

TRADING PLACES GAME

Using the NGS School Publishing Series: World Regions and World Cultures

Overview:

To create awareness and enthusiasm for learning about the documents which helped shape our government, and the freedoms and rights we have as Americans today.

Minnesota Social Studies Standards:

V. Geography; C-1-1 Physical Features and Processes:

The student will use basic terminology describing basic physical and cultural features of continents studied. *Benchmark:* Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.

V. Geography; C-4-1 Physical Features and Processes:

The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change. *Benchmark:* Students will describe the major physical features of the United States and the regions of the world they study.

V. Geography; D-1-2 Interconnections:

The student will give examples that demonstrate how people are connected to each other and the environment. *Benchmark:* Students will analyze how the physical environment influences human activities.

V. Geography; D-5-1 Interconnections:

The student will describe how humans influence the environment and in turn are influenced by it. *Benchmark:* Students will recognize changes over time in nearby landscapes, resulting from human occupation.

V. Geography; D-6-6 Interconnections:

The student will demonstrate how various regional frameworks are used to analyze the variation in culture and humans' occupation of the Earth's surface. *Benchmark:* Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change.

V. Geography; E-1-2 Essential Skills:

The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.

Benchmarks: 1) Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources, and 2) Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.

Objectives:

1. The students will be able to identify a world region and its culture and discuss similarities and differences of the region and its culture
2. The students will be able to find three facts about this world region they didn't know before and share with class
3. The students will demonstrate successful social skills through peer collaboration
4. The students will demonstrate successful geographical thinking skills
5. The students will be involved in higher level thinking by comparing and contrasting world regions, their cultures and geography

Grade Level: 4-8 (may be adapted for high school grades)

Time: One class period needed to introduce primary sources and one class period needed to play "Trading Places Game"

Management Suggestions:

- Laminate pieces for lasting use
- Heavy manila or plastic envelopes can be used to store collection items

Materials:

- Cassette player
- A recorded cassette created with several repeating refrains
- One Adventurer's Portfolio per group
- One collection list for each group (items for which the group is responsible)
- Each group will need one copy of each book from the NGS School Publishing Series: World Regions and World Cultures
- Transparencies with directions and rules of the game
- Two copies of collection list: one to be used as a master list for each group and one to be cut up and placed in the "Adventurer's Portfolio"
- Answer key for the teacher to check individual group answers

Suggested Procedure:*Set up:*

1. Room arrangement – leave a large open space in the center of the room as the Travel Agency
2. Fill Adventurer's Portfolio with collection items (spread the items into containers)
3. Provide each group with one set of the World Regions and World Cultures Series
4. Place the Adventurer's Portfolio in the center of the room referred to as the "Travel Agency"
5. Set music up

Getting Started:

1. Put students into groups of three to give students
2. Direct students to move to their groups and be seated

3. Ask students to select a “travel agent”
4. Pass out one collection card to each group

Beginning the Game:

1. The object of the game is to collect all of the items on your collection list first!
2. The items will be found in the Adventurer’s Portfolios in the center of the room known as the “travel agency”
3. The travel agent will go to the center (travel agency) and select your “Adventurer’s Portfolio” when the music is playing “Hello, Hello”
4. The travel agent carries the Adventurer’s Portfolio to your group and empties it out onto your table
5. All group members look for items to fill their collection list
6. When you have collected all of your items from the Adventurer’s Portfolio, place all the left over items back inside the Adventurer’s Portfolio and close it up
7. The travel agent may return to the travel agency to collect a new portfolio until all of the items from your list have been collected

Rules of the Game:

1. Only the travel agent may leave the group during the activity
2. The travel agent may only pick up and deliver the Adventurer’s Portfolio during the refrain, “Hello, Hello”.
3. The Adventurer’s Portfolio must be in proper condition before being dropped at the travel agency.
4. Groups may only collect items on their list any additional collections will cause disqualification.
5. If any item on your list has a specific label such as “Mardi Gras”, you must only collect the item labeled Mardi Gras.
6. Work together and have fun!

Investigation:

1. Using the World Regions and World Cultures series, examine your collection to see which world region you will be exploring
2. When your group has correctly determined the world region that it will explore, the teacher will give each researcher a blank list and have them write a sentence or two explaining the meaning or significance of each item
3. Decide as a group on three additional physical and three additional cultural characteristics of that region Share findings with class

Answer Key:

Group 1: East Asia
Group 2: Europe and Russia
Group 3: Africa
Group 4: West Asia
Group 5: South America

Credits: Paula Verstegen, Lake Elmo Elementary, and Ann Hoehn, Milac Elementary

Adventurers: Group 1

Two billion people

More rural than urban

Interior desert

June 30, 1997

COLD

17 countries

“wayang kulit”

Ring of Fire

MSC

Three Gorges

Rainforest

74 billion barrels of oil

Adventurers: Group 2

40 countries

Canals

Aalsmeer Flower Auction House

Major peninsula

727 million people

Four different environments

Organic farming

Boreal forests

Entrepreneurs

Nerpa

Cathedrals

Moraine

Adventurers: Group 3

840 million people

AIDS

Longest river – 4,515 miles long

11 different official languages

Largest hot desert

50 countries

Great Rift Valley

The Sahel

95% people live in rural areas

Serengeti

Biotechnology/farming

Great Lakes

Adventurers: Group 4

Arabic speaking

Oil resources

1.7 million people

Inland seas

Religious tension

Minarets

30 different countries

World's tallest mountain

Lowest point on the Earth's surface

Reincarnation

Monsoons

Largest delta in the world

Adventurers: Group 5

World's highest lake for passenger vessels

Driest desert

354 million people

Galapagos

Spanish speaking

Four climate zones

Ancient empires

Largest unbroken chain of mountains

12 countries

Pampas

15 feet of rainfall per year in rainforest region

World's largest rainforest



Two billion people

More rural than urban

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