

ON THE GO

Mary Fay Jones Collections in Hand Program

2011 – 2012



PRE- AND POST- VISIT TEACHERS' PACKET

Suggested for Pre-School

HERITAGE
museums & gardens

ON THE GO

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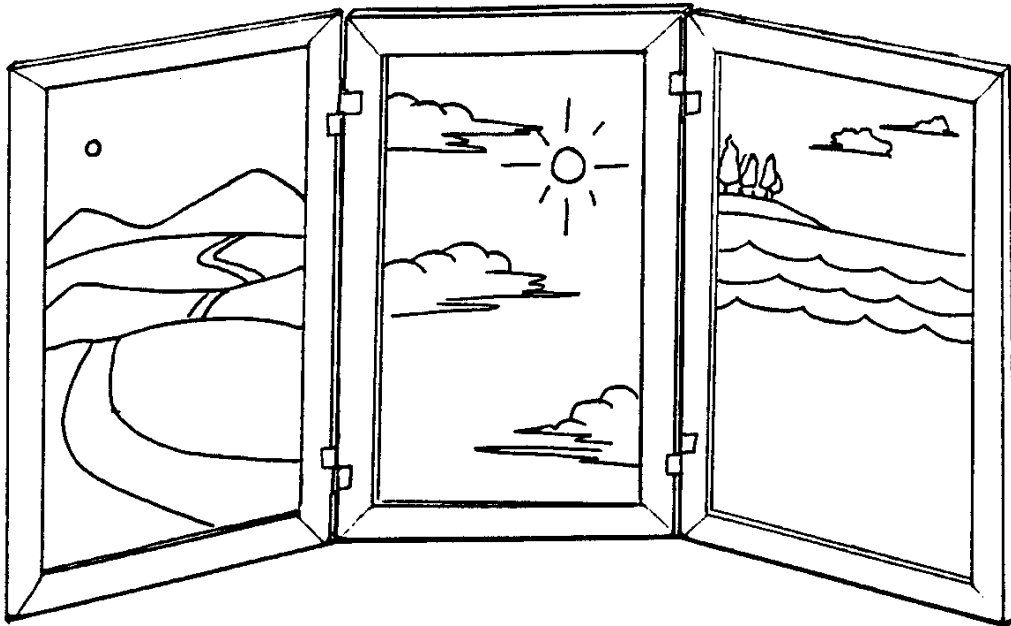
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INTRODUCTION TO *ON THE GO*

On the Go is a fun and exciting lesson that introduces young learners to the wonderful world of land, air and water transportation through a "show and tell" of seven antique toys from the museum's education collection. The lesson is approximately 30 - 45 minutes in length.

What to Expect

The museum instructor (either a staff member or a professionally trained volunteer) will begin the lesson by introducing themselves and telling the children about what they will be seeing. The children will learn that the toys in this lesson are very special objects called *antiques* that need special care and handling (see page 3). The instructor will then introduce the students to each toy, one at a time. After all the children have seen the toy and have had a chance to discuss the kind of transportation it represents, the instructor will then ask the students to think about whether that type of vehicle would be used on land, on the water or in the air. A felt board depicting these three environments (see illustration below) will be set up, and one student will be chosen to place a felt cut-out of each vehicle shape onto the appropriate background.



After the last felt vehicle has been successfully placed on the board and each of the toys has been shown and discussed, the instructor will begin the sing-along and movement portion of the lesson. A guide sheet listing the lyrics and their corresponding actions can be found on page 11 of this packet. We would love for you to join in! Following the last song, students will be able to examine the toys more closely by being allowed to touch them and pass them around. This opportunity provides a fun, hands-on closure to the lesson.

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 *On the Go* 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.

On the Go *Mary Fay Jones Collections in Hand Program*

English Language Arts

Language Strand, Standards: 1, 2

Literature Strand, Standard: 9

History and Social Science

Concepts & Skills

History and Geography: 1, 2, 3, 4

Civics and Government: 6

Learning Standards: preK-K.7a, preK-K.8

Science and Technology/Engineering

Physical Sciences: 1, 3, 4

Technology/Engineering: 1.1, 1.2

Math

Number Sense and Operations: K.N.1, K.N.3

Patterns, Relations & Algebra: K.P.2

Geometry: K.G.1

Data Analysis: K.D.1

Arts

Dance Strand, Standard: 1

Music Strand, Standard: 1

Visual Arts Strand, Standards: 1, 2, 3

Connections Strand, Standard: 10

Layers of Learning

On the Go, Focus Tour

PREPARING FOR THE LESSON

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

1. **Special Objects:** Before the museum instructor arrives, tell your students that he or she will be bringing along special objects to share with the class called *antiques*. Antiques are very old objects that need to be treated carefully. These special objects are important to us because we can learn from them and have fun with them. We want to take good care of them so we can keep sharing these special things with lots of other people in the future.

2. **Toys and Play:** Have a general discussion with your students about toys and play. What toys do they like to play with? Do they think their parents or grandparents would have played with the same toys they do? How were theirs different? Point out that many toys children play with are smaller or pretend versions of real things that adults have. Give examples that include transportation toys. Do they have any transportation toys of their own that they play with at home? In the classroom? How do they play with them?

3. **Transportation:** A valuable pre-visit activity would be to have your class brainstorm the many ways people stay “on the go.” How do we move people and things from place to place? What kinds of vehicles do we use? Try to stimulate a wide variety of responses that include land, air and water transportation and include non engine-powered ways to travel as well. How do your students get around every day? With what different methods of transportation from your list do they have personal experience?

4. **Vocabulary:** On page 6 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.

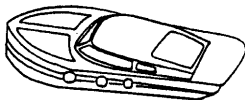
TEACHERS' GUIDE TO OBJECTS IN THE LESSON

Each of the seven toys in this lesson were manufactured in the 1950s and '60s using a variety of different materials. The illustrations and descriptions below may help you to prepare your students to discuss the various kinds of transportation they represent. *Please note: in order to preserve the opportunity for discovery, we ask that you do not share this material with your students prior to the museum instructor's visit.*

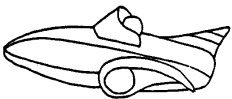
(Please note: It may not have been possible for all of the objects to be shown in your classroom due to time constraints.)



Locomotive: This tin "Overland Express" train engine, printed gray with gold and red detailing, begins a discussion of railroad transportation.



Motorboat: Printed with bright primary colors, this bathtub toy looks similar to a small cabin cruiser. It serves to introduce students to water transportation.



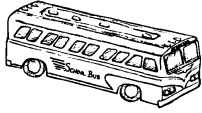
Rocket: Also printed with bright primary colors, this tin, friction-driven rocket ship has an astronaut at the controls. It inspires animated discussion of space travel.



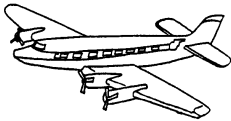
Paddle Wheeler: The "River Queen" is a yellow, red and green plastic wind-up bathtub version of the steam-powered passenger riverboats of the late 19th century. It further illustrates the diversity of water transportation.



Covered Wagon: This battery-powered toy is made primarily of tin, with a canvas top and pulled by plastic horses. It initiates discussion of methods of "old-fashioned" and cargo transportation.



School Bus: This bright yellow tin bus will be instantly recognized as being a school bus. It opens a discussion of this specialized type of transportation and other general types of motorized vehicles that travel on land.



Airplane: This tin "Pan American World Airways" plane is red, white and turquoise, has four propellers, and prompts great discussion of air transportation.

WORDS TO KNOW

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

General introduction:

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

ANTIQU: old, old-fashioned;, special things that we take care of and share with others

TOY: an object for children to play with

TRANSPORTATION: moving people or things from one place to another

Vehicles that will be discussed in lesson:

TRAIN: a string of connected railroad cars that can carry people and things

LOCOMOTIVE: the engine that pulls the rest of the railroad cars in a train

BOAT: a vehicle that travels on the water

ROCKET: a vehicle with fast and powerful engines that travels and explores outer space

WAGON: a four-wheeled, horse-drawn vehicle used to carry loads

BUS: a long motor vehicle that carries many passengers

AIRPLANE: a winged vehicle that flies in the sky

Actions related to transportation:

DRIVE: to guide and control a vehicle

RIDE: to be carried and travel in a vehicle

SAIL: to travel on the water

FLY: to move through the air

Other transportation-related words:

TRAVEL: to move from one place to another

WHEELS: circular disks attached to a vehicle that move it when they turn around

ROAD: an open public way for people, animals and vehicles

VEHICLE: something used to move people or goods from place to place

Transportation Occupations



A person who brings people from place to place in a bus is called a **BUS DRIVER**.



A person who controls a space shuttle and explores outer space is called an **ASTRONAUT**.



A person in charge of a ship is called the **CAPTAIN**.



A person who controls a train locomotive is called an **ENGINEER**.




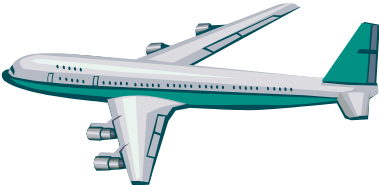





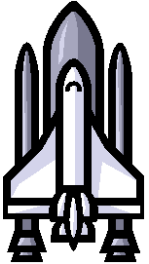




A person who flies an airplane is called a **PILOT**.



People who drive cars, trucks and motorcycles are called **MOTORISTS**.

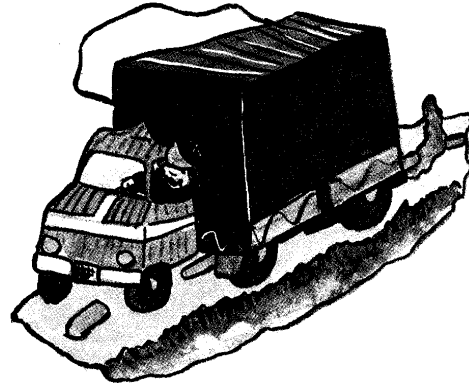
Transportation Occupations: Matching Activity

Directions: Match the person on the left with his/her transportation vehicle on the right.

TRANSPORTATION RIDDLES AND RHYMES

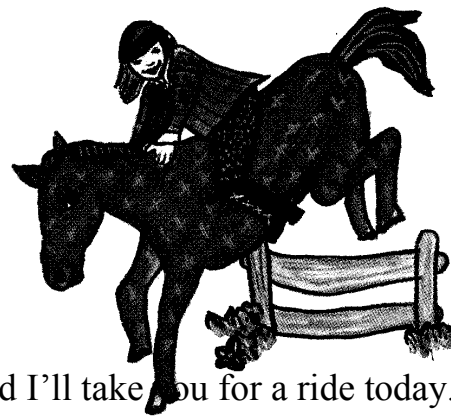
Teacher: Read each riddle. Then let children choose the picture that correctly answers the question "What am I?"



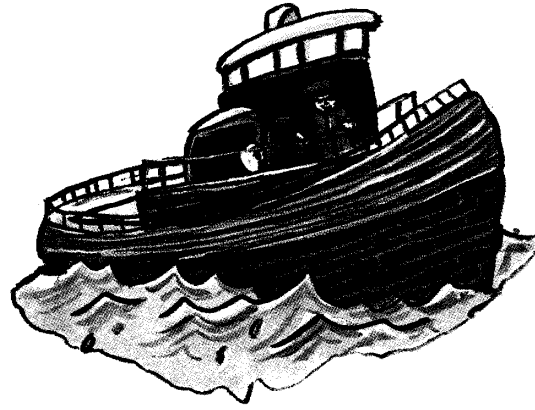
My big wheels carry heavy loads. I travel on highways, streets and roads. What am I?



Get on at the station and find a seat. I travel on tracks instead of a street. What am I?



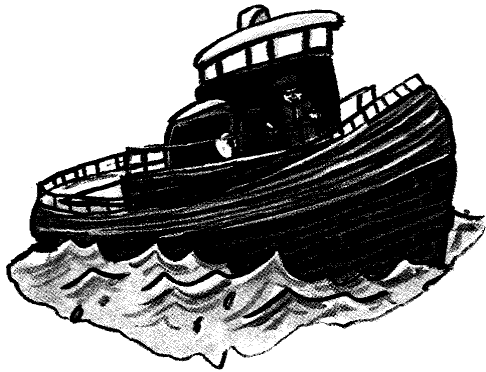
I don't need gas. Just feed me hay, and I'll take you for a ride today.
What am I?



My wings and motor help me fly. I carry people through the sky.
What am I?



My rotor blades go round and round as I fly above the ground. What am I?



To ride on a river or on a lake, I'm the one you'll want to take. What am I?

Additional activity suggestions:

Ask the children to put a circle around all the ways to travel that have wheels, travel on land, travel in the sky or travel on the water.

Ask students to mark the picture that shows a way they would like to travel and tell why.

Source: Weekly Reader. Weekly Reader Corporation; Edition Pre-K, January 1997, week 3. Art by Grace Lin.

TRANSPORTATION SING-ALONG SONG SHEET AND MOVEMENT GUIDE

Verse with one action:

Row, row, row, your boat



Row, row, row, your boat, Gent - ly down the stream.



Mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly, Life is but a dream.

Action:

* Have students perform rowing motion with their arms

Verse with two actions:

Drive, drive, drive the bus
Safety is the rule,
All the children get inside,
And we go to school!

Actions:

* Motion of turning steering wheel
* Point with thumb toward "back of bus"

Verse with three actions:

Fly, fly, fly the plane
Quickly through the sky,
Faster, faster, faster, faster,
Now you're way up high!

Actions:

* Raise and lower arms at sides while walking around room
* Quicken arm movement
* Jump at finish

Verse with four actions:

Choo, choo, choo the train
Rumbles down the tracks,
The whistle blows,
People wave,
Smoke comes out the stack!

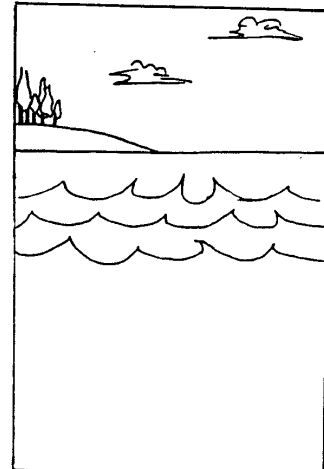
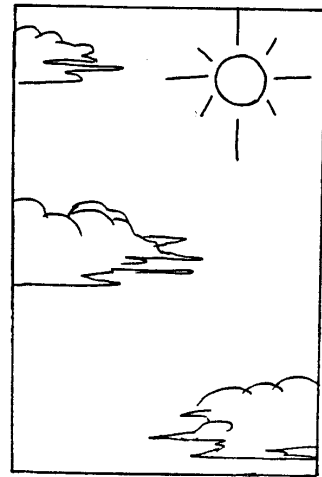
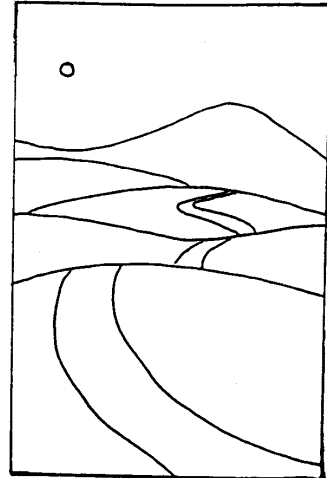
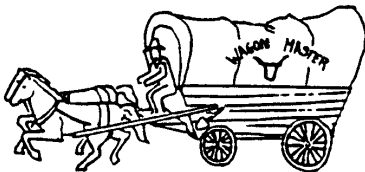
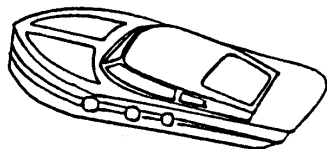
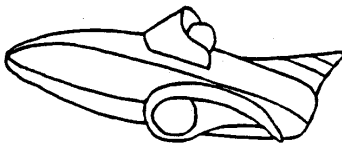
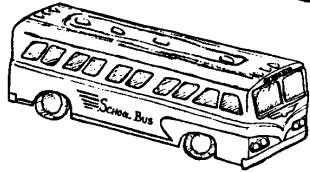
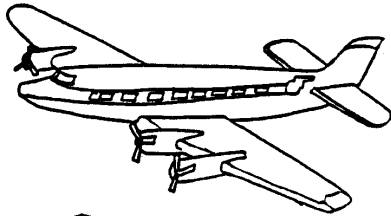
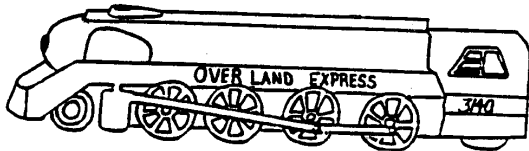
Actions:

* With elbows bent, pump arms up and down at sides
* Pull down whistle cord
* Wave
* Make "puff" of smoke with both hands

Source for "Row, Row, Row Your Boat": *First Songs and Action Rhymes* by Jenny Wood. Aladdin Books; Macmillan Publishing Co., NY, 1991.

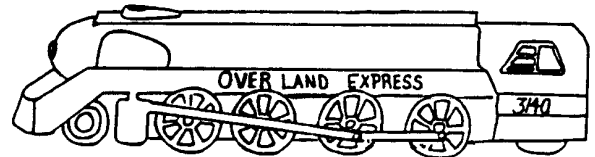
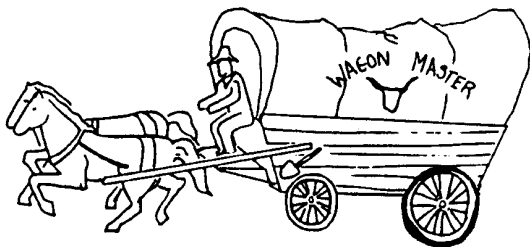
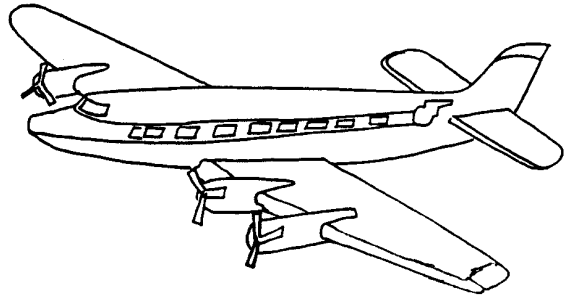
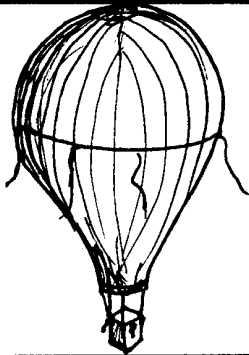
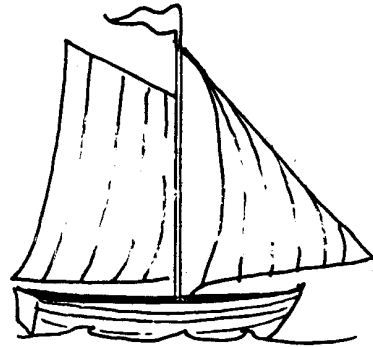
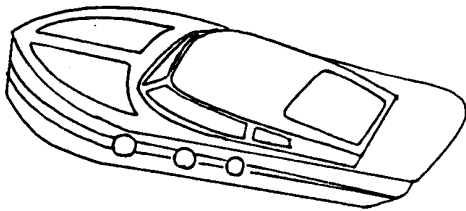
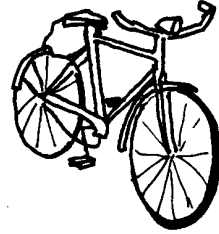
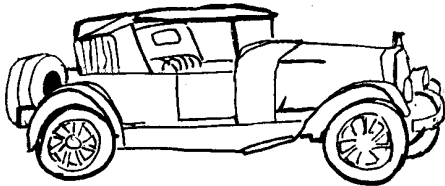
MATCHING ACTIVITY

Directions: Draw a line connecting the vehicle on the left to where it travels (land, air or water) on the right.



WHICH GOES FASTER?

Circle the fastest type of transportation in each pair.

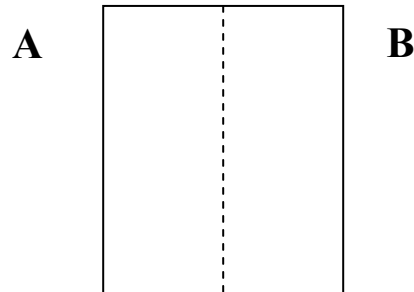


MAKE A PAPER AIRPLANE

Use the template on the following page to make this project easier. Dotted lines provide folding guidance.

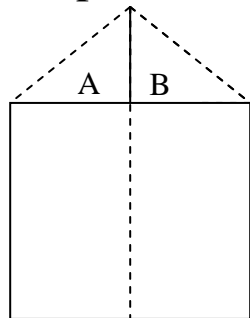
STEP 1

Fold a sheet of 8 1/2" x 11" paper in half the long way. Then unfold it and lay it flat.



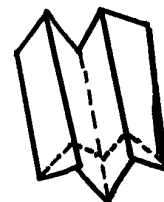
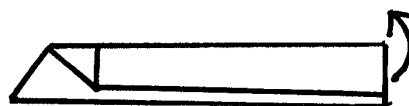
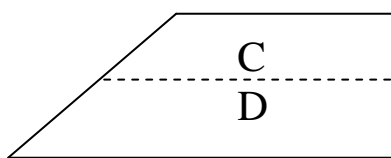
STEP 2

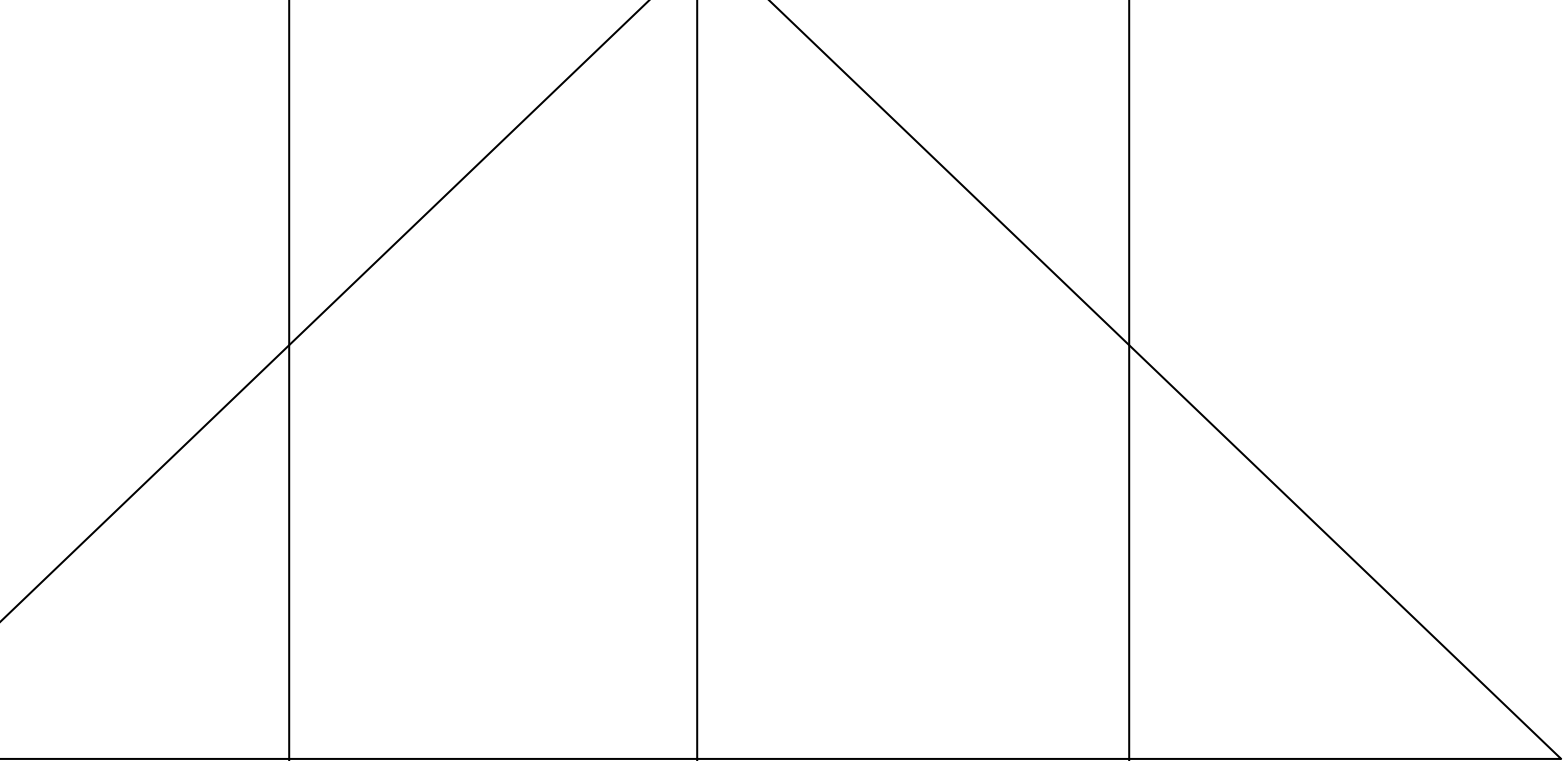
Fold the top corners (A and B) into the center to meet the middle fold line. Do not overlap.



STEP 3

With corners folded in, fold in half again along the middle fold line. One side at a time, fold the "wings" (C) of the plane down to the bottom edge of the body (D). Unfold "wings" slightly so they are level with one another. Your plane is now ready to fly!





Globe-trotting: Transportation Around the World

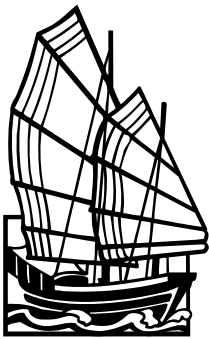
The toys featured in the On the Go lesson focus on forms of transportation found in the USA. However, there are many wonderful ways to go in other countries of the world. Use the information below and the map on page 18 to introduce your students to unique forms of transportation from around the world.

Gondola—Italy



Venice, Italy (or the “city of canals”) is a city with hardly any cars! That is because the city is built on a group of small islands, with many waterways that act as roads. Most people get around on foot or by boat. One of the most recognizable forms of Venetian transport is the **gondola**. A gondola is a narrow boat with a high prow (front end) and stern (back end). A **gondolier** stands at one end of the boat with a long pole which he uses to push the boat along the river.

Junk—China



A junk is a Chinese sailing vessel. They were first invented around 200 BC. Writings from that time indicate that a junk could carry 700 people and 260 tons of cargo! The body of a junk is watertight and divided into several compartments. Junks have curved sails on bamboo frames and rudders—two innovations that made them very efficient. They were very fast and could move easily because the sails could be angled in different directions.

Rickshaw—India



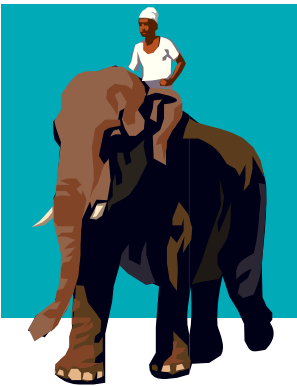
Rickshaw comes from a Japanese word that means “human-powered vehicle”—a fitting description for this type of transportation. A runner stands between two poles that are connected to a carriage-like cart that holds two people. Rickshaws are traditionally found in Asian countries like Japan, China, Thailand and India. Today, instead of a runner, rickshaws are powered by bicycles or small motorized vehicles.

Camels—Egypt



Camels—or “ships of the desert”—have been used for human transportation in both Africa and Asia. Camels with one hump are Dromedary camels; camels with two humps are Bactrian camels. Mostly Dromedary camels are ridden by people. In Egypt, you might even see the police mounted on camels! Unlike horses, camels kneel down so that their passengers can climb on.

Elephants—Zimbabwe



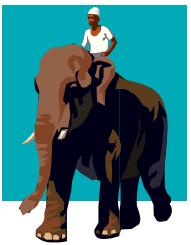
Elephants have been carting people around for a very long time. In 331 BC, an army rode elephants into battle! Today elephants are still used for transportation in Africa, India and Thailand. Because elephants are so tall, they can be tricky to ride. To get on an elephant, you must either climb on a platform next to the elephant or climb on as the elephant kneels down on the ground. Elephants walk on their toes, so they have very good traction even when it is slippery!

Dog sleds—Alaska and Canada



Dog sleds are used in very cold places where there is a lot of snow. As many as twenty-four dogs are hitched two by two to a sled that can carry people and supplies. One of the most famous dog sled stories occurred in 1925. The people in Nome, Alaska were sick with diphtheria and there was no medicine. Teams of dog sleds raced over 670 miles relaying the medicine from one team to another until they reached Nome. The town was saved, and the path the dogs raced is followed now in a famous race known as the Iditarod.

Traveling the World



TRAVELIN' TUNES

The following transportation songs are readily adaptable to improvisation and fingerplay. They are easy to learn and sing, and are fun for kids of all ages.

Horseback:

Trot, trot, trot

Trot, trot, trot, Go and nev - er stop.

Trudge a - long, my lit - tle po - ny, Where 'tis rough and where 'tis sto - ny.

Go and nev - er stop, Trot, trot, trot, trot, trot!

The musical notation consists of three staves in 2/4 time with a key signature of one sharp (F#). The melody is simple and rhythmic, suitable for a young child to sing and play along with.

Train:

Down at the station

Down at the sta - tion, ear - ly in the morn - ing,

See the lit - tle puf - fer bell - ies all in a row.

See the en - gine dri - ver pull the lit - tle han - dle.

Chug! Chug! Who! Who! Off we go.

The musical notation consists of four staves in 2/4 time with a key signature of one flat (Bb). The melody is simple and rhythmic, suitable for a young child to sing and play along with.

Source: *First Songs and Action Rhymes* by Jenny Wood. Aladdin Books; Macmillan Publishing Co., NY, 1991.

Wagon:

Bumping Up And Down

Traditional
Adapted by
Raffi and Ken Whiteley

Fast

C7 F F

Bump - ing up and down in my

lit - tle red wag - on, Bump - ing up and down in my

lit - tle red wag - on, Bump - ing up and down in my

lit - tle red wag - on, Won't you be my dar - ling?

C7 F

2. One wheel's off and the axle's broken . . .
3. Freddie's gonna fix it with his hammer . . .
4. Bumping up and down in my little red wagon . . .
5. One wheel's off and the axle's broken . . .
6. Laura's gonna fix it with her pliers . . .
7. Bumping up and down in my little red wagon . . .

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Source: *The Raffi Singable Songbook* by Raffi. Crown Publishers, Inc., NY, 1980.

ISBN # 0-517-56637-0.

Boat:

Sailing in the Boat

Moderately fast $\text{♩} = 80$

CONNECTICUT

Sail - ing in the boat when the tide runs high,

Sail - ing in the boat when - the tide runs high,

Sail - ing in the boat when the tide runs high,

Wait - ing for the pret - ty girls to come by'm bye.

Here she comes so fresh and fair,
Sky-blue eyes and curly hair,
Rosy in cheek, dimple in her chin,
Say, young man, but you can't come in.

RHYTHMIC PLAY: Children find different ways of sailing in the boat. One boy was careful to moor himself to the dock when he got back. Several others thought of returning with cargoes. Others arched their arms to make drawbridges.

Source: *American Folk Songs for Children* by Ruth Crawford Seeger. Doubleday and Co., Inc., NY, 1948. (Also "The Train is A-Coming")

Train:

The Train Is A-Coming

Moderate $\text{♩} = 60$

The musical score is written for piano and voice. It consists of two systems of music. The first system has four measures. The first measure is marked *mf* and has a key signature of one flat (Bb). The second measure has a key signature change to two flats (Ab Eb). The third measure has a key signature change to one flat (Bb). The fourth measure has a key signature change to no flats (Cmin.). The lyrics are: "The train is a-com-ing, oh, yes, Train is a-com - ing, oh, yes,". The second system also has four measures. The first measure is marked *mf* and has a key signature of one flat (Bb). The second measure has a key signature change to two flats (Ab Eb). The third measure has a key signature change to one flat (Bb). The fourth measure has a key signature change to no flats (Cmin.). The lyrics are: "Train is a - com-ing, train is a-com-ing, Train is a-com - ing, oh, yes."

2. Better get your ticket, oh, yes,
Better get your ticket, oh, yes,
Better get your ticket, better get your ticket,
Better get your ticket, oh, yes.
3. Room for a-many more, oh, yes.
4. Train is a-leaving, oh, yes.

IMPROVISATION and RHYTHMIC PLAY: Children like to play train. Sometimes they are cars—

1. Steve is the engine, oh, yes, etc.
2. Joan is the coal car, oh, yes, etc.
(and so on, through all the kinds of cars that make up freight or passenger trains)

—and sometimes they are trainmen—

3. Jock is the engineer, oh, yes, etc.
4. Pete is the brakeman, oh, yes, etc.
5. Barry is conductor, oh, yes, etc.
6. Patsy is a passenger, oh, yes, etc.

FAVORITE TOY ACTIVITY

Think about the antiques you saw in the On the Go 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...

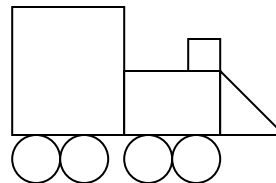
ADDITIONAL ACTIVITY IDEAS

Show-and-Share

- Ask students to bring in an old toy—one that belonged to a parent, grandparent, or other older adult—and share it with the class.
- Ask students to bring in their favorite toy from home and tell everyone why it is so special.

Simple Craft Activities

- Give students supplies to create a paper shape train locomotive. Cut the following shapes out of colored construction paper for each student: 1 large square, 1 small square, 1 rectangle, 1 triangle, and 4 small circles. Glue the shapes onto another sheet of paper using the illustration on the right as your guide.
- Give students a piece of paper, glue and some pieces of wagon wheel pasta to create their own kind of wheeled transportation vehicle.
- Have students create a transportation collage by cutting out pictures of trains, cars, planes, boats, etc. from old magazines and newspapers.
- Make hot wheels paintings. Using fingerpainting paper, tempera paints, and toy cars, have children make paintings by moving the cars across the paper. Dip the wheels of the car into the paint and then “drive” the car across the paper. Encourage children to experiment with different directions (straight lines, zig zags, and circles) and speeds (slow, medium and fast).



Storytelling

- Have everyone in the class use their imaginations to collectively create a story about a covered wagon, a paddle wheeler or a rocket ship. Where would the class like to travel in this vehicle? What would their trip be like?
- Have each student tell a story about his/her favorite toy from the lesson. Why was it the favorite? How would they play with it if it were theirs?
- Read the book *Don't Let the Pigeon Drive the Bus!* by Mo Willems with the children. Use this humorous story as a way to talk about the different jobs associated with transportation. Point out that some transportation vehicles can only be driven by special people. Build vocabulary with words such as *driver*, *conductor*, *pilot*, *astronaut*, *engineer*, *fire fighter*, *police officer* and so on.

Intergenerational Interaction

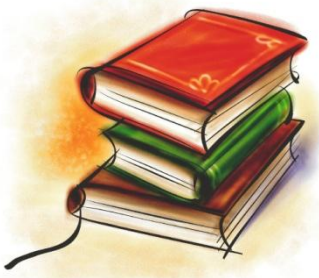
- Have students ask an older adult about the toys they played with when they were the student's age. What was their favorite toy? Were their toys anything like those played with by the student?
- Have students ask an older adult if they played with any transportation toys like model trains or toy cars when they were the student's age. What were their toys like?

Comparing and Contrasting

- Ask students to compare and contrast some old-fashioned methods of transportation with some modern ones (a horse and buggy and a car, for example). How are the two similar? How are they different? Which one is faster? Which is louder? Which one would be more fun to ride in?
- Ask students how the toys in the lesson were different than the toy airplanes, cars, boats, etc. that they play with today. How were they the same? Did they look different? Were they made of the same things? Which ones do they think would be safer for children to play with? More fun?

Sorting

- Have students assemble a collection of transportation toys or pictures of transportation vehicles. See how many different ways they can sort the modes of transportation. Below are some ideas:
 - Fast/slow
 - Machines/animals
 - Mode of power (battery, gas, wind, etc.)
 - Where they travel
 - Old/new
 - Number of wheels
 - Appropriateness for seasons (spring, summer, fall, winter)
 - Used for work/used for recreation
 - Number of passengers



CHILDREN'S BOOK LIST

Alexander, Martha. *Move Over, Twerp*. New York: Dial Books for Young Readers, 1981. ISBN # 0-803-76139-2.

Around Town; Emergency; Giant Machines; Going Places. New York: Covent Garden Books, Snap Shot Series, 1995. Non-toxic color photos with minimal text.

Ashman, Linda. *Rub-a-Dub Sub*. Harcourt Children's Books, 2003. Bathtime story that explores traveling underwater. ISBN # 0-152-02658-4.

Baer, Edith. *This is the Way We Go To School*. New York: Scholastic, Inc., 1990. ISBN # 0-590-43162-5.

Barton, Byron. *Trains*. Singapore: Harper Festival, 1986. Shows train parts and workers.

Barton, Byron. *Machines at Work*. New York: Thomas Y. Crowell, 1987. ISBN # 0-690-04573-5.

Benjamin, Cynthia. *I am a Pilot*. New York: Barrons, 1994.

Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel*. New York: Scholastic, Inc., 1939. ISBN # 0-590-32487-X.

Crews, Donald. *Freight Trains*. New York: Tupelo Books, 1978.

Crews, Donald. *Trucks*. New York: Greenwillow Books, 1980. ISBN # 0-688-80244-3.

Galef, David. *Tracks*. New York: Scholastic, Inc., 1996. ISBN # 0-590-13474-4.

Gibbons, Gail. *Trains*. New York: Scholastic, Inc., 1987. ISBN # 0-590-41514-X. OR New York: Holiday House, 1987. ISBN # 0-8234-0640-7.

Goodhart, Pippa. *Row, Row, Row Your Boat*. New York: Crown Publishers, 1997. ISBN #0-517-70970-8.

Pinkwater, Daniel. *Tooth Gnasher Superflash*. New York: Macmillan Publishing Company, 1981. ISBN # 0-027-74655-0.

- Raffi. *Wheels on the Bus*. New York: Crown Publishers, Inc., 1988. Great illustrations of the song. ISBN # 0-517-56784-9.
- Rey, Margaret and H.A. *Curious George and the Dump Truck*. New York: Scholastic Inc., 1984. ISBN # 0-590-33752-1.
- Roundabout Train*. New York: A Golden Book, 1958.
- Seymour, Dorothy. *The Crate Train*. Wonder Books, 1997.
- Shaw, Nancy. *Sheep on a Ship*. Boston: Houghton Mifflin Co., 1989. ISBN # 0-395-48160-0.
- Siebert, Diane. *Truck Song*. New York: Thomas Y. Crowell, 1984. ISBN # 0-690-04410-0.
- Tunnell, Michael O. *Mailing May*. HarperCollins Juvenile Books, 2000. Heart-warming story about a five year old girl who travels in an unusual way to visit her grandmother. ISBN # 0-064-43724-8.
- You Can Name 100 Trucks!* New York: Cartwheel Books, Scholastic, Inc., 1994. Board book with fun illustrations. ISBN # 0-590-46302-0.
- Wave Hello to Thomas*. New York: Rand, 1993. ISBN # 0-679-83877-5.
- Willems, Mo. *Don't Let the Pigeon Drive the Bus!* Hyperion, 2003. Amusing story about a very insistent pigeon. ISBN # 0-786-81988-X.
- Zelinsky, Paul. *The Wheels on the Bus*. New York: Dutton Children'sBooks, 1990. ISBN # 0-525-44644-3.