



CONNER PRAIRIE

Cup o' Forts

Recommended for grades 3-8

While a fort's purpose was to house and protect those living inside the fort, it could also be used keep prisoners, store useful items, serve as watchtower and train soldiers. The following link shares a list of Forts in Indiana: <https://www.northamericanforts.com/East/in.html>
Soldiers and others living inside the fort worked together to build and maintain this structure.

It took teamwork, good communication and patience over the course of weeks and months to build these fortifications and keep them standing, especially if attacked.

Visit <https://oldfortwayne.org/> to see the rebuilt fort and take a virtual tour.

OBJECTIVES:

After completing this activity, students will:

- Have/have not completed construction of their fort
- Debrief with their team and the class about the construction of their plastic cup forts, what worked well and what didn't
- Reflect on their experience with their team and the construction of an early American fort, citing difference in materials, time, what role teamwork played, etc.

MATERIALS:

Needed per group : 10-15 small plastic cups or Dixie cups, 1 rubber band, 4 – 8 inch pieces of yarn or string

WHAT TO DO:

Tie the four pieces of yarn or string in equal spaces around the rubber band so that 4 students can hold on and manipulate the rubber band. Tell students they are going to build a paper cup fort today. They are only allowed to use one hand to hold a piece of yarn. They must work together to pull the rubber band back to expand and fit around the cup to move it in place. Each person must do their job to move each cup into position. If the cups fall, they must begin again.

This can be played as a game with a winner for first to complete their fort or within a set amount of time. The point is for students to work together with limitations to build an object. After the time allowed, debrief the experience. Let teams share what worked or didn't work for them. Ask them to journal about the experience and what they learned about working together to achieve a common goal.

STANDARDS:

ELA:

3.SL.2.1, 4.SL.2.1, 5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

3.SL.2.3, 4.SL.2.3, 5.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.

3.SL.2.5, 4.SL.2.5, 5.SL.2.5 Explain personal ideas and understanding in reference to the discussion.

Physical Education:

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Students in early elementary learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement to improve their individual performances. By the end of 5th grade students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self-assess their skills and those of classmates and discuss methods for improving performance.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Students in early elementary will develop respect for individual similarities and differences through positive interaction in physical activity. Students will understand that cooperation and teamwork promote personal and group success in activity settings. By the end of 5th grade students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.