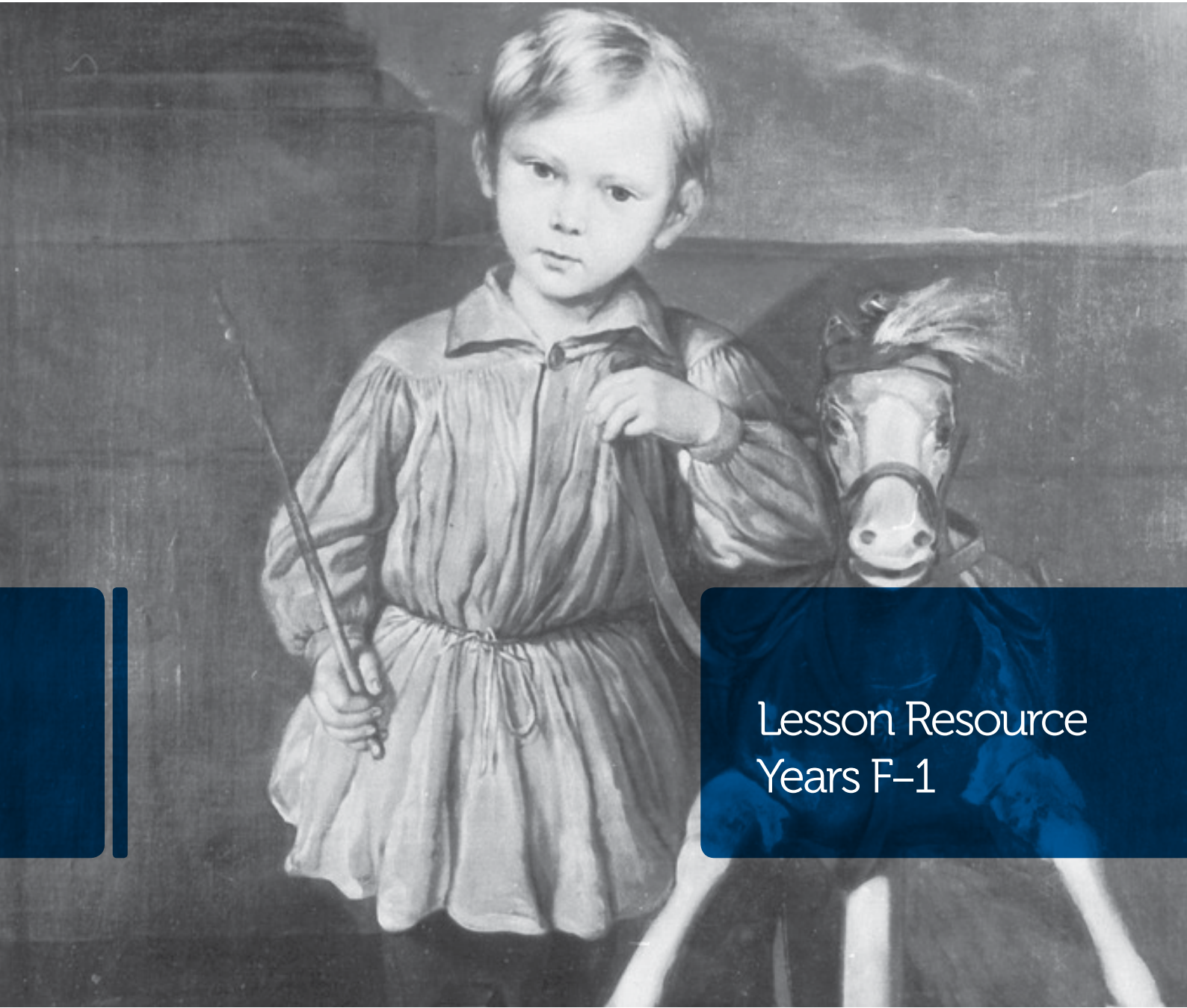


On the Move

Transport Toys Through History



Lesson Resource
Years F-1



Australian Government
Australian Research Council



AUSTRALIAN RESEARCH COUNCIL CENTRE OF EXCELLENCE FOR THE
HISTORY OF EMOTIONS

About Us

THE AUSTRALIAN RESEARCH COUNCIL CENTRE OF EXCELLENCE FOR THE HISTORY OF EMOTIONS (EUROPE, 1100–1800)

The Australian Research Council Centre of Excellence for the History of Emotions (CHE) was established in 2011. It recognises the importance of emotion in shaping our mental, physical and social wellbeing, and that the expression, understanding and representation of emotions has changed over time. Through its innovative research, the Centre seeks to build on our understanding of emotions, past and present, and provide insight into contemporary Australian culture.

With a focus on the medieval and early modern periods, the Centre's research examines four key themes: Meanings, Change, Performance, and Shaping the Modern. Through its education and public outreach programs, and affiliations with industry and cultural organisations, the Centre aims to invigorate our culture, and engage the community in the consideration of emotions and their impact on history.

For more information about the Centre's research and public outreach programs, go to www.historyofemotions.org.au

On the Move

About This Lesson Resource

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Our thanks to Mandi Dimitriadis of Makers Empire and DECD for her feedback on an early version of this material.

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Curriculum Links

On the Move

HISTORY

Key Historical Concept: Change and Continuity

Inquiry and Skills

- Pose questions about past and present objects, people, places and events ([ACHASSI001](#))
- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps ([ACHASSI008](#))
- Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI039](#))
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location ([ACHASSI010](#))

Knowledge and Understanding

Foundation

How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums ([ACHASSK013](#))

Year 1

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods ([ACHASSK030](#))

GENERAL CAPABILITIES

Critical and Creative Thinking

Inquiring

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Generating ideas, possibilities and actions

- Imagine possibilities and connect ideas
- Consider alternatives

Reflecting on thinking and processes

- Transfer knowledge into new contexts

Unit Description

Children throughout history have been excited about transport, and have enjoyed toy versions of the modes of transport around them. In this resource, students will learn about continuities in children's enjoyment of transport toys throughout history, and about changes in the technology and design of such toys. This lesson material focuses on shared emotions as a way for young students to think about history.

Duration: Adapt the following activities to a time structure that suits your class. The content could cover several lessons.

Materials:

- Parts A, B and C: PowerPoint slides 1–22, Video link, Templates 1–2.
- Part D: Choose from PowerPoint slides 23–25 and Templates 3–6.



Image: Child driving a toy car. The child is wearing driving goggles, a hat and white lace ruffle around the neck. The car has the word 'Empire' on the bonnet. c.1915. Courtesy of the State Library of Queensland.

Part A: Introduction and KWL Chart

Part B: Teacher-Guided Discussion



Image: Three toddlers in a garden with their toys, a rocking horse, wheel barrows and a spade. It is likely that they are the twins Ad (left) and Johanna (right) with Han (middle) van der Kop. Attributed to Willem Carel van der Kop after 1903–c.1905. Courtesy of the Rijksmuseum.

| Slide | Guiding questions/information |
|-------|---|
| 1-2 | View PowerPoint slides 1 and 2 , establish an answer to the question, 'What is a transport toy?' |
| 3-4 | <p>What do you already know about transport toys from a long time ago?</p> <p>Students can then complete a KWL chart as a class or individually (see slide 24 and page 13).</p> <p>In the 'What I Know' column students write (or teacher writes on a class version) what they already know about transport toys from a long time ago. (This column can also include guesses, not just facts/ideas of which the students are sure.)</p> <p>Prompt students by asking about childhood toys they may have seen which belonged to their parents or grandparents. Have they seen and learned about any other very old transport toys?</p> <p>The 'What I Wonder' or 'What I Want to Know' column is where students write their questions (e.g., What kind of transport toys did my parents/grandparents play with? What kind of transport toys did children play with a long time ago? Were they the same as my transport toys?)</p> <p>Students will complete the 'What I Learned' section at the end of the lesson.</p> |
| 5-19 | <p>Questions to guide discussion:</p> <ul style="list-style-type: none"> • How might children have played with this toy? • Why might children have liked this toy? (Discuss the excitement associated with transport, children want to imagine taking part) • Would you like to play with this toy? • Are there any differences between this toy and the last toy? (Type of transport, material toy is made from, use of colour, new function or ability the previous toy didn't have) • Are transport toys different to other toys, like balls or board games? If so, how? |
| 20 | Ask students to describe a transport toy of their own and to explain why it is fun to play with. |
| 21 | <p>Ask:</p> <ul style="list-style-type: none"> • Why are forms of transport exciting to think about and pretend about? • Do grown-ups get excited about forms of transport too? <p>View video. http://www.youtube.com/watch?v=z-WbGh6UjCM</p> |

Part C: Complete KWL Chart

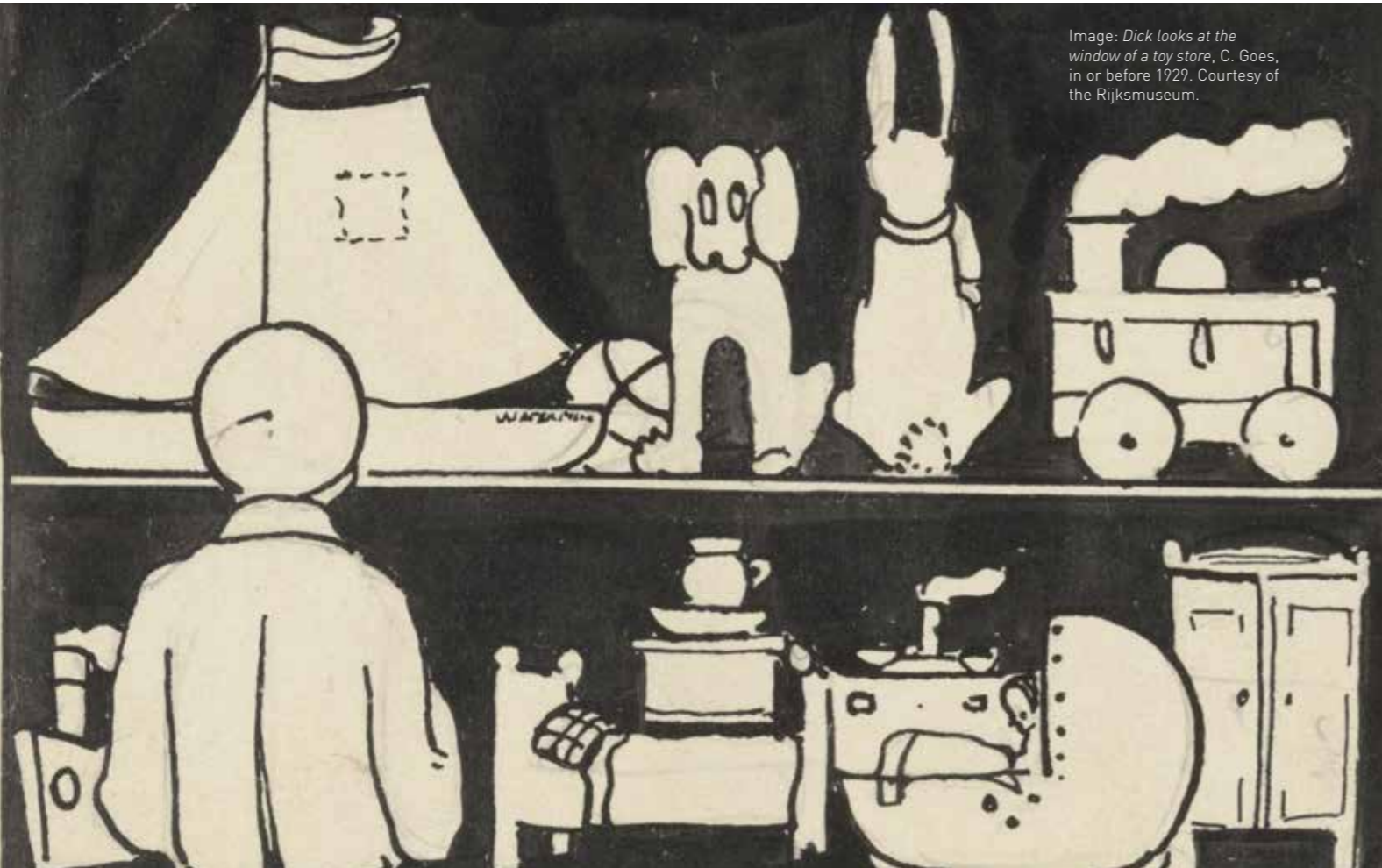


Image: Dick looks at the window of a toy store, C. Goes, in or before 1929. Courtesy of the Rijksmuseum.

Students complete the L section on their KWL chart. Focus on what they learned about the differences and similarities between their own transport toys and those of the past. Consider the materials used to make the toys, the age of the people who play with the toys, the games invented around the toys, and the emotions associated with play.

Extension:

'Further Wanderings' (slide 22 and page 14)

Encourage students to explore the following:

- What else would you like to know about transport toys from a long time ago?
- Where could you go to learn more?

As a class, compile a list of the possible places students could go to learn more about transport toys. This could lead to a future excursion.

Part D: Student Activity Choices

Choose activities suitable for your class or adapt accordingly. For example, some of the activities might not be suitable for individual or small-group work but suitable as a teacher-led class activity.

1. Compare the Toys (see slides 23 and 24)

- Which toys might go together?
- Which toys are different to each other?

2. Presentation by a Transport Enthusiast

Invite a transport enthusiast to speak to the class about his/her experiences as a child with transport toys and experiences throughout life with transport (e.g., a train or car enthusiast). Some adults still play with models (e.g., trains, remote-control planes/cars/boats, etc.). An internet search for 'scale model clubs Australia' will display groups in your area. Ask the presenter to include comments about how new transport inventions over the years changed his/her life (an elderly speaker will have more life experience to draw on). How did he/she feel about these changes and why?

Encourage the students to ask questions of the speaker, to find out why the person became an enthusiast, why he/she became so passionate about his/her favourite transport mode.

Part D: Student Activity Choices

Part D: Student Activity Choices

3. Class Brainstorm

How many different toys can we think of?

Write the name of each toy on a separate piece of paper.

How many ways can we group the toys? Which ones go together?

Sort the toy titles into hoops on the floor. Students suggest categories, such as:

- Made of plastic
- Used for building/making
- Transport toy
- Uses batteries



Image: *Children of the Sea*, Jozef Israëls, c.1872. Courtesy of the Rijksmuseum.

4. Roll the Die (see slide 25)

Provide small groups with printed copies of some of the transport-toy pictures (from the PowerPoint file) and a die. As a group, roll the die for each picture. The numbers on the die correspond to a question on slide 25.

1. Who might have played with this toy?
2. Who would not have played with this toy?
3. How might children have played with this toy a long time ago?
4. How might children have felt when they played with the toy?
5. Why might this toy have been a child's favourite?
6. What is the toy made of?

5. Agree on an Order

Choose three toys to display. Based on the question 'Which toys would we like to play with?', agree on an order in which to place the toys from most to least. This will involve class discussion in which children must put forward reasons for their preferences.

6. Swat Game

Arrange a number of pictures of transport toys on the floor for small groups of students. Use the images from the PowerPoint file in this teacher resource pack or other toy images of your choice. Instruct students (two at a time in each group) holding a fly swatter to hit an image of something that:

- children played with a long time ago
- children can play with now
- is made of wood
- is made of metal
- is made of plastic

7. Toy Sequence

Students sequence three toys (or four, if toys from four generations are available) on a timeline (e.g., a transport toy of grandparent, parent and child).

Discuss:

- How are the toys different?
- What do the differences in the toys tell us about the differences in the times in which these people were children?
- How do you think your grandparent felt when they played with this toy, and why?

Part D: Student Activity Choices

8. Parent or Grandparent Interview

Interview a parent and/or grandparent to discover the role of transport toys in their childhood.

(a) As a class, students can devise interview questions.

For example: (to parent/grandparent)

'Of all your transport toys, did you have a favourite? Why was that your favourite?'

To help the students in the question-devising task, ask them, 'What do you wonder about your grandparent and his/her childhood transport toys?'

Possible starter words for interview questions: Who, What, When, Where, Why, How.

A note to guide further questioning:

Objects can hold sentimental value for people because of circumstances (e.g., the object was a gift from a special person, or it holds a memory of a special occasion).

Consider including some open-ended questions the students might ask to get more information from their interviewee, such as:

'What happened then?'; 'What else can you remember about that?'; 'You said this ... can you tell me more about it?'

(b) Extension:

A wider topic for the parent/grandparent interview might be *play*.

What did childhood play consist of? What games did you play?; What toys did you play with?; Where did you play?; Was much time given for play and why or why not?

(c) Two-way interview:

The child and parent/grandparent can question each other to identify favourite toys (e.g., Which toy does Grandpa like best from the child's collection and why? Which toy is the child most interested in from Grandma's collection and why?)

Again, the open-ended questions suggested in part (a) above can be used to draw out more detail from interviewees.

Part D: Student Activity Choices

9. Design a Toy

Ask students to design a transport toy of the future. They could possibly redesign an old toy or a current toy for the future.

- What might stay the same?
- What might be different?
- What might the toy be able to do that our current transport toys can't do?
- How might children in the future play with it?
- For whom is the new toy intended?
- How will children feel when they play with this new toy?
- Will they feel like you do, when you play with your toys?

For older students, the teacher can demonstrate the use of the 'Design Brief' (pages 16–17) and explain how it helps in thinking about a toy's design, construction and purpose.



Part D: Student Activity Choices

10. Oral Presentation (or 'Show and Tell')

In a note to parents/grandparents, ask if there is a transport toy from their childhood which they would be willing to let their child bring to school for a 'Show and Tell' session. If the parents/grandparents can share a story with their child about the toy's history or why it is an especially valued family possession from the past, all the better. The child could then share that story with the class.

Students bring an old transport toy to school (e.g., one that belonged to their parent or grandparent) and one of their own transport toys. They present them in 'Show and Tell' format to the class or a small group, describing why they like to play with the toys and an interesting detail or story about the parent's/grandparent's toy.

- Ask them to compare the two toys, identifying any similarities/differences.
- Encourage the use of terms 'then', 'now', 'today', 'a long time ago', 'older and newer' and 'before I was born'.

Follow up activities:

- Students draw their two toys (or use photographs) and write about each, saying why they like or dislike the toy (see Transport Toys Template 4: 'Opinion' on page 17).
- Discussion in pairs: Compare and Contrast – Look at the two toys and play 'Spot the Difference'. Students identify five differences and five similarities.
- Class discussion: What modifications/additions would make the toys more exciting to play with?

11. Create a Class Museum of Old and New Transport Toys

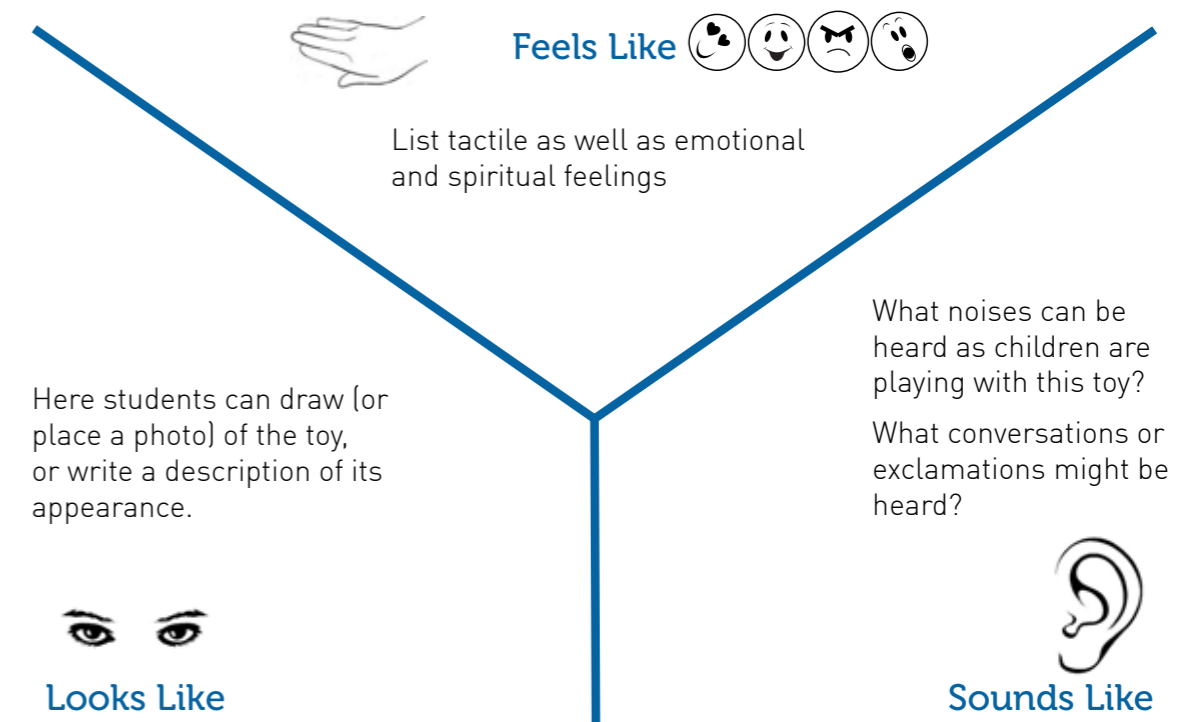
Ask students to position toys on a chronological timeline, and make labels showing the age of each toy.

- Invite small groups of students from other classes to view the display and to ask questions of the students who set it up.
- Consider alternative labelling, such as: 'Toys we don't have today' and 'Toys we still have today'. Students make decisions about where to place their toy, into the first or second category.

Part D: Student Activity Choices

12. Two Y Charts

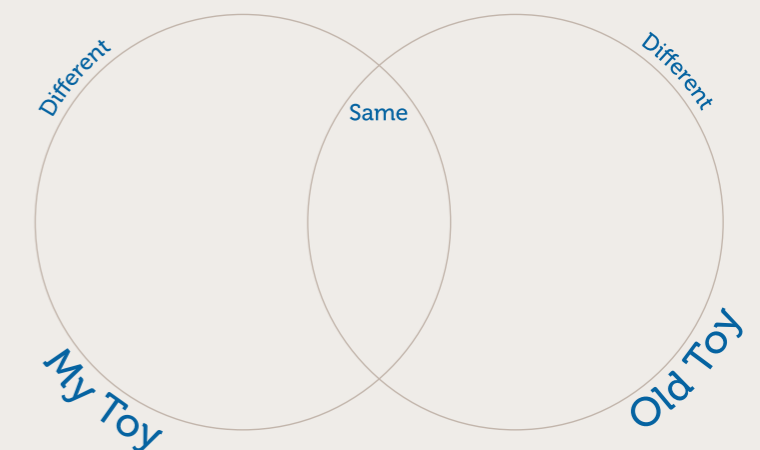
Students can prepare two Y Charts, one for their own transport toy and one for their parent's or grandparent's toy (see Transport Toys Template 5: 'Y Chart' on page 18).



13. Venn Diagram

Data from the two Y Charts can be used to construct a Venn Diagram.

Students display similarities and differences when comparing a past and present transport toy (see Transport Toys Template 6: 'Venn Diagram' on page 19).



Transport Toys Template 3: Design Brief (Part 1)

Transport Toys Template 3: Design Brief (Part 2)

| | |
|-----------------------|---------------|
| Name of Toy: | |
| Draw it | Materials |
| Instructions for play | Extra details |
| Student Name: | |

Circle a word that describes how children might feel when playing with your transport toy of the future:

excited **nervous**
happy **safe** **annoyed**
curious **scared** **bored**
fascinated

Why might they feel that way?

EXTENSION ACTIVITY:

Talk about what action the player might then choose when feeling that emotion. What will he/she do with your toy?

Transport Toys Template 4:

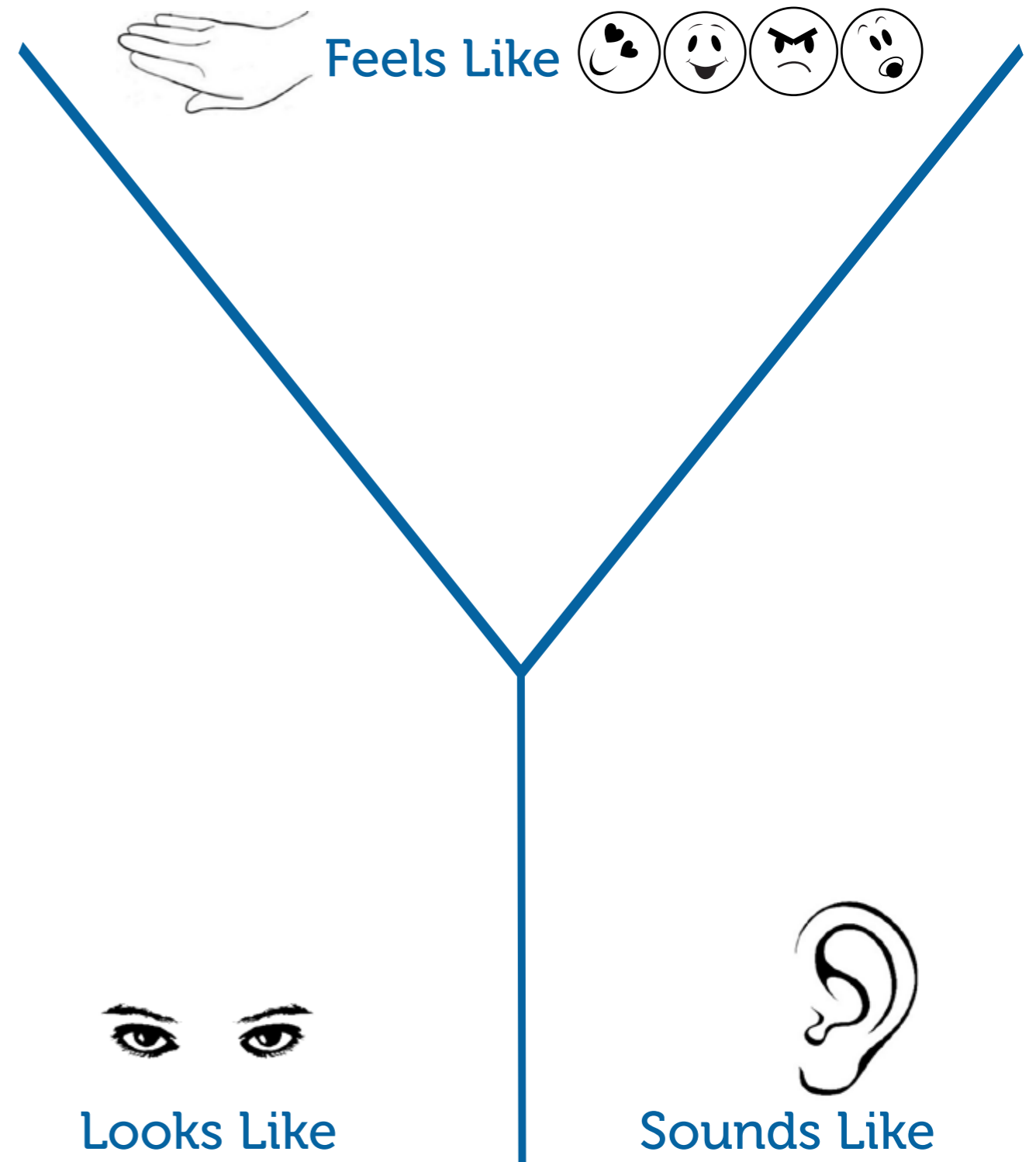
Opinion

| A Long Time Ago | Now |
|-----------------|-----|
| | |

Student Name:

Transport Toys Template 5:

Y Chart



Transport Toys Template 6:

Venn Diagram

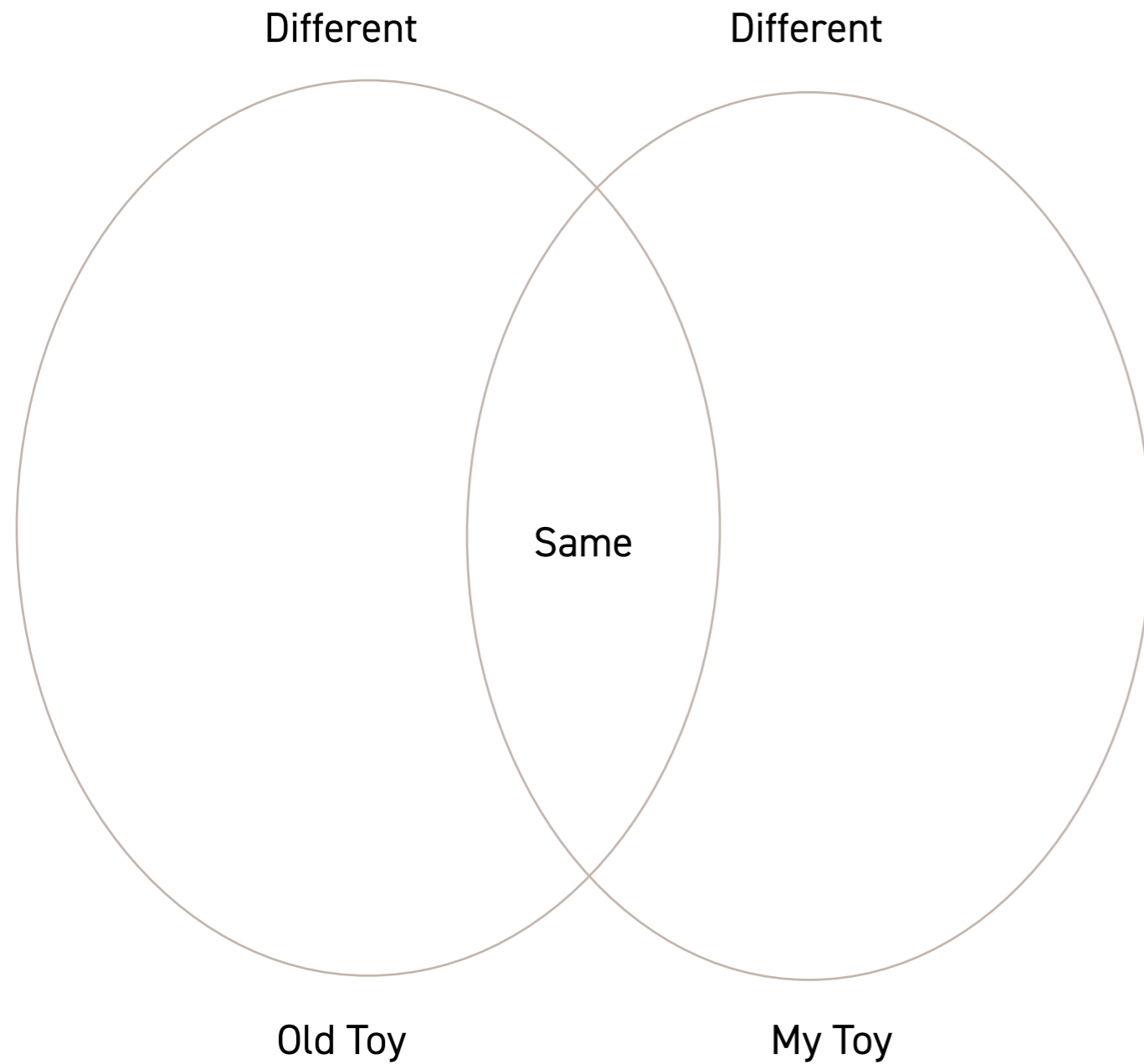


Image Credits

Title page: Friedrich Traugott Georgi, *A Boy with a Rocking-Horse*, c.1798–1838, oil painting. Used with permission of the German National Museum, Nuremberg.

p. 2: Child driving a toy car. 1915. Photo. Courtesy of State Library of Queensland.

p.3: Three toddlers in a garden with their toys, a rocking horse, wheel barrows and a spade. It is likely that they are the twins Ad (left) and Johanna (right) with Han (middle) van der Kop. Attributed to Willem Carel van der Kop after 1903–c.1905. Courtesy of the Rijksmuseum.

p. 5: Dick looks at the window of a toy store, C. Goes, in or before 1929. Courtesy of the Rijksmuseum. age: Dick looks at the window of a toy store, C. Goes, in or before 1929. Courtesy of the Rijksmuseum.

p. 7: European bronze toy mounted knight. 13th–14th century. Courtesy of the Walters Art Museum, Baltimore, MD. Accession number. 54.2476.

p. 10:

- Armenian ancient doll souvenir made from cloth fabric in national costumes sold in the market. © Adobe Stock, by photoaliona.
- Toy Knight on Horseback. Image number 000289. Used with permission of the Museum of London.
- Schuco Sport tin motorcycle, Germany c.1937–1945. © Lord Enfield, Flickr.
- Women of NASA on LEGO Ideas - Sally Ride and Mae Jemison with Space Shuttle. © Maia Weinstock, Flickr.
- Tin toy car, red Buick, c.1960s. Photograph by Alf van Beem, 2012. Public domain.



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