

Cup and Ball Game

Grade: 3-5

Time Allotment: 25-30 minutes

Common Core Standards

CCSS.ELA SL.3-5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.
CCSS.ELA SL.3-5.2	Summarize a written text aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives

Students will:

- Understand aspects of what it was like to be a child during the colonial period and how it may have been different from their life today
- Be able to name some activities a child did during the colonial period
- Follow directions in creating their own cup and ball game

Materials

- Coloring materials (colored pencils, crayons, markers, etc.)
- Cup template
- Wooden balls: <http://bit.ly/2LXTUjd>
- Hot glue guns
- Glue sticks
- Paper plates
- Ribbon or string: <http://bit.ly/32wNy08> or <http://bit.ly/2M0Hg2Y>

Anticipatory Set

- The teacher will tell the students they are going to learn about being a child during the time period of the Revolutionary War.
- The teacher can begin by asking the students what they do for fun today.
 - Once there are some examples, reminds students that children did not have electricity or big toy stores back in the colonial time period, so they could not necessarily do the same activities children do today.
- The teacher can mention that many children did not have large amounts of free time during the day, mostly due to helping their parents around the house.
 - Can make comparisons to kids that do chores for their parents today.

Teacher Presentation and Modeling

- The teacher will explain the following about games during the colonial period:
 - Children during the colonial period did not have lots of free time during their day. This was mostly due to helping their parents around the house with different activities like dipping candles, making butter, and helping around the farm.
 - It was common for children to be taught by their parents rather than go to school like kids do today. This also meant that they did not go to school for as many years as children do today.
 - However, there were some popular games despite them having less time to play.
- The teacher will explain the following facts about popular games during the colonial time period, emphasizing that many of these games are still around today and they may have played with them before.
 - Noughts and Crosses: the colonial term for Tic Tac Toe, with the Xs called crosses and the Os called noughts (zero)
 - There were also many similar card games to today. For instance, one game called Quinze is similar to blackjack.
 - Draughts: a precursor to the game of checkers. Game pieces are laid out with one side a white side and the other a black side. A game piece from the other side is captured by jumping over it. Once a piece arrives in the last enemy row and cannot move further, the piece is crowned.
 - One difference between draughts and checkers is that crowned pieces can move as many squares diagonally as they want, when in checkers they still move one square at a time.
- The teacher will introduce the cup and ball game, demonstrating with an example of the craft children will create.
 - Cup and ball is traditionally a wooden cup with a wooden ball attached to a string. Children try to get the ball inside the cup by swinging the ball upward.
- The teacher will instruct students how to make their own cup and ball game now.

Guided and Independent Practice

- The teacher will break students up into groups to share hot glue guns and supply enough ribbon, templates, coloring supplies, and wooden balls to each group.
 - They may also create a single hot glue station that only the teacher can use instead of children using hot glue guns.
- Children should first color the template of the cup in whatever design they want it to be.

- After they are done coloring, they should cut out the template as instructed on the piece of paper and glue it together to create a cone shape with the paper, thus finishing the cup
- Then, ribbon should be cut enough for the piece to be attached to the cup and the ball.
 - This can be done in advance by the teacher or by the students.
- Once the ribbon is cut and the cup has been created, the ribbon should be hot glued to the ball on one end and attached to the cup on the other end.

Closure

- Once everyone has finished their cup and ball games, the class can come back together.
- The teacher will ask the following questions and have students discuss with a partner:
 - What are some differences between the students' life today and those of the children living during this time period?
 - This could also be done in the form of a T chart.
 - Would students rather be a kid today, or during the colonial period?
- The teacher will help the students conclude how children had less education and spent more time working and how the games were usually made by the household and simpler than the games that exist today.

Assessment

- The teacher will assess the students' ability to follow directions regarding the creation of the cup and ball game.
- The teacher will assess the students' understanding of what made colonial kids' life different than the life students have today.

Extension of the Lesson

- Students can do more research regarding different games during the colonial time period like the game of graces and hoop and stick.
- Students can learn more about different household chores that children had to do during the colonial time period.
- The teacher can lead a classroom competition to see which student is best at getting the ball inside the cup or who made the most creative design on their cup.
- Students can compare colonial games to games played by children of Native Americans.
 - For instance, the cup and ball game is similar to a Native American game called ball and triangle: <http://www.nativetech.org/games/ball&tri.html>

Resources

A Brief Discourse on Eighteenth Century Games by M. Richard Tully