Kids Games - Then and Now
Elementary

Historic Homes • Gardens • Artifacts • Costumed Crafts People
Boat Tours • Gift Shop • Restaurant
Standards

Standards as developed by the Louisiana Department of Education. Available online at http://www.vermilionville.org/vermilionville/educate/lesson-plans.

Grade 3
Social Studies
Families and Communities
- GLE #50: Describe family life at a given time in history and compare it with present-day family life (H-1B-E1)

World History
- GLE #59: Explain how technology has changed present-day family and community life in Louisiana (H-1D-E2)

English Language Arts
- CCSS.ELA.literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- CCSS.ELA.literacy.SL.3.1.b: Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA.literacy.SL.3.6: Speak in complete sentences when appropriate to talk and situation in order to provide requested detail or clarification.
- CCSS.ELA.literacy.L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Objectives

1. The students will compare and contrast games and activities of the Acadians during the 1800s and of today.
2. The students will use the Top Hat method to make comparisons between modern day activities and games that the children played in the 1800s.
3. The students will play the game Cat in the Corner from the 1800s to demonstrate life as a child during this time.

Pre-Visit Activity

Teachers. We have made two introduction documents available to you on our website – a word document as well as a PowerPoint with pictures depicting the cultures that we represent. Please take some time to review these two documents with your class prior to your visit here. You can access them here, by clicking on
- Introduction to Vermilionville and
- Vermilionville PowerPoint
Anchor Lesson

Materials needed: top-hat graphic organizer on flipchart paper, flipchart paper, individual top-hat graphic organizers (document #1), markers, index cards or post-it notes, pencils, toys (Spanish moss doll, corn husk doll, rag dolls, stick and hoop - all available by calling Vermilionville ahead of your visit)

Students will take a tour of Maison Beau Bassin to get a visual of what it was like to live as an Acadian child in a typical Acadian house.

Top Hat Graphic Organizer Activity
After, students will sit on the front porch in a semi-circle. Teacher will demonstrate the toys Acadian children used to play with in the 1800s.

Then, the students will engage in a discussion guided by the teacher. The students will be asked to discuss differences and similarities of children’s entertainment during the 1800s and today. The teacher will record what the students say on the top hat graphic organizer on the flipchart paper.

When this discussion is over, students will get their own top hat graphic organizer on which they will record what they recall of the whole-class discussion.

Finally, each student will receive an index card or a post-it note, and the teacher will instruct them to write a toy, a game or an activity of either the 1800s or of today. Then, the teacher will ask students to come up and stick their index card/post-it note on the flip chart, on the side Acadian Children or Modern Children, depending on what they wrote on their piece of paper.

Cat in the Corner Game
First, students will be separated into groups of five or six. That’s four students for each corner of the square, one student to be the cat, and a 6th student to be the referee. Students will pick a number between 1 and 20. The student closest to the teacher’s number will become the cat and take his place in the center of the playing arena (square). Four students will take their places at each of the four corners. One student will act as the referee.

The game begins with students attempting to exchange places with one another without the cat stealing their corner. The cat’s job is to try to successfully take one of the spots while the students are switching.

Should the cat succeed, the student left without a corner will then become the cat and take his place in the center of the playing arena. If there are six students in the group, the student left without a corner will become the referee and the student who was the referee will take the cat’s position.

Post-Visit Activity
After you come back to the classroom, revisit the flipchart paper and review with students the different games Acadian children played and how similar and different it is in the 21st century.
Evaluation

During the discussion on comparing Acadian children of the 1800s and modern day children, the teacher will check for understanding by monitoring students’ input in the discussion.

As the students complete their own top hat graphic organizer, the teacher will monitor each students’ individual work to ensure that they accurately compare modern day children and Acadian children of the 1800s.

The teacher will provide feedback to students during each component of the lesson to ensure student engagement and understanding.

Differentiation of Instruction

Auditory learners will benefit from participating in discussions and speaking with the teacher and other class members.

Visual learners will benefit from the large top hat graphic organizer being displayed in front of the classroom.

Kinesthetic learners will benefit from actively participating in the Cat in the Corner game.
Children will work together as a class to fill the Top Hat Graphic Organizer on the flipchart paper. Upon completion of the discussion and activity, students will be given their own Top Hat Graphic Organizer in order to record similarities and differences between Acadian and modern children.