



19th-Century Toys and Games Activities Packet

Toys and Games pre- and post-visit activities can be supplemented with the **Family Life on a 19th-Century Estate Activities Packet**.

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Note: These activities/lessons are appropriate for elementary/middle school students and are somewhat generalized. BPMM educators encourage teachers to adjust the difficulty to fit the standards of the individual classroom or school as they see fit. See the extension/adjustment section of each lesson plan for ideas.

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Pre-Visit Activity #1

Title: KWL Chart

Content: Overview of program; temporal knowledge

Objectives:

- Distinguish between prior, present, and future knowledge
- Organize thoughts in a coherent manner
- Create, as individuals or a group, questions to be asked during BPMM visit

Class Level: Grades 2–5

CCSS Goals: Writing (W), speaking and listening (SL), language (L), history/social studies (RH)

- Grade 2: W.2.2; W.2.8; SL.2.1; SL.2.3; SL.2.6; L.2.4
- Grade 3: W.3.2; W.3.8; SL.3.1; SL.3.3; SL.3.6; L.3.4
- Grade 4: W.4.2; W.4.8; SL.4.1; L.4.4
- Grade 5: W.5.2; W.5.8; SL.5.1; L.5.4

Time Requirement: 5 minutes before and after trip; 10–15 minutes additional with discussion

Materials: Paper, writing utensil

Overview: KWL charts are a great way for students to organize their knowledge in a comprehensible way. It's also useful for the students to write out what they already know about a topic and consider interesting questions. This activity is to be done both before and after your visit to BPMM, so have the students store their papers in a safe place.

Activity:

1. To begin, have the students take a piece of paper and fold it 3 times lengthwise (hotdog style). At the top of the first section, have the students write "What I Know." Title the second creased section "What I Would Like to Know," and the third section "What I Have Learned."
2. Before you begin any of the other provided pre-visit activities or your own connected lessons, have the students fill out the section titled "What I Know." Have them write everything they know about the Bartow or Pell families; daily life prior to electricity; life in 19th-century New York; etc. Then have the students fill out the section titled "What I Would Like to Know." If time allows, sometimes it's a good idea to have a class discussion about what the students know about the history of the area and what most of the class is interested in finding out. BPMM educators are extremely flexible and interested in helping the students get the most out of their visit. The educator will do their best to answer any questions the students have or point them to the right resource if they don't know.

3. After you have visited BPMM and finished all related lessons/activities, have the students fill out the “What I Have Learned” section. Ask some of the students to share their progress in the KWL chart and also ask them what they enjoyed learning about the most.

Extensions/Adjustments:

- KWL charts are usually for 2nd- to 6th-grade students, but if you have younger or special needs students, modify the exercise by making a class chart rather than individual KWL papers. It can also be modified by just including the last 2 sections “What I Would Like to Know” and “What I Have Learned.”

KWL Chart Format ExampleWhat I **K**nowWhat I **W**ould Like to KnowWhat I Have **L**earned

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Pre-Visit Activity #2

Title: What's Happening Here?

Content: Photo analysis, 19th-century children's activities

Objectives:

- Work with information presented through visual media
- Collaborate with their peers to create a summary or narrative
- Produce and present a clearly written opinion piece that includes evidence citation and a statement of conclusion

Class Level: Grades 1–5

CCSS Goals: Reading (RI: informational text), writing (W), speaking & listening (SL)

- Grade 1: RI.1.6; W.1.1; W.1.7; SL.1.1; SL.1.2; SL.1.6
- Grade 2: RI.2.1; RI.2.7; W.2.1; W.2.7; SL.2.1; SL.2.2; SL.2.4; SL.2.6
- Grade 3: RI.3.7; W.3.1; W.3.2; SL.3.1; SL.3.2; SL.3.4; SL.3.6
- Grade 4: RI.4.7; W.4.1; W.4.2; SL.4.1; SL.4.2; SL.4.3; SL.4.4; SL.4.6
- Grade 5: W.5.1; W.5.2; W.5.3; SL.5.1; SL.5.2; SL.5.4; SL.5.6

Time Requirement: 45–60 minutes

Materials: Writing utensil, paper, and picture of children playing graces (p. 6)

Introduction: Before electricity, children didn't have television and video games to amuse them. Because of this they had to improvise with the materials and resources around them. When you visit BPMM, you will have the opportunity to learn about and play many games that children enjoyed before we were so dependent on electronics. This is a picture of students playing a game that was popular prior to widespread electricity—can you figure out what is happening in this photograph?

Activity:

1. Split the class into groups of 4 or 5. Give each group a copy of the picture of girls playing graces. (If you prefer, project the image rather than passing out copies.)
2. Each group should try to figure out amongst themselves what is happening in the picture—who, what, and where. **Who** is participating; who could be participating? **What** is being done; what is the activity and purpose of the activity? **Where** would this activity have taken place—the city or the country?
3. Still in their groups, have the students write a paragraph that details their conclusions. They should use information they have learned in class and details from the photo as evidence.

Encourage the inclusion of linking words and a concluding sentence. For example, “Therefore, our group thinks that this activity is...”

4. Nominate a student from each group to read their paragraph to the class.
5. Have the class vote on which paragraph best describes the activity taking place in the photo. If possible, have the class (as a whole) describe why the paragraph that won was superior—story, use of evidence and language, sentence structure, etc.
6. Explain to the students that this is a game called Graces, played by girls (and sometimes boys), in the 19th century. It was played outside with sticks and small hoops. Don’t feel the need to go into too much detail—during your visit to BPMM the guide will discuss the activity and you will play it on the grounds. (This is to get them excited about learning a new game as much as it is a writing activity.)

Extensions/Adjustments:

- Have the students write a short (1/2- to 1-page) narrative about what is happening in the photograph. The paragraph should include a short introduction, an explanation of what is happening and why, and a location. It should include at least 2 sequential actions/events that are described using temporal words; i.e. now, then, etc. To make it more difficult, have them include dialogue and use relevant vocabulary words.
- If your class is reading any literature set in the 19th century, comb it for references to games or activities. Make a list and see if any of those activities or games are mentioned during your tour of BPMM.
- Have the students make a list of games that they play often. Ask them to circle any activities that do not require electricity and make a class list with all the students’ activities. How many are there? Probably fewer than the students might have assumed. As a class, discuss how electricity has changed everyday life and emphasize that it is still a luxury for some people in poor countries today.
- See Follow-Up Post-Visit Activity #1 (p. 7)



Image 1: Bartow-Pell Mansion Museum.

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Post-Visit Activity #1

Title: What's Happening Here? Follow Up

Content: Photo analysis, reinforcement of program themes, compare and contrast

Objectives:

- Distinguish between inferred and concrete information
- Compare and contrast prior and post knowledge
- Discuss the importance of different primary sources

Class Level: Grades 1–5

CCSS Goals: Speaking & listening (SL)

- Grade 1: SL.1.1; SL.1.2; SL.1.4
- Grade 2: SL.2.1; SL.2.2; SL.2.4
- Grade 3: SL.3.1; SL.3.2; SL.3.4
- Grade 4: SL.4.1; SL.4.2; SL.4.4
- Grade 5: SL.5.1; SL.5.2

Time Requirement: 30– 45 minutes

Materials: Winning paragraph from pre-visit activity #2, photo of children playing graces (p. 6)

Introduction: Before your visit to BPMM, the class looked at a photograph of girls playing graces. Initially the students probably had no idea what was going on in the image. During your visit they learned about the game and played it as a class. How did their “period experience” change their opinion of the game? Did the hands-on approach make it easier for them to comprehend? During this activity, the class will have a short discussion about their experience at BPMM and some of the themes they learned about during their visit.

Activity:

1. Project the photograph and read the winning essay/paragraph from pre-visit activity #2, the initial photo analysis activity. Go over it with the class. During that activity, the class made an inference about what was happening in the photograph without any context information. Now, the class has played graces just like the children in the photo.
2. Ask the class how they felt about both that game and hoops (hopefully they had time to play both). Remind them of their initial hypothesis regarding the activity. How close were they to guessing the truth? Did any of the groups whose essay was not chosen come closer to the truth? Explain to the students that their initial guesses were inferred and informed by reason. Have the students discuss the difference between a fact and an educated guess. Talk about why guessing, or inferring, is sometimes important to the scientific method or historical research.

3. Help the students understand that by playing graces they can better understand the photograph. By playing the game, they became anthropologists doing field research, and their experiences are a type of primary source. Make sure the students grasp the importance of primary sources by emphasizing that if the students had been given a context for the photograph they might have understood it better.
4. Ask the students what evidence from the photograph they could have used to correctly guess the subject (i.e. the age of the subjects, where they were [outside], and their body language). Lead a discussion on the importance of various primary sources and have the class list different types. Most of them will probably be written sources like diaries, journals, or maps. Why is it important to have both photographs and written sources when researching? If they had simply been given a written description of graces, would they have been able to draw a picture of children playing it? Without any written information, how close was the class to correctly guessing what was happening in the photograph?

Extensions/Adjustments:

- As your guide explained during your visit, the game graces was usually played by girls. Its name is derived from the purpose of the activity, which was to emphasize the need for grace in a young lady and to train them to move with grace and purpose. This game, and other information about male and female activities, makes it clear that there were different standards and expectations for boys and girls in the 19th century. As a class, discuss gender roles and rights. This is a good tie-in to the women's suffrage movement, which was gaining popularity in the mid-19th century.
- Have the class list activities that they feel are gendered today. Possible examples are ballet, race car driving, and football. Then have the students discuss why and how the gendering of activities and sports is diminishing today. Have the students list or research non-gender-traditional leaders in various fields. An example is Danica Patrick, the female race car driver. Use the lists and research as evidence in the discussion of gender equality and the success/failure of gender rights movements.
- If your class is more interested in general sports movements, you can use the extensions above as a jumping off point for other exclusion and inclusion discussions. What other groups have been historically denied participation in sports? Examples to use are African Americans and various religious groups, such as those of Jewish descent and practice. This is a good extension if it is an Olympics year, as the exclusion of certain minority groups in the world sphere usually sets the tone for the historic trends of the period.

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Post-Visit Activity #2

Title: Essay Exercise

Content: Reinforce program themes, vocabulary, writing

Objectives:

- Practice the vocabulary learned during their visit
- Write a paragraph or essay that follows age-appropriate grammatical rules and guidelines

Class Level: Grades 2–5

CCSS Goals: Writing (W)

- Grade 2: W.2.2; W.2.3; W.2.8; SL.2.4; SL.2.5
- Grade 3: W.3.2; W.3.3; W.3.8; SL.3.4; SL.3.5
- Grade 4: W.4.2; W.4.3; W.4.4; W.4.8
- Grade 5: W.5.2; W.5.3; W.5.4; W.5.8

Time Requirement: 45–60 minutes

Materials: Writing utensil, paper

Introduction: While at BPMM, the class played children’s games from the 19th century. To pass the time, children in the past also wrote letters to friends and relatives. In this activity, your class will practice writing skills and vocabulary learned on their visit to BPMM. This is an essay exercise so they should use and be graded on class-level appropriate grammar and language.

Activity:

1. Have the class list the pastimes they played or learned about during their trip to BPMM. The list should include things like: Pass the Slipper, hoops, graces, reading, playing the piano, riding horses, writing, etc. Write the list on the board for the students to reference.
2. For this exercise, they are going to place themselves in the 19th century—it is a rainy day and they, the Bartow children’s guests, cannot play outside. Have the class write letters to their parents about their daily pastimes while visiting the Bartow mansion and their friends Clarina and Robert (two actual Bartow children). Have the students describe at least 1 game from the visit—they should mention whether it was an outside or inside game, where the activity took place, and what they liked most about it.

3. If your class is advanced enough to have learned the proper format for letters (i.e. salutations and addressing) then have the students do so. Also, have them draw a picture of the activity below their paragraph/essay.

Extensions/Adjustments:

- If the class/students would like to collaborate rather than work individually, they can make up a game. However, they have to follow 19th-century rules—nothing that involves electricity and nothing that they can't build/use themselves with items from home.

Additional Sources

*See also: **Family Life Packet** resources*

Books

Coulter, Laurie. *Cowboys and Coffin-Makers: One Hundred 19th-Century Jobs You Might have Feared or Fancied*. Illustrations by Martha Newbigging. Buffalo: Annick Press, 2007.

- Book describing a variety of 19th century jobs

Jarnow, Jesse. *Oil, Steel, and Railroads: America's Big Businesses in the Late 1800's*. New York: Rosen Publishing Group, 2003.

- Discusses American expansion and the Industrial Revolution

Kalman, Bobbie. *19th Century Girls and Women*. New York: Crabtree Publishing Co., 1997.

- Thorough look at women and girls in the 1800s; illustrates both positives and negatives for females of the period

Kalman, Bobbie. *Classroom Games*. New York: Crabtree Publishing Co., 2000.

- Descriptions of games and activities used by teachers to keep pioneer children interested and engaged

Kalman, Bobbie. *Games from Long Ago*. New York: Crabtree Publishing Co., 1995.

- Children's book discussing 19th-century games

Kalman, Bobbie. *Schoolyard Games*. New York: Crabtree Publishing Co., 2000.

- Introduction to children's outside games in the 1800s

Stirn, Carl P. *Turn-of-the-Century Dolls, Toys and Games: The Complete Illustrated Carl P. Stirn Catalog from 1893*. New York: Dover Publications, 1990.

- Catalog archive of old-fashioned games and toys

Websites

Connor Prairie Interactive History Park. "19th Century Games."

<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860/19th-Century-Games.aspx>.

- While this website's information is dedicated to the Midwest, it offers thorough information on all types of early 19th-century games

History Lives. "Toys and Games." <http://www.historylives.com/toysandgames.htm>.

- Website to buy 19th-century games; this link leads to a page offering descriptions of different period games