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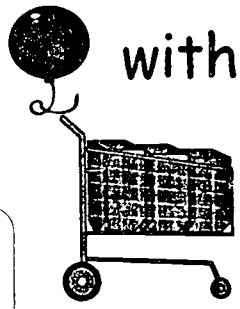
ABSTRACT

This paper focuses on the use of toys to teach Social Studies to elementary school students. The first section offers a literature review on play and the significance of play in a child's development. The remainder of the paper offers activities related to play in the areas of history, geography and economics. The object of the activities is to involve the child in the active learning of the curriculum. A miscellaneous section provides an additional activity on communities and Tamagotchi, a game examining basic needs, dependence, wants, responsibilities and consequences. (EH)

How to Teach Social Studies



TOYS

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A LITERATURE REVIEW ON PLAY

By

Prof. Maria Elena Galvez-Martin

A LITERATURE REVIEW ON PLAY

Play characterizes humans and animals. Humans engage so much more in play than animals and in so many different ways. "The human species needs the most learning and continues to play throughout the life span. We not only play spontaneously, we seem to have a need to play" (Bronson, 1995, p. 1). Play in humans is imaginative and symbolic.

> "We play with the connections and associations in our minds, creating patterns that both mimic and create reality, from fantasy and art to philosophy and science. We play with social roles and rules, fashioning conventions and styles of interaction that generate and change cultural patterns. We play with our appearance with paint and dress, constructing fanciful, fantastic, or fearful images. We even play with our own identities, trying out roles and fabricating personas, in endless inventions" (Bronson, 1995, p. 1).

The difference between children and adult play is the level of sophistication, the use of complex machines and abstract concepts meanwhile children use toys. "But the basic inclination that leads the child to play remains in the adult. Our minds never stop being active, constructive, and 'playful'" (Bronson, 1995, p. 2).

All children learn, desire and need to play. "Children need to explore, experience, and manipulate their environment whether they are handicapped or not." (Shasta County Office of Education, 1989, p. 17). Play is so important for children that it helps them to represent their reality. It develops their thinking, supports their socialization process, and helps develop new motor and mental skills (Bronson, 1995). For children, play is work and it is considered by them to be very important. Play is the means through which children learn about their world and it is an end in itself. When children play, their only concern is what they are doing and how they are doing it. The result does not count necessarily. "The value of play lies in the process of doing it. But while playing, children learn more than just how to play, and they learn more than facts; they learn how to learn. While playing, they are learning many specific ideas and skills in incidental ways" (Isenberg &

Jacobs, 1982, p. 23). Therefore, play also helps children to develop emotionally, socially, intellectually and physically (Shasta County Office of Education, 1989). Piaget and Erickson's theories support that "play contributes to intellectual and psychological growth. Toys, therefore, have cognitive and symbolic value" (Mergen, 1982, p. 104).

Fromberg (1987) defines play as voluntary and intrinsically motivated; symbolic and meaningful; active and pleasurable; rule-governed; and episodic. Several research studies performed during the 1980's revealed that children benefit from play because it enhances creativity, it involves them in perspective-taking, and it develops language, memory and problem solving skills (Fein, 1985). In fact, play enhances problem-solving skills and makes children adjust their behavior to solve imaginative or real problems (Smith & Simon, 1984). Educational play has as a primary purpose children's learning, in addition to be satisfying and enjoyable (Spodek, 1978). Bergen (1987) refers to educational play within school setting as constructive play whether it takes place in or out of the classroom.

School-Age children's play is characterized by being realistic, rule-oriented, and it will also reflect a need for order, to belong and for industry (Hughes, 1991). During elementary schooling, it seems that symbolic play takes many different directions. It is integrated into games with rules, is transformed into mental games and language play, and is socialized as it is used in particular places and situations and takes place within particular groups. Play also takes place within a particular individual (i.e. daydreaming). In order to promote problem-solving and thinking skills, and academic skill learning, "learning centers have been introduced to encourage practice play, assist mastery of academic skills through games, and provide playful problem-solving and inventive thinking activities" (Bergen, 1987, p. 58).

Play is considered the most important learning tool because through play children construct their own explanations/concepts of how they interpret and respond in a unique way to the environment. Through play, children develop social skills by involving themselves in role playing where they collaborate in small groups to adopt specific social roles (Shasta County Office of Education, 1989). Vygotsky emphasizes that during elementary schooling, play is transformed into internal processes such as internal speech, logical memory and abstract thought (1976). There is research evidence that suggests that using play in a variety of ways with different kind of materials seems to develop symbolic and divergent thinking skills which foster problem-solving abilities (Moyles, 1989).

> "The information-processing skills developed in activities with people and objects provide a scaffold for continuing development. What the child learns is "fun" can form the foundation for intrinsic motivation now and later. If play is children's natural mode of learning, then appropriate play materials play a significant role in helping to develop their interests, motivation, and social and information-processing skills" (Bronson, 1995, p. 3)

In addition to the above, Fernie (1988) emphasizes that play helps children grow and mature within a social context towards adolescence and adulthood. When children play, they collaborate with their peers and elaborate alternative solutions to play situations and real problems, therefore they are involved in the decision making process. "If cooperation, creativity, and problem solving are plausible values of the future workplace, the support of the player-student may be a more useful aim for school socialization ..." (p. 9)

Payne (1993) stresses that extensive research has been done in the value that play has in children. Payne also emphasizes that children have been taught curriculum content with play activities in nursery and reception classes or infant classrooms. During the 1970's and 1980's play had a very important place in the curriculum as it was stated that "play is the medium through which

the curriculum is experienced ... play integrates all kinds of learning into a meaningful whole (Coventry Curriculum Development, 1981, p. 8). In addition, the HMI report stated that "play was sometimes used by the teacher as a basis for more directed work and with children of all ages their current interests were capitalized upon ... to extend their learning" (DES, 1982, para 3.11). Yet, no comment or mention is given to play in the National Curriculum today, nor the role it should have in the learning process (Payne, 1993).

No research studies have been found where play is an important element/consideration in the learning of Social Studies or to reinforce concepts, facts or processes within specific topics. There is some research done that relates toys with science (O'Brien, 1993). In science, toys can be used to teach fundamental principles such as kinetic energy, sound, energy, matter, mixtures, reactions, polymers, sound, light, electricity and magnetism among others (O'Brien, 1993; Taylor, Williams, Sarquis & Poth, 1990). Therefore, they can be used to teach the curriculum content at any grade level, they can adapt to a variety of objectives, settings, and teaching styles, and can also be integrated across the curriculum. Inquiry teaching is emphasized when toys are used to teach science as they have high inquiry potential, and the students are constructing their knowledge by asking questions never thought before in that context. Playing with toys can be "analyzed both qualitatively and quantitatively in a playful, open-ended investigative way" (O'Brien, 1993, p. 205) and they can be potentially educational to develop science process skills. Within the teaching cycle, toys can be used in an interactive way to discover science principles with the whole class or in student-centered activities or collaborative groups as well; and during inquiry demonstrations to involve students, explain or evaluate (O'Brien, 1993).

"Toys simultaneously involve both teachers and students in the fun and mental aspects of science ... In summary, most toys if utilized in an inquiry manner, fit the criteria of being safe,

simple, economical, enjoyable, effective and relevant" (O'Brien, 1993, p. 205). In addition to the above, Sumners (1994) highlights that toys represent the real world of children, they also show the importance of play, children's interests, and each child's needs. According to O'Brien, several articles have been published in science education journals on how specific toys can be used to teach science. (1993). Miami University has recently published two books on how to use toys to teach physics (Taylor, Poth & Portman, 1995) and chemistry (Sarquis, Sarquis & Williams, 1995).

Graduate credit inservice courses have supported the value and credibility of using toys for teaching (O'Brien, 1993, p. 203). Miami University has an on-going graduate program titled "Teaching Science with Toys" where teachers are taught how to discover science concepts, principles and characteristics in regular toys with which children play with usually at home. The importance of using toys lies on the fact that students learn to question and investigate meanwhile they are enjoying themselves by doing science. The objectives of this program are to provide teachers with better understanding in the teaching of basic concepts in chemistry and physics, how to relate science concepts to the way in which toys work, develop in a permanent way new classroom activities which use toys within a hands-on approach, and establish and maintain partnerships between teachers and faculty members. Teachers participating in this program have gained more science content knowledge in physics and chemistry, are more enthusiastic and confident in teaching physics and chemistry, and have learned how to modify their teaching style to demonstrate scientific principles with specific toys. Teachers have also reported the reaction of their students which has been very positive as they have stressed that this novel hands-on approach is much more interesting because they are having fun while they are learning. It is a different way of teaching hands-on science (Taylor, Williams, Sarquis, & Poth, 1990).

> "Variety is important to students and teachers for both motivational and cognitive reasons. Toys add variety to teaching and have the capability to reunite the fun/hands-on and mental/minds-on aspects of science teaching and learning while developing process skills, attitudes, and content. Thus, thoughtful explorations with science toys are recommended for bringing out the playful, investigative side of children of all ages" (O'Brien, 1993, p. 205).

Bronson states that there are four types of play materials: social and fantasy; exploration and mastery; music, art and movement; and gross motor (1995). The play materials that can be used by Social Studies are of two types: First, social and fantasy play materials help children develop their imagination and the mental representation of objects, events, processes. They also provide children with the necessary understanding of people and of social interaction. The play materials that encourage this are dramatic play, solitary fantasy play, story games, dolls, masks and puppets, role-play, transportation toys, simple turn-taking games and board games, and construction materials; plastic toys that represent animals, people, places (i.e. castles, soldiers, food and the marketplace, communities and different professions) (Bronson, 1995; Shasta County Office of Education, 1989). Secondly, exploration and mastery play materials help children to extend their interest and knowledge about their environment and/or physical world, by constructing ways in which they may understand it. These play materials help children develop specific problem-solving/information-processing skills, then they focus on exploration and experimentation such as jigsaws and puzzles (including map puzzles), pattern-making materials, and sand and water materials (create models and scenes to represent a specific reality), games simple guessing, strategy, trading, card and board games), and computer games (Bronson, 1995; Payne, 1993).

Bronson highlights that toys vary in their complexity ranging from perceptual to conceptual as well as from realistic detail to imaginary qualities, and from closed to open-ended structure. "There is play value in both open-ended play materials (e.g. blocks, clays, sand, paint) for the child

to organize and structure and closed-ended materials (e.g. puzzles, nesting boxes, matching cards) for which the child needs to discover the structure" (1995, p. 11). There are toys that can be used to teach or reinforce Social Studies concepts, facts and/or processes. Therefore, there is a need to explore the ways in which toys can be used to teach Social Studies in a hands-on approach and how children can be motivated to learn through play in classroom settings.

HISTORY

COWBOYS AND INDIANS

Objective: The students will simulate a battle during the conquest of the plains/west.

Materials: a set of plastic cowboys and indians, markers, cardboard, clay

Procedures:
1. The students, grouped in pairs or trios, play with the cowboys and indians for about 10 or 15 minutes.
2. The students listen to an excerpt about a battle that took place during the conquest of the plains/west (such as the Indian Confederacy or Indian Wars).
3. The students prepare the scenario to simulate that specific battle.
4. The students simulate the events that took place during that specific battle.
5. The students explain the series of events that took place during that battle, and what the results and the consequences were.
6. The students are given some more time to play with the cowboys and indians on their own.

Note: A clarification has to be made about who fought the Indians: the military, not the cowboys. If this is clearly explained to the students, no misconceptions will be developed.

Additional ideas related to this topic that could be implemented with these toys and even within the same lesson or unit are: comparison of: (a) the weapons that Native Americans used versus American settlers; (b) modes of transportation; (c) types of housing; (d) materials used for clothing; (e) what a day might be like in the life of a Native American versus that of a settler (in terms of work activities, food, social interaction with their families and with the rest of the community). Research on the meaning and significance of the symbols on the Tee Pees.

WEAPONS AND WARRIORS: CASTLE SIEGE GAME

Objective: The students will simulate a conflict occurring between lords during the Middle Ages.

Materials: Weapons and Warriors: Castle Siege Game

Procedures:
1. The students, in groups of 4, play the game, Castle Siege for about 20 minutes following the rules of the game.
2. The students listen to an excerpt about a conflict that occurred between two lords as a result of their desire to gain more power and expand their lands, domains, and servants.
3. The students, in their corresponding groups, prepare the scenario to simulate that specific conflict.

4. The students simulate the events that took place during that specific conflict.
5. The students explain the series of events that took place during that conflict as well as the consequences and gains that resulted from it.
6. The students identify the negative results and consequences of this kind of conflict brought about in the life of medieval people.
7. The students explain the military procedures in warfare conflicts during the Middle Ages.
8. The students are given additional time to play with the game.

Other topics that can be addressed with this game: to develop social skills and to collaborate with each other for a common purpose; to learn/investigate about castle's life; and the role of warfare in medieval society.

ARCHAEOLOGICAL DIG

Objectives: The students will:

- dig archaeological treasures.
- research information about the treasure they found.
- identify the work of an archaeologist.
- differentiate between the work of an archaeologist and that of a historian.

Materials: Expedition: Excavate Ancient Treasures or, Egyptian or Mayan dig

Procedures:
1. The students are assigned in groups of 4. Each student in the group digs an archaeological treasure.
2. The students research information about their archaeological treasure.
3. The students present to their corresponding group the gathered information about their archaeological treasure.
4. In a whole class discussion, the students describe the work of an archaeologist.
5. Then, they compare the work of an archaeologist versus that of a historian.

RISK

Objective: The students will:

- simulate a conflict between the Napoleonic army and any country that Napoleon had intentions of invading.
- simulate warfare strategies used by the Napoleonic army.
- compare Napoleonic warfare strategies versus today's.

Materials: Risk: The World Conquest Game

Procedures:

1. The students, in groups of 4 or 6, play the game, Risk, for about 20 minutes following the rules of the game.
2. The students listen to an excerpt about a warfare conflict between Napoleon's army and a European country.
3. The students, in their corresponding groups, simulate the battle.
4. The students explain the series of events that took place during that conflict, as well as the gains and losses that resulted from it.
5. The students simulate different warfare strategies used by the Napoleonic army.
6. The students explain the results of each warfare strategy, and provide a rationale why some strategies were effective versus those that were ineffective.
7. The students compare by brainstorming: similarities and differences in the warfare strategies that took place in Napoleon's time versus today's.

Note: The topic addressed by this game can be integrated with a Geography lesson by making the students identify the countries that existed during Napoleon's time versus today's, in terms of names' changes, independence, borders and extension, and colonies. Also, the students could identify or research what projection was used for this map and discuss if the map is at scale or not and the implications that has.

GEOGRAPHY

SUPERMAP: UNITED STATES FLOOR PUZZLE

Elaborated by Holly Protsman, Jan Crist, Shirley Whitt and Deone Rieman
M. Ed. Students (1996)

Objective: The students will be able to identify the states and their appropriate location.

Materials: Supermap: United States Floor Puzzle

Procedures:
1. In groups of 4 or 5 members each, the students assemble around the floor puzzle.
2. In turns, the students take one name plate at a time from the container and match it with the corresponding state, then locate it in the puzzle.
3. The students continue taking name plates from the container until all the states are labeled.

Note: Depending on the students' previous knowledge of the states' location, have the students identify the state by its shape, then ask them to look for the name plate and place it in its correct position.

ALTERNATIVE LESSON PLAN

Elaborated by Amie Bensman, Dan Swick, and Jill Maurer
M. Ed. Students (1997)

Objective: The students will be able to identify state capitals and the position of the states.

Materials: The Supermap of the United States Floor Puzzle

Procedures:
1. In groups of 4 or 5, the students assemble the Supermap.
2. The students remove all of the name plates, placing them upside down beside the puzzle.
3. One student picks up a name plate and asks the student to their left for the capital of that state. If they get it correct, then they can place the state in the correct position. The student must know both parts to get a point.
4. If the first student does not know, the chance to answer moves on to the next student in clockwise motion. If no student knows the answer, then the name plate goes back to the pile.
5. The game continues until all of the positions and capitals have been identified.

Additional ways of working with the puzzle: identifying bordering states, giving clues for the state to be identified by the students, and locating state positions by using cardinal directions. Westward expansion could be scenified on this supermap, as well as several of the historical wars. Students could build 3-D representations of mountains, and 1-D of rivers, lakes, natural resources and the states' representative product. Attaching toys

that represent fauna and endangered specials could help identify where these are more typically located.

EXPLORE 'N PLAY U.S.A.

Objective: The students will:
- be introduced to the states by regions.
- match representative features to the corresponding state.
- identify the states by regions.

Materials: Explore 'n Play U.S.A.; blank map of the United States.

Procedures:
1. The students listen to directions of how the toy/game works.
2. The students are divided into six groups (where each group will work on a different region), and play with the toy/game for about 15 minutes.
3. The teacher calls for a whole class activity where she/he uses the toy on a map of the U.S. and plays the game. and asks the children as she is pushing on the feature and calling its name, the students are to identify the state and the region that the feature belongs to.
4. The students receive a blank map where they color the region with the corresponding states and identify each state.

Note: This lesson should last for about at least 6 class sessions because all the students should play the toy/game for each region of the U.S.

Additional ideas for use with this toy/game: identification of basic features in neighborhoods, and integration with science on the topic of senses: the students listen to the different sounds that animals and things make. This will also help the students improve their eye-hand coordination and their gross motor skills.

U.S.A. PUZZLE MAP

Objectives: The students will:
- identify the shape of each state.
- identify the borders of each state using directions (N-S-E-W).
- relate the states with what they produce the most.

Materials: U.S. puzzle map

Procedures:
1. Give the students about 10 minutes to play and get familiarized with the puzzle.
2. If each student has a puzzle, the teacher calls a state to be identified by the students, which they then locate and put in its proper place in the map. But if there are not enough

puzzles for all the students, the students are placed in groups of 3 or 4 members and take turns in choosing a puzzle piece.
3. Ask the students to disassemble the puzzle and go through step two again. In addition, the students call out the capital of the state after they identify it; but only after stating the correct capital, can they locate the state in its correct location in the puzzle.
4. Have the students diassemble the puzzle, then the teacher calls a state to be identified. After this is done, the students should name the bordering states according to directions (N-S-E-W) and place the bordering states around the chosen state.
5. The students disassemble the puzzle, then the teacher calls a state to be identified; but before placing it in its correct location, the students name at least one major product of that state.

Note: This lesson should take place over several days or weeks or split the lesson in parts and don't proceed to the next until mastery has been accomplished.

Alternative Lesson Plan
Elaborated by Amy Egbert, Ann Fissel, Kim Napier and Melanie Gordon
M. Ed. Students (1996)

Objective: The students will name the state capitals of the chosen state name and place it on the puzzle map.

Materials: U.S. A. Map Puzzle, 50 cards with the name of one state capital on each card

Procedures:
1. The students are placed in groups of three, then each receive a card with a state capital written on it.
2. One student reads his or her card as "I have (name of capital)".
3. Any student that knows the state whose capital has been named, finds the corresponding puzzle state piece and places it where it corresponds on the map
4. The same student reads his or her card as "I have (name of the state previously placed) and its capital is (name of the state capital)".
5. The student then chooses a new card.
6. The students continue until all states are on the map.

ALTERNATIVE LESSON PLAN
Elaborated by Kim Spear and Rebecca Sheckler-Schenk
M. Ed. Students (1997)

Objective: The students will identify each state's natural resources.

Materials: U.S.A. puzzle map.

Procedure:
1. Allow students 15 minutes to play with the puzzle.
2. The students name the resources pictured per state as the teacher or students write them on the board.
3. The students create a key for the resources pictured on the puzzle map.
4. The students participate in a whole class discussion of which states have similar resources and how they are related to the location of the state.

THE MAGNETIC STATE TO STATE GAME

Objective: The students will:
- identify a travel route on the U.S. Map.
- identify states and neighboring states with respect to cardinal directions.
- name a feature, natural resource or production that corresponds to the states in their travel route.

Materials: The Magnetic State to State Game

Procedures:
1. The students play the game in groups of 4 for 15 or 20 minutes.
2. After the game is over, each student gives a reason why they needed to travel (use information provided in each magnetic state piece).
3. Using the pointer on the class map, each student indicates the travel route taken from the state of departure to the state of arrival.
4. The students are told to play the game again and focus on the features printed on each state as well as on the neighboring states in terms of directions. Therefore, for each turn they have, they will indicate and record the following:
   (a) indicate the cardinal direction of the departure state with respect to the U.S. and name the main feature of that state.
   (b) indicate the cardinal direction of the arrival state with respect to the U.S. and the departure state, and also name the main feature of the arrival state.
   (c) while taking turns to establish the route for arrival at the state of destiny, each state that each student draws is identified in terms of cardinal directions with respect to the departure and arrival states. The neighboring states are named considering directions as well.
   (d) The main feature is named only if the state drawn is part of the route.
5. Each student shares the above recorded information with the class.

WHERE IN THE USA IS CARMEN SAN DIEGO?

Objective: The students will demonstrate their knowledge about U.S. geography by correctly answering questions.

Materials: Where in the USA is Carmen San Diego? game (select only relevant U.S. geography cards that relate to the knowledge the students have).

Procedures:
1. Place the students in groups of 4 to 6 members each, and let the them play the game for about 20 minutes using only the pre-selected questions' (because there are too many questions for them to answer all of them and some cards contain irrelevant questions or ones that are too specific for them).
2. The students play the game for a second time, but before they start, they are instructed that, first: they should split the cards with questions to be answered in equal number of cards for each member; second: record the correct responses to the questions, and, third: separate the correctly answered questions for each member into a different pile.
3. After each member of the group has finished answering the questions in their piles, they switch piles, and continue answering and recording questions. Continue doing this, until all the members of the group have answered all of the questions.
4. After the game is over, the group evaluates how well they were able to answer the questions, and prepares a summary of where they stand in terms of their knowledge. (The group could assign a grade to each member based on how well each member answered the questions.).
5. Each group presents a report to the rest of the class about their performance.

Note: Not all cards have questions that are appropriate for the students to answer, so you could mark the questions to be answered with a sticker. Be sure you carefully select the questions students can answer if not, it will create frustration and disappointment. Do not make them answer too many questions, because they will get bored. You may want to have the students play the game several times before you involve them in steps 4 and 5, as well as in recording the answers. You may be interested in writing down some of the questions you wish the students to answer.

Additional ideas to implement with this game: integrate with history, as there are cards that address historical characters and events; or focus on history instead of geography. For this effect, only historical questions should be selected within the cards for the students to answer. Also, you could have the students research the questions they did not know the answers.

ALTERNATIVE LESSON PLAN
Elaborated by Betsy Schoenleben, Sheri Schlosser,
Pam Schwieterman, and Jeff Petersmeyer
M. Ed. Students (1997)

Objective: The students will locate state capitals.

Materials: Where in the USA is Carmen San Diego? Gameboard
The 50 capital tokens included with the game.
Stop-watch

Procedures:
1. In groups of 5, let the students play with the tokens and the gameboard for about 10 minutes.
2. Next, the students are informed about how they are going to play with the tokens and the gameboard.
3. The students start by placing the capital tokens on the table with Carmen San Diego's picture face-up.
4. Each student randomly selects 10 tokens without turning them over.
5. One member of each group, sets the timer for two minutes, (if the students need more time, extend it to 3 minutes).
6. During that time, the students will attempt to correctly place the capital tokens on the corresponding state.
Complementary steps:
7. Do this several times until you think students feel successful in placing the capital with the corresponding state.
8. The teacher calls the name of the capital, and the students should identify the state to which it belongs and indicate where the state is located on the map.

AMERICA THE BEAUTIFUL: DELUXE U.S.A. MAP PUZZLE

Objective: The students will:
- identify the states by shape and nicknames.
- identify the main physical features of the U.S.
- identify the main physical features per state.
- develop a key.

Materials: America the Beautiful: Deluxe U.S.A. Map Puzzle

Procedures:
1. Place the students in groups of 2's, 3's, or 4's (or individually) to play for about 10 minutes to play with the puzzle.
2. The teachers calls out the name of a state and the students find the corresponding piece and call the nickname of that state.
3. Then ask them to identify the main mountain ranges, plains, rivers, and lakes of the

US and to state what kind of economic activities can be related to them.
4. Ask the students to disassemble the puzzle, then call the name of the state and ask the students not only to identify the state, but also the predominant physical feature in that state.
5. The students develop a key to the map and criticize the puzzle map in terms of what kind of critical information is missing from the map.

Note: The students should not move along to step 4 if they have not mastered the puzzle up to step three. Only after mastery of each objective has been accomplished, should the students be able to move on to the following steps.

Complementary ideas for the implementation of this toy: order the states by population and size and have the students develop a chart.

WHERE IN THE WORLD IS CARMEN SAN DIEGO? JUNIOR DETECTIVE EDITION

Objective: The students will:
- identify the continents and oceans.
- identify countries per continent.
- name the most important mountain ranges per continent.

Materials: Where in the World is Carmen San Diego? Game

Procedures:
1. Place the students in groups of 4 and let them play for 20 minutes.
2. As the students are putting the World pieces together on the board, they identify each continent to which it piece belongs and the ocean(s) that border that particular continent.
3. Have the students play the game again, but ask them to indicate the names of the ocean, continent and countries that belong to each World Piece they play with, as well as identify any mountain range that figures in that same piece if any.
4. Have the students play the game again.

WHERE IN THE WORLD IS CARMEN SAN DIEGO? JIGSAW PUZZLE

Objective: The students will:
- identify the continents and oceans.
- identify countries per continent where the landmarks are located.
- identify the most significant features of each country.

Materials: Where in the World is Carmen San Diego? Jigsaw Puzzle. Junior Edition.

Procedures:
1. In pairs or in groups of 4, the students assemble the puzzle and play the game for 20 minutes.
2. Have the students disassemble the puzzle and put it together while identifying

continents and oceans.
3. Then, if possible, ask the students to name the countries traced in each puzzle piece (this depends on the grade level).
4. Each group is assigned a continent and each member of the group identifies one landmark, the hiding place, and the thief. The students take note of where the landmark was found and where it belongs (indicating the country).
5. Each student researches the characteristics of the landmark.
6. Each group reports their findings to the class.
An extension to this lesson may be that:
7. Each student of the group selects a country from the assigned continent, then they must guess what each picture/drawing means as a representative feature of that particular country.
8. The students do thorough research on the most important features of the chosen country.
9. Each student reports their findings to the class, in addition to displaying the map (to scale) of the country, and indicating where, on that continent, their country is located.

3D SPHERICAL JIGSAW PUZZLE: WORLD GLOBE

Objectives: The students will:
- identify continents and oceans.
- identify the main physical features of each continent.
- investigate relationships between weather, physical features, economic activities and population.
- discuss the Earth's shape.

Materials: 3D Spherical Jigsaw Puzzle: World Globe

Procedures:
1. In groups of 4, the students assemble the puzzle.
2. After the puzzle is assembled, the students proceed to identify continents and oceans.
3. Then, they identify per continent: the most important mountain ranges, plains, deserts, plateaus, rivers, and lakes.
4. Each group is assigned a continent and researches the existent relationship between weather and physical features, economic activities, and population.
5. In a whole class session, the students discuss the shape of the Earth and how it is related to explain different phenomena such as the seasons.

ALTERNATIVE LESSON PLAN

Elaborated by Keith Helmlinger and Amy Schneider, Ray Melick, and Shari Hartsock
M. Ed. Students (1996)

Objective: The students will identify oceans, mountain ranges, rain forests, continents, deserts, major rivers and lakes.

Materials: 3-D Spherical Jigsaw Puzzle (World Globe)
Strips of paper (post-its) with the names of geographic features
Tape

Procedures:
1. The students work in a learning center to put together the 3-D jigsaw puzzle, without using the numbers on the backs of the puzzle pieces.
2. The students label the continents, countries, oceans, etc. with the labels provided by the teacher.
3. The students discuss geographic features by identifying various physical features of each continent.
4. The students tape the names of the various geographic features onto the appropriate places on the globe.

Additional ideas to implement with this toy: (1) for lower grades, have students assemble parts of the world and identify different physical characteristics of each continent; (2) after labeling the various features on the globe, extend the lesson by having each student select a particular feature from each continent/region and explore it in more depth. Have the students develop a poster (and paper) for presentation; also find artwork, literature based on that feature; (3) extend project to look at people of each continent of the globe. Then, hold an ethnic celebration of the various regions, emphasizing different aspects; (4) select one geographic region and have the class research that region and convert the classroom into that region: i.e., create a rain forest in the room, or a polar region, using construction paper; (5) use the globe puzzle as a starting point for an environmental unit on acid rain or global warming, world hunger, etc.; and (6) remove parts (sections) of the puzzle and ask students, "What's missing?".

ECONOMICS

JUNIOR MONOPOLY GAME

Objective: The students will define money, price, cost, purchase, and sale.

Materials: Junior Monopoly Game

Procedures:
1. The students are assigned to groups of 4 and play the game following its rules.
2. After each group has finished playing the game, the students discuss in their groups what they have learned about purchasing and selling.
3. In a whole class discussion, the students define the concepts of money, price, cost, purchase and sale.

Note: Other concepts that may be addressed are: counting, producer, consumer, and investment strategy.

ALTERNATIVE LESSON PLAN
Elaborated by Tasha Richard and Christa Madison
M. Ed. Students (1996)

Objective: The students discuss the difference between purchasing and selling.

Materials: Junior Monopoly Game

Procedures:
1. The students get into groups of 4 and each group receives a Junior Monopoly game.
2. The students listen to the rules of the game and then proceed to play the game
3. After each group finishes the game, the students discuss what they learned about buying and selling. The students discuss the following questions:
   a) How do you get the things you need?
   b) How does a business survive?
   c) What kind of problems did you have to keep your money?
   d) What did you notice about the price of the different amusements? Why are they different?
   e) Define buying and selling.

FOOD

Objective: The students will identify food and where its production stands within the economic cycle.

Materials: plastic food

Procedures:
1. In groups of 3 to 4 members each, the students play with the toys.
2. The students name the food and identify where each food stands within the economic cycle at the moment it is purchased at the store.
3. The students discuss the stages of the economic cycle and provide a rationale why some products only go through some stages and why others go through all the stages.
4. The students play with the toys again.

ALTERNATIVE LESSON PLAN

Elaborated by Missy Baker, Cindy Rump, and Lorraine Glancy
M. Ed. Students (1996)

Objective: The students will develop an understanding for economics by exchanging money for to obtain goods and/or services.

Materials: plastic food, construction paper, markers/crayons, play money.

Procedures:
1. In groups of 4, the students choose to be consumers or producers.
2. The producers choose to work in either the grocery store, pizza place, fruit market, or a restaurant.
3. The business people make advertisements to hang around the classroom.
4. The consumers are given fake money to spend in these businesses.
5. The consumers visit the business of their choice and use their limited amount of money to purchase the goods of their choice.
6. The students reverse roles and go back to step 3.
7. The students participate in a discussion about the role of money to purchase goods and/or services.

Additional ideas that could be implemented with these toys: this lesson could be integrated with: (1) health: food groups and nutrition, (2) science: digestion, (3) math: proportions and fractions; and (4) consumerism, economic cycle.

ALTERNATIVE LESSON PLAN
Elaborated by Mary Blankemeyer, Natalie Prinsen, and Amy Weber
M. Ed. Students (1997)

Objective: The students will identify the many different people in the community who work with food.

Materials: plastic fun food, paper, crayons, pencil, book: Tops and Bottoms by Janet Stevens

Procedures:
1. The students play with the fun food in groups of 3 to 4 members each.
2. The students brainstorm about people in the community that work with food.
3. The students separate the fun food to represent the people that work with the food (i.e. farmers and vegetables).
4. The students listen to the story 'Tops and Bottoms' by Janet Stevens.
5. The students draw and color a picture of a person in their community who works with food, and share it with the rest of the class.

Additional ideas to be implemented with toys: climate for the vegetables to grow, store or restaurants where the food is sold.

MONOPOLY GAME

Objective: The students will define money, price, cost, purchase, sale, producer, consumer, and investment strategy.

Materials: Junior Monopoly Game

Procedures:
1. The students are assigned to groups of 4 and play the game following its rules
2. After each group has finished playing the game, the students discuss in their groups what they have learned about purchasing and selling.
3. In a whole class discussion, the students define the concepts of money, price, cost, purchase, sale, producers, consumers, and investment strategy.

ALTERNATIVE LESSON PLAN
Elaborated by Chad Fallis, Julie Stavenger, and Amy Bennett
M. Ed. Students (1997)

Objective: The students will select a good or a service and suggest the land and labor resources necessary for its production.

Materials: Monopoly Game
Overhead Projector
Pre-written rules on a transparency
Paper and pencil for brainstorming

Procedures:
1. In groups of four, the students refer to the game rules which the teacher has displayed on the overhead projector, and play the game.
2. The students discuss the various landmarks on the game board as well as definitions and explanations of "good" and "service".
3. The students categorize the various landmarks into goods or services.
4. Each student then chooses a good or service landmark and brainstorms what land and labor would be needed to run that business.
5. Each group presents their findings to the class.
6. The students may play the game for a second time.

Additional concepts that could be addressed with this lesson: value and functions of money, value of real estate, definition of monopolies and historical monopolies, feasibility in "real" life, bankruptcy, railroads, admission prices, salaries, and lottery.

PAYDAY

Objective: The students will identify the items that constitute a budget.

Materials: Payday game board

Procedures:
1. The students are assigned in groups of three and play the game, following the rules.
2. The students in each group, discuss the importance of having a budget.
3. The students identify the items that need to be considered in a budget.
4. The students make a budget and then play the game again.
5. In a whole class discussion, the students define a budget and state the difference between playing without a budget, versus having one.
6. The students are assigned to make a budget with their allowance and experience the problems they must face to limit themselves to their budget.
7. The students share with the class the problems they faced keeping up with the budget and the benefits of sticking to a budget.

Other concepts that may be addressed with this game: money, price, cost, investment strategy, counting, purchase, sale, producer, consumer, probability and lottery.

LIFE

Objective: The students will define: salary, house deed, stock, tax, car and homeowner's insurance, and bank loans.

Materials: Life Game

Procedures:
1. In groups of 4 to 6 members, the students play the game.
2. The groups discuss and define salary, house deed, stock, tax, car and homeowner's insurance and bank loans. They also discuss the advantages and disadvantages of having a career versus not having one, and the alternative ways there are to make money during life.
3. Each group shares their definitions of the above concepts and the results of their discussion, with the rest of the class.
4. The students may play the game again.

GROCERY SHOPPING

Objective: The students will develop an understanding of: purchasing, selling, offer, demand, and the relevance of purchasing with a budget.

Materials: grocery basket, shopping cart, groceries, and money

Procedures:
1. The students play with the assigned groceries.
2. The students are split into two groups: consumers and store employees (cashiers).
3. The students arrange the classroom to look like a grocery store by setting up products and prices, as well as sale prices.
4. The students start role playing their parts.
5. The game ends when they finish purchasing goods and run out of money.
6. The students discuss what happened and how things went.
7. In a whole class discussion, the students discuss and define the concepts of purchasing, selling, offer, demand and the importance of doing grocery shopping with a shopping list and a budget.

Note: As follow up, the students could: (1) go to a grocery store and record prices of different products, higher prices of products, and compare prices between stores; (2) go with their parents and record what they buy and ask them about the things they include in their budgets; and (3) investigate the location of products considering the price asked for their purchase.

MISCELLANEOUS

COMMUNITIES

Objective: The students will be able to:

- identify a rural and urban community.
- describe the characteristics of a rural and an urban community.
- explain the differences and the relationships established between a rural versus an urban community.

Materials: Farmtown, USA; City; Hometown, USA; Playtown; Airport, Construction crew

Procedures:

1. In groups of 6, the students play with the toys for 15 minutes.
2. The students play again, but are instructed that they should have a farm community and a town/city community. They are to display it any way they choose.
3. In small group discussions, the students relate the term rural with farm and urban with town or city.
4. Then the students describe and define rural and urban communities. They state the differences between both communities and explain how they relate with each other (interdependence).
5. Each group arrives at conclusions about these two types of communities.
6. The students may go back and play with the toys.

Additional ideas to be implemented with these toys: categorize motor vehicles; identify the needs of each community, compare products used by each community, and compare the roles of each community's members.

TAMAGOTCHI, THE GAME

Objective: The students will discuss basic needs, dependence, wants, and responsibility and consequences.

Materials: Tamagotchi, the Game

Procedures:

1. The students are placed in groups of 4, and play the game for 20 minutes.
2. In their groups, the students first define, and then state the importance of basic needs, dependence, wants, and responsibility and consequences.
3. Each group shares their definitions and views with the rest of the class. They will also reflect about them, and share their personal experiences.
4. The students play the game again.

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