



Dear Partner in Education,

I want to introduce you to our new *School and Teacher Resource Guide* that highlights some of the exciting offerings we have going on at the Lorenzo Cultural Center. As the Education and Outreach Coordinator here at the Lorenzo Cultural Center and the Macomb Center for the Performing Arts, my goal is to inform as many people as possible about our diverse offerings. We have many programs in both buildings that can reinforce the concepts that you are teaching in the classroom and enhance your student's experiences with learning.

Our cultural programming team is in the process of booking presenters to enhance the Lorenzo Center's exhibit ***Let's Play! Toys, Games and Culture***, which will be open from February 25th to May 2nd. I especially want to draw your attention to two of the programs: ***Playing with History: Songs and Creative Movement for Children*** happening on Wednesday March 25th at 11am, and ***Toying with Science*** on Friday March 27th at 11am. These presentations will deepen your student's connection to how culture and science have been shaped by toys.

We have also put together a collection of lesson plans that support the topics explored in the exhibit and can serve as exciting ways to teach content that covers subjects found in the Michigan standards please visit our website: <http://www.lorenzoculturalcenter.com/> to find the links.

I am more than happy to come to your school prior to your visit to speak with your students about what to expect on their trip to the Lorenzo Cultural Center. Thank you for letting us partner with you to strengthen the learning of our area students, I can't wait to assist you in planning your field trips.

Sincerely,

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Let's Play! Toys, Games and Culture

They inspire our imagination, enrich our lives, and leave lasting memories- Toys they are not just for children. Join us this spring as we present our exhibit *Let's Play! Toys, Games and Culture*. Students will discover that dolls are thought to be the oldest know toys and they will learn the meaning of the word LEGO—"play well." Your class visit to the Lorenzo Cultural Center can be tailored to meet your needs: we offer guided tours, a scavenger hunt self-guided option, and on select days presentations are offered that are related to the cultural impact of toys, games, and play. We have included links to suggested curriculum connected lesson plans to help you bring the themes of the exhibit into the classroom.

SCHOOL DAY PRESENTATIONS

Thursday, February 27, 11am

BACKGAMMON: A BRIEF HISTORY AND HOW TO PLAY

Learn the basics of backgammon rules and set up as well as strategies for winning from avid collector and historian Maurice Barie. As author of *Backgammon as Played in Hollywood*, Barie is sure to provide insights and backgammon backstories!

Thursday, March 5, 11am

THE IMMORTAL GAME

Chess is the most enduring and universal game in history. Here, bestselling author David Shenk chronicles its intriguing saga, from ancient Persia to medieval Europe to the dens of Benjamin Franklin and Norman Schwarzkopf. Along the way, he examines a single legendary game that took place in London in 1851 between two masters of the time, and relays his own attempts to become as skilled as his Polish ancestor Samuel Rosenthal, a nineteenth-century champion.

Friday, March 13, 11am

THE GENIUS OF LEGO: HOW LEGO BECAME THE WORLD'S GREATEST BUILDING TOY

Mark J.P. Wolf, author and professor at Concordia University Wisconsin will explore the history of LEGO and what made it so successful impacting the entire toy industry. He will also discuss how LEGO has changed over the years, and how LEGO sets adapted various other intellectual properties like Star Wars.

Thursday, March 19, 11am

HOW KINDERGARTEN CHANGED THE WORLD

The son of an early childhood teacher and a toymaker, Scott Bultman studied film at the University of Michigan before taking over the family business (Uncle Goose Toys) in 1992. Introduced to the Froebel Kindergarten toys in 1996, his 23 years of research has built a large archive and a unique perspective on education. In this presentation, he discusses kindergarten's cultural impact that allowed the U.S. to rapidly shift from agricultural economy to industrial super power. The Froebel Kindergarten helped create the sandbox, the song "Happy Birthday," launch the careers of Frank Lloyd Wright, Buckminster Fuller and Charles Eames, and inspired the modern art movement through the Bauhaus. But today we've moved away from creative, child-centered education at precisely the time when a new economic cycle has begun again. Material from Bultman's upcoming documentary series *Garden of Children* will be included in the presentation.

Wednesday, March 25, 11am

PLAYING WITH HISTORY: SONGS AND CREATIVE MOVEMENT FOR CHILDREN

With few resources to make toys, Native American and French colonial children had to make their own. Interactive stories, songs and creative movement were a large part of their playtime. Join historian, performer and teacher Genot Picor as he explores and demonstrates the ways early American children made their own fun.

Friday, March 27, 11am

TOYING WITH SCIENCE

Tim Walsh, game designer, filmmaker and author joins us for this fun and very demonstrative lecture which looks at the science behind our favorite playthings. It marries science with the fun world of toys in a playful and engaging way. Kids will learn the science behind some of their favorite toys including...

- Chemistry that makes Crayola crayons waxy, Play-Doh mushy, Silly Putty stretchy, Super Balls bouncy, Lionel trains smoky and Nerf balls spongy
- How Gravity makes Jenga, Kerplunk and Slinky work
- The Biology of Ant Farms, Sea Monkeys, and Magic Rocks
- Electricity of Lionel trains the game of Operation and more
- Static Electricity of Etch A Sketch and Colorforms
- How Friction makes Super Ball spin and a Lego block stay together
- How Air Flow effects a Frisbee, a Wiffle Ball and makes Super Soakers work
- Centrifugal Force of tops, yo-yos and Hula Hoops
- Depth of Vision principle behind View-Master and stereography

Wednesday, April 15, 1pm

DRESSING BARBIE: A CELEBRATION OF THE CLOTHES THAT MADE AMERICA'S FAVORITE DOLL AND THE WOMAN BEHIND THEM

After 40 years of designing clothing for Barbie dolls, Carol Spencer wrote a book about her experiences, and about this history of the Barbie doll, one of the most iconic dolls in American history. Carol is considered "Barbie royalty" and will join us to give her unique insight into the history of all things Barbie.

Thursday, April 16, 11am

BACK TO THE FUTURE: TOY DESIGN FROM THEN TO NOW

Step into a time machine for a fast-paced journey through more than 150 years of evolution in toy design with curator Chris Bensch of The Strong Museum. Using The Strong's exceptional collection of toys, dolls, and games, and its unique library of resources, this highly visual presentation showcases a multitude of examples and sources of inspiration over the decades to trace the origins of today's top trends in the world of play.

Thursday, April 16, 1pm

9 WONDER WOMEN OF TOYS

In toys and games, as with so many fields of endeavor, women's significant accomplishments have often been overlooked by history. This presentation, with curator Chris Bensch of The Strong Museum, introduces audiences to some of the fascinating female inventors and entrepreneurs behind products such as Candy Land, Slinky, Barbie, and Jenga. From Adopting new materials for toys to crafting fresh spins on classic games, these nine women have helped change the world of play for all of us.

Friday, April 17, 11am

THE FACE ON THE LUNCH BOX: 100 YEARS OF CHARACTER PRODUCTS

Mickey Mouse watches, Batman pajamas, Little Mermaid lunch boxes, and Sesame Street toys fill children's bedrooms. Adults proudly wear Looney Tunes t-shirts, eat Cocoa Pebbles cereal, furnish bathrooms with Snoopy shower curtains, and answer calls on Garfield telephones. As this lecture demonstrates, the pattern of using make-believe characters to sell products and services is not new. It's been a part of American commerce for more than a hundred years. Discover some of the surprising ways that character products have invaded our homes, infiltrated our lives, and become one of the dominant forms of merchandise. Presented by Chris Bensch of The Strong Museum.

Friday, April 17, 1pm

PLASTICS & PROGRESS: BABY BOOM TOYS

Toys always reflect their historical context and, as in every other era, the playthings of the 1950s and 60s mirror the attitudes and activities that surrounded them. The growth of suburbia, the rise of TV, and the pervasive worries about nuclear war all influenced the toys we remember—such as Davy Crockett coonskin hats, Barbie houses, and Howdy Doodly puppets. Step back into the not-so-distant past with The Strong Museum's curator Chris Bensch, and discover some surprising connections in the toys, games, and dolls that Baby Boomers cherished.

Thursday, April 23, 11am

WHAT MAKES A TOY AND WHY IS IT IMPORTANT?

As long as there have been children, there have been toys, but what is a toy and why is it important for learning? We will consider what makes a toy one that promotes learning, creativity, and most importantly, fun! Early childhood education expert Kate Cole will join us in this discussion.

Thursday, April 30, 11am

PIONEER PLAYTIME

Michigan's earliest pioneers faced a myriad of challenges. But children, and even their parents, found time to roll a hoop, drop a handkerchief or pull a gander's head. MSU history professor Roger Rosentreter dives into the early toys and games that were used by our ancestors, and shows how they were a product of the climate of that time period.

We are excited to offer these unique opportunities for students to continue their learning and support cultural participation. If you have suggestions on programs you would like to see us offer, or if you have specialized requests please feel free to contact us.

Let's Play! Toys, Games and Culture

Elementary Lesson Plans:

Lesson Plan- [Our Favorite Toys](#)

HISTORY

H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Lesson Plan- [Teddy Bears](#)

HISTORY

H2 Living and Working Together

Use historical thinking to understand the past.

K – H2.0.2 Create a timeline using events from their own lives

K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

Lesson Plan- [Colonial Fun and Games](#)

K1.3 Understand the diversity of human beings and human cultures.

K1.4 Analyze events and circumstances from the vantage point of others.

K1.5 Understand social problems, social structure, institutions, class, groups, and interaction.

5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.

Middle School/High School Lesson Plans:

Lesson Plan- [TV Toy Commercials: How They Influence Kids \(revised\)](#)

SOCIAL STUDIES

G4.2 Technology Patterns and Networks

6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

ELA

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Lesson Plan- [The Supply and Demand of Toy Fads](#)

ECONOMICS

6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Lesson Plan- [Detroit During WWII: When Toys Went To War](#)

7.2.3 Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including

- mobilization of economic, military, and social resources
- role of women and minorities in the war effort
- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)

Lesson Plan- [The Angle on Pool](#)

GEOMETRY

Understand congruence and similarity using physical models, transparencies, or geometry software.

8.G.1. Verify experimentally the properties of rotations, reflections, and translations. Lines are taken to lines, and line segments to line segments of the same length.

Experiment with transformations in the plane.

G.CO.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

Understand congruence in terms of rigid motions.

G.CO.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Lesson Plan- [Build a Pinball Game](#)

Forces and Interactions

3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Engineering and Design

MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Lesson Plan- [Lego Slopes](#)

8 -- EE5 Understand the connections between proportional relationships, lines, and linear equations. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

8 – EE6 Understand the connections between proportional relationships, lines, and linear equations. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .

Lesson Plan- [Toy Trains](#)

SOCIAL STUDIES

Geography

4-G1.0.5 Use maps to describe elevation

6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

MATH

Geometry

7.G Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Expressions and Equations

8.EE Understand the connections between proportional relationships, lines, and linear equations.

6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .