Games in the LARC Collection

By: Charlotte Conway

The LARC Lending Library has an extensive collection of educational materials for teacher and classroom use such as videos, slides, units, books, games, curriculum units, and maps. They are available for free short term loan to any instructor in the United States.

These materials can be found on the online searchable catalog: http://stonecenter.tulane.edu/pages/detail/48/Lending-Library
INTRODUCTION

This booklet is a guide to the games held by the Latin American Curriculum Resource Center. It is a guide that can be used to expand elementary, junior high, high school, and college classroom activities. The games are listed in the Table of Contents in groups determined by the category of the game. The games are indexed alphabetically and by subject. Each description includes the following information: CRC Call Number, Number of Players, Time Allotment, Grade Level, Summary, and Subject(s), and Additional Comments, when applicable.

The Center holds a variety of games that are complementary to regular class lecture and readings, and some can even serve as a primary teaching tool. For example, Amigos is a simulation that requires students to research the geography, history, economy, and culture of Latin America. After completing this game, students will have a good general knowledge of Latin America. Other games, such as Let's Play Games in Spanish, are more suited for language classes. The games are wonderful teaching tools, and a lot of fun, too. If teachers need to use the games for an extended time period in order to complete all activities, the CRC can extend the borrowing time to accommodate this need. Also, some games may not include materials such as maps and photos. These materials can be borrowed from the CRC as well.
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**Alphabetical Index**

**Index by Subject Area**
Altiplano

CRC Call # EC/BOL/1/**

Time Allotment: 1 to 2 hours

Number of Players: 6

Subject: Economic Development

Grade Level: 6 - 8

Summary: The purpose of this board game is to "help students develop an awareness of the diversity in society of a specific Latin American country (Bolivia)." The authors are Clara Gregory, Julia Mellenbruch, Larry Perry, and Janet Stanberry. It could be used to introduce a study of Bolivia, or for an introduction to Latin America in general. Three Bolivian groups are represented: the Aymara Indians, the mestizos, and the elites. The number of students in each group is determined by the percentage of Bolivians that fall into the group. The reality of each group is revealed as students read background information about the lifestyle of members of each group. Students advance around the board by spinning a spinner. Students must choose a card from the stack corresponding to their group, and follow the directions of each card. The cards for the Aymara Indian group make it very difficult for this group to complete the path around the board, as the directions usually cause them to retreat a number of spaces instead of advance. On the other hand, the elite group has a relatively easy time finishing the game, and the mestizo group experiences both difficulty and ease in moving around the board. After the elites have completed the path around the board, students discuss the conditions which allow elites to be more successful. They are encouraged to think about this situation as it applies to other Latin American countries they are familiar with. The game has a helpful bibliography for teachers that will provide more background information for generating discussion.
EarthAlert

CRC Call # GE/12/**

Time Allotment: 1 hour

Number of Players: 3 or more

Subject: Environmental Issues

Grade Level: 8 - 12

Summary: In this board game, players advance across the board by correctly answering questions about the environment. There are three recycle centers on the board, and each player must "visit" each one and take a card from the recycle center card stack. These cards have tasks on them that the players must complete in order to continue advancing across the board. For example, one card instructs the player to find a phone book and look up the nearest recycling center, write the phone number on a piece of paper, and post it in a visible location. Another instructs the player to make a recycling box. Participants begin with six cards representing units of oxygen, and when they answer questions incorrectly, they lose oxygen units. They may gain more oxygen units by answering questions correctly at the recycling centers. To win, a player must visit three recycling centers and earn a unit of oxygen at the last one. If a player runs out of oxygen, s/he has one last chance to earn more units by correctly answering a definition. The questions deal with topics such as garbage, species extinction, recycling, and other environmental issues.

Additional Comments: Some of the questions are very obscure and scientific, and the definitions are very difficult. Overall, this game is a good tool for teaching students about the environment, but it may not allow them to put prior knowledge to use because of the difficulty of the questions.
Monopoly

CRC Call #: LAN/SPA/23/##

Time Allotment: 1 to 2 hours

Number of Players: 2 to 8

Subject: Spanish Language

Grade Level: 3-12

Summary: This game is the same Monopoly (produced by Parker Brothers) that is often played in the U. S., except everything is in Spanish. It is a board game that introduces players to the basics of the real estate business. The board is divided into sections that represent various properties that are bought by the players, and after they are purchased, the owners build houses and hotels on them. Once houses are built on the property, owners can charge rent to other players who land on their property while getting around the board. The object of the game is to avoid bankruptcy. Players advance around the board by rolling dice, and have the opportunity to earn money by drawing chance cards with monetary gifts or bills to pay, which would cause a player to lose money. Players also receive money (in pesetas) from each other as they charge rent for landing on each other's property. The more a player has built on his/her property, the more rent s/he can charge when fellow players land on it.
Amigos

 CRC Call # I/LA/13/**  Time Allotment: from 5 days to 6 weeks

Number of Players: unlimited  Subjects: History, Economics, Geography

Grade Level: 7 and above

Summary: In the words of its creator, Amigos is a "simulation of a race through Latin America, developing awareness of its lands, people, and history." Students spend up to six weeks playing the game, and the end result is that each student has participated in a group project to prepare comprehensive reports on Mexico and Central America, the West Indies, and South America.

Students begin with a quiz to assess their knowledge of Latin American geography, history, culture, and economy. They then divide into groups to research the three different subregions of Latin America. The research takes place in three rounds (one for each subregion) and students earn points at the end of each round by correctly answering questions found on the cards at the end of the teacher's guide. By earning points, students move through countries and earn the opportunity to start research on the next round. The game ends with a post-test to assess the students' accumulation of knowledge about Latin America. The author suggests ending the game with a fiesta, and she provides ideas for decorations and music, as well as recipes.

This game is very flexible. If teachers do not want to allot the full six weeks required to finish three rounds, they can allow each group of students to research a subregion and present reports to the class, followed by quizzes for the groups to earn points. With this option, the students learn one subregion very well, and benefit from the work of their peers as the presentations are made. Another option allows for students to research all 29 countries included in the game and play the entire game all at once, eliminating the rounds.
Additional Comments: The author provides lesson plans, a timetable, maps, score sheets, quizzes for before and after the game, research suggestions for the students, and question cards. The game involves a group effort and students will be exposed to the history, culture, geography, and economy of Latin America. The directions are complicated, and teachers should realize that this game will be time-consuming in terms of preparation. The game could serve as the sole teaching tool in terms of covering Latin America as part of a social studies course, and in this case, the time that teachers might normally spend on lesson plans could be used to prepare for this game. Also, in order for students to do the research during the rounds, classrooms or school libraries need to be equipped with adequate resources (books, maps, periodicals that have Latin American focus or content.)
BaFá BaFá

CRC Call # EC/2/**

Time Allotment: 1 class period, allow for preparation time.

Number of Players: 6 to 54

Subject: Cross Cultural Awareness

Grade Level: 8-12

Summary: This game, a cross cultural simulation authored by Gary Shirts, is designed to demonstrate the conflicts that sometimes arise when members of two different cultures meet. Students are divided into two cultures, the Alphas and the Betas. The Alphas are very relaxed people who value personal contact and intimacy within a patriarchal structure of society. The Betas hold performance in the marketplace in very high esteem. Each group has a director, and these players are provided with an audio cassette tape which explains the rules of the culture to its members. The director is also provided with a list of her/his responsibilities. Each group sends an observer to the other group, and the observers try learn about the cultures only by watching and listening, not by talking to members.

After the observers inform their own group about the norms of the other culture, the two groups form a strategy for interaction, and each person visits the other culture. The rules guiding the interaction are straightforward and easy to follow. After all participants have had an opportunity to experience the other culture, the game is over. An evaluation session follows, and students are led through a discussion of the simulation by the facilitator.
Ballots and Bullets

CRC Call # HC/CA/9/**  Time Allotment: 2 hours
Number of Players: 20 to 40  Subjects: Politics and Economics of Central America
Grade Level: 9 - 12

Summary: This game is a simulation of international political struggle with a focus on Central America. Students become familiar with the methods needed to attain power: revolution, military coup, and elections, and will learn some Central American history. There are four periods of activity, each followed by an evaluation session. There are five teams which represent the following groups: the Guatemalan government, the Army and Elites, the Guerrillas, the Peasants and Workers, and the U. S. Government. Each has an initial strategy session to develop goals and methods of achieving them. Each team presents a position statement to the group and the following sessions are set in a campaign environment with the end result being the elections. Students are challenged with strict time constraints and are given the ability to use any means possible to achieve their goals, so the simulation is very realistic. The evaluation session is used to talk about each groups' goals and methods for achieving them. The goals of the groups are as follows:

Guatemalan Government: wants to promote democracy and reform.
Guerrillas: want to overthrow a corrupt system and establish a revolutionary government.
Army and Elites: want to maintain authority and seize power if necessary.
Peasants and Workers: want a better life and freedom from oppression.
U. S. Government: wants to maintain influence and prevent the involvement of the Soviet Union.

The teams earn power points and can silence members of other teams to keep them from pursuing goals. After the campaign is over, the evaluation period is used to discuss the results. If the elections are held, the outcome of the elections and future of the groups represented is discussed. The facilitator is provided with questions to lead the discussion. This simulation is a good representation of the reality of political systems that are unfamiliar to Americans, and it is a helpful tool in introducing the history and politics of Latin America.
Death of a Dissident

CRC Call # HC/4/** Time Allotment: 4 class periods

Number of Players: 15 to 20 Subjects: Politics, Economic Development

Grade Level: 9 - 12

Summary: This is a simulation/role playing game with emphases on teamwork, decision-making, negotiation, and consensus-building. This game deals with human rights issues as they are related to economic policy. The participants are divided into the following teams and roles:

- Officers and Staff of the U. S. Embassy
- Officials of Authoritania, a country with a military dictatorship.
- Group of Dissidents claiming sanctuary at the U. S. Embassy.
- T. V. Correspondent/Cameraperson
- Amnesty International
- Papal Nuncio

The parties involved have conflicting interests in the economic policy of Authoritania, which has been reversed from a protectionist policy to a policy of free market economy. This reversal has caused unemployment and the dissident group is experiencing severe hardship. The country has large deposits of a rare mineral needed to produce micro chips, and the government uses this resource to keep the support of the U. S. government, threatening to allow Japan access to it if the U. S. challenges them in any way. The President of the U. S. wants to secure access to the resource while at the same time promoting human rights.

The game is divided into three sections, with a goal for each session. The sessions are concluded with an evaluation of the solution reached by the simulation. The groups work toward a solution which will allow the dissidents to leave the embassy safely. Role booklets provide information on the situation and for specific roles to be played. Some broad issues suggested for discussion include: Third World development, operation of governments, economics, human rights, justice, and problem-solving. The game gives students the chance to view the conflict from the perspective of all parties involved. They are also exposed to the very complex process of protecting the interests of the groups without violating human rights issues. Students are encouraged to form opinions and think critically about the position and bargaining power of the three groups involved.
Fire in the Forest

CRC Call # GE/IA/11# Subjects: Environmental Issues, Social Justice

Number of Players: At least 40 Time Allotment: 3 to 4 class periods

Grade Level: 8 - 12

Summary: This game is a simulation dealing with environmental issues. The emphasis is on "teamwork, decision-making, negotiations, critical thinking, ethics, cross cultural sensitivity, and articulation." The students are divided into four groups representing the interests they have in the preservation or destruction of the Amazon rainforest. Groups representing the native Aka-Hipa Indians of the rainforest, the settlers of the Altiplano province, the provincial government of Amazonia, and Global Rescue, an environmental organization of the U. S. debate this issue. Other roles that are filled by participants are that of a T.V. correspondent, a T.V. cameraperson, an anthropologist, and a missionary. Role booklets provide background information for each participant, as well as information on events leading up to the simulation.

The game is set in Amazonia, and some of the specific topics addressed are Third World debt, debt for nature swaps, and environmental issues. Each group or individual presents its dilemma to the assembly. The assembly is divided into three sessions, with a specific goal for each. Throughout the simulation, the T.V. representatives interview individual participants in order to present their reactions to the proceedings. The sessions are followed by an evaluation and debriefing period in which the participants discuss the solution they have reached, or the fact that they may be unable to reach a solution. The directions are very easy to follow and most of the necessary materials are provided. A script is provided for the individuals who play the T.V. correspondent, and the facilitator is provided with questions and comments to generate discussion during the evaluation period.
Global Futures Game

CRC Call # EI/23/23

Time Allotment: 3 class periods

Number of Players: 8 to 48

Subjects: Environmental Issues, Development

Grade Level: 9 - 12

Summary: This game is a simulation. The objectives are to demonstrate the need for international cooperation, show the interrelatedness of global problems, alternatives for determining the future of the globe, the gap between rich and poor countries, and the need for planning. Eight groups, representing eight socioeconomic regions of the world, barter for resources, which are defined with real statistics. There are five periods of negotiation, and the groups are charged with policy development, cooperation, and achievement of a "desirable" standard of living for the next three generations. Depending on the Number of Players, individual students are assigned tasks of collecting information on population, food, technology, and education levels in her/his region. Each region is given a score that is determined by its population, level of technology, food consumption, and literacy rate. Players use the five periods of negotiation to trade, negotiate, calculate scores, and plan/forecast strategies. There are defined limits on the amount of food, technology and population that can be traded. All regions must keep a subsistence level of food, and a desirable level of technology, both of which are defined in the rules of the game. Teams try to avoid World Destruct Points, which are accumulated as the regions engage in trade and negotiation that has an adverse affect on all the regions. These types of trade and negotiation are defined in the rules. Students are simulating migration from one region to another, foreign trade, foreign aid, domestic aid, and investment in education. Teams win by establishing zero population growth and reaching a desirable standard of living (as defined by the game).

Additional Comments: This game is very complicated. The rules are difficult for the facilitator of the simulation, and it seems quite possible that students could get too involved with the details of the rules and miss "the big picture." However, it might be a good tool to demonstrate the relative power of rich and poor nations in negotiating over resources, and could serve as an introduction to a study on global economics.
Heelotia

CRC Call # EC/10/**

Time Allotment: 2 class periods

Number of Players: 20 to 40

Subject: Cross Cultural Issues

Grade Level: 5 - 12

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**Summary:** This is a cross-cultural simulation game produced by Baycep. The authors provide the facilitator with suggestions about how to conduct simulations in general, then provide information specific to this game. The simulation is to be used as a complement to a study on cultural perceptions and/or geography. The objectives of the game are to "simulate a cross-cultural experience, to help players develop decision making skills, and to provide a forum of discussion about the accuracy of perceptions." Students are divided into two cultures, and learn about the norms of their own culture, but not the norms of the other. The two groups send visitors to each other over four periods, and after each period, the groups meet separately to discuss the interaction. Each player must visit the other culture at least once. The two cultures are called Heelotia and Hokia.

**Heelotia:** These people engage in private, personal conversation, but avoid giving each other numerical information about themselves. They prefer to talk one on one, never make eye contact, never touch each other's bodies, and have a specific system of gathering information about each other that results in the accumulation of wealth.

**Hokia:** These people have a fascination with numerical information, their leader is always a woman, they begin and end conversations with a handshake, and never say yes or no, but rather use body gestures to indicate yes or no.

The leaders of the two cultures enforce these rules of behavior, and members either evict or hiss at outsiders who break the rules. After the four interaction periods, there is an evaluation period in which students reflect on the interaction. Students are led through the discussion by the facilitator, who is provided with questions to direct the session.
**Additional Comments:** This simulation is a very simple way to demonstrate to students the difficulties that sometimes arise when one culture meets the other. It might be a good preparation for students who are travelling abroad for a semester or summer during high school. It is a safe environment for learning about cross-cultural conflict, and students will enjoy it as well as learn a valuable lesson.
Living in a Global Age

CRC Call # EC/18/**

Time Allotment: 2 to 3 class periods

Number of Players: 30 to 40

Subjects: International Trade and Global Economy

Grade Level: 5 - 12

Summary: This game, produced by the Stanford Program on International and Cross-Cultural Education (SPICE) begins with a general introduction to simulations, and then follows with a description of the game itself. It seeks to familiarize students with concepts of international trade and global economics, and specific topics explored include "energy shortages, international crises, relationships between rich and poor nations, foreign diplomacy, interdependence, cross-cultural communication, and global systems. Three miniature nations are created that typify three broad categories of nations: 1) energy rich with a low technology level, 2) energy poor with a high technology level, and 3) some energy resources and highly industrialized. Some materials are needed: three identical functioning flashlights, and three manila envelopes. The flashlights are disassembled and the parts are spread unevenly into the envelopes (one for each nation), reflecting the resources and technology of that nation. Envelopes also contain tokens, which are used to buy parts. Students from each nation negotiate with the other two to get the missing parts of their flashlights. Individual student roles include that of diplomat, president of the nation, technician, and recorder. After the simulation, there is an evaluation session to discuss the interaction.

Additional Comments: Some valuable aspects of this game are that students are encouraged to make real life connections while thinking about interdependence and other foreign trade issues. This game would be an excellent introduction to a study of the world economy or global resources.
Teaching About Global Awareness with Simulations and Games

CRC Call # EI/27/**

Time Allotment: 1 to 5 class periods, some require preparation time.

Number of Players: varies

Subjects: Development and Politics

Grade Level: 6 - 12

Summary: The purpose of this game is to "give students the chance to experience and understand international/intercultural situations through participation." Simulations deal with the following themes: inequality, development and technology, human rights, and basic human needs. The simulations involve the representation of global trade, ethnic conflict, and even war. Some are very simple, while others are more complex. They are categorized according to difficulty and Subject matter. The appropriate grade level is specified for each activity. The book is intended for use as a supplement to courses in social studies, world affairs, political science, business, or geography.

Most of the simulations require a significant amount of research to prepare students. For example, in "Organization of African Unity Conference," students are assigned a specific country to research, as well as a number of issues for the whole continent. The agenda for the simulated conference includes the topics of petroleum resources, disease caused by the tsetse fly, German military base construction, the civil war in Liberia, languages, and apartheid. Other items include specific human rights abuses by the governments of Nigeria and Zaire, as well as concerns of indigenous groups. Each simulation is followed by an evaluation session, and questions to lead the discussion are provided for the facilitator.
Who Really Discovered America?

CRC Call #: H/LA/27/XX

Time Allotment: 1 class period

Number of Players: 10 to 35

Subject: History

Grade Level: 7 - 12

Summary: The purpose of this game is to help students develop critical thinking skills. It presents "a controversial historical subject in an imaginative, interesting way." The simulation is meant to be humorous and even unrealistic, and this helps put the focus on thinking. This game is a good introduction to a history course. Students dress up as explorers and try to convince an audience or jury that they are truly the first person to discover America. Background information and costume suggestions are made ahead of time so the students may prepare for the roles. They are prepared to present evidence on their behalf and answer questions from the audience. There are eight roles to be filled by the students:

Master of Ceremonies

Hoei-Shin: a Buddhist monk who claims to have been the first to reach America, touching the shores of California, Mexico, and South America in 495 A.D.

Brendan the Bold: an Irish priest who claims that he sailed across the Atlantic in a boat made of animal skins in 550 A.D.

Bjarni Herjulfsson: one of two Norsemen who says he saw, but did not actually set foot on, American soil in 986 A.D., and that this discovery prompted further Viking exploration.

Leif Ericsson: the second Norseman, who claims that he colonized America in 1000 A.D., and left evidence that clearly shows this is true.

Christopher Columbus: the most famous of the explorers, a Genovese sailor who was trying to find an easterly route to India and instead found America in 1492 A.D.

Chief Howling Wind: a Cree Native American chief who says that this debate is irrelevant due to the fact that the Native Americans were the first to live on the continent, and that Europeans were the second people there.
The students who fill these roles present their argument and answer questions. Then, the audience picks an explorer whom they believe is the true first discoverer of America and sit by him. An evaluation session follows in which students discuss why they chose a certain discoverer, and the concept of discovery is discussed in depth. Students read an article by Samuel Eliot Morison, the biographer of Columbus, and are encouraged to think critically about the evidence presented in the simulation, as well as the plight of the Native Americans, who were here first.

Additional Comments: This game is a very creative way of presenting the controversy over who really discovered America, and students are encouraged to discern between fact and fiction and form educated opinions. However, the game is not very inclusive of female students unless they want to fill male roles. Other than that, the game is a fun teaching tool, and specifically, it would be a good way to introduce the study of the Age of Discovery.
Easy Spanish Crossword Puzzles

CRC Call # LAN/SPA/15/** Time Allotment: 15 to 20 min/puzzle
Number of Players: 1 to 35 Subject: Spanish Language
Grade Level: 6 - 8

Summary: This book of crossword puzzles, authored by Jane Burnett*, is a very good tool to help students memorize vocabulary. Each puzzle deals with a different topic, and all of the words for each one are related. The topics include Numbers, Infinitives, Water, Animals, Food, Colors, The Garden, La Escuela, El Cuerpo, Médico, La Boda, and many more. Eleven of the puzzles are English to Spanish translation, and seventeen are Spanish to English translation. These puzzles will easily complement first year textbooks, given the topical organization, and will allow students to broaden their vocabulary beyond the words provided by the textbook. These puzzles could also be used for quizzes or bonus points.

Additional Comments: The puzzles' topical organization is definitely a strength, and they are short, which means they will make good extra credit assignments or quizzes, or possibly even bonus questions on a test. They are easy and students will broaden their vocabulary greatly. This book would be a good resource for teachers who are looking for new ways to help their students memorize vocabulary. The only real weakness of these puzzles is that at times, the words chosen to make the "work" in terms of letters are somewhat obscure. Sometimes, these "obscure" words are not really related to the topic. For example, the puzzle titled "At The Bank" has such hints as "ox less than two years old," "Your Holiness (abr)," "station," and "Bulls," none of which have much to do with the bank. However, the potential of the game to broaden vocabulary skills is not undermined by this weakness. There is still an adequate number of words that relate to each topic so that the "odd" words do not distract students from the topic.

*This volume is published by the National Textbook Company
Let's Play Games in Spanish. vol. 1

CRC Call # LAN/SPA/16/XX

Time Allotment: 30 to 60 minutes, some require preparation time

Number of Players: varies, geared for the whole class

Subject: Spanish Language

Grade Level: novice level

Summary: The book, authored by Loretta Burke-Hubp, is divided into five sections, which represent the five general types of games. The following summary provides a brief synopsis of these five types.

Active Games: These games focus on the repetition of simple words and phrases. They usually involve movement and sometimes require simple materials such as paper and pen to make signs. The vocabulary is centered around animal names, musical instruments, and food. Some of the games are traditional games from Hispanic countries, such as A La Vibora, which is a version of London Bridge from El Salvador.

Classroom Games: These games are similar to active games, but do not require movement and focus on questions and answers rather than the repetition of vocabulary. For example, Un juego con el mapa involves the students' ability to identify languages in Spanish and point to countries where the languages are spoken.

Projects for Individual Students or Groups: These games involve arts and crafts, and students make calendars, clothes, and animals out of basic classroom materials such as construction paper and then play a game with them. This section has some games to be played individually which could serve as creative testing methods. For example, with El Cuerpo, students receive a page with a picture of a boy and body parts written on the page, and the task is to draw lines from the name to the correct body part.

Let's Put On a Spanish Program: This section contains ideas for skits, complete with lines and suggestions for props. Dialogues include basic phrases. This section is good for group project assignments to be presented in front of class.
Songs and Singing Games: Most songs are geared toward a certain topic in order to teach vocabulary such as clothing, animals, colors, and numbers. Teachers must have basic knowledge of music. Some songs are traditional Hispanic melodies and words, while some are traditional songs from the United States that are translated into Spanish.
Let's Play Games in Spanish, vol. 2

CRC Call # LAN/SPA/17/**

Time Allotment: 30 to 60 minutes, some require preparation time

Number of Players: varies, geared for the whole class

Subject: Spanish Language

Grade Level: K through 8, intermediate to advanced students

This collection of games is similar to vol. 1 in terms of Time Allotment and Number of Players per game, but is geared towards intermediate and advanced students. No age group is specified, but the games seem appropriate for younger children. Again, secondary school students may not find them enjoyable.

Summary: This book is divided into four sections, and the following summary provides a description of the type of game found in each section and examples.

Classroom Games: Unlike vol.1, students are required to think more in order to play these games: the emphasis is not on repetition. For example, several of the games require that students integrate their knowledge of Spanish with their knowledge of Latin American geography. Other examples include tongue twisters, riddles, and "twenty questions" in Spanish. Some involve very simple arts and crafts.

Games and Activities for the Spanish Club: These are designed for larger groups. Examples include Charades, Follow the Leader, and Personas Ilustres, a game in which students prepare basic biographies of famous people and report them to the class in Spanish, while the other students try to guess who is being described.

Let's Plan a Party: These games are suitable for parties, with an emphasis on fun. Some of them are suggested as initiation games for new members of the Spanish Club, and some are "icebreakers." For example, Los proverbios quebrados is a game in which students receive a slip of paper with half of a proverb written on it and must circulate the classroom until he or she finds the student with the other half of the proverb.

Songs: Most of the songs are folk songs from Hispanic countries, and unlike vol. 1, the focus is on learning about Hispanic culture instead of vocabulary. Musical instruments are required, as well as basic knowledge of how to read music.
Additional Comments: These games are very easy to play, and provide a good alternative for learning vocabulary and Hispanic culture. The games are flexible in terms of the number of students required to play. Most of them come from Latin American countries, and so students have a chance to play games that their Latin American counterparts play. On the other hand, some games are sometimes almost too simple, especially those geared toward intermediate and advanced students. Older students may not enjoy them, and many of the games in vol. 2 are the exact same games found in vol. 1. Some of the games encourage the children to use their imagination, but a number of them are simply repetition games that may be helpful in terms of learning vocabulary, but could become boring if overused.
Polyglot

CRC Call # LAN/12/xx  

Number of Players: 2 to 6  

Grade Level: 3 - 12  

Time Allotment: 1 hour  

Subject: Spanish Language

Summary: This is a board game designed to teach languages. The board has a tower on it that represents the Tower of Babel, mentioned in the Bible as the origin of all languages. There are three ways to get to the top of the tower, representing the different levels of knowledge: Beginner, Intermediate, and Advanced. There are also Word and Phrase cards with English words and phrases on one side, with Spanish, German, French, Yiddish, and Italian translations on the other side. Players agree on a language and version of the game to be played. For example, participants can eliminate the board and play with the cards and a point system.

If a player lands on a blank space, s/he must translate and pronounce a word. If the player lands on a marked space, s/he must do the following according to the label on the space:

- SPELL: spell a word
- PHRASE: translate a phrase
- SPELL OR PHRASE: either of the two above
- SPELL PENALTY: if player spells incorrectly, s/he must go back a certain number of spaces.
- PHRASE PENALTY: if player incorrectly translates a phrase, s/he must go back a certain number of phrases.
- CHALLENGE: player is challenged to spell a word by another player. If s/he is correct, the player goes forward three spaces and the challenger must go back two. If s/he is incorrect, the player must go back two spaces, and the challenger stays where s/he was originally.

Additional Comments: The game is a good vocabulary building tool, and can be altered to suit proficiency levels. For example, beginners can select just a few cards to choose from while playing the game so that they can practice the same vocabulary over and over until they learn the words and phrases on those cards. The instructions are provided in five languages.
Scrabble

CRC Call # LAN/SPA/10/**

Time Allotment: 1 hour

Number of Players: 2 to 4

Subject: Spanish Language

Grade Level: 5 - 12

Summary: The rules for this version of Scrabble do not vary from the English version. Participants receive chips with letters on them and form words in Spanish on a grid, and eventually a crossword puzzle is created on the board. Players earn points by making longer, more difficult words, or by using unusual letters. Chips with letters specific to the Spanish language are provided. Words may be formed horizontally or vertically, but not diagonally. Players can build on each other's words. It is challenging in that students must recall vocabulary and spell the words correctly.

Additional Comments: Teachers may want to encourage students to use a glossary at lower levels, or if the class has any native speakers, pair them up with non-native speakers.
Some Animals of Latin America

CRC Call #: LAN/SPA/25/8

Time Allotment: 30 minutes to 1 hour

Number of Players: Groups of 4 to 7

Subject: Spanish Language

Grade Level: K - 5

Summary: In the words of its author, Kathryn Thompson *, this game's purpose is to "teach or reinforce a bilingual vocabulary of names of selected Latin American animals through the use of fun-type activities designed for independent or small group use." Students play a card game called Maymayguashi with 3 to 6 other students, and color one or more animals on activity sheets when they have completed the card game. After coloring the animal, they must correctly print the name of the animal in English and Spanish.

Maymayguashi is a card game (materials are included) that is similar to the popular "Old Maid." The cards have pictures of animals on them, and there are two cards for each animal except for one. The players receive a hand of cards and take turns choosing cards from the other players' hands, attempting to make pairs of animals. When a player gets a pair, s/he pronounces the name of the animal in Spanish and English. At the end, the student left with the single card is the loser and "maymayguashi." When the card game is completed, the players color a picture of their favorite animal and correctly print its name in both languages on the activity sheet.

Additional Comments: This is an excellent game for young students, and there is a good mix of individual and group activity. The game allows students a number of skills, and the mix of auditory and visual learning provides a good way for students to learn the vocabulary.

*This game is produced by the University of Texas Institute of Latin American Studies.
Comparing Cultures

CRC Call # EC/39/xx Time Allotment: 18 class periods

Number of Players: 20 to 35 Subjects: Social Studies and
Grade Level: 5 - 10 Language Arts

Summary: The emphases of this game are working with peers, valuing everyone's
contribution, integration of experience and material presented in class, and
research and reporting. The game is divided into two units.

Unit 1: The unit begins with definitions of terms used to describe culture.
For example, students learn the meaning of culture, custom, tradition, and
other terms used by social scientists. Then specific cultures are presented.
The author provides information on the Aymara Indians, the French
maritime community of Nova Scotia, Leningrad, and Seoul. Information is
presented in the form of essays about the culture and history of each place,
and also about a fictitious family in each place. Learning is based on
the family's experience within the culture. Teachers can substitute a culture
that they have experience with or knowledge of, and may present two
cultures instead of four if a time constraint exists.

Unit 2: This unit is titled "Creating Your Own Culture." Students are
divided into groups of four to six, and the teacher acts as a mediator to
help resolve group conflict and provide resources. Students are encouraged
to utilize strengths by specializing in the creation of components that are a
part of the new culture. For example, a language must be created, as well
as maps, clothing, and forms of transportation. The unit can be used once
a week until the new culture is completed, but the author suggests that it
be used for five weeks, with two periods per week devoted to the activity.
Each period is designated with a certain activity to contribute to the final
project. For example, in the first period, students must decide the time
period, location, level of technology, and name of the culture. The
Appendix has activity sheets that can be reproduced for students, as well as
the cultural/historical summaries mentioned in Unit 1.
Additional Comments: This activity will expose students to different cultures and the lifestyle of people their own age in different countries. The activities are very well-defined, yet there is some flexibility for the teacher, especially if time is a problem. Unit 1 is especially useful, and the author provides addresses of organizations that can supplement the material for each culture. The emphasis on group work is good for helping adolescents present their strengths to the class. However, in Unit 1, this game presents very specific cultures that are interesting, but students who don't know basic geography and history of the countries will have a difficult time putting these cultures into a familiar context. They will learn about a specific group within a region or country, but little about the region or country itself. Of the two sections, Unit 1 is the simpler and provides students with interesting information. Unit 2 is not as interesting, and will be quite time-consuming if played properly.
Egyptians, Maya, Minoans

CRC Call #: AP/3/**

Time Allotment: varies

Number of Players: varies

Subjects: Language Arts and History

Grade Level: 4 - 8

Summary: This book is divided into three sections representing three different ancient cultures: Egyptian, Maya, and Minoan culture. Each section has bulletin board ideas, quizzes for the beginning and end of each study, activity pages, and other helpful material. Students are challenged to compare and analyze the cultures. The major goal of the activities is to help students "develop and apply higher-level thinking skills." The author categorizes each activity by explaining what skills will be used to complete it.

**Egyptians:** Activities in this section are centered around this early civilization's culture. Topics include Mummification, Kingdom of the Dead, Egyptian Temples, Scribes, The Pyramids, and Egyptian Homelife.

**Maya:** This section's topics include Discoverers of the Maya, Hieroglyph, Maya Math, How the Moon Came to Be, Mayan Beauty, Ceramic Splendor, and Gems in the Ancient World.

**Minoans:** Activities include Volcanic Activities, Rulers of the Seas, King Minos and the Minotaur, Ariadne and Theseus, the Palace at Knossos, and Pottery.

Most activities involve research and writing skills, and some require that presentations be made in front of the class. Some activities involve artistic ability on the part of teachers and students.
Evaluating Foreign Elections: A High School Curriculum

CRC Call # HC/1/GAME

Time Allotment: 5 class periods

Number of Players: 20 to 35

Subject: Political Science

Grade Level: 9 - 12

Summary: This game deals with the return to democracy of nations in the late eighties, and its goal is to help students differentiate between true democratic processes and those which are disguises for continued dictatorship. The game will help students read newspaper articles and textbooks critically. It is based on elections held in Mexico, El Salvador, and Nicaragua, and students compare these elections to the democratic process of the United States.

Students are first introduced to terms of the discipline of political science, and then develop a class definition of fair and free elections. They are encouraged to use their own experience in the process of election to define fair and free. The class definition is compared to experts' definitions and students receive three case studies to evaluate. The identities of the three countries examined are kept a secret until the evaluations have been presented. Students compare evaluations and then discuss the differences between their opinions and the information presented in the press. They collect articles about the elections and present the comparisons in class. The authors provide the teacher with questions to lead the class discussion through the game.

Additional Comments: Students learn about the political process in a creative way, and the game is designed to make students think critically, and form opinions based on fact and critical thinking. They learn about the three specific countries, and the authors have suggestions on how to change the game to evaluate other elections. Students also become aware of the difference between what is reported in the newspaper and the reality of politics. This encourages them to think critically about what they learn from the newspapers and the evening news. This game is very interesting and would be very useful in a high school civics class.
Geography, Culture, History, and Politics of Latin America

CRC Call # 1/LA/21/##

Time Allotment: varies

Number of Players: 20 to 35

Subjects: Geography, Culture, History, and Civics

Grade Level: 6 - 12

Summary: This book is divided into four sections of activities: Geography, Culture, History, and Politics. The objective is to foster understanding of Latin America as the countries of this region and the U. S. coordinate economic policy. The activities are designed to help students develop critical thinking and problem solving skills. Research, writing, reading, and speaking are emphasized.

Geography: The activities of this section focus on learning locations of countries, major cities, making a distinction between facts and inferences by looking at demographic information, using maps, charts, and graphs, and comparing regions according to differences in physical features.

Culture: These activities include analyzing cultural cartoons, interviewing people from Latin America, researching educational systems, gathering statistical information, and population studies.

History: These activities challenge stereotypes of Native Americans, reveal the advanced nature of Native American civilization, and encourage students to think about slavery, conquest, and development.

Civics: Students research Latin American political crises, learn how to form fact-based opinions, explore the extensive involvement of the military and elites in Latin American politics, and debating techniques.

The final section of the book includes activities that explore the diversity of Latin America via folklore. Students read, research and analyze legends, tales, and myths from different societies within Latin America. Throughout the book, the activities are fun and creative, and there is a good balance of skill development and Latin American content. Students will develop skills that are applicable in all disciplines.
Geography in the Newspapers

CRC Call #: GE/8/*

Time Allotment: average 1 class period

Number of Players: 20 to 35

Subject: Geography

Grade Level: 9 - 12

Summary: This book is designed to supplement geography textbooks. The goal of the author is to teach students to identify and analyze relationships between geography and current events. It uses "real life" situations to help students understand the importance of what they learn in class. Students look in newspapers for examples of concepts presented in class, and teachers are encouraged to use their creativity and modify the activities to suit their classrooms. Activities include analyzing news headlines, learning the function of cities, looking at daily weather reports to learn about climate and analyzing crime reports, to name a few. The activities are very creative and students use the whole newspaper to complete all of them. The objective of this book is to teach students how to use a very common item, the newspaper, to learn about geography.

Additional Comments: The only real weakness of this game is that students are not encouraged to look for bias in news reporting, and although they analyze relationships between the articles and the geography or history of the area, they are not asked to think critically about the writing of the articles themselves. Given the inherent bias of reporting, and the fact that what is reported is sometimes exaggerated or not even true, teachers should make students aware of these aspects of reporting.
Latin America: Open Ended Materials for Developing Initiative

CRC Call # EC/LA/11/xx  
Time Allotment: 30 to 60 minutes

Number of Players: 20 to 35  
Subjects: Geography and Culture of Latin America

Grade Level: 7 - 12

Summary: The emphasis of this game is development of learning and study skills. Each card has an activity on it, and the activities are for individuals or small groups, but the whole class can be working on an activity simultaneously. The cards can be used as a complement to other curriculum material, and can serve as an introduction to the region or as the basis for a comprehensive study of Latin America. The activities are flexible and accommodate a variety of teaching and learning styles. The cards are categorized in the following manner:

Map Cards: These maps require students to put to use information than can be gathered from a map. For example, one activity involves making a crossword puzzle about Latin American geography, while another suggests that students plan a sailing trip around the Caribbean.

Research Cards: Activities include planning a Latin American art exhibit, writing an article on Latin American family life, and preparing a presentation on the flags of the region.

Pictures: Students look at pictures and write about the environment of the picture, or look at a picture that shows influences of Latin American culture in the U. S., and then write about the influences. One activity suggests that pictures of clothing typical of certain areas or countries be shown, and that the students write about the clothing and compare it to their own.

The cards have instructions in English on one side and Spanish on the other. The activities are open, and students are encouraged to choose an activity they enjoy. Most are individual activities that can be presented later to the whole class. The game is very flexible and encourages students to be creative.
Additional Comments: The game owned by the CRC does not have maps or photographs, but teachers can use any basic map of Latin America showing country borders and major physical features, and can use their own photographs. The CRC collection does contain a limited number of maps and an extensive collection of slides that could be used with the game.
The Panama Canal Treaties: Materials for Teachers

CRC Call #: C/LA/14/3

Time Allotment: varies, some activities require preparation time

Number of Players: individuals or small groups.

Subject: History

Grade Level: 9 - 12

Summary: This booklet, authored by Laurence J. Rohlfes, provides an historical background of the Panama Canal, complete with descriptions of the geography of Panama, brief synopses of the colonial period, Independence, and U. S. Canal Diplomacy. A very detailed history of the construction of the canal and negotiations between the U. S., Panama, and European powers is provided. The author contemplates the future of the canal and discusses possibilities for a new treaty.

At the end of the book, the author includes a list of activities for the classroom. All of the activities involve research and writing. Students are encouraged to consider the future of the canal by drafting a new treaty, and are asked to learn about important aspects of the canal's history such as tropical disease, economic implications of the canal for the Southern states of the U. S., and compare the Panama and Suez Canals. The majority of the work is individual, to be presented to the class or handed in as an assignment. An extensive bibliography is also provided.

Additional Comments: This booklet is very informative, but also very detailed. It is unlikely that high school teachers will have the need to present such a detailed analysis of the Panama Canal's history. However, teachers can pick and choose those pages and activities that will enrich the student's knowledge of the Canal without using the whole booklet, so in this way, the resource is quite flexible. It would be particularly useful in a college history course or advanced high school history course.
Everything is Somewhere

CRC Call # GE4/kk

Time Allotment: 45 to 60 minutes

Number of Players: Unlimited

Subject: Geography

Grade Level: 8 - 12

Summary: This game is a book of quizzes to assess students' knowledge and/or ignorance of world and regional geography. The book is divided into five sections with quizzes and answers for each section. The five sections are as follows:

**Earth:** These quizzes include general information about the globe: its shape, latitude, longitude, time zones, continents. There are quizzes on landforms, oceans, climate, the environment, plants, and animals.

**The Human Imprint:** This section includes quizzes on population, food, drink, shelter, cities, transportation, health, values, and language.

**World Regions:** The world is divided into the following regions: Europe, Asia, USSR, South America, Caribbean America, North Africa and the Middle East, Sub-Saharan Africa, Australia and the South Pacific, and Antarctica. There are quizzes and maps for each region.

**North America:** Quiz topics include Canada, United States, Eastern, Middle and Western United States, States, and Cities.

**Geography of the Mind:** This section quizzes students on world religions, philosophy and violence. Some of the questions are more abstract, such as "Where is Love found?"

Additional Comments: The quizzes are comprehensive and have a good variety of both general and specific questions about each section. The authors provide very detailed answers to the questions. This game is easy to use, and the students will learn many facts and details about the world and its regions by playing it. However, the game is outdated, and so the quizzes and maps for the USSR and Europe are not useful. Some of the questions are so specific that students may feel discouraged if they can not answer many of them.
Famous Explorers

CRC Call # H/2/44

Number of Players: 20 to 30

Grade Level: 7 - 9

Time Allotment: 1 hour

Subject: History

Summary: The objective of this game is for students to "identify the major nations, explorers, and discoveries of the Age of Discovery." Students are provided with a short description of the Age of Discovery and important definitions, as well as short biographies of the major explorers. The students earn pieces of gold by correctly answering questions about the explorers. There are fifteen turns, and the student with the most gold at the end of the game is the winner. Pieces of gold earned will vary with the difficulty of the question. After correctly answering the question, the students bid for the explorer, not knowing the gold value assigned to him. The student with the closest bid wins the amount of gold assigned to the explorer.

Additional Comments: Up until the directions about bidding for explorers, the game is very straightforward. However, the bidding phase of the game is very confusing, both for the leader of the game and the students. This game might be played better by eliminating the bidding phase and simply asking the students the questions about explorers, with a reward of the gold value assigned to the question to the student who answers it correctly.
Geography

CRC Call #: GE/2/**
Time Allotment: 45 to 60 minutes

Number of Players: 2 to 9
Subject: Geography

Grade Level: 8 - 12

Summary: This game is advertised as a family game, but could be very useful in the classroom. The center has four sets of cards, so up to 36 students could be accommodated. The rules of the game are as follows: Students sit in a circle with the cards in the middle. A student chooses a card, each of which has six questions on it. The student to his left chooses a number (1 to 6) of a question he would like to answer. If he answers correctly, then he gets to keep the card. Otherwise, the card is returned to the deck. The game is played until the deck is gone and the student with the most cards wins.

The questions vary greatly, and some of the general topics include historical places, residences of famous people, location of famous buildings or monuments, currencies of different countries, exports, and geographical features. Students will learn important as well as trivial facts about the countries of the world.

Additional Comments: This game will provide students with a comprehensive geography lesson, and is very entertaining. Students will not be easily bored by this game. It is the kind of game that could be played many times as there are so many questions that the students will inevitably learn something new each time. It is a compact game and well suited for travelling. The variety of questions is such that students who are strong in history will have the same opportunity to answer questions correctly as students who are strong in geography or economics. Although advertised as appropriate for fourth through twelfth graders, the questions are much too difficult for fourth graders. The game is probably better suited for older students, at least those who have completed a basic World History course or World Geography course. Students from eighth to twelfth grade might enjoy this game more than younger students.
Site Anasazi ca AD 900-1300

CRC Call # AP/2/***  Time Allotment: 10 class periods

Number of Players: 20 to 35  Subject: Archaeology

Grade Level: 7 - 12

Summary: The purpose of this game is to allow students to participate in
processes used by archaeologists. It is based on a real site, of which the identity is
kept a secret until the end of the game. Maps, instructions, lab reports, artifact
keys, and other material must be reproduced for each student. The students are
divided into teams and earn opportunities to participate by completing quizzes
after the first set of information is presented. This first set includes definitions of
terms and processes used by archaeologists.

Students use diagrams with clues about artifacts to answer questions about who
lived at the site, how many lived there, the culture/religion of the site, and they also
try to discern why the group left the site. They are given a list of terms used by
archaeologists to generate this information. They also receive a key to symbols
used to denote artifacts. Lab reports are provided so that students can complete
quizzes and earn points. They look at maps of the site, which give them more
clues to the answers on the quizzes and summary sheets. They summarize their
findings and defend their conclusions about the site. On the final day, the identity
of the site is revealed and discussed.

Additional Comments: This game is a very creative way to teach students about
archaeology by simulating the activities of a dig. Students get a feel for the work
that these scientists do, from earning the right to excavate, to examining lab
reports, to summarizing and defending findings. They will learn terms of the
discipline of archaeology, and be required to read and interpret topographical
maps. However, the directions are not very clearly written, and the maps with the
artifact clues on them are complicated. Teachers are given no instruction on how
to assemble and present these maps. The simulation does not include any
information or even a list of resources for information on Anasazi, so teachers who
are not familiar with the site might encounter difficulty.
Land Ho/ Tierra, Tierra!

LARC Call #: H 06 Game C 01

Number of Players: 3

Grade Level: Ages 8 and older

Time Allotment: 2 hours

Subject: History

Summary: This game exposes students to the journey of Christopher Columbus to discover the Americas. Directions for the game are available in both Spanish and English. A typical board game, this game requires students to read excerpts from the Log Book of the Santa Maria while acting out the voyage of discovery of the Niña, Pinta, and the Santa Maria. Bilingual instructions and cards make this game excellent for beginning level Spanish classes as well as students learning about voyages of exploration to the Americas.
Loteria Colimense

LARC Call #: AP MEX 44 Game C 01
Number of Players: 2-4
Grade Level: Elementary

Time Allotment: 30 minutes
Subject: Art History

Summary: This is a mini bingo or matching type game. The cards used show images of items from museums around Mexico, introducing students to a variety of Mexican art styles. Excellent game for younger children, and provides exposure to important artistic styles found in Latin America.
Summary: A collection of various games and activities designed to teach students of all ages about Latin American heritage, particularly Mexican American heritage. This resource focuses on the celebration of nine different holidays including Three Kings Day, Cinco de Mayo, Mexican Independence Day, and Day of the Dead, among others. This resource provides songs, directions for making food and decorations for each holiday, and other in class activities. The significance and description of each holiday is provided along with a set of activities for each one. An excellent resource for instructors of all ages, this item provides a window into Mexican American cultural practices.
**Mexican Map Game**

**LARC Call #:** GE MEX 13 Game C 01  
**Time Allotment:** Flexible

**Number of Players:** 1-30, but works best with smaller numbers  
**Subject:** History and Geography

**Grade Level:** 6-12

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**Summary:** This game focuses on Mexican history and geography. Students are asked to pair historical events, political leaders, and geographic names with the correct places on the map. The game can be modified to focus on maps or famous leaders. The game comes with a guide to the game and pre and post assessments concerning the materials students should have learned while playing the game. Variations of the games depending on the level of the students are also available, so this resource is adaptable to students of many levels and familiarity with Mexican history and geography.
Why do People Move? Migration from Latin America

LARC Call #: SI LA 12 Game C 01

Number of Players: various

Grade Level: 6-10

Time Allotment: various

Subject: Social Studies

Summary: This resource has a collection of games and other activities concerning migration from Latin America. Includes a cassette tape with songs, various group and individual activities, and resources for the teacher on preparing to teach about immigration. The activities available in this resource will utilize students music and dramatic skills, as well as emphasizing their spatial reasoning and interpretation of images and texts. Students will be asked to interpret various images and reflect on those images. An excellent resource for anyone discussing immigration in the classroom.
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