

EXPLORING *The* CHAFFEY TRAIL

YEARS 1 & 2

YEAR 1 • PAST AND PRESENT

YEAR 2 • HERITAGE

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Toy World:

Toys then and now

A Unit of Work for VELS Level 2 (Grades 1 & 2)

Acknowledgements

- Schoolsnet unit of work: "How are our toys different from those in the past?" Available at http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=&p_unit_id=69.
- UK Department for Children, Schools and Families Scheme of Work: "How are our toys different from those in the past?" Available at <http://www.standards.dfes.gov.uk/schemes2/history/his1/?view=get>.
- ACARA: Australian Curriculum, Assessment and Reporting Authority. Australian Curriculum: History. Located at <http://www.australiancurriculum.edu.au/History/Curriculum/F-10>. Accessed July 2011.
- Revised by Lynda Robertson, July 2011.



VELS and National Curriculum Learning Focus Links

Level 2 VELS

Physical, Personal and Social Learning

Discipline-based Learning

- Humanities
 - Historical Knowledge and understanding
 - Historical reasoning and interpretation
- English

Interdisciplinary Learning

- Communication
 - Listening, viewing and responding
 - Presenting
- Thinking Processes
 - Reasoning, processing and inquiry
 - Creativity
 - Reflection, evaluation and metacognition

Australian Curriculum: History (Grade 1)

Key Inquiry Questions

- Present and past family life
- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Historical Skills

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Historical questions and research

- Analysis and use of sources
- Comprehension and communication
- Historical Knowledge and Understanding
- Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)
- How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)

Australian Curriculum: History (Grade 2)

Key Inquiry Questions

- The past in the present
- What aspects of the past can you see today?
What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Historical Skills

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Historical questions and research

- Analysis and use of sources
- Comprehension and communication
- Historical Knowledge and Understanding
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)
- The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
- The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)

Pre-Excursion Activities

1. Our favourite toys

- Ask students to bring a favourite toy to school. Let the children look at each other's toys and explain to each other why this toy is their favourite.
- As a class, devise a set of "criteria" for what makes a toy a "favourite" toy. Lead a discussion where children are encouraged to describe their toys and what makes them fun!

2. Toys timeline

- Discuss whether these have always been the children's favourite toys. Did they play with different toys when they were younger? Do they have older siblings who play with different toys? How do they differ, and why?
- Give the children the "Toys for different ages" sheet (see Student Activity No. 1). This sheet shows a small range of toys that would be suitable for children from babies to 6 plus. Give them the "Timeline" sheet (see Student Activity No. 2) and explain how the time line works. Have them cut out the pictures of toys and glue them on the timeline in the correct place.

Extension activity

- Have the children make their own toy catalogue using advertising material. Explain that they need to organise the toys in their catalogue according to the age of the child. Have children share some of their catalogues, and explain how a collector of toys or a curator at a museum would have a catalogue or list of their toy collection. Do the children think the toys in their catalogue would be the same as what is in theirs?

3. Finding out about toys from the past

- Introduce the idea that students will find out about "new" and "old" toys. Ask the children to think about how we can find out about toys from the past. Make a list of their ideas and give each student the "Survey" sheet (see Student Activity No. 3) to take home in order draw / list what toys their parents and grandparents played with when they were children.

4. What were our parents' and grandparents' toys like?

- Use the completed survey sheets to discuss the types of toys which the children's parents and grandparents played with when they were small. Make a list of the toys on the board.
- Show students a picture of Rio Vista house and briefly explain that the house was built in 1890. The Chaffey family lived there, and they had seven children. The toys they played with would be older than their own grandparents' toys.
- Bring out the box of 'Chaffey Toys' which can be obtained by contacting the Chaffey Trail Project Officer Telephone (symbol) 03 50 188311 or email: chaffey.trail@mildura.vic.gov.au or the Mildura & District Historical Society email: mildurahistorical@gmail.com
 - What makes these toys look old? Make a list of adjectives eg. Broken, shiny, rusty, clean.
 - What materials have been used to make them?
 - Do we still use these materials today?
 - Why are there differences between the toys?
- Explain to children that, in their next class, they will be listening to a guest speaker who will talk about some toys from when they were small, and toys from the Chaffey era. Make a list of questions for students to ask the guest.

5. Visiting guest speaker

- Arrange for a guest speaker from the Mildura Historical Society, or a grandparent, to come and talk to the children about their childhood and the different toys they played with.
- It may be useful to record their talk to replay sections if necessary. Ensure students ask questions, and that time is allowed to view artefacts.

6. Toy stories

- Read some stories about toys (eg. Mick Inkpen's *Kipper's Toybox*, or *Curious George Visits a Toy Shop* by Margret and H.A. Reys – both available at the Mildura Library). Make a list of adjectives to describe the characteristics of the toy in the story and discuss how these are different to the characteristics of old toys (see Activity 4).
- Ask students to select an "old" toy and "tell its story." Who did it belong to? Has it had any adventures? Scaffold the task by completing the "story" for one toy together as a class.
- Consider asking children to read each other's stories and provide feedback using the "two stars and a wish" protocol. This means that they tell their partner two things they liked about the story, and one thing they believe could have been done differently or improved upon.

7. Toys and the more distant past

- Review the different ways in which we have found out about toys from the past – asking parents, grandparents, looking at photos, listening to a guest speaker and examining toys.
- Discuss other ways in which we can find out about the past – eg. Books, drawings, paintings, museums.
- Give each child a magnifying glass and a copy of Breugel's painting "Children's Games" from 1560 (see Student

Activity No. 4). A laminated class set and the magnifying glasses can be obtained by contacting the Mildura Historical Society.

- Have children use the magnifiers to spot all the games everyone is playing. There are useful descriptions of the games and background information available at:
 - <http://www.wga.hu/index1.html>
 - http://www.artyfactory.com/perspective_drawing/perspective_14.htm
 - <http://gardenofpraise.com/art28.htm>
- Make a list of the different games. Consider discussing:
 - Why were people able to play out in the streets?
 - Why were acrobats so popular?
 - What was different about life in general at this time?
 - How are the people in the painting dressed?
 - What games are played alone and which ones are in a group?
 - What toys can be seen in the painting? What are they made out of?
 - Can we rely on a painting to tell us about what life was like?

Extension activities

- Cut a copy of the Breugel painting into sections. Give each child a section and have them paint a picture of themselves playing the game. Display the pictures together to form a “big picture” like the street scene in Breugel’s painting.
- Have students re-enact scenes from the Breugel painting and take photographs.

8. Prepare for your excursion to the Old Mildura Station Homestead

- Brainstorm some things which students think they may see at the Old Mildura Station Homestead.
- Give students the name of a game to research (see list in Activity 9) and have them explain it either in written or verbal form.

Excursion Activity

9. Victorian Day and visit to the Old Mildura Station Homestead

The Chaffey Trail Project Officer can assist with programming and co-ordinating activities with volunteers from the Mildura & District Historical Society and the Old Mildura Station Homestead committee. Costumes and equipment is available free of charge ie: sacks for sack races.

Some games which can be played include:

- Apple Core
 - Bandy
 - Bad Egg
 - Ball Tag
 - Baseball
 - Blind Man's Bluff or Blind Man's Wand
 - British Bulldog
 - Bullrush Game
 - Butts up
 - Capture the Flag
 - Cat's Cradle
 - Checkers
 - Chain Tag
 - Chinese Jump Rope
 - Chinese Whispers
 - Chopsticks
 - Cocky Olly
 - Conkers
 - Cupid's Coming
 - Cops and Robbers
 - Deer Stalker
 - Dodge Ball
 - Duck Duck Goose
 - Follow the Leader
 - Foot Hockey
 - Forty Forty
 - Four Square
 - Foot Ball
 - Graces
 - Heads Down, Thumbs Up
 - Heads Up, Seven Up
 - Hide and Seek
 - Hoops and Sticks
 - Hop Scotch
 - Hot Lava
 - House
 - I Spy
 - I Have a Basket
 - Jackstraws
 - Jump Rope
 - Jumpsies
 - Keep Away
 - Kick ball
 - Kick the Can
 - Kingey
 - Kiss Chase
 - Leap Frog
 - Mary Mack
 - Marbles
 - Mother May I?
 - Musical Chairs
 - Musical Statues
 - Postman's Knock
 - Queenie, Queenie, who's got the ball?
 - Red light, green light
 - Red Rover
 - Rock paper scissors
 - Sardines
 - Shuttlecock
 - Silent ball
 - Simon Says
 - Skipping stones
 - Sleeping lions
 - Taboo
 - Tag
 - The Needle's Eye
 - Thumb War
 - Tiddly Winks
 - Tug of War
 - Tunnel Ball
 - Twenty Questions
 - Two balls and a wall
 - What's the time Mr Wolf?
- Further information available online at:
 - <http://www.literacycommunity.com/grade3/pioneercontent/games.html>
 - http://en.wikipedia.org/wiki/List_of_traditional_children's_games
 - <http://victorian.world.sw.tripod.com/id4.html>
 - Consider having lunch in the Homestead Rose Garden.
 - Ensure you take lots of photographs to be used in the post-excursion activity!
 - If you are unable to visit the Old Mildura Station Homestead, consider running some activities in your school yard.
 - Volunteers from the Mildura & District Historical Society and Old Mildura Station Homestead team, pending availability may be available to assist small groups. ie: sack race, orange relay, drop the hankie are some sample games. Email: mildurahistorical@gmail.com

Post-excursion Activities

10. Victorian Day at the Old Mildura Station Homestead

- The teacher models writing a story using 5 photos from the Old Mildura Station Homestead visit. Make a book. Teacher could use on overhead projector to ensure that the students are part of the writing process.
- Have the students digital photos printed off, to use for discussion. Get students into their 'excursion' groupings to discuss. (if possible have the parent helpers available to assist)
- Students make up a story about their day as a Victorian child at the Old Mildura Station Homestead. Using the photos, place the photos in sequence order and write a narrative. Students could include:
 - How they felt about getting dressed up
 - The names of the different games they played
 - The games they enjoyed the most and why
 - What they think life would have been like for children who lived in Victorian times
 - Whether they would rather play with their own toys or toys from the past.
- Teacher could develop a PowerPoint slide show using one photo from each student, to show the rest of the school community.

Optional In-Depth Case Study

Punch and Judy

1. Introducing puppets

- Look at a range of puppets, if possible both old and new, and have children describe them. What are their similarities and differences? How do they work?

2. Puppets as entertainment

- Remind students about the picture that Breughel painted about children's games, particularly the acrobats, which were a popular form of entertainment. Recall the ways in which we can find out about the past, which have already been covered in previous activities. Explain that we can learn about the past through traditions that are still performed, such as May Day or a Punch and Judy show. Diaries also tell us about the past.
- Samuel Pepys kept such a diary and wrote about a Punch and Judy show he had seen in London over 400 years ago. Explain to children that years ago a puppet show was a popular means of entertainment. The puppet show might come round to the village where they lived or they might see it if they were lucky enough to go on holiday to the seaside. Have any children seen a puppet show at the seaside?
- Use the Fact File sheet (see Appendix 8) to explain the history of Punch and Judy.

3. A Punch and Judy Show

- Show the children a video of a Punch and Judy Show (DVD available from the Mildura Historical Society on request <http://prestonspunch.folkaustralia.com/dvd.html>).

4. Investigative Task

- As a class, make a list of key questions for students to find out about Mr Punch and the other puppets. Have students complete an Internet search to further their knowledge of Punch and Judy.

5. Craft activity

- Have children make their own stick puppets using the "Punch and Judy Outline Sheet" (available at http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_unit_detail?x=&p_unit_id=69), or by drawing their own. These can then be cut out and glued onto sticks for the children's own performance.

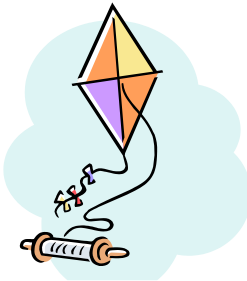



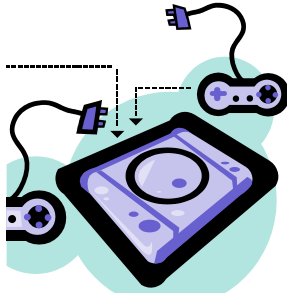




Extension activity

- Use the stick puppets to perform a show for classmates, or for another class, explaining the history of the puppets prior to the performance.

Adapted from http://www.schoolsnet.com/pls/hot_school/sn_primary.page_pls_resource_detail?x=16180339&p_res_id=146

Student activity No. 1

Toys for different ages

<p>Kite</p> 	<p>Rattle</p> 	<p>Crayons</p> 
<p>Teddy bear</p> 	<p>Video game</p> 	<p>Toy aeroplane</p> 
<p>Skipping rope</p> 	<p>Paint and paintbrushes</p> 	<p>Blocks</p> 

Student activity No. 2

Toy Timeline

	<p>YOUNGEST</p> <p>I think this toy is for a baby because</p> <hr/> <hr/>
	<p>This toy is for an older baby because</p> <hr/> <hr/>
	<p>I think this toy is for when the baby is older because</p> <hr/> <hr/>
	<p>This toy is for a toddler because</p> <hr/> <hr/>

	A child needs to be a little older for this toy because <hr/> <hr/>
	This is for an older child because <hr/> <hr/>
	This is for an even older child because <hr/> <hr/>
	This is for an older child because <hr/> <hr/>
	This is for the oldest child because <hr/> <hr/>
	OLDEST

Student activity No. 3

Toy Survey

Dear Parent/ Carer,

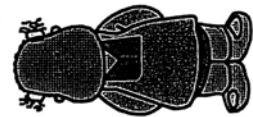
at school we are looking at toys from the past. The children need to talk to their parents and grandparents about toys they played with when they were young. The children need to complete the chart by drawing or writing the name of the toys. This work will be used in our next lesson. If you have any photographs of the child's parents or grandparents with a childhood toy, we would love to see them in class!

<i>Parents</i>	
<i>Grandparents</i>	

Toys Timeline

Draw or stick catalogue pictures to show the different toys children play with.

0 Years	1 Year	2 Years	3 Years	4 Years	5 Years	6 Years



Teachers Notes:

This worksheet fits in with the QCA History Unit 1 'How are our toys different from those in the past?' and covers Curriculum 2000 History Objectives: 1a) b), 4a) b), 6a)

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For hundreds of lesson plans, worksheets and articles for Primary Education, please visit: <http://www.educate.org.uk>

Student activity No. 4

Bruegel Painting



Available from <http://gardenofpraise.com/art28.htm> - Garden of Praise, free educational resources