

# USA Puzzle Map

Item #9461

## What Are the Educational Applications of This Product?

Due to the increased awareness and interdependence on other countries, educators are striving to provide their students with a global view of each academic discipline. Today's students need to develop an understanding of the interrelationships between peoples, countries, and continents. Existing curriculums can help students develop a national and international perspective. In the field of physical education, teachers may include games, sports, and dances from various ethnic/cultural groups and geographic regions.

USA Puzzle Map is a wonderful teaching tool for helping students develop an understanding and national awareness of the United States, and can serve as a springboard for learning international awareness of other countries. Several ideas are provided in this product guide for infusing global awareness into your physical education classes. Some of the activities emphasize national awareness, while others highlight both national and international awareness. Many of the activities in this guide are designed to create some lively on-line dialogue as you and your students search for information. (Begin your search on the Internet, at PE Central, <http://www.pecentral.org/>)

## How Can I Use This Product With My Students?

### 1. Activity #1—An All-American Workout.

(National awareness)

Identify a physical activity that corresponds with each of the 50 states and create a fitness workout. Examples of state activities include: Florida—Alligator Walk, Pennsylvania—Polka Step, Maryland—Crab Walk. Tape the activity (its name and a visual, if possible) to the back of the corresponding state. Scatter the states around the gymnasium. The students will travel from state to state and perform the appropriate physical activity identified on the back of each state. Rather than doing all the states at once, you may wish to divide the workout by geographic regions. At the end of the workout, see how many states and activities the students can remember.

### 2. Activity #2—Earthquake!

(National awareness)

There has been a tremendous earthquake and all the states have been shaken apart (have all the states scattered around the gymnasium). Each student is responsible for locating one or two states, depending upon the number of students per class. They then work with the rest of the class to rebuild the United States. However, all communication systems have been destroyed and no one may communicate verbally while rebuilding the United States.

*Variations:* have the students predict the amount of time needed to rebuild the map, or give the students a set time period in which to complete the task.

### 3. Activity #3—Walk, Jog or Run the Lower Forty-eight!

(National and International awareness)

Students will log miles by walking, jogging or running laps around

a designated area during the physical education class warm-up, recess, or school fitness breaks. All students will have the same amount of time to move around the area (the student determines the speed in which he/she will travel). At the end of the time period, all students will total their miles. Using the combined mileage, the class will travel to a neighboring state.

As the students are traveling to/through/from each new state, have them find answers to questions about that state (see below for sample questions). Tape the answers onto the U.S.A. Puzzle Map.

For an integrated approach, ask the classroom teacher and the school librarian if they would like to help the students in researching the answers. During the school year, continue to travel from state to state. As a culminating activity, have students assemble all the states through which they have traveled.

#### Questions:

-Is there a dance that can be associated with this state? If so, learn the dance for that state or show a videotape of the dance. Have students identify the name/type of dance, characteristics of the dance, and the purpose of the dance. *Examples:* Pennsylvania Square Dancing (sets of four), Virginia—Virginia Reel, Pennsylvania—Pennsylvania Polka. All are social dances. Can you find a dance that can be associated with a state and another country? Example: Tennessee—Tennessee Waltz (waltzing originated in Austria/ Germany).

- What sports/physical activities are popular in this state? Encourage students to highlight sports other than baseball, soccer, and basketball. To promote international awareness, trace the sports/activities to their country/area of origin. *Examples:* Vermont— Cross-Country Skiing (Nordic Skiing from Norway/ Sweden/Finland), Colorado—Downhill Skiing (Alpine Skiing from the Alps).

- Are there any professional sports teams in this state? *Examples:* New Jersey—NJ Devils Hockey Team, Oregon—Portland Trailblazers Basketball Team.

- What are some college/university team mascot names from this state? **Example:** North Carolina Tarheels, Notre Dame Fighting Irish.

### 4. Activity #4—State Scavenger Hunt.

(National and International awareness)

Students will be working in small groups (2-4), each group will have a list of questions related to physical activity. The answers to the questions are taped on the back of the U.S.A. Puzzle Map. Taped on the front of the state is a fitness activity (jump rope, straddle stretch, 2 push ups, etc.). Team members will need to perform the fitness activity in order to turn over the state and answer the question. Questions can be designed from information found in the activity Walk, Jog or Run the Lower Forty-Eight! or you can design questions that reflect national and international awareness of physical activities/sports.

Sample questions reflecting national and international awareness could include: where were the 100th Summer Olympics held

(Atlanta, Georgia), which countries participated in the 100th Summer Olympics, in which city and state in the United States did the sport of soccer have its beginnings (St. Louis, Missouri), and in which country did the sport of soccer originate?

### 5. Activity #5—Native American Dance/Game

(National awareness)

Working in teams of 2-4, students research various dances/games played in the Native American culture. As part of the research project, students must learn the dance/game, identify the tribe/confederacy, and locate the geographic area inhabited by the tribe/confederacy. This information can be printed and mounted on the appropriate puzzle pieces. Each team must teach/perform the dance/game researched for the class. Examples: Alligator Dance (Social)—Seminoles (Florida and Alabama), Stomp Dance (Social)—Iroquois (New York and Vermont), Crown Dance (Spiritual)—White Mountain Apache (Arizona), Shinny (team game involving striking and kicking of an object)—Navajo (Arizona), Hoop and Pole (a game of throwing accuracy)—Pawnee (Nebraska).

### How Do I Make This Activity Developmentally Appropriate For My Students?

The majority of activities are designed for upper elementary/middle school students. Modifications and adaptations to create an activity that is appropriate for a variety of class settings may be made. Strategies include: reduce the amount of reading required—substitute visual representations when possible, introduce/utilize smaller sections of the U.S.A. Puzzle Map rather than the whole map, and require less independent informational research. This may be accomplished by identifying the resources in which the students may find the necessary information, providing the students with the information, or omitting the information piece of the activity entirely.

### How Does This Product Relate to Current Educational Thinking?

The Council on Physical Education for Children (COPEC) developed the position statement Developmentally Appropriate Physical Education Practices for Children. Twenty-six components of a physical education program have been identified and, developmentally appropriate and inappropriate examples are provided as guidelines. These guidelines are useful as a decision-making tool for developing quality physical education programs. When working with the concept of global awareness, the following document guidelines are helpful.

### Cognitive Development-Appropriate Practices

Physical education activities are designed with both the physical and the cognitive development of children in mind. Teachers provide experiences that encourage children to question, integrate, analyze, communicate, apply cognitive concepts, and gain a wide multicultural view of the world, thus making physical education a part of the total educational experience.

### Dance/Rhythmical Experiences-Appropriate Practices

The physical education curriculum includes a variety of rhythmical and expressive dance experiences designed with the physical, cultural, emotional, and social abilities of the children in mind.

Two other documents supporting the concept of global awareness are the National Association for Sport and Physical Education (NASPE), Physical Education Standards (Standard #6, “student demonstrates understanding and respect for differences among people in physical activity settings”), and the National Standards for Dance Education (Standards #5, “student demonstrates understanding of dance in various cultures and historical periods”, and #7, “student makes connections between dance and other disciplines”).

All three of the above publications may be purchased from the American Alliance for Health, Physical Education, Recreation, and Dance at 800.213.7193.



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**In the US:** FlagHouse, 601 FlagHouse Drive, Hasbrouck Heights, New Jersey 07604-3116 Phone 800.793.7900 201.288.7600 Fax 800.793.7922

**In Canada:** FlagHouse Canada, 235 Yorkland Blvd., Suite 105, North York, Ontario M2J 4Y8 Phone 800.265.6900 416.495.8262 Fax 800.265.6922

**International Customers:** FlagHouse, 601 FlagHouse Drive, Hasbrouck Heights, New Jersey, 07604-3116 USA Phone 201.288.7600 Fax 201.288.7887