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# Outdoor Games

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# 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

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# Vocabulary

## Stilts:

a pair of upright poles with supports for the feet enabling the user to walk at a distance above the ground

## Game of Graces:

a game consisting of two pairs of sticks and a wooden hoop. The hoop is tossed back and forth using the sticks

## Hoop and Stick:

a game where children would roll a hoop along the ground with a stick

## Sack Races:

a game played by racing with both legs in a potato sack

## Hobby Horses:

today known as a stick horse. A toy consisting of a wooden horse head on a stick

## Drop the Handkerchief:

the person who is "it" drops a handkerchief behind one player, and the player must catch the person who is "it" before they get to the empty spot.

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# Context

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# 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.

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## Children's Play

During the 1800s, most children had very little time for play. Both boys and girls had to share the family's workload. This included cooking, farming, cleaning, washing and more.

Even with all the work they did, colonial children still found time to have fun. They games both indoors and outdoors.

A child's life would also differ greatly, depending on the time and place in which the child lived. The following pages illustrate some of the toys and games that were popular among children during the 1800s.

# 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.

# Analyze a Photograph



## Meet the photo.

What do you see?

Is the photo?

☐ BLACK  
AND  
WHITE

☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



## Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

## Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

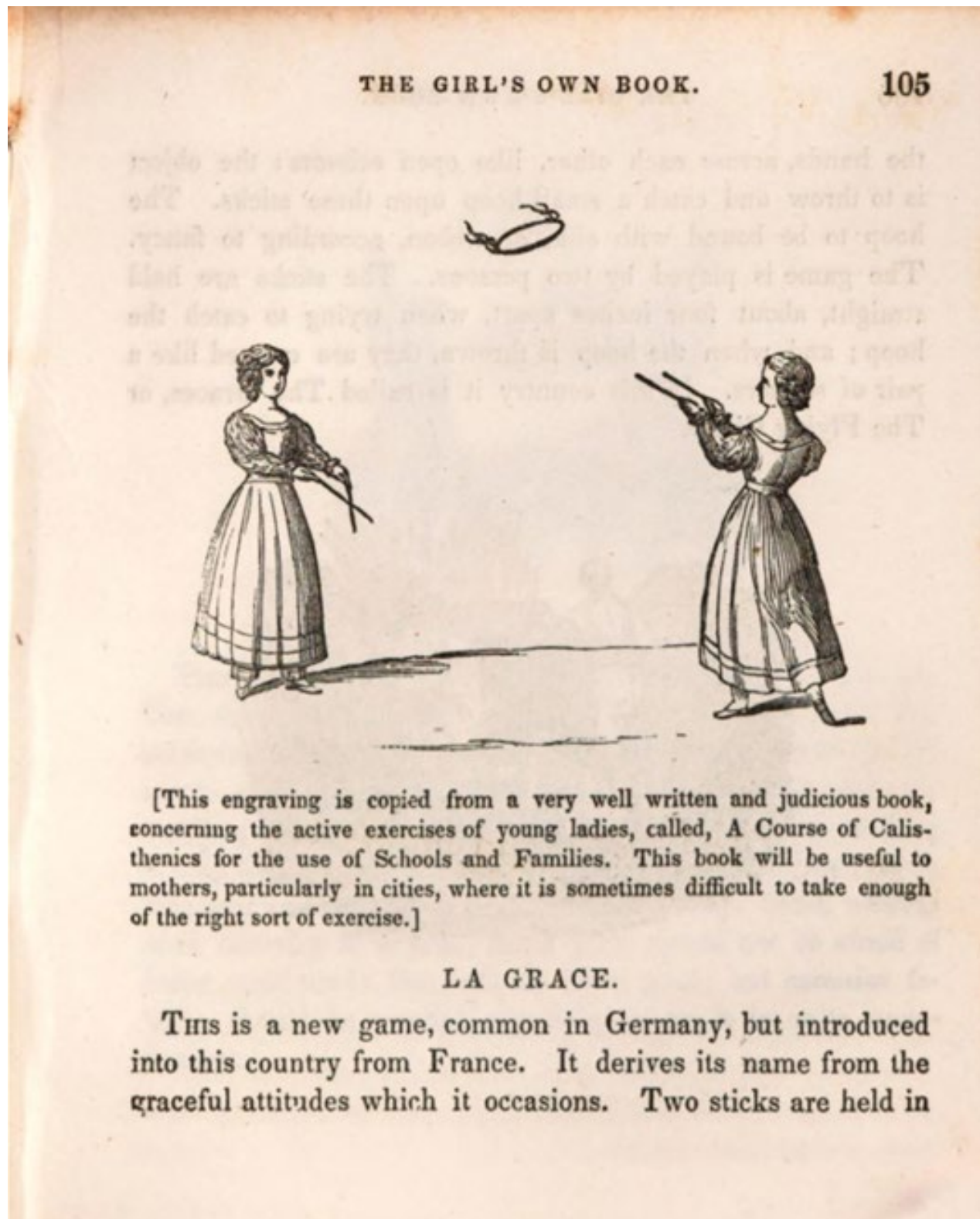
How does this photo compare to modern times?

## Use it as historical evidence.

Where do you think you could find out more information about the people or objects in the photo?



# Document ~ “La Grace.” Part 1



[This engraving is copied from a very well written and judicious book, concerning the active exercises of young ladies, called, A Course of Calisthenics for the use of Schools and Families. This book will be useful to mothers, particularly in cities, where it is sometimes difficult to take enough of the right sort of exercise.]

## LA GRACE.

THIS is a new game, common in Germany, but introduced into this country from France. It derives its name from the graceful attitudes which it occasions. Two sticks are held in

Child, Lydia Maria. *The Girl's Own Book*. New York, Clark Austin & Co., 1833. Accessed October 14, 2024 :

[https://www.google.com/books/edition/The\\_Girl\\_s\\_Own\\_Book/gYEEAAAAYAAJ?q=&gbpv=1#f=false%E2%80%8B](https://www.google.com/books/edition/The_Girl_s_Own_Book/gYEEAAAAYAAJ?q=&gbpv=1#f=false%E2%80%8B)

## Document ~ “La Grace.” Part 2

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THE GIRL'S OWN BOOK.

the hands, across each other, like open scissors: the object is to throw and catch a small hoop upon these sticks. The hoop to be bound with silk, or ribbon, according to fancy. The game is played by two persons. The sticks are held straight, about four inches apart, when trying to catch the hoop; and when the hoop is thrown, they are crossed like a pair of scissors. In this country it is called The Graces, or The Flying Circle.



Digitized by Google

Child, Lydia Maria. *The Girl's Own Book*. New York, Clark Austin & Co., 1833. Accessed October 14, 2024 :

[https://www.google.com/books/edition/The\\_Girl\\_s\\_Own\\_Book/gYEEAAAAYAAJ?q=&gbpv=1#f=false%E2%80%8B](https://www.google.com/books/edition/The_Girl_s_Own_Book/gYEEAAAAYAAJ?q=&gbpv=1#f=false%E2%80%8B)

# Document ~ "The Hoop" Part 1

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BOYS' OWN BOOK.

## *SPORTS WITH TOYS*

### THE POP-GUN.

The Pop-gun is made of a piece of wood, from which the pith has been taken; a rammer must be made, with a handle of a proper length, which should have a shoulder to prevent the slender or ramrod point going the entire length of the gun; the pellets are made of moistened tow or brown paper. Put one into one end of the gun, push it with the rod to the other, and then placing a second pellet at the end where the first was inserted, push that toward the opposite end, and it will drive the first pellet out with great force. Pop-guns are also made with quills, the pellets for which are cut by the quills out of slices of raw potato.

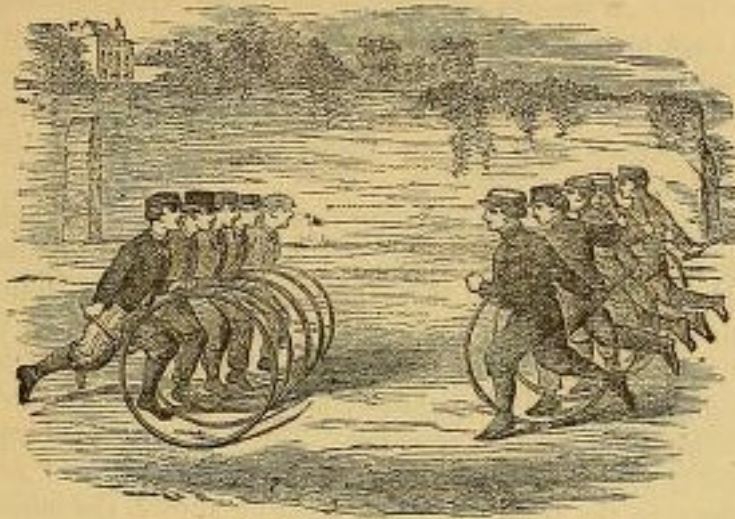
### THE SUCKER.

Cut a circular piece out of stout leather; bore a hole through its centre and pass a string, with a knot to prevent the end escaping, through this hole. Soak the leather well in water before you use it; when thoroughly soaked, place the leather on a stone, press it well down with your foot, and then taking the string, you may, by your sucker, raise a considerable weight.

### THE HOOP.

Everybody knows how to roll the Hoop in the usual way; several pairs of tin squares are sometimes nailed to the inner part of the hoop, which produce, in the opinion of some boys, an agreeable jingle. There is no horse, however well trained, which obeys the hands of the rider with such precision. There is no ship, with the best pilot, which so correctly follows the guidance of its rudder. Here is a hoop, ruled by a stick, which manœuvres it and drives it over the ground in all directions, — to the right, to the left, straight on, backward, forward, describing a curve, a broken line, a circle,

## Document ~ “The Hoop” Part 2



a triangle, or, in a word, all the series of geometrical figures. Many players can contest together with their hoops, and challenge each other, to know who shall drive his hoop the longest time without getting out of breath, or who shall first reach a goal agreed on. In this latter case, all the players taking part in the contest should stand together on the same line, and start at a given signal. Lastly, I shall indicate one of the most amusing exercises with the hoop. When the players are numerous, they divide themselves into two parties, each armed with his hoop and stick. The two parties place themselves opposite each other, leaving between them a convenient space; and further, each player leaves between himself and his companion on either side, a space wide enough for another player to pass easily between. These precautions taken, every one being at his post, with his stick in hand, and his hoop resting on the ground, ready to start, the two parties, at a given signal, set out at the same moment to meet one another, each player endeavoring to steer his hoop between two others, in such a way as neither to jostle against the hoops on the right or left-hand sides, which meet him in the opposite

# Document ~ "The Hoop" Part 3

direction. When the two parties have thus changed sides, and have arrived at the extremity of the bases, they turn round, and players and hoops again cross one another, resembling a little war, in which each party counts his wounds, by the number of sticks and hoops lying scattered on the field of battle.

The hoop is, like the skipping rope, one of the best kinds of exercise for giving strength and suppleness to the limbs. The hoop was known to the ancients, and took part in the public games. But it appears that they did not make it turn on its axis as we do, but restricted themselves to swinging it round their heads, and throwing it up, and receiving it on a little metal rod. The hoop they used was made of metal, to which many rings were attached. According to the testimony of an ancient author, the movement given to the hoop with the metal rod was sometimes so rapid, that the noise of the rings was not heard ; at other times it was swung with less violence, so that the sound of the rings produced an agreeable sensation on the ear. The author wishes without doubt to show that this game with the hoop was looked upon as an exercise capable of contributing to the health.

## THE PEA-SHOOTER.

By means of a tube of tin or copper, a pea may be propelled from the mouth, by the mere force of the breath, to a very considerable distance. The natives of Macouslie, with a cane tube about twelve feet long, propel arrows with their breath, with such force and dexterity as to bring down different sorts of feathered game.

## THE KITE.

To construct the Kite, you must, in the first place, procure a straight lath of deal for the upright, and a thin hoop or a pliant piece of hazel for the bow or bender. Fasten the bender by its centre, with string, to the upright, within

# Analyze a Written Document



## Meet the document.

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



STAMP



POSTMARK



HANDWRITTEN  
NOTE



OFFICIAL  
SEAL



SPECIAL  
LETTERHEAD



OTHER

Is it handwritten or typed?



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 "Ed Allen"

Interviewer Miss Irene Robertson

Person interviewed Ed Allen, Des Arc, Ark.

Age ?

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"I know that after freedom they took care of my pa and ma and give em a home long as they lived. Ma died wid young mistress here in Des Arc.

"The present generation is going to the bad. Have dealings wid em, not good to you. Young folks ain't nice to you like they used to be.

"White boys and colored boys, whole crowd of us used to go in the river down here all together, one got in danger help him out. They don't do it no more. We used to play base ball together. All had a good time. We never had to buy a ball or a bat. Always had em. The white boys bought them. I don't know as who to blame but young folk changed."

# Document ~ Slave Narrative of “Cyrus Bellus”

Interviewer Samuel S. Taylor  
Person interviewed Cyrus Bellus  
1320 Pulaski Street, Little Rock, Arkansas  
Age 73

[Made Own Cloth]

"The slaves had to weave cotton and knit sox. Sometimes they would work all night, weaving cloth, and spinning thread. The spinning would be done first. They would make cloth for all the hands on the place.

"They used to have tanning vats to make shoes with too. Old master didn't know what it was to buy shoes. Had a man there to make them.

# Analyze a Photograph



## Meet the photo.

What do you see?

Is the photo?

☐ BLACK  
AND  
WHITE

☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



## Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

## Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

## Use it as historical evidence.

Where do you think you could find out more information about the people or objects in the photo?



# Image ~ "Fannie Virginia Casseopia Lawrence"



Black, James Wallace. *Fannie Virginia Casseopia Lawrence*. c1863, photograph. Library of Congress, accessed October 14, 2024.

<https://www.metmuseum.org/art/collection/search/12739>