

T3. JAM 1

NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.1A	GRADE 4-5	SCHEMA GAME THEORY
TITLE GO TO JAIL. GO DIRECTLY TO JAIL!		TIME NEEDED 30 MINUTES

DESCRIPTION This JAM explores how the United States Trademark & Patent Office (USPTO) awarded two patents to two entrepreneurs for one very similar concept. Begging the question: does everyone have a shot at free parking?

LESSON FOCUS & GOALS The focus of this lesson is to put a real estate board game into its full historical context. The goal of this lesson is to weigh what we gain and what we lose when we take a winner-take approach to games, gaming, patent law, and life.

MATERIALS NEEDED

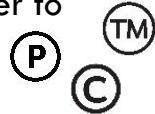
Print enough copies of this packet so each student has (1) role to play T3.1A. Note, there are (4) roles/ packet. If there are 20 students in class, print 5 copies. For extensions 1B-G, print 1/student. Pencils.

VOCABULARY

Game Theory branch of mathematics that studies decision-making whereby a competitive situation is analyzed to determine the optimal course of

Zero-Sum an approach whereby one person or party's gain is another's loss, so there is no net change in wealth or benefits.

patent exclusive right granted by a government to an inventor or manufacturer to use, or sell an invention for a certain number of years. Look around: *copyright, trademarks, and patent marks are everywhere!*



HOOK POST OR READ ALOUD

Do you play board games? Did you enjoy playing them? Do you have a favorite game? Have you ever seen someone NOT enjoying playing one?

DIRECTIONS

1) Divide your class into groups of 4. For each group, print and deliver enough copies of this packet, giving one role/position to each student/group. 2) Working in small groups, give individuals 10 minutes to read, annotate and complete prompts at the bottom of each page. 3) Gathering as a class, take 10 minutes to work through as many GUIDING QUESTIONS as possible. 4) Return to small groups and give students 10 minutes to collaborate on the EXIT TICKET found on the following page. *With any JAM, students are tasked with diagnosing the embedded conflict. The purpose of taking a role, therefore, isn't to empathize too deeply, just enough to rationalize with the assigned viewpoint.

TEACHER NOTES

Each JAM package is structured identically, 14 pages, including five (5) extensions, B-G, to deepen comprehension & expand writing skills. *Tip: co-create a visual timeline to illustrate scope & scale.*

T3.JAM.1A

GUIDING QUESTIONS

CLASS DISCUSSION

1. Who is Lizzie Magie? Explain the historical context of the Landlord's Game.
2. Who is Charles Darrow? Explain the historical era in which he lived, and how it inspired his work. Was this era related to Ms. Magie's era?
3. Are these two games the same? Similar? How similar? Describe the nature of the relationship between the two contexts that lead to both games.
4. What is the United States Patent & Trademark Office? What is a **patent**? Locate examples of **copyright**, **trademark** and patent marks in your classroom. How do these stamps benefit inventors? The US economy?
5. Do you think the company that bought both patents believed these games were the same? Explain your reasoning. How much money did the company pay for each patent? Consider how famous this game is; have your teachers heard of it?
6. Do you think the USPTO made a mistake issuing patents to both creators?
7. What's the embedded conflict(s) that caused the most harm in this JAM?

T3.JAM.1B

FROM CONFUSION TO CLARITY

PARTNER/INDIVIDUAL

This written re-tell incorporates 1) **retrieval practice** and 2) **complex syntax**.

T3.JAM.1C

STRUCTURED JOURNAL

INDIVIDUAL WORK

This exercise uses **meta-cognition** to help students identify what they're thinking. Gaps in comprehension related to the JAM will reveal themselves; prepare to guide/clarify.

T3.JAM.1D

FROM CLARITY TO COMPLEXITY

PARTNER/ INDIVIDUAL

This graphic organizer will help students transfer acquired knowledge from long-term memory back into working memory by 1) **retrieval practice** 2) **elaborating** ideas & details, 3) **analyzing** acquired knowledge by comparing & contrasting viewpoints

T3.JAM.1E

BECAUSE, BUT, SO

INDIVIDUAL WORK

Three sentence stems invite students to 1) **elaborate** details & ideas, 2) grapple with **complex syntax**, 3) manage **sequence**, flow & logic through conjunctions

T3.JAM.1F

CIRCLING THE TRUTH

GROUP WORK

This graphic organizer asks students to **interleave** schema, themes & details as they synthesize information into an elaborate re-tell. Great prep work for summary essay.

T3.JAM.1G

LISTEN

CLASS DISCUSSION

Students complete three (3) sentence stems in preparation for a class-wide debrief.

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PUTTING SCIENCE INTO THE SOCIAL SCIENCES

Science isn't just knowledge, it's a process. The scientific method is a step-by-step process that humans use to study phenomena. For our purposes, we'll use a 7-step process to run a JAM from start to finish. Use this template to help you organize a JAM.

BEFORE A JAM

- 1. OBSERVATION** Engage with HOOK
- 2. QUESTION** What do you find intriguing about this HOOK? _____

- 3. HYPOTHESIS** Based on the HOOK we predict this JAM is going to address

_____.

DURING A JAM

- 4. EXPERIMENT** Divide your class into groups of four (4) students. If there are more than 4/group, that's fine! Some students can share a role, or double up on a role. Next, run the JAM! Note, half-way through the JAM, re-convene small groups into one large group for a few minutes to answer GUIDING QUESTIONS found on next page.
- 5. ANALYZE DATA** Organize data by using extensions B-F.

AFTER A JAM

- 6. SHARE RESULTS** List the embedded conflict(s) here _____.
_____. What could historical figures have done to prevent injustice, violence & instability?

- 7. NOTES** To prepare for the next JAM, list what students/players could do to maximize time, trust & creativity _____.

HELPFUL HINTS

Conflict is inevitable, yet humans have the capacity to choose how they engage. In that sense, managing conflict is an artform we could strive to master. JAMs are “task conflicts” based on historical records that position students to practice conflict by wrestling with multiple viewpoints in dynamic situations. The goal is to practice feeling uncomfortable so as to create a habit of invoking **metacognition**, thinking about what we’re feeling and thinking, before engaging in conflict. If so, we might be more apt to think before we speak, analyze seemingly opposite viewpoints, and find common ground. This includes identifying affect from cognition, keeping competing thoughts top of mind, and sequencing events into one timeline.

Rooted in rigor, JAMs aren’t easy. Competing data sets are discovered through skilled reading, healthy dialogue, and **phenomena**, occurrences or circumstances observed in real time. Taken together, students in a JAM are creating a living model of the past! At that rate, they’re facing a golden opportunity to practice the scientific method! See: **PUTTING SCIENCE INTO THE SOCIAL SCIENCES**. This includes following a step-by-step process whereby they’re thinking and behaving like scientists as they record, organize and analyze all data sets.

Anticipate confusion but be prepared for your students to grow and shine as they adapt and outwit history through this new learning strategy. These one-liners might help steady ‘em.

- *You are not the center of the universe.*
- *No person, no role, has all the answers; each role is merely one piece of the puzzle.*
- *If each role only presents a sliver of the world, what potential problem(s) might prevent your group from making sense of reality?*
- *What's the wrinkle? What's the embedded conflict? What's the JAM?*
- *Can you name the “elephant in the room” without losing anyone's confidence?*
- *Emotions are neither good nor bad; they're merely signposts that offer guidance as we try to navigate learning.*
- *The trick is learning how to get out of a JAM without creating a bigger mess.*

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NAME _____

(690 L)

1. **Ms. Magie** In the 1890s, a small number of companies dominated every aspect of a few important industries, forcing many small businesses into bankruptcy. This explains why a handful of business owners who didn't go bankrupt, who eventually controlled the nation's nearly every aspect of oil, steel, and railroad production were infamously called *Robber Barons*.

This era, called the *Progressive Era*, frightened many people into action. For example, Ms. Lizzie Magie—a typist, poet, and occasional actress at her local theater—created a board game, the *Landlord's Game* to illustrate potential consequences of allowing the nation's wealth to exist in the hands of too few. Ms. Magie's goal? To illustrate the impacts of income inequality, particularly how one person could own so much while others had so little. The game featured a square board with nine smaller squares on each side. Each of these squares represented a different property or piece of land. The corners of the board were designated as public spaces and included a "jail." Players took turns rolling a die and moving their piece clockwise around the board to buy, sell, or else pay or collect rent on properties they landed on or owned.

Over the next few decades, groups of serious people in states from Illinois and Ohio to Pennsylvania and New Jersey freely copied, played and shared the *Landlord's Game*—for educational purposes. Ms. Magie loved the idea of the game spreading across the nation! Eventually, she published an official version of the *Landlord's Game* to be sold in stores, allowing her to earn a little money from each sale. Later, Ms. Magie obtained a government **patent** for her invention, which gave her exclusive rights to her invention. Later, in 1935, she sold her **patent** to a large toy company for \$500.

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was her intention? _____

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NAME _____

(L 750)

2. Charles Darrow In 1929, the U.S. stock market crashed, leading to a severe economic downturn known as the *Great Depression*. This economic crisis followed the *Progressive Era* and led to widespread unemployment and poverty. It's interesting to note that in the years leading up to this crisis, the country had seen rapid economic growth, however, that growth was dominated by a few companies who controlled every aspect of key industries such as oil, steel, and railroads. To the detriment of small, local businesses.

Among those struggling to earn a living was Charles Darrow, a man who found it difficult to provide for his family. To address his money problems, Darrow retreated into his basement to create a board game. His game featured a square layout with nine squares on each side, and showcased original artwork representing land for sale. *The objective?* For players to buy, sell, or collect rents. *The goal?* To learn how to accumulate wealth.

In 1935, Darrow must have felt immense relief when he received a copyright from the US **Patent** & Trademark Office (USPTO) recognizing him as the game's author and artist. No sooner, he received a **patent** that confirmed he was the game's inventor, thereby giving him exclusive rights to produce and sell the game—a game called [REDACTED] Next, he licensed, or rented, his rights to [REDACTED] a major toy company, to produce and sell the game on his behalf for a share, or percentage of the profit. *But how much?*

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was his intention? _____

T3. JAM 1

NAME _____ (L 750)

3. [REDACTED] was toy and game manufacturer, a family business, founded in 1883. Maybe you've heard of its most famous game, the "world's favorite board game," called [REDACTED].

In the decades following this company's birth, this family-run business experienced major success by creating, publishing and selling their own games. Then, in 1935, they acquired the rights to publish and sell someone else's game, called [REDACTED] from a man named Charles Darrow. Before, the company in question was hesitant to buy Darrow's rights to his game, however, after noticing they noticed the game was selling rapidly in local stores, they changed their minds and entered into licensing agreement with Darrow. It is important to know that Darrow held copyright from the United States Patent and Trademark Office (USTPO) for the game's artwork. Here's the clincher: that same year, 1935, Darrow received a **patent** for the game, indicating he was the game's inventor, plus, this company purchased a **patent** from a woman for rights to a board game she'd created, called the *Landlord's Game*. The cost of her **patent?** \$500.

The value of these two patents becomes evident when considering the immense success of the game over time. For example, if the company sold 300 million copies of the game in question, and each copy cost \$15, they made \$4.5 billion, minus licensing fees paid to Darrow. This illustrates how significant those initial investments were. ***The question is, how did the company know they needed both patents, not just Darrow's?***

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was the company's intention? _____

NAME _____

L 900

4. U.S. Patent and Trademark Office (USPTO) This US government agency is dedicated to enhancing the U.S. economy by supporting the work of inventors. Notably, the USPTO does not rely on taxpayer funding; instead, it operates on fees paid by applicants. Who are the applicants? Inventors seeking to safeguard their ideas. This approach aims to reward inventors for the time, research, and energy it takes to cultivate their contributions to industry and technology. Thus, a win-win for the U.S. economy, which leads the world in science, research, and innovation.

The USPTO achieves its mission by granting inventors legal protections for original creations, which can take the form of copyrights, trademarks, and **patents**. For instance, in 1904, Ms. Magie sought a patent from the USPTO for her invention, a board game known as the *Landlord's Game*. Similarly, in 1933, Charles Darrow applied for copyright protection for the artwork associated with his board game, a real estate board game with 4 sides, and 9 pieces of land for sale on each side. Two years later, in 1935, Darrow sought a patent that identified him as the inventor of his game. *The problem is that some might argue the (2) patents for these (2) games, one each for Ms. Magie and for Mr. Darrow, were duplicates. If so, is this a problem?*

Who? _____

Where? _____

When? _____

What happened first? _____

What happened next? _____

What happened after that? _____

Why? What was the USPTO's intention? _____

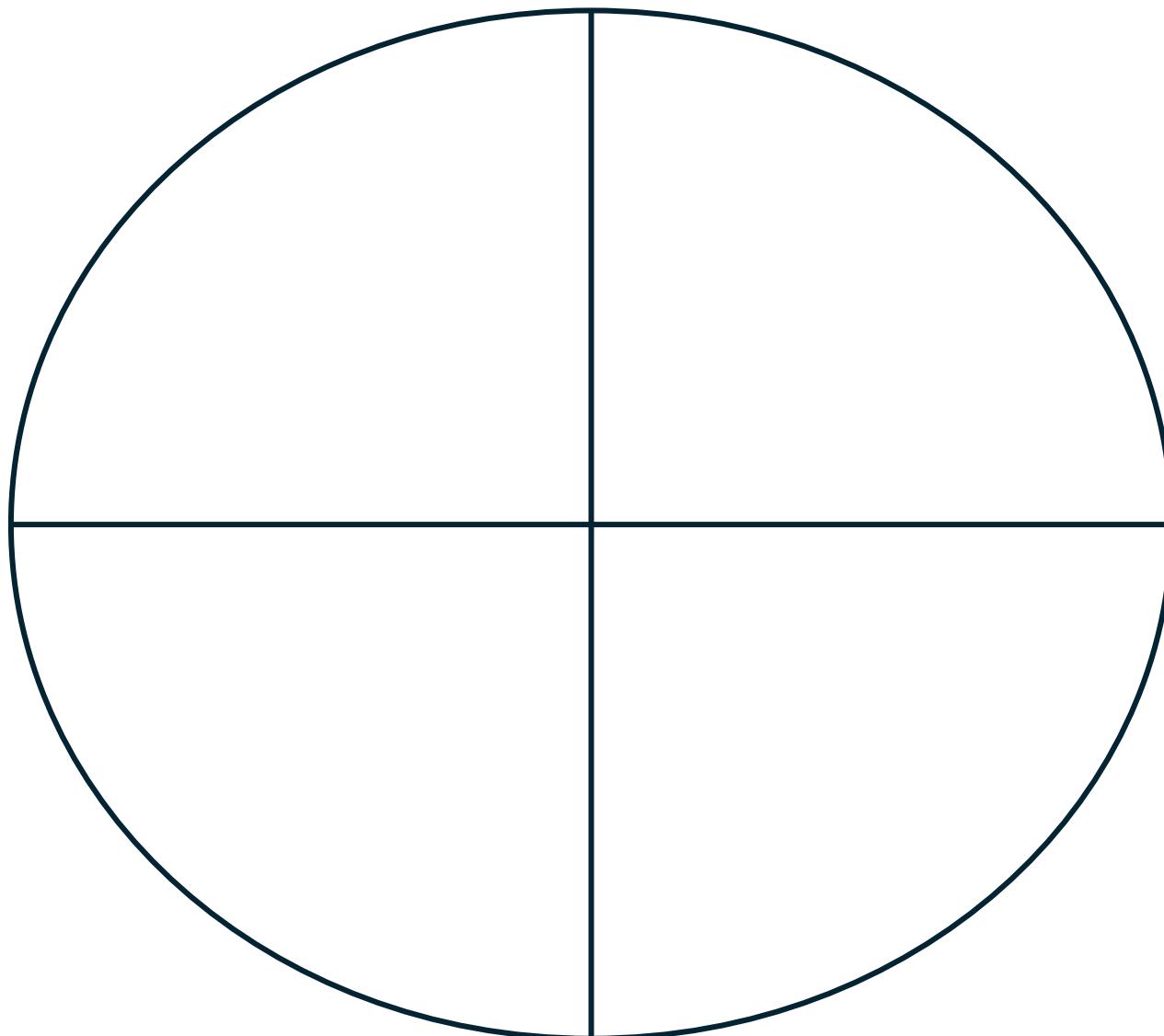
T3. JAM 1

Names _____, _____, _____, _____

EXIT TICKET WHAT'S THE JAM?

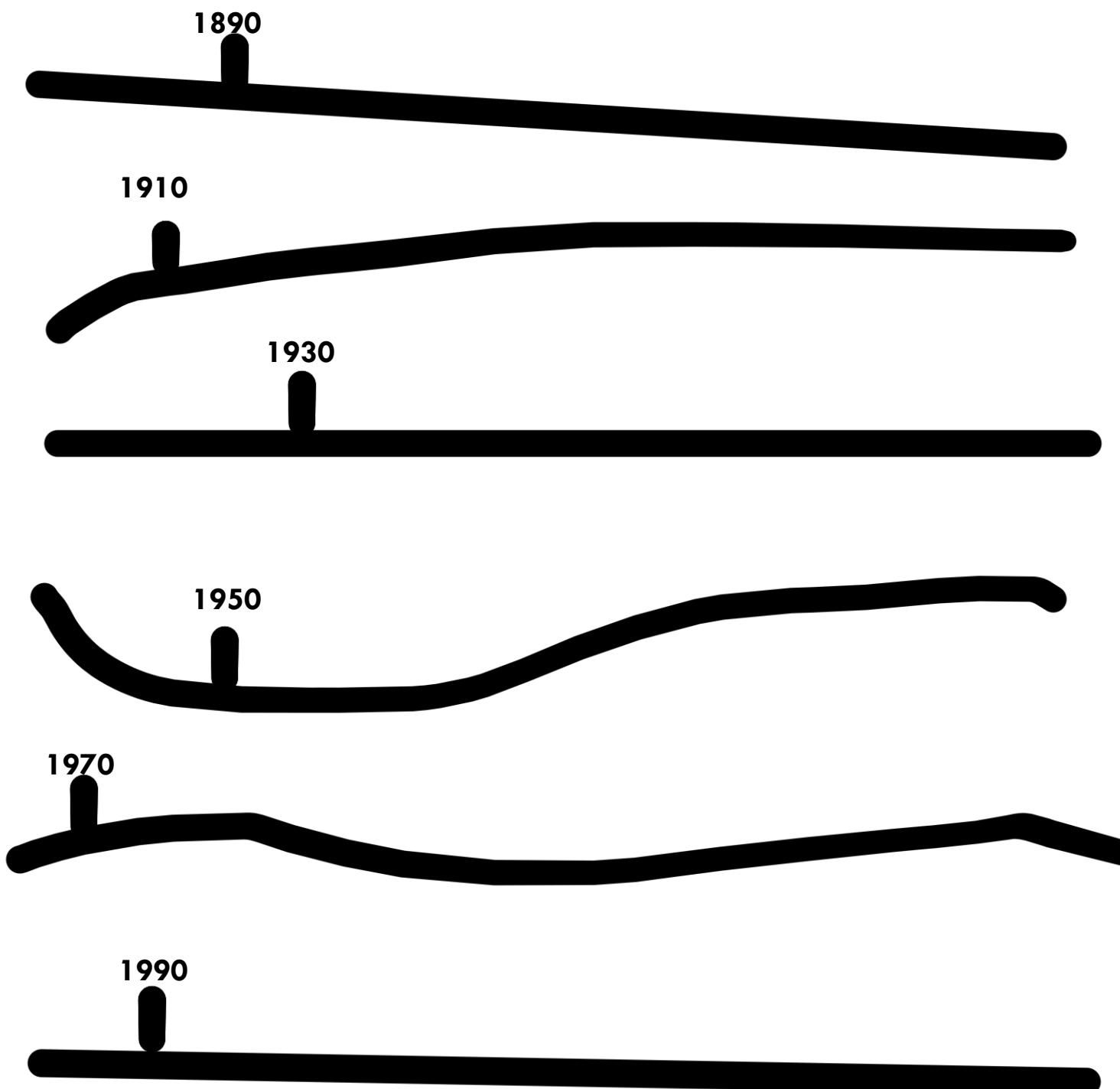
The JAM refers to the thread that connects the (4) viewpoints, the underlying issue few people say aloud. It's the sticky bit; the embedded conflict. *Delicate, nuanced & complex.*

DIRECTIONS 1) Label each quadrant: one role/quadrant. 2) Detail each quadrant with key events, players, including cause and effect—use your notes! 3) Gather as a class to answer GUIDING QUESTIONS. 4) Return to small groups to discuss/identify the wrinkle, aka, the “embedded conflict,” aka the JAM. 5) Name the JAM below.



The root cause of the JAM is _____.

TIMELINE TEMPLATE



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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.1B	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION FROM CONFUSION TO CLARITY		

DIRECTIONS FILL IN THE BLANKS

In the 1890s, young Ms. Lizzie Magie noticed that a few large companies had maneuvered to dominate the nation's _____, controlling every aspect of oil, iron, steel, and railroad industries. As a handful of these owners grew very _____, they earned the name _____, signifying the nation's wealth had become concentrated in _____. Ms. Magie saw this and _____. She worried that the majority of Americans would _____.

In response, she created a board game called the _____ with the goal being to _____ people about the dangers of income inequality. For three decades, homemade versions of the game spread across the region for free! Later, Ms. Magie published a formal version of the game, selling it in local stores and earning a few dollars. Later, she secured a _____ from the US _____ & _____, signifying she was the game's _____ and owner of all legal rights! A rare accomplishment for a female entrepreneur!

Meanwhile, in 1929, the US stock market collapsed, just as Ms. Magie had feared. This led to widespread _____. One man, Mr. _____, struggled to provide for his family. In response, he went into his basement and created a board game called _____. The difference between his game and the _____ Game as the _____ wasn't the design of the board, but rather the artistic details and the purpose of the game, which was for players to find a way to dominate the real estate market by driving other _____ into _____.

In time, Mr. Darrow secured a copyright and later a patent for _____. Next, he licensed his rights to manufacture and sell his game to a company that specialized in _____. In _____, realized these two games were _____, because that same year they _____ the patent for Ms. Magie's game for

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\$ _____. The world's most famous board game—who knows how much money it's generated! The question is, were these two patents ? If so, what then?

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LESSON # T3.JAM.1C	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION STRUCTURED JOURNALING		

1. What are the most important ideas in this JAM? _____

2. This is what I don't completely understand ..._____

3. This JAM connects to my reality in that ..._____

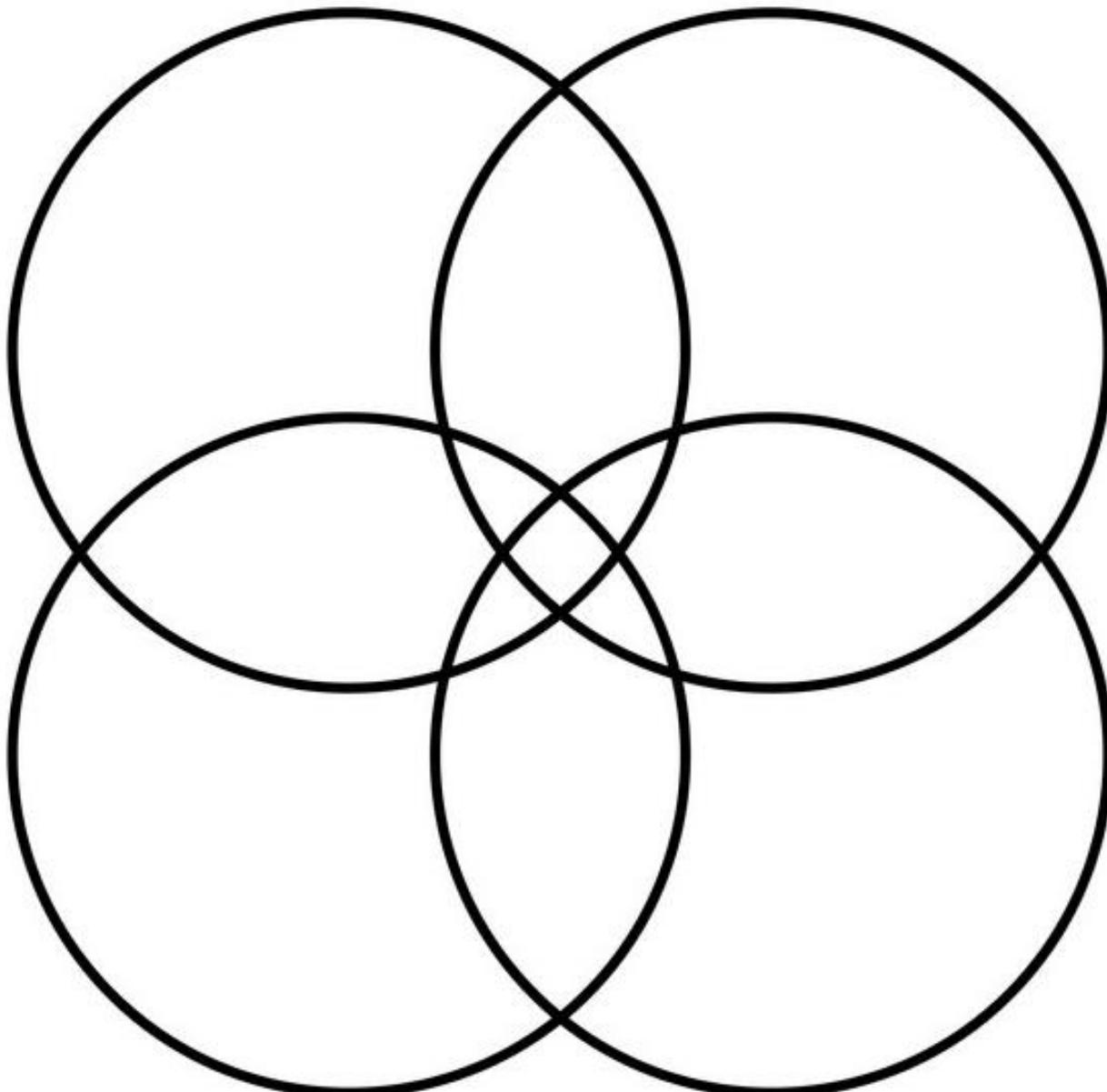
4. I wonder... _____

5. I also wonder... _____

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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.1D	GRADE	4-5
EXTENSION FROM CLARITY TO COMPLEXITY		

DIRECTIONS How is this graphic organizer different from the first one? **1)** In the margin of this 4-Way Venn Diagram, label each circle with the JAM's (4) viewpoints. **2)** Consider how some viewpoints' characteristics overlap, or share intentions, goals or actions. **3)** In the shapes don't overlap with others, list what makes that viewpoint unique from all others.



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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON # T3.JAM.1E	GRADE 4-5	SCHEMA GAME THEORY
ASSESSMENT BECAUSE, BUT, SO		

DIRECTIONS Complete the following sentence stems in a way that demonstrates as much perspective as you're able, putting history into its full context:

1. The two games, The Landlord's Game and [REDACTED] seemed very similar **because** _____

2. The two games, The Landlord's Game and [REDACTED] seemed very similar **but** _____

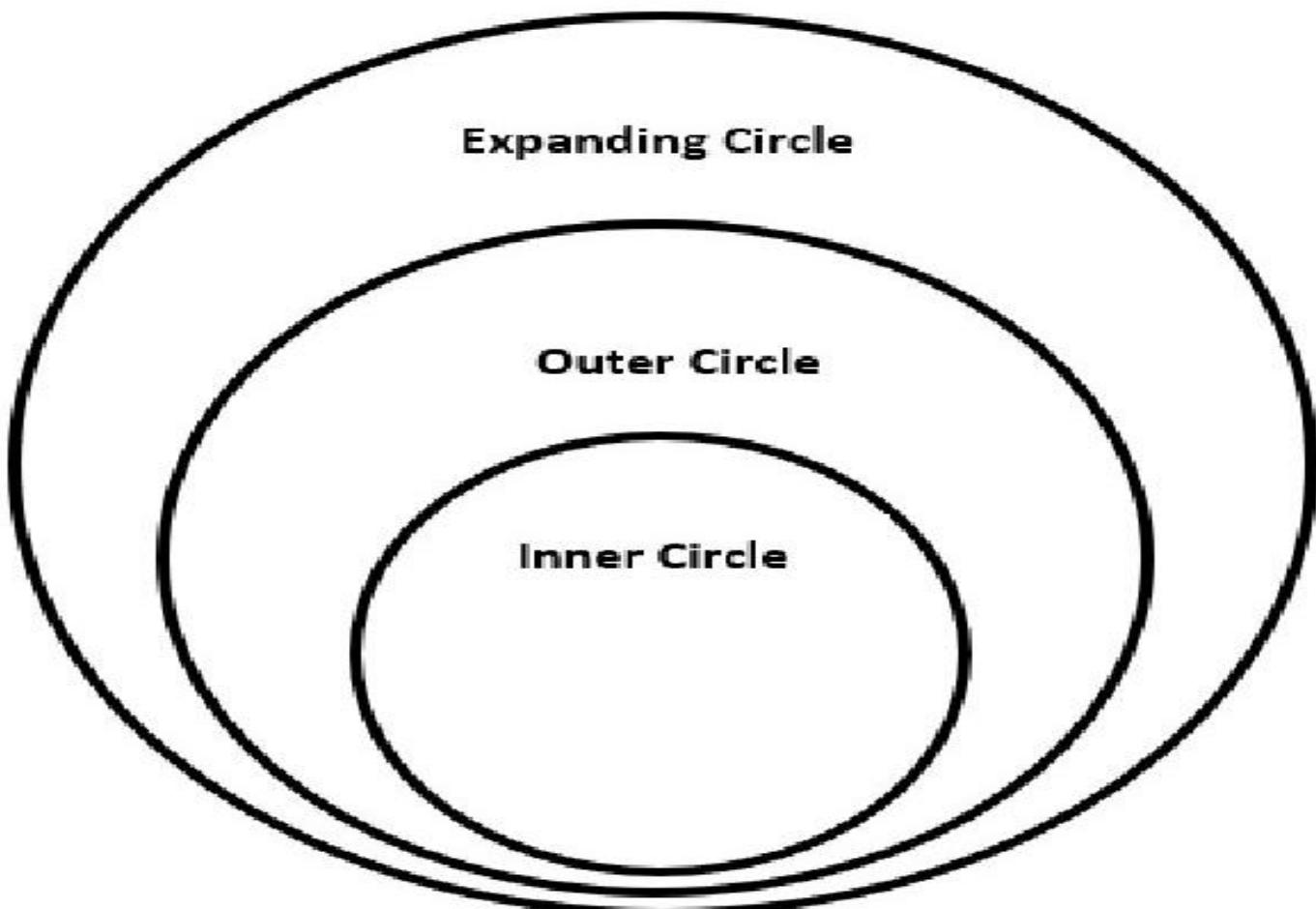
3. The two games, The Landlord's Game and [REDACTED] seemed very similar, **so** _____

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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.1F	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION CIRCLING THE TRUTH		

DIRECTIONS 1) Select ONE theme (perhaps the embedded conflict you named at the end of the JAM) that you believe unites all (4) viewpoints. Write it down in the *Inner Circle*. 2) Choose any (3) of the “5 Strands” of Social Studies—**geography, history, government, culture, economics**—that you think demonstrate how and why different roles chose the paths or strategies they did. Write those words in the *Outer Circle*. 3) Use “Retrieval Practice” to list details that support the three strands you listed in the outer circle. **BONUS:** Use this graphic organizer to write a one-paragraph summary essay.

POTENTIAL THEMES (CHOOSE ONE): POWER, MONEY, DEMOCRACY, AUTHORITY, MONEY, BALANCE, KNOWLEDGE,



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NAME	DATE	SUBJECT SOCIAL STUDIES
LESSON #T3.JAM.1G	GRADE 4-5	SCHEMA GAME THEORY
EXTENSION LISTEN: CLASS-WIDE DEBRIEF		

DID YOU KNOW? Oral storytelling is an integral component of Native nations culture that offers neurological and cognitive benefits. For example, storytelling supports resiliency by promoting early literacy through social cognition, language processing, and memory storage. This is evidenced by the fact that Native nation stories have been scientifically validated as reliable records of historical events going back thousands of years. In summary: active *listening* is an unparalleled learning strategy.

DIRECTIONS Complete these sentence stems to summarize your thoughts (5-7 minutes). Next, bring these pearls of wisdom to share in a class-wide debrief so you and your classmates can practice speaking & listening.

1. One historical event that happened during this JAM that the world needs to spend more time thinking about is _____

2. One behavioral pattern that I noticed during the historical events of this JAM that could support sustainability in the world today is _____

3. One thing my small group did well in this JAM, a behavioral pattern that I believe could make the world safer or more sustainable is _____
