
Indoor Games

Social Studies Standards

Kindergarten - Yellow
1st Grade - Orange
2nd Grade - Green
3rd Grade - Light Blue
4th Grade - Red
5th Grade - Purple
Arkansas History - Grey

E.1.K.1 Discuss needs and wants and how they are restricted by limited resources.

G.1.K.5 Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions.

G.1.K.6 Identify the influence of weather and climate on people's daily lives.

H.1.K.3 Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).

H.1.K.7 Describe materials and methods that allow people to learn about the past (e.g., photos, artifacts, diaries, oral history, stories)

G.1.1.5 Discuss how cultural characteristics contribute to diversity in a community, place, or region.

G.1.1.6 Describe the influence of weather, climate, and physical characteristics on people's daily lives.

G.1.1.7 Explain ways people utilize natural resources such as timber, minerals, oil, coal, and natural gas in their community.

H.1.1.1 Explain similarities and differences of everyday life in different times using chronological terms.

H.1.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).

H.1.1.7 Draw conclusions about life in the past using historical records and artifacts (e.g., photos, diaries, oral history).

G.1.2.6 Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.

H.1.2.3 Compare life in a community past and present using maps, photographs, news stories, artifacts, or interviews (e.g., transportation, communication, recreation, jobs, housing).

G.1.3.5 Investigate the cultural characteristics of various places and regions from around the world.

G.1.3.6 Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).

H.1.3.3 Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).

H.1.4.3 Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues).

G.3.5.4 Research the characteristics of various world regions and cultures

Vocabulary

Skittles:

a game similar to bowling - players try to knock down nine wooden pins by rolling balls or throwing wooden disks at them

Mancala:

An African game in which two players move pieces from one cup to another until there are no more moves

Cornhusk Dolls:

dolls made from cornhusks

Cup-and-ball:

a game where a ball is attached by string or twine to a cup and the objective is to get the ball in the cup

Marbles:

game involving hitting one marble with another

Deck of Cards:

playing cards that could be use for playing a variety of games

Vocabulary

Yo-yo:

a disk-shaped toy with a string attached to the middle that falls from and rises to the hand by unwinding and rewinding that string.

Spinning Top:

a toy with rounded sides, a flat top, a vertical handle, and a point at the bottom, that spins on the point when the handle is twisted

Jacob's Ladder Toy:

a toy made of wooden blocks held together by string or ribbon

Whirligigs:

a toy made of wood and string played with by winding up the string and pulling so fast the center disk buzzes

Context

Primary Source Analysis

On the following pages are primary sources for teachers to review with their students. As you review the materials, promote student inquiry. Be sure to ask them about things that they notice or things that they wonder. You may also ask students about the author's purpose, how this source ties into what they have learned in class or from prior knowledge.

Analyze an Artifact or Object



Meet the Artifact.

What do you think it is?

Observe its parts.

What do you think the object is made out of? Circle all that apply.



BONE



CERAMIC
POTTERY



FABRIC



GLASS



LEATHER



METAL



PAPER



PLASTIC



STONE



WOOD

How do you think the object feels?
Circle all that apply.



HEAVY



LIGHT



SMOOTH



ROUGH



HARD



SOFT

What is the color of the object?

What is the shape of the object?

What size is the object? Circle one.

SMALL
☐ LIKE A COIN

MEDIUM
☐ LIKE A BASKETBALL

LARGE
☐ LIKE A CAR

What are three words that describe the object?

Try to make sense of it.

What do you think the object was used for?

Who do you think would have used the object?

What does the object tell us about the time period when it was made and used?

Do we still use this object today? If so, how is it different?



Use it as historical evidence.

Where do you think you could find out more information about the object or the people who used it?



Artifact ~ Milk Stool



During the 1800s, most children—both free and enslaved—had very little time for play. Boys and girls alike had to share the family's workload. This included cooking, farming, cleaning, washing and more. The stool below is an example of a stool for milking cows that would have been commonly used by children.

Milking Stool, 1834-1868, pine wood, Accession# 58.002. Historic Arkansas Museum, Little Rock, AR.

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LIKE A
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What do you think the object was used for?

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Image ~ “The Chess Game”



Even with all the work they did, children in the young state of Arkansas still found time to have fun. They had games they enjoyed both indoors and outdoors. In this painting, the artist has captured himself (center) and his two brothers in the midst of enjoying a game of chess.

Washbourne, Edward. *The Chess Game*, c1855, oil on canvas, Accession# 2006.23.1. Historic Arkansas Museum, Little Rock, AR.

Analyze an Artifact or Object



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What do you think the object was used for?

Who do you think would have used the object?

What does the object tell us about the time period when it was made and used?

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Use it as historical evidence.

Where do you think you could find out more information about the object or the people who used it?



Artifact ~ Jack Straws



A child's life would also differ greatly, depending on the time and place in which the child lived. This game, also known as "pick up sticks," contains 18 pieces with carved end figures like a battle ax, arrow, and shovel, and 13 pieces with plain spears.

Jack Straws, c1872-1877, bone, Accession# 94.061.0008. Historic Arkansas Museum, Little Rock, AR.

Analyze a Written Document



Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN



OFFICIAL
SEAL



SPECIAL
LETTERHEAD



OTHER

Is it handwritten or typed?



BOTH

Write down any words that you don't know. Then look up the definitions.



Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document) that help support the main idea.

Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



Use it as historical evidence.

Where do you think you could find out more information about the persons who wrote or received this document?

Where do you think you could find out more information about this event?



Enslaved Children and Play

As soon as enslaved children were big enough, they had to work for their owner. In most cases the work was very arduous and left very little time for play. But despite this, slave children did manage to find some limited time to get together and play games and enjoy one another's company.

SLAVE NARRATIVES

The following pages contain interviews with former slaves and include recollections of the play they engaged as children. These narratives are presented in their original form and have not been altered since their creation between 1936- 1938.

While these narratives provide limited insights regarding play activities that enslaved children engaged in, it is important to note that more than 70 years had elapsed between Emancipation and the time that the interviews were conducted. Consequently, most interviewees were very elderly by the time the interviews were attained.

In addition. Many of the interviewers were amateurs, inexperienced and unsophisticated in the use of interview techniques. While these selected narratives are not at all inclusive, they do offer evidence of the resilience, creativity and imagination African American children demonstrated even while living in bondage.

SPECIAL NOTE FOR TEACHERS: Some of the terms used in these interviews are no longer considered appropriate to use. Please review these materials and familiarize yourself with any language that might be considered offensive so you can make an informed decision on the appropriateness of presenting them to your students.

Document ~ Slave Narrative of Charlie Davenport

241-Charlie Davenport, Ex-slave, Adams County
FEC
Edith Wyatt Moore
Rewrite, Pauline Loveless
Edited, Clara E. Stokes

C H A R L I E D A V E N P O R T

Natchez, Mississippi

"I was named Charlie Davenport an' *encordin' to de way
I figgers I ought to be nearly a hund'ed years old. Nobody knows my
birthday, 'cause all my white folks 'is gone.

"I was born one night an' de very nex' mornin' my po' little
mammy died. Her name was Lucindy. My pa was William Davenport.

"When I was a little mite dey turnt me over to de granny
nurse on de plantation. She was de one dat 'tended to de little picka-
ninnies. She got a woman to nurse me what had a young baby, so I didn'
know no dif'ence. Any woman what had a baby 'bout my age would wet
nurse me, so I growed up in de quarters an' was as well an' as happy as
any other chil'.

"When I could tote *taters dey'd let me pick 'em up in de
fiel'. Us always hid a pile away where us could git 'em an' roast 'em
at night.

"Old mammy nearly always made a heap o' dewberry an' *simmon
wine.

"Us little tykes would gather black walnuts in de woods an'
store 'em under de cabins to dry.

*according
*sweet potatoes
*persimmon

Document ~ Slave Narrative of "Aunt Adeline"

Interviewer Mrs. Zillah Cross Peel

Person interviewed "Aunt Adeline" Age 89

Home 101 Rock Street, Fayetteville, Arkansas

"When my mother's master came to Arkansas about 1849, looking for a country residence, he bought what was known as the old Kidd place on the Old Wire Road, which was one of the Stage Coach stops. I was about one year old when we came. We had a big house and many times passengers would stay several days and wait for the next stage to come by. It was then that I earned my first money. I must have been about six or seven years old. One of Mr. Parks' daughters was about one and a half years older than I was. We had a play house back of the fireplace chimney. We didn't have many toys; maybe a doll made of a corn cob, with a dress made from scraps and a head made from a roll of scraps. We were playing church. Miss Fannie was the preacher and I was the audience. We were singing "Jesus my all to Heaven is gone."

Document ~ Slave Narrative of "Katie Arbery"

Interviewer Mrs. Bernice Bowden
Person interviewed Katie Arbery
815 W. Thirteenth, Pine Bluff, Arkansas
Age 80

"There wasn't no fightin' in Union County but I 'member when the
Yankees was goin' through and singin'

'The Union forever, hurrah, boys, hurrah
We'll rally 'round the flag, boys,
Shouting the battle cry of freedom.'

(She sang this--ed.)

And I 'member this one good:

'Old buckwheat cakes and good strong butter
To make your lips go flip, flip, flutter,
Look away, look away, look away, Dixie land.'

"Pappy used to play that on his fiddle and have us chillun tryin' to
dance. Used to call us chillun and say, 'You little devils, come up here and
dance' and have us marchin'.