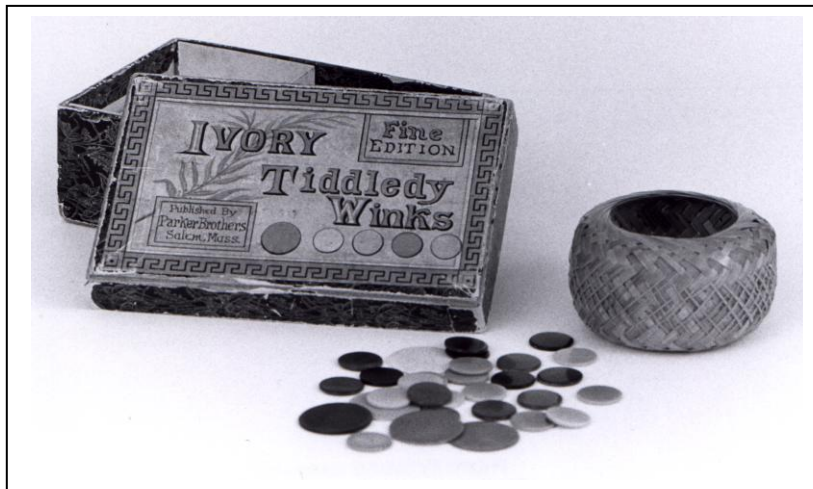


# AMERICAN CHILDREN AT PLAY

Mary Fay Jones Collections in Hand Program



PRE- AND POST- VISIT TEACHERS' PACKET

Suggested for Grade 1

**HERITAGE**  
museums & gardens

# AMERICAN CHILDREN AT PLAY

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# INTRODUCTION TO *AMERICAN CHILDREN AT PLAY*

*American Children at Play* is an interactive and fun lesson that introduces young learners to a variety of children's pastimes throughout our country's history. The lesson includes discussion of a selection of antique toys and games from the 1600s to the 1940s from the museum's education collection. Modern toys and games help to illustrate similarities and differences between the ways children have played in the past and play today. Students are invited to test their skill with reproduction toys at the end of the lesson. The program is approximately 45 to 60 minutes in length.

## WHAT TO EXPECT

The museum instructor (either a staff member or a professionally trained volunteer) will begin by introducing themselves, Heritage Museums & Gardens and the topic of the lesson. The students will learn that the toys they will be seeing are very special objects called *antiques* that need special care and handling. The instructor will then share each object with the class, encouraging students to discuss what the toys are, whether they are antique or modern, how they were played with, when they were used and by whom, and what the toys can teach us.

After all of the toys and prints have been discussed, students will each put on a pair of cotton gloves and learn basic object handling rules. They will then have the opportunity to look more closely at the objects, which will be passed around to each child in the circle.

The final segment of the lesson begins after everyone has examined the antiques. All students are invited to test their skill with reproduction toys. This provides an active, hands-on closure to the lesson.

## ABOUT THIS PACKET

This Teachers' Packet contains materials that were created to be easily used in your classroom. Introducing your students to the **pre-visit** information and vocabulary will enhance their experience during the lesson. The **post-visit** section contains additional lesson-related information and activities to help you follow up after the instructor's visit. All of the materials in this packet were designed to help you tie the lesson into your existing curriculum and to create a more meaningful experience for your students.

# CURRICULUM FRAMEWORKS CONNECTIONS

At Heritage Museums & Gardens, we are committed to helping you meet the demands of education reform. Each of our programs may be used to fulfill a multitude of standards across several disciplines. Listed below are examples of how the *American Children at Play* program can be used to meet specific standards. Detailed Curriculum Frameworks Connections listings for this or any other individual program may be obtained by calling the Manager of School & Youth Programs at (508) 888-3300 ext. 160.

## *American Children at Play* *Mary Fay Jones Collections in Hand Program*

### **English Language Arts**

Language Strand, Standards: 1, 2, 4  
Literature Strand, Standard: 9  
Composition Strand, Standard: 19

### **History and Social Science**

Concepts and Skills  
History and Geography: 1, 2  
Economics: 9

### **Science and Technology/Engineering**

Technology/Engineering: 1.1, 1.2

### **Arts**

Visual Arts Strand, Standards: 1, 3  
Connections Strand, Standard: 10

# TOPICS TO INTRODUCE

*Introducing your students to the following topics before the lesson will help to prepare them for the museum instructor's visit.*

1. **Museums and Antiques:** Ask your students to brainstorm a list of all the museums they have ever heard of or visited. What all *museums* have in common is that they all collect, take care of and share special things. Let them know that someone from Heritage Museums & Gardens will be coming to your class to share some special things from that museum. Explain that these special things are called *antiques*, which means they are things that are very old and very special. Antiques are special because we can learn about our past from them and have fun at the same time. We want to take good care of these antiques so we can keep sharing them with lots of other people in the future.

2. **Toys and Play:** Lead a general discussion with your students about toys and play. What are toys? Did people always play with toys? What kinds of toys do they like to play with? Do they think children 100 years ago would have played with the same toys they do? Did their grandparents? Their parents? How were their toys different? (The Intergenerational Interview Activity in the pre-visit section of this packet ties in nicely with this topic.) A valuable activity might be to have each student bring in their favorite toy or game from home, or an antique toy if possible, for a "show-and-share."

3. **Toys as Collectibles:** Antique toys are extremely popular collectors' items. Some are so popular that they sell for hundreds of thousands of dollars! Some toys that the students' parents or grandparents played with are so special and valuable that they are even collected by museums (like Heritage Museums & Gardens) today. Several factors combine to determine how much a toy is worth, including its rarity, current popularity and condition. Why is it so hard to find antique toys in perfect condition? Are the toys they own now all in perfect condition? Why not? Some day, some of your students' toys will become valuable antiques. Which ones do they think will be collected by museums in fifty years and why?

4. **What Toys and Play Can Teach Us:** Introduce your students to the idea that their toys do more than just give them something to do so they will not be bored. Brainstorm a list of good things playing does for people. The following are some aspects of play that you may want to discuss. Ask students if they can think of specific examples of each.

- Some toys and play are considered **instructive or educational**, meaning they can teach us new facts or reinforce things we have learned in school. Some toys and games can help us to improve certain skills, like hand-eye coordination.
- Some are **imitative**, which means that when we play with them, we can be copying or practicing things that adults do, usually on a smaller scale.
- Some are **recreational**, providing good fun and exercise. These kinds of toys and games help us remember to share, cooperate and get along with others.

5. **Vocabulary:** In the pre-visit section of this packet you will find a list of words and concepts covered in this lesson that may be new or unfamiliar to your students. Choose a few with which to acquaint them.



# WORDS TO KNOW



Familiarizing your students with the words and concepts below will help prepare them for the museum instructor's visit.

**ANTIQUE**

old, old-fashioned; special things we can use to learn about our past; they need special care so we can share them with others

**DOLL**

a toy that is made to look like a person

**GLOVE**

a hand covering that fits tightly over every finger

**INUIT**

Native Americans sometimes known as Eskimos that live near the Arctic Circle in Northern Canada and Alaska

**IVORY**

the hard, smooth, yellowish-white substance that makes up the tooth or tusk of an elephant, walrus or whale

**MODERN**

something new or very recent; from the present time

**MUSEUM**

a place that collects, takes care of and shares special things that are important to art, history or science

**PLAINS INDIANS**

Native Americans who live on the flat areas of land called the plains that are the heartland of North America, from Texas into Canada

**PLAY**

to spend time doing something fun, like sports or games

**PRETENDING**

using your imagination to make believe

**TOY**

an object for children to play with

**TUSK**

a long, pointed tooth that is outside of the mouth of animals such as elephants or walruses

**WASHER**

a machine used to clean clothes



# INTERVIEWING ACTIVITY

*Directions:* Students should bring home the following letter and questions to use in interviewing an older adult. Question responses can be written in the spaces below by the adult interviewed or written by the student on a separate sheet of paper. Students should then complete a drawing illustrating part of the interview. The answers and drawings can be shared with the class at a later date.

STUDENT NAME \_\_\_\_\_

PERSON INTERVIEWED \_\_\_\_\_

DATE \_\_\_\_\_

*Dear older friend or relative:*

We are learning about toys and play. Your “interviewer” will read the following questions to you. Your detailed answers can be written down by the student on a separate sheet of paper, or you may choose to write the answers yourself in the spaces below. Thank you for your cooperation!

## **Interview Questions:**

1. When you were 6 or 7 years old, what kinds of games and sports did you play? Which were your favorites?
2. What were your favorite toys? Did you play with any of the same kinds of toys I play with? How were your toys different?
3. When did you usually have time to play? After school? On Saturdays? Did you have chores to do?
4. Do you have a picture of yourself playing that I could show my class?

# MYSTERY MATERIALS ACTIVITY IDEAS



The toys in this lesson are made from a variety of different materials. Your students will be more familiar with some than others. The following activities will allow your students to become acquainted with eight materials that the toys in the lesson are made of, and to explore their unique properties.

## Create a Mystery Box or Feely Box

- You can:
  1. Use a commercial “feely box” (a box with a hole in it covered by a fabric sleeve with a cuff students can slip their hand into, allowing them to touch the contents of the box without being able to see into it), OR
  2. Create your own by simply using an empty shoebox held above the students’ eye level (but at a height where he or she can reach inside) or a paper bag that you hold closed around the student’s hand.
- Gather a sample of each of the following eight materials:

<b>bone</b>	<b>plastic</b>
<b>wood</b>	<b>cardboard</b>
<b>metal</b> (preferably tin)	<b>leather</b>
<b>beads</b>	<b>ivory</b> (if possible, or substitute <b>glass</b> )
- Put each of the mystery materials into your feely box (or bag) one at a time and have students take turns trying to identify them using only their sense of touch.

## Materials Card Matching Activity

Photocopy the following page for each student in the class.

**Making the Cards:** Directions to students:

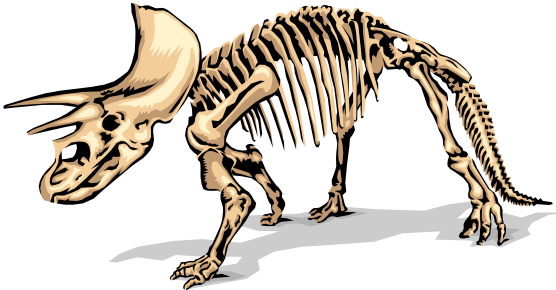

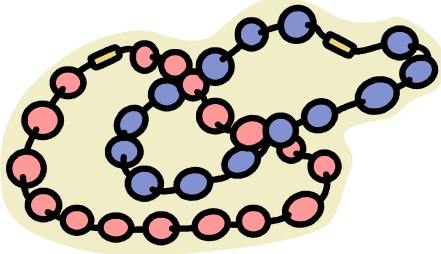
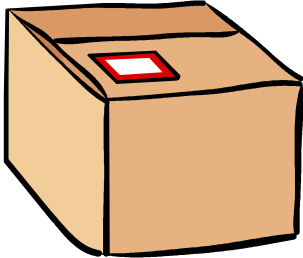
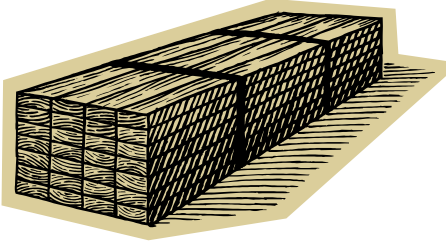

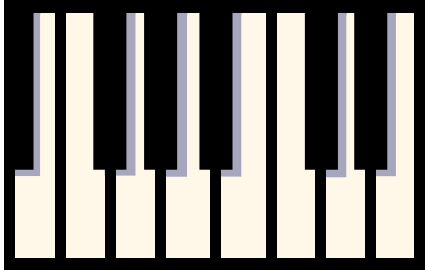
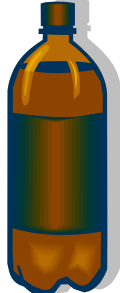
- Cut apart the eight words and eight pictures on the following page.
- Read each word and match it to the picture it describes.
- On a 3 x 5 notecard, paste each word under the picture it belongs with.

**Card Activity:**

Have students separate the cards into piles based on the following six properties:

- Which of these things is **HARD**? (bone, beads, plastic, wood, metal, ivory)
- Which is **SOFT**? (leather, plastic, cardboard)
- What comes from an **ANIMAL**? (bone, leather, ivory)
- What comes from a **PLANT**? (wood, cardboard)
- What is made by **HUMANS**? (beads, plastic, metal, cardboard)

What is made by NATURE? (bone, leather, wood, metal, ivory)

Leather	Cardboard
Bone	Plastic
Wood	Beads
Metal	Ivory
	
	
	
	

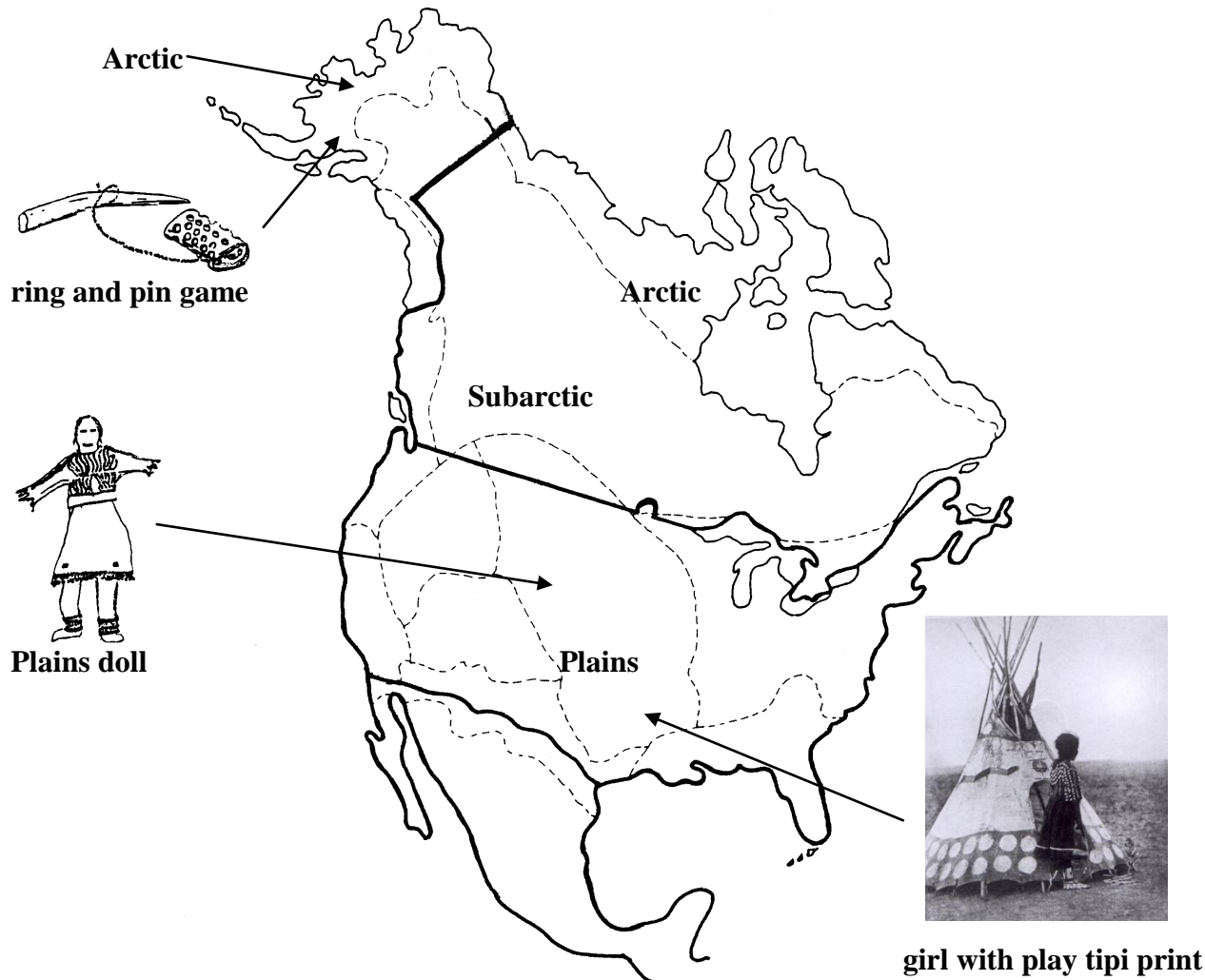
# INTRODUCTION TO NATIVE AMERICAN CULTURES

*American Children at Play* is a multicultural lesson that includes not only playthings used throughout our country's history by children descended from the European colonists, but those played with by **Native American** children as well.

Three of the objects discussed in the lesson come from two distinct Native American cultures, as indicated on the map below.

The **doll** and the **print** depicting a young girl playing near her tipi address play among the many groups that populated the **Plains** area of the country. The **ring and pin game** was used by the **Inuit** people, who live in the most northerly inhabited land area of North America.

More detailed information about the objects themselves and the culture areas they came from can be found on the following pages.



# Native Americans of the Great Plains

The **Great Plains** region of North America stretches for more than 2000 miles north to south from Saskatchewan, Canada, into Texas, and extends from east to west between the Mississippi River and the Rocky Mountains. In 1800 this **flat, grassy area in the center of the country** supported about 150,000 people and 60 million buffalo, all sharing one million square miles of territory. This area **was and still is the home of 30 Native American groups**: the Crow, the Sioux, the Arapaho, the Cheyenne and Commanche, among others. These **nomadic tribes** were **dependent on the huge herds of buffalo** that roamed the Plains. Buffalo was not only a crucial source of meat - their hides, hair and horns made dwellings, clothing, tools and utensils as well.



Plains doll

Girl with play tipi

## Plains Doll

Accounts of Plains life in the 19th century illustrate that doll play was an integral part of childhood. The dolls were typically made of wood, cloth or animal hide. Those made for very young children were quite simple, but by the time they were six or seven years old, most girls played with dolls made of cloth or buckskin that were quite realistic. The dolls would be taken everywhere, carried on girls' backs in tiny cradleboards, just as their mothers would carry real babies. Like girls in other cultures, Plains girls would practice adult skills by taking care of their dolls and making clothes for them. Just like the Plains people, the dolls often wore traded materials, such as beads, ribbons and cloth. The doll in the lesson wears a typical southern Plains costume which includes traded "seed beads" and legging-moccasins. Today Native American children play with both commercial dolls and those made in the old style.

## Play Tipis

The little girl in this photograph from the 1890s is standing in front of a play tipi that she would have put together herself. Setting up a tipi was a woman's responsibility, and little girls became skilled in the technique by practicing with play tipis like this one. It is no easy task to set up a tipi - the long poles must be tied together at the top at precisely the right angle, and the heavy buffalo-hide tipi cover must be properly draped and fastened to keep out the wind and weather. Women took great pride in carrying out this responsibility and still do - today at pan-tribal gatherings, prizes are awarded to the woman who sets her tipi up the fastest. It would normally take two women about an hour to set up a tipi.

## Playing Camp

One favorite game of Plains children was “playing camp.” The cycle of breaking camp, moving to a new location and setting up again was a regular part of their real lives. In playing camp, the girls would arrange their play tipis in a circle like a grown-up camp. They would line the floor of each one with skins of small animals, just as their mothers used buffalo hides. While girls arranged their dolls and toy cradleboards, the boys played at going hunting or making war. Sometimes the children would divide into two enemy camps, and if the girls on one side thought the battle was going against them, they would hastily pull down the tipis, pack their possessions, and retreat. Children still “play camp” today. As is true of many types of play, it is a valuable exercise in learning social roles and necessary skills, and is also a lot of fun - undoubtedly the reason for its continuing popularity.

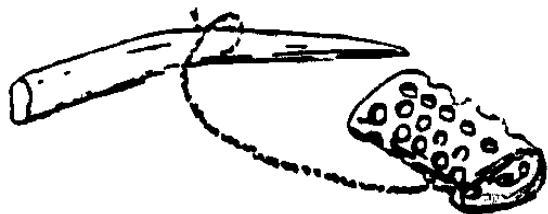
## Native Americans of The Frozen Arctic: The Inuit

Although we might think of the **Arctic** as a hostile environment, the Inuit make this ice-desert their home from Siberia east to Greenland. They live from the treeless tundra, with its winter temperatures of -50 degrees Fahrenheit, to the shores of the Arctic Ocean, which freezes to a depth of six feet, proving how adaptable humans are. They have built a way of life on **hunting seals, walrus, whale and caribou**. On land they travel on fast **dogsleds**. At sea they use either one-person **kayaks** or two-person **umiaks** to hunt the largest sea mammals. Both are fast, lightweight canoes that can be easily maneuvered and are made of animal skin stretched over driftwood. They have developed the world's most **efficient cold-weather clothing and housing**, living in **igloos** fashioned from sturdy blocks of snow and ice.

### Ring and Pin Game

Ring and pin was a very popular game with Native Peoples throughout North America. Not all ring and pin games were made of bone like the one in the lesson, however - other tribes used materials that were readily available to them to make the ring or target. The Northeast Woodlands, the Native American culture area in which we live, provides us with many excellent illustrations of this. For example, the farming Huron people of New York state would use balls of cornhusk to make this game. The Passamaquoddy and Penobscot from Maine would use moosehair or hide and the Sauk and Fox from the wooded Great Lakes region would use strings of perforated wooden cones.

Regardless of what material they were made from, most of the targets had many perforations (like the game shared in the lesson) instead of a single ring, each designating a different score. Ring and pin was considered a miniature version of a game called hoop and pole played by adults, often as a form of gambling. Children usually played the game in pairs. When a boy and a girl played together, it was sometimes called the "lovers' game."



Ring and pin game





# **POST-VISIT SECTION**

# WORDS TO REMEMBER

*The following list will help to reinforce new words and concepts introduced in the lesson.*

<b>AGITATOR</b>	the part of a washing machine that moves up and down or turns from side to side, mixing the clothes with water and soap
<b>BALERO OR BILBOUQUET</b>	the Spanish or French name for the game we call cup and ball, a game that tests hand-eye coordination and patience
<b>ENDANGERED</b>	a living thing that is very rare; very few are left
<b>SINEW</b>	the part of an animal that holds the muscles to the bones
<b>STEREOSCOPE</b>	a visual instrument that is used to create an illusion that an image is three-dimensional
<b>THREE- DIMENSIONAL</b>	something that isn't just flat but has, or appears to have, depth
<b>TIDDLEDIES</b>	the large disks used to press on the small winks in order to flip them into the cup in the game of tiddledy winks
<b>TIDDLEDY WINKS</b>	a game in which players try to flip small disks into a cup for points by pressing the disks on their edges
<b>TIPI</b>	a cone-shaped tent made of animal skins or bark lived in by Native Americans in the Plains area of the country
<b>VIEW-MASTER</b>	a toy that makes a picture on a slide appear three-dimensional when looked at through the viewer
<b>WINKS</b>	the small disks flipped into the cup in the game of tiddledy winks
<b>WRINGER</b>	a device that looks like two rolling pins which was used in the past to squeeze water out of wet clothes to speed drying



# CREATING A TOY STORY

This lesson about the toys and pastimes of children throughout our nation's history can inspire some very creative storytelling. This activity will allow students to create a mini-storybook that combines both written and visual description.

## Creating Your Storybook:

### You will need:

- 1 sheet of plain 8 1/2 x 11 paper for each student
- 1 sheet of lined 8 1/2 x 11 paper for each student
- 1 manila folder for each student

### Directions to the student:

1. **Choose** one of the storytelling options below.
2. **Write** down the story you imagined on the piece of lined paper, or tell it to your teacher, a parent or aide who will record your story in words.
3. **Illustrate** your story by drawing a picture to go along with it on the plain piece of paper.
4. **Assemble:** When you have both your written story page and your illustration page completed, you are ready to put your storybook together. Attach the illustration to the left hand side of the open manila folder with staples or tape and attach the written page to the right hand side. Close the folder with the pages inside. Now give your story a title, and decorate the cover of your book.

## Storytelling Options:

- **Imagine** what it would be like to . . .
  - be a contestant in a tiddledy winks championship
  - play camp in a play-tipi
  - be a Pilgrim child
  - wash clothes with an old-fashioned washing machine
- **Describe** the object you saw in the lesson that was your favorite. Explain why you liked it best, then describe how you would play with it if it were yours. Remember as many details about it as you can, then draw a picture of it.
- **Tell** a story about your favorite toy or game at home. What if it came to life? What adventures would it have?

# RING AND PIN GAME

Ring and pin was a popular game played with by Native Peoples throughout North America. Although the ring and pin shared in the *American Children at Play* lesson is made of bone, ring and pin games could be made using a variety of materials. Usually whatever was most readily available to the particular Native American group was used. This activity allows students to create a simple ring and pin game of their own using inexpensive and readily available “21<sup>st</sup> century” materials.

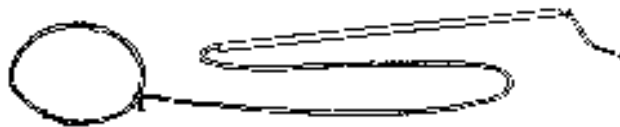
## HOW TO MAKE YOUR OWN RING AND PIN GAME

### Materials:

- plastic drinking straws (one for each student)
- string
- pipe cleaners (two for each student)
- colored magic markers
- multi-colored feathers, large plastic beads, small bells (optional)

### Directions:

1. Tie a double knot in a length of string. If you choose to use feathers, beads or bells, put a drop of glue on the end of a feather, then tie the feather to the end of the string that has the double knot in it. Slide two or three beads and a bell onto the string so that they all rest on the knot. Then slip the un-knotted end of the string through the straw.
2. Twist the ends of the two pipe cleaners together, then shape them into a circle. The smaller the circle or "ring," the more difficult the game will be to play. Decorate the pipe cleaner ring with colored lines made with magic markers.
3. Tie the pipe cleaner ring to the un-knotted end of the long length of string.



4. You are now ready to play! Establish a time limit and have contests between students to see who can spear the ring on the pin the most times.



**Source:** Brundin, Judith A. *The Native People of the Northeast Woodlands: An Educational Resource Publication*. New York: Museum of the American Indian - Heye Foundation, 1990. ISBN #0-934490-45-7.

# IVORY AND PLASTIC: WHY MATERIALS CHANGED

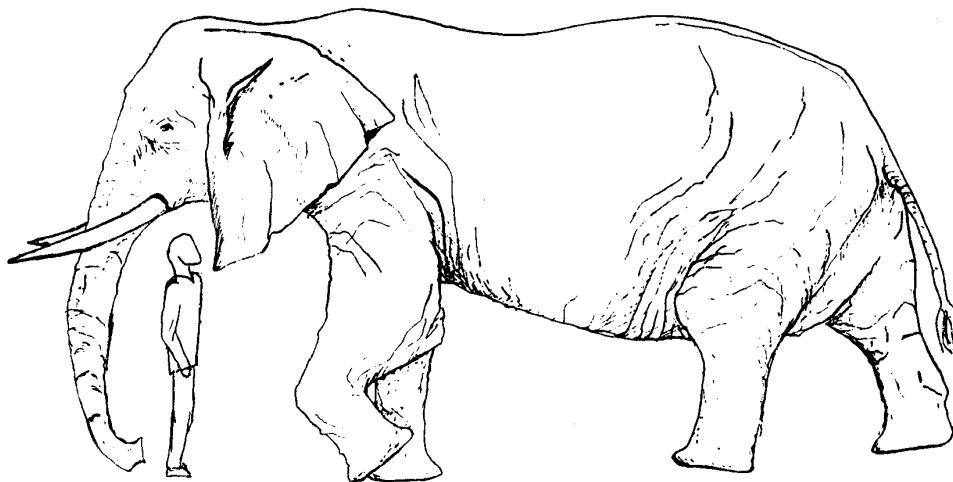
Things made out of **IVORY** come from the teeth or tusks of elephants, walrus and whales—animals that are so wonderful that people now have tried to stop using ivory to make things. Ivory was once used to make piano keys, buttons, cameos, decorations for the home and pieces for games.

Today there is a substitute for ivory in all these things: **PLASTIC**. If something is made of plastic, people usually think it is not very old. This is generally true, but plastic was first invented in 1869. It all started because a maker of billiard balls was tired of using ivory to make them and began looking for something else. Because the most commonly used ivory came from the tusks of elephants, it was quite expensive. A printer in Albany, New York won the prize by inventing celluloid, which is a form of plastic. Not much was done with it for fifty years, so most plastic comes from things made in our own century. Today, over 100 years later, we are still using plastic as a substitute for ivory. This is good because elephants are now an *endangered species*, which makes it illegal to hunt them or use the ivory from their tusks in any way.

At the bottom of this page is one of the magnificent animals that ivory comes from—the **ELEPHANT**. The **antique tiddledy winks** in the lesson are made of elephant ivory. Why are elephants so special? They are **big**. And they are **like us**.

**BIG:** Size: The picture shows a man six feet tall standing next to an elephant, which can grow as tall as 13 feet. Using a measuring stick, find out what that means by marking the wall. Weight: How much does a student weigh? How much does an adult weigh? A lion can weigh 500 pounds. An elephant can weigh 12,000 pounds. An elephant next to a lion is like a big husky man next to a kitty cat.

**LIKE US:** They live in families. They have big family reunions when they haven't seen some of their relatives for a long time. They practice simple medicine by treating their wounds. They greet each other in a formal way (people shake hands; elephants wiggle their ears, twist their trunks, and wheel around). They can live to be about 70 years old. They grieve when one of their family dies. At other times they act silly (like running around for no reason) just like we do.



# AN INTRODUCTION TO STEREOSCOPIC VISION



**Goal:** To demonstrate how two eyes see differently, creating the illusion of depth or three-dimensions. The optical toys in this lesson, the 19th century stereoscope and the modern viewmaster, both work on this principle.

**Materials:** You will need a student and a picture or photograph of a student.

## DIRECTIONS:

Choose a student to stand in front of the class, then hold up a photograph of the student. Proceed with the following dialogue:

### Teacher Question:

"How are these different?"

### Student Response:

"The picture is flat."

**Q:** "What is 'flat'?"

**R:** "It has no depth, is not round."

**Teacher:** "John/Jane can stand sideways and you still see some of him/her. If I turn the picture sideways, all you see is a line, which is the side of the picture."

**Q:** "Why? What is the same about the two things and what is different?"

**R:** "Both are tall, have height. Both are wide, have width. But only the person has depth, the part of the person that goes back into space."

**Q:** "How can we make a picture to show John/Jane is not just tall and wide but also has depth?"

**R:** "It isn't possible with just a picture."

**Teacher:** "However, because we use two eyes to see, we can trick our brains." Have student stand in front of some vertical line (edge of blackboard or door). Have class look at student with both eyes. Students then look with RIGHT eye only, closing left eye. Then look with LEFT eye, closing right eye.

**Q:** "What happens?"

**R:** "John/Jane seems to move."

**Q:** "Are the views you see with each eye the same or different?"

**R:** "Different. Each eye sees something slightly different."

**Explanation:** When we keep both eyes open, the brain is tricked into putting "space" or "depth" between the two views or pictures we are seeing. We call it *binocular* or *stereoscopic* vision.

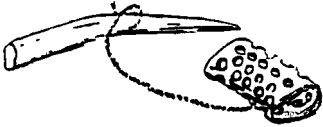

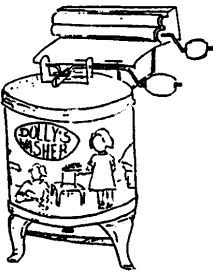
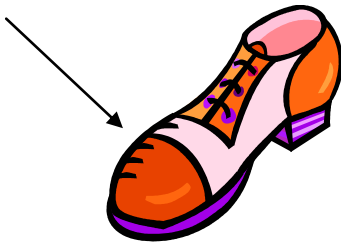

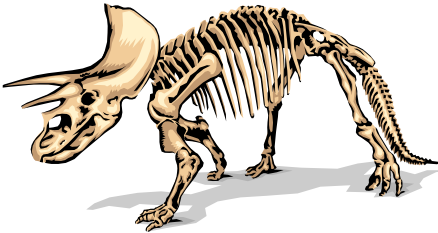
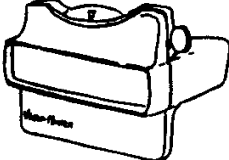
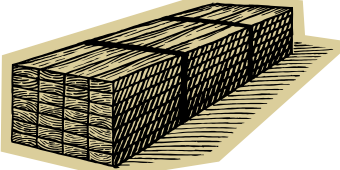
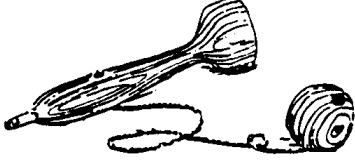
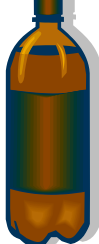
**Teacher:** "Look again with your right eye, then your left eye, then both eyes. Can you see the difference?"

### Summary explanation:

The stereoscope and viewmaster work because the pictures seen through the viewer by each eye are not exactly the same. They are slightly different - we see one thing with the right eye and a slightly different thing with the left eye. Our brain thinks it is the real thing, not just a picture, and adds the space, creating the illusion of three dimensions.

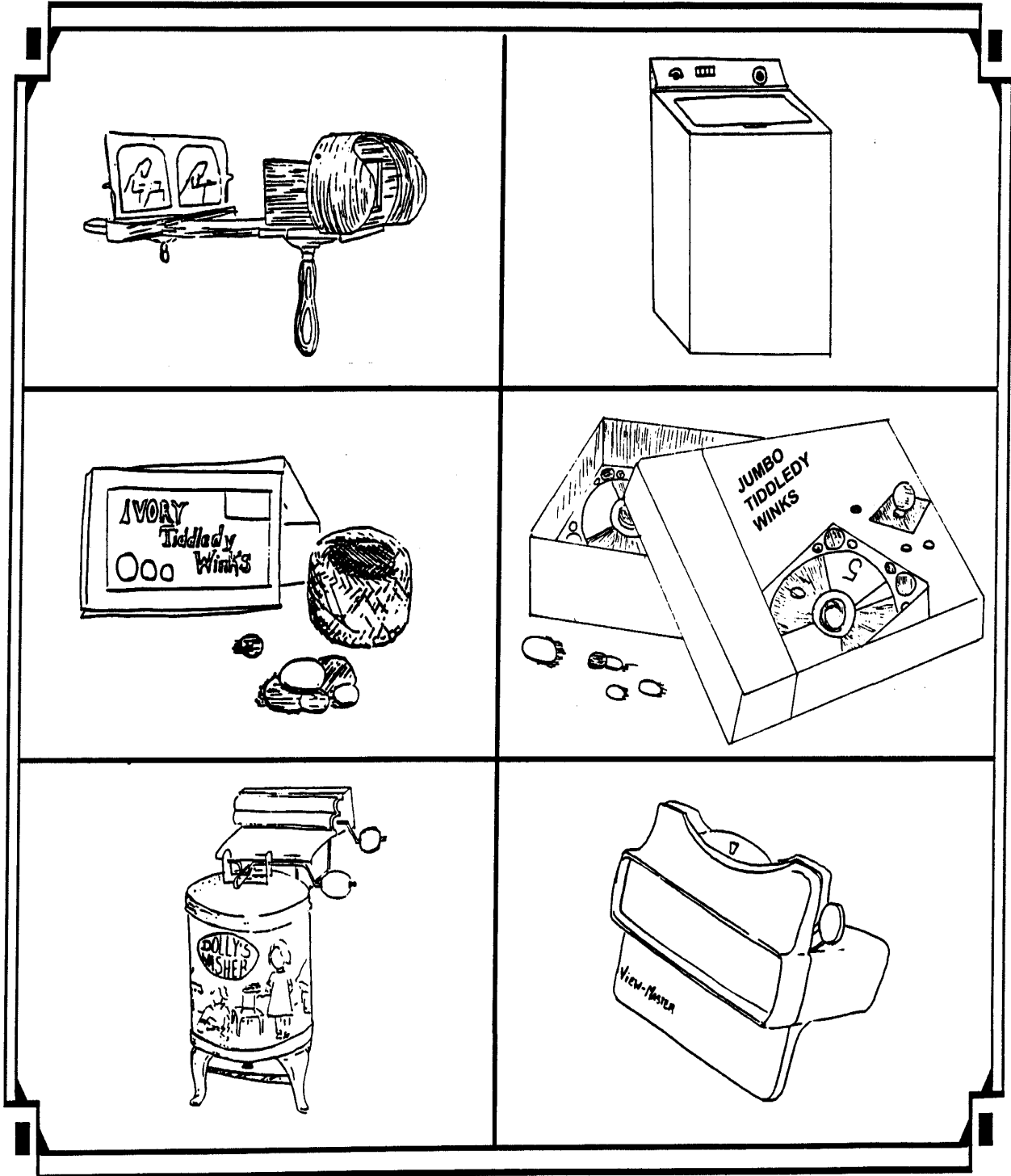
# MATERIALS MATCH-UP

Draw a line to match the toy from the lesson on the left with the material it is made from on the right.

 <p>ring and pin game</p>	 <p>Metal</p>
 <p>Dolly's washer</p>	 <p>Leather</p>
 <p>Native American doll</p>	 <p>Bone</p>
 <p>View-Master</p>	 <p>Wood</p>
 <p>Cup and ball game</p>	 <p>Plastic</p>

# MATCHING OLD AND NEW

Choose three different colored crayons. Match the old-fashioned things on the left with the modern versions on the right. Color the two squares that go together the same color.



## OBJECTS IN THE LESSON REVIEW

The illustrations and descriptions below may help you to review/reinforce the lesson with your students after the museum instructor's visit. Please do not share this material with your students prior to the museum instructor's visit.

*(Please note: It may not have been possible for all of the objects to be shown in your classroom due to time constraints.)*



**Cup and Ball:** Made of wood, this is a modern version of a game Pilgrim children would have played with in the 1600s. Students learn how this game would be played and begin discussing how attitudes toward play have changed throughout history. Everyone will have an opportunity to test his/her skill with this game at the end of the lesson.



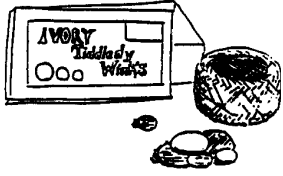
**Ring and Pin:** This popular game, similar to the European cup and ball, generates dialogue about play among our country's Native Peoples. This particular sinew and bone version was used by Inuit children, whose culture area will be discussed.



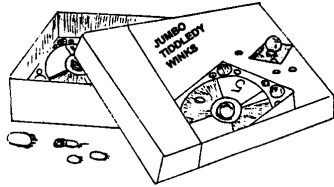
**Native American Girl with Tipi:** This black and white reproduction of a photograph taken in the 1890s depicts a little girl from the Plains with her play tipi. It inspires discussion of Plains life and some of the ways children practice adult skills through play.



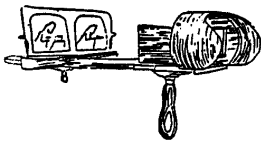
**Plains Doll:** The Plains girl in the previous photograph might have played with a doll similar to this one in her play tipi, as they are both from the same time period. Native American girls would play with their beaded buckskin dolls in much the same way that children play with their dolls today.



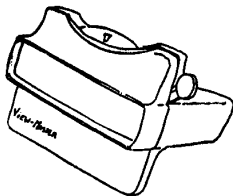
**Ivory Tiddledy Winks:** Over 100 years old and still in its original box, this game features colored disks made of elephant ivory and a woven basket "target." Children discover how this once-popular game is played.



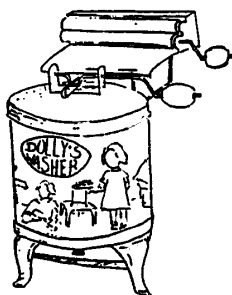
**Modern Tiddledy Winks:** Many students will recognize this new version of the previous game, and all are invited to find similarities and differences between the two. The class will compare materials used to make games 100 years ago and materials used today. They will also discover that often play can teach us new things or help us practice things we have already learned.



**Stereoscope:** Scientific toys like this one were very popular (even with adults) in the late 1800s. When a special card is seen through the viewer, this optical toy creates an illusion that the card's image is three-dimensional. This toy serves to introduce scientific toys and the concept of "3-D."



**Modern View-Master:** Most students are familiar with this modern plastic toy that works on the very same principles as the old-fashioned stereoscope. Students compare and contrast the two optical toys.



**Dolly's Washer:** Students use their observation skills and deductive reasoning to figure out the function of this often unfamiliar object. Children in the 1940s could wash their doll's clothes in this miniature tin washing machine that was "just like mom's." This toy clearly illustrates what children can learn about the adult world by mimicking adults in play, and leads to a discussion comparing technology yesterday and today.

# FAVORITE OBJECT ACTIVITY

*Think about the antiques you saw in the American Children at Play lesson. Then think about the toys you play with today. Draw your favorites (the ones you like best) in the boxes below.*

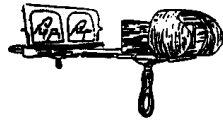
My favorite **antique** toy was...

My favorite toy to play with **today** is...

# WORD FIND

Ten words you remember from the *American Children at Play* lesson are hidden in this puzzle. You may find them up and down and across. Good luck!!

ANTIQU



TIPI



BASEBALL



TOY

DOLL



VIEWMASTER



INUIT



WASHER

MUSEUM



WINKS



B	H	A	R	D	O	L	L	Z	B
O	W	S	L	B	E	M	W	P	A
W	U	G	T	I	P	I	A	M	S
I	T	M	K	N	V	W	S	U	E
N	E	L	Q	U	F	J	H	S	B
K	A	N	T	I	Q	U	E	H	A
S	K	C	O	T	D	W	R	N	L
P	F	O	Y	C	E	L	X	I	L
V	I	E	W	M	A	S	T	E	R
A	R	Y	B	M	U	S	E	U	M

# WORD FIND ANSWER KEY

You will find the ten words below in **bold** and circled in the puzzle.

**ANTIQUE**

**TIPI**

**BASEBALL**

**TOY**

**DOLL**

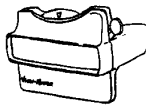
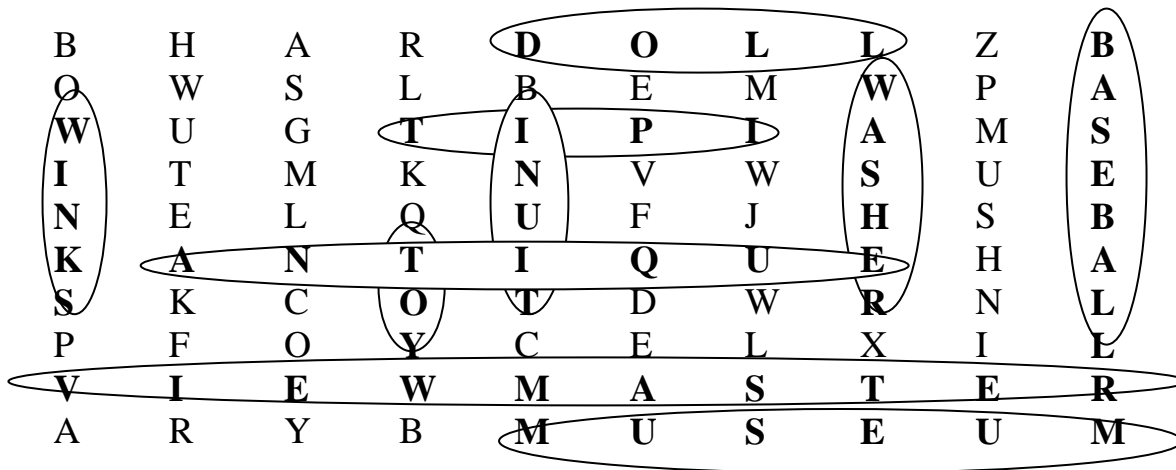
**VIEWMASTER**

**INUIT**

**WASHER**

**MUSEUM**

**WINKS**





# RECOMMENDED RESOURCE LIST



- Anderson, Ken and Morry Carlson. *Games for all Occasions*. Grand Rapids: Zondervan Press, 1967 (16th printing).
- Brown, Stuart L. "Animals at Play." *National Geographic Society*. December 1994, Vol.186#6. P2 ff. An excellent article discussing the similarities in play between animal and human young.
- Caduto, Michael J. and Bruehac. *Keepers of the Earth: Native American Stories and Environmental Activities for Children*. Fulcrum, Inc., 1988. Excellent reference for the library; also available with just stories for students and myths on nature, creation, and the seasons. Teachers' book includes activities and value understanding. Story tapes available. Relates to Natural Science.
- Culin, Stewart. *Games of the North American Indians*. New York: Dover Publications, 1975. A detailed, descriptive resource.
- Greenaway, Kate. *Book of Games*. New York: Merrimack Publishing Co. A reprinted antique, this book contains 60 old-time games and rhymes, with many illustrations.
- Harbin, E.O. *Games for Boys and Girls*. New York: Abingdon Press, 1951.
- Josse, Barbara M. *Mama Do You Love Me*. San Francisco: Chronicle Books, 1991. ISBN# 0-87701-759-X. Beautiful sensitive story of an Inuit child, testing the limits of her independence. Wonderfully illustrated.
- King, Constance Eileen. *Encyclopedia of Toys*. New York: Crown Publishing Co., 1978. ISBN# 0-517-530-27-9. A good reference book discussing toys from the 18th to 20th centuries.
- Lenz, Mary Jane. "The Stuff of Dreams: Native American Dolls." New York: Museum of the American Indian, 1994.
- Murdoch, David. *North American Indian*. Eye-Witness Books. New York: Alfred Knopf, 1995. Written in association with the American Museum of Natural History. ISBN# 0-679-86169-6. Many photographs of objects and costumes from many regions.
- Native American Legends. (available at Heritage Museums & Gardens) *Ka-Ha-Si and the Loon* (Inuit), *Dancing Drum* (Cherokee), *Turquoise Boy* (Navajo), *Quillworks* (Cheyenne).
- O'Brien, Richard. *Story of American Toys*. New York: Abbeville Press, 1990. ISBN# 0-89659-921-3. Groups toys according to era, from the Puritans to the present.
- Ripley, G.S. *The Book of Games*. New York: Association Press, 1952.
- Smith-Baranzini, Marlene and Howard Egger-Bovet. *US Kids History Book of the American Indians*. Boston: Little, Brown and Co., 1994. Covers all Native Peoples and grade levels. Includes symbols, games and activities.