

**Lesson:** Toys Then and Now

**Opening Statement:**

Children have always had toys or objects to play with. In early times toys and games were often used to develop skills. By imitating adults with play, children could learn talents that could help them as they grew into adults. Toys have evolved through the years. Today some toys had their genesis from long ago such as drums. Originally toys worked with imagination and child-power, then with simple mechanics such as wheels that moved, then wind-up, electricity, and battery.

**Standards Achieved:**

English Language Arts  
Social Studies Skills

**Grade:** 3<sup>rd</sup>, adaptable to all

**Knowledge Objectives:**

Students will learn:

Early toys were made differently than they are today.

Some toys which were popular at the turn-of-the-20<sup>th</sup>-century are still popular today.

Some toys which were popular at the turn-of-the-20<sup>th</sup>-century are no longer popular today.

Many toys were made from materials found in the household.

**Skill Objectives:**

Students will learn”

How to make a drum from materials readily available in most homes.

How to make a puppet from a sock.

**Procedure:**

1. Have students talk about their favorite toys.
2. Bring in old toys or show students pictures of some turn-of-the-20<sup>th</sup>-century toys.
3. Discuss the differences in today’s toys and yesterday’s toys. Are they made of different materials? How do each operate? Etc.
4. Tell the students they will make a toy just as many children and parents made toys a long time ago.
5. Make a drum and/or a puppet.

## **WORKSHEET: Toys Then and Now**

### **MAKE A DRUM:**

1. About a week before the project, ask students to bring in round boxes from oatmeal, cornmeal, hot chocolate, fruit drinks, etc.
2. Supply construction paper, paint, crayons, markers, paste, and other art supplies.
3. Tell the students they are going to make a drum.
4. Students should cut the construction paper into a shape that will cover the round box.
5. Students should decorate the construction papers with paint, crayons, or markers and scraps of construction paper.
6. Students should paste the decorated cover and lid to the box.
7. Exhibit the finished products in a classroom display.

### **MAKE A PUPPET:**

1. Provide socks, several pieces of various colored pieces of felt, scissors, and glue. (Felt may be precut into shapes.)
2. Tell the students they will each make a puppet.
3. Pass out the socks and other materials.
4. Remind the students that the characters they make should have a mouth, eyes, and ears.
5. Allow the students to create their own puppets.
6. When completed ask each student to demonstrate his/her puppet by placing his/her hand inside to make it come "alive."

## THE QUILTING

Dolly sits a-quilting by her mother, stitch by stitch,  
Gracious, how my pulses throb, how my fingers itch,  
While I note her dainty waist and her slender hand,  
As she matches this and that, she stitches strand by strand.  
And I long to tell her Life's a quilt and I'm a patch;  
Love will do the stitching is she'll only be my match.

Paul Laurence Dunbar  
1872 – 1906

## A BOY'S SUMMER SONG

'Tis fine to play in the fragrant hay, and romp on the golden load;  
To ride old Jack to the barn and back or tramp by the shady road.  
To pause and drink, At a mossy brink; ah, that is the best of joy.  
And so I say on a summer's day, what's so fine as being a boy? Ha. Ha!

With line and hook by a babbling brook, the fisherman's sport we ply;  
And list the song of the feathered throng that flit in the branches nigh.  
At last we strip for a quiet dip; ah, that is the best of joy.  
For this I say on a summer's day, what's so fine as being a boy? Ha. Ha!

Paul Laurence Dunbar  
1872 – 1906