at the end of an architecture unit. Students should have been introduced to and worked with all the terms listed on the attached terminology sheet.

## Intended Learning Outcomes

This lesson should act as a review. If students have questions as the game is played, this would be a great time to discuss them and to make sure that the students have the correct information.

## Instructional Procedures

Have students take out a blank sheet of paper and a pen or pencil. On this sheet of paper, students should create a blank bingo card with 25 squares--5 across and 5 down. Once they have created this card, have them write the word "FREE" in the center square. If they don't have a center square then they have not made their card correctly and will need to make the necessary changes. When each student has successfully created their bingo card, put the list of terms up on the overhead projector (or whatever technology you have available to you). Have students choose terms from that list to fill in the blank squares of their bingo card. They can only use each term once and there are more terms than they have squares. Remind them that this is a review so they should choose terms that they need to review instead of those that they know well.

Once students have filled their cards with the terms, go over the specific instructions for the game. You will be putting a picture on the overhead and they need to identify that picture and look for the coordinating term on their bingo card. If they have the term on their bingo card that matches the picture that you are showing them, they can mark that box on their bingo card. When they have achieved 5 terms in a row, students should call out "bingo" and then you can check their card (refer to assessment portion of the lesson plan for specifics on checking).

\*Marking instructions--for each round of the game, students will use a different mark and location for the mark. For example: the first round the mark should be an "X" in the upper left corner of the box, the second round should be a dot in the upper right corner of the box, etc...

Start the first round by putting up a page of the architectural pictures (not the answer key) on the overhead projector. Using an overhead marker, point to, circle or mark in some way the picture you are referring to. Play several rounds of the game, paying close attention to what pictures you have used and which ones you have not. Try to rotate through the pictures so that you use them all at least once. Refer to the assessment portion of the lesson plan for specifics on how to assess the "winners". A final "blackout" round can be played to ensure that every picture has been correctly identified.

### Assessment Plan

When a student calls out "bingo", have them go through the terms that they have marked on their card to achieve their "bingo". Check their terms with the answer key in order to ensure that they are correct. If they are not correct, continue on with the game until someone calls bingo again. Some type of reward can be given to those that successfully achieve bingo. 2 or 3 bingo's can be rewarded per round.

### Bibliography

USOE Curriculum Guide

### Authors

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