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| **Grade Level:**  Kindergarten |

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| **Essential Question:**  What do toys and games tell us about kids?  **Supporting Questions:**   1. What kinds of toys and games did your grandparents play with? 2. What can we learn about kids in the past through toys and games? 3. How can we tell if something is old? New? |

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| **Source 1**  A child with her toy bears c.1860  An image of a child with toy bears  Source: [Wikimedia](https://commons.wikimedia.org/wiki/File:Children_with_toys4.jpg) | **Source 2**  A view of a group of young children playing in the street c.1890  An image of kids playing in 1890  Source: [Flickr](https://www.flickr.com/photos/newcastlelibraries/4086252067) |
| **Source 3**  Cabbage Patch Doll, 1980s  Picture of a Cabbage Patch doll  Description: A doll that was invented in 1983 by designer Xavier Roberts. Each doll was made with its own personality and were put up for “adoption”. Trademarked in 1984.  [Source](https://i.pinimg.com/236x/92/fe/59/92fe59df85165109538175b3c45a3a3d--cabbage-patch-kids-boy-dolls-for-sale.jpg) | **Source 4**  Girl Doll from the 1920s  Picture of an old girl doll  Source: [History Colorado](http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=9d5cda70-8510-433b-b489-52466cf5b408&displayFields=Attachment&lang=en-US) |
| **Source 5**  Toy Library at Smedley Elementary School, Denver in the 1920s  Image of the toy library at Smeldey Elementary School in Denver in the 1920s  Source: [Denver Public Library](https://digital.denverlibrary.org/nodes/view/1137251?keywords=Smedley+school&type=all&highlights=WyJTbWVkbGV5Iiwic2Nob29sIl0%3D&lsk=0244912b41b185637f52dfa8ac047a0a) | **Source 6**  Girl Doll from the 1980s  **A picture of a girl doll from the 1980s** |

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| **Background Knowledge / Contextual Paragraph for Teachers:**  Toys and games offer interesting artifacts from the past that can teach us about culture, values, and social life. These primary source examples can engage students with artifacts that relate to their own play activities. The primary source set here includes images of historical dolls and games. Students can begin to identify features in photos that tell us about what’s old and what’s new. They can begin to practice building chronology with toys and games from different eras. |

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| **Building Background Knowledge for the Student:**   1. Teacher question: What are your favorite toys? Why do boys and girls play with different toys? Is a new toy better than an old one? Why? 2. Teacher question: Do any of you have old toys from a brother or sister? From your Mom or Dad? Grandmother or Grandfather? How were their toys different? Similar? 3. Teacher question: Do grown-ups play with toys too? What kinds? 4. Teacher question: What can we learn about a person from looking at the toys they play with? |

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| **Strategy Instruction:**   1. Start with Background discussion on toys and games above. 2. Project Smedley Elementary Toy Library photo. This is a library. What are kids doing here? What kind of library is this? Why would a school have a toy library? What are toys for? How can we tell this photo is old and not taken yesterday? What toys would you put in a toy library for kids your age today? 3. Project the sequence of Doll Images in Sources 2, 3, 4. Ask students about the differences. Teacher questions: why are these dolls different? Who might play with these? How can a doll tell us something about the person who plays with it? 4. Project Catalogues and ads for toys in the Extra Sources below. Use position words here (above, below) and also compare this to several other catalogue images so students can sequence them and work to measure which ones are more modern. 5. Project game images (Extra Sources below) or let students examine pictures in groups. Continue with questions about similarities and differences and what these games tell us about kids in the past. |

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| **Strategy Instruction Differentiation:**  These primary sources have little to no text. The images can allow students to practice historical detective work without basic reading. |

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| **Discussion:**   1. Exploring toys are historical artifacts. What can toys tell us about kids in the past? 2. What do different dolls tell us about different groups? 3. Why do people create new toys and games? 4. What makes a toy or game interesting or fun? 5. How do video games change our view of other toys and games from the past? |

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| **Assessment:**   1. Students might consider drawing a picture of their favorite toy or game and then explain what it says about them. How might their grandkids one day learn about them from studying this picture of the toy or game? 2. What did we learn as a class about kids in the past? Were your grandparents’ toys similar or different from yours? |

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| **Colorado Academic Standards Social Studies:**  History  GLE 1a: Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did?  Standard 1: History: GLE 2a: Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after.  Standard 1: History: GLE 2b: Explore differences and similarities in the lives of children and families of long ago and today  Standard 3: Economics: GLE 1a: Give examples of ownership of different items. |

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| **Reading and Writing Standards:**  RWC Standard 1: GLE1a: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  RWC Standard 1: GLE1d: Sort common objects into categories to gain a sense of the concepts the categories represent.  RWC Standard 3: GLE 1a: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)  RWC Standard 3: GLE 1b: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  RWC Standard 4: Research and Reasoning: GLE 1b: Use a variety of resources to answer questions of interest through guided inquiry. |

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| **Sample Activities:**   1. Discussion of toy and doll images 2. Comparing toy catalogues and games. |

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| **Extra Source 1:** Christmas Postcard, c. 1910s  Image of a Christmas card from 1910  Source: [History Colorado](http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=3062c19f-e545-4f01-94f9-9caf50299c13&displayFields=Attachment&lang=en-US) | **Extra Source 2:** Toy Catalogue, 1887  Image of the cover of a toy catalogue from 1887  Source: [The Library of Congress](https://www.loc.gov/resource/cph.3b17079/?loclr=blogtea) |
| **Extra Source 3:** Newspaper Ad for Toys, 1958  Image of a newspaper ad for toys, 1958  Source: [Colorado Historic Newspapers](https://www.coloradohistoricnewspapers.org/cgi-bin/colorado?a=d&d=STP19581120.2.63.1&dliv=none&e=-------en-20--1--txt-txIN--------0-) | **Extra Source 4:** Old Maid card game, 1930  **Image of an Old Maid card game from 1930**  Source: [History Colorado](http://5008.sydneyplus.com/HistoryColorado_ArgusNet_Final/ViewRecord.aspx?template=Object&record=48a09444-ae8d-4a11-8325-db388336a185&displayFields=Attachment&lang=en-US) |
| **Extra Source 5**  Hoop and Stick  Image of 3 boys playing hoop and stick  Description: Although this toy/game looks very simple, it was very popular. The object of the game was to keep the hoop rolling as long as possible. Children played this game outside and many times it would be played as a competition between several children to see who could roll the hoop the farthest.  Source: [Victorian Children](https://victorianchildren.org/victorian-toys-and-victorian-games/) | **Extra Source 6:**  Hobby horse  Victorian Toys and Games - Rocking horse  Description: There were no cars in Victorian times so horses were the main source of transportation. This made the Hobby Horse or Rocking Horse very popular. Wealthy Victorian Children could afford the expensive rocking horse while the poorer children played with a Hobby Horse. A Hobby Horse could easily be made by hand considering the body consisted of a wood pole.  Source: [Victorian Children](https://victorianchildren.org/victorian-toys-and-victorian-games/) |