



TOYS!

EDUCATION RESOURCE

www.carnamah.com.au/education

CONTENTS

Carnamah History	3
Exploring Carnamah's Virtual Museum and Toys virtual exhibition	4
Teacher Notes	5
My visit to Carnamah's Virtual Museum BLM	6
The Past Revealed in Toys	7
Favourite Toys Investigation BML	8
Favourite Toys of My Family BLM	9
What were toys made out of in the past and now?	10-15
Visit Toy Museums Around the World	16-18
Toy History – Knucklebones	19-20
Toy History – The Slinky	21
Toy Hospital	22-23
Australian Curriculum Links	24
Carnamah Museum + Online Interaction	25

ACKNOWLEDGEMENTS

This resource was created by Ignite Your Audience for and in partnership with the Carnamah Historical Society & Museum. It was made possible thanks to support from the Government of Western Australia Department of Culture and the Arts and builds on a project funded by the Western Australian History Foundation. Further resources can be found at www.carnamah.com.au/education

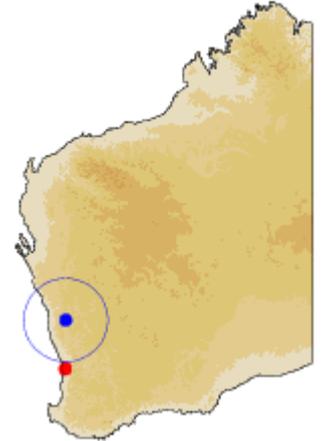


CARNAMAH HISTORY

Teachers!

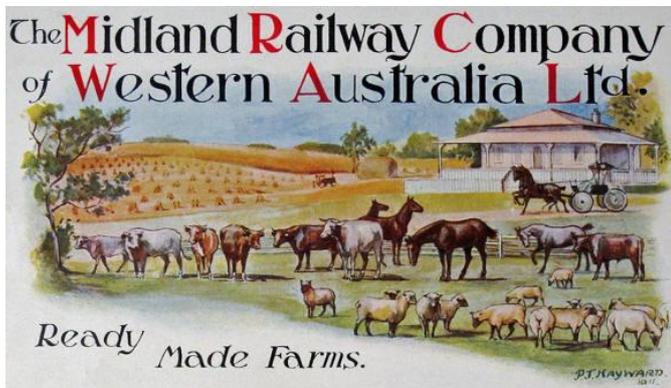
Here's a bit of Carnamah history for your own background knowledge.

Carnamah is a town in the Mid-West region of Western Australia, 300 kilometres north of Perth. The town is named after the pastoral station established by Duncan Macpherson, a Scottish migrant, who first leased land there in 1861. Macpherson's property *Carnamah* derives its name from the Carnamah Spring featured on the land.



By 1866, Englishman James Nairn and his family had settled in the district and established *Noolooloo* Station. For over 25 years, the Nairn and Macpherson families were the only settlers in the Carnamah district.

In 1894, the Midland Railway Company of Western Australia (MRWA) built a railway line north of Perth in exchange for land from the Government. Arrival of the railway led to further settlement in the district. To increase settlement in the area, in 1911, MRWA began partially clearing and subdividing their land into Ready Made Farms. These were heavily advertised in newspapers overseas which resulted in 20 families purchasing and settling on farms between 1913 and 1916. Most of these settlers were from Scotland, England and India. Many of them had no practical knowledge of farming.



The Carnamah State School started in 1912 and the following year the town site was officially declared Carnamah. The first large social gathering of Carnamah was a Sports and Races Day in 1916 which comprised children's sports, horse racing, and a town dance. The Carnamah Town Hall was officially opened by Donald Macpherson (son of Duncan) in 1921.

Between 1919 and 1923, four Soldier Settlement estates were established in the area. Subdivided land was allocated to 40 WWI ex-servicemen. This significantly increased Carnamah's population and business trade. The first telephone arrived in 1923. By the end of the 1920s, Carnamah was one of the highest wheat producing districts in Western Australia, however, with the depression came a drop in wheat prices and some farmers were forced to abandon their properties. In more recent times, Carnamah was home to a WWII Victoria Cross recipient: Thomas Starcevich, for 'outstanding gallantry' in fearlessly attacking Japanese machine-gun positions while fighting in Borneo.

Carnamah's rich history is now revealed by a number online exhibitions that highlight the district's agricultural and social history, artefacts, and local and regional stories.

A more in-depth overview of Carnamah's history can be found at www.carnamah.com.au/history and Carnamah's Virtual Museum via www.virtualmuseum.com.au

VIRTUAL MUSEUM



MACPHERSON FAMILY



MIDLAND RAILWAY



READY MADE FARMS



ROADS TO GOVERNMENT



BUSINESS HOUSES



TOYS!

www.virtualmuseum.com.au

Carnamah's Virtual Museum displays ten online exhibitions that highlight artefacts, photos and documents from Carnamah's domestic, social, commercial and agricultural past.

These can be explored by your students to increase their understanding of pioneer settlement, immigration, domestic life and businesses of the past, as well as relationships between settlers and Aboriginal people.

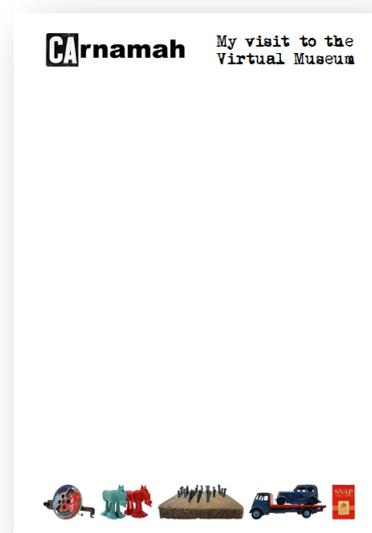
Peruse them in your own time and connect with the Society's [blog](#) to see which themes best suit your students' interest and your curriculum needs.

www.carnamah.com.au/toys

There are a number of ways to use Carnamah's Toys virtual exhibition to stimulate your students to develop their historical knowledge and skills.

A simple exploration can involve scrolling through the images, reading the captions, and posing questions to your class to generate discussion. The BLM, previewed on the right and on page six, can be a space for students to draw or write a brief reflection of what they enjoyed about the virtual exhibition.

Alternatively, take it up a notch by completing the basic analysis and inquiry tasks outlined on the next page. These tasks can be completed in any order you think fits best with the capabilities and interest level of your students.



This Education Resource suggests a number of websites, video clips, investigation and presentation tasks that will expose your students to a range of primary and secondary sources relating to toys.

COMPARISON OF PAST AND PRESENT

What were toys made out of in the past?

Toy	Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass
			✓			✓	
					✓		
		✓		✓			
							✓

Students can examine toys from the past and present by comparing their material and construction. Wood and glass are materials that have been used for centuries, but plastic is relatively modern in comparison. There are a number of BLMs in this resource that can be printed and laminated to complete as a whole class analysis. Ask students what they think toys in the future will be made of. Will the materials change or will they remain the same as now?

Modified blank versions of these BLMs are included. These can be copied so that students can conduct their own analysis of toy materials. They can draw the toys in the space available or they can cut them out of a toy catalogue and past them in, then tick off in the grid below which materials the toy is made out of.

WRITING TASKS – DEVELOP A NARRATIVE ABOUT THE PAST

Writing a story, recording a procedure or writing a letter, comprise the literacy tasks suitable to model various writing conventions for your students. These tasks are all related to the theme of sending a toy to a ‘toy hospital’ which was a common practice in the past, but not one that is used much in the present.

SEQUENCING FAMILIAR OBJECTS

For young students to get a feel for historical inquiry and presenting information in a timeline formation, ask them to find out the favourite toys of a parent and a grandparent. Use the Favourite Toy BLM on page 14 as a take home task to conduct this simple historical inquiry. Students can sequence this information by drawing their own favourite toy beside their sketches of the toys reported by their family members. Instead of take-home task, consider linking this fun investigation with a teddy bear picnic at school and invite family members to come along so they can complete it together as a family.

Favourite Toys of My Family

Mine

Parent

Grandparent

Carnamah

My visit to the
Virtual Museum



THE PAST REVEALED IN TOYS

A great deal about the past is revealed in the design, manufacture, and packaging of toys. Share the information below with your class while scrolling through the Toys virtual exhibition to increase their understanding of how toys tell us what life was like in an earlier time.

The design of cars, trucks and bikes are shown in the toys of their time.



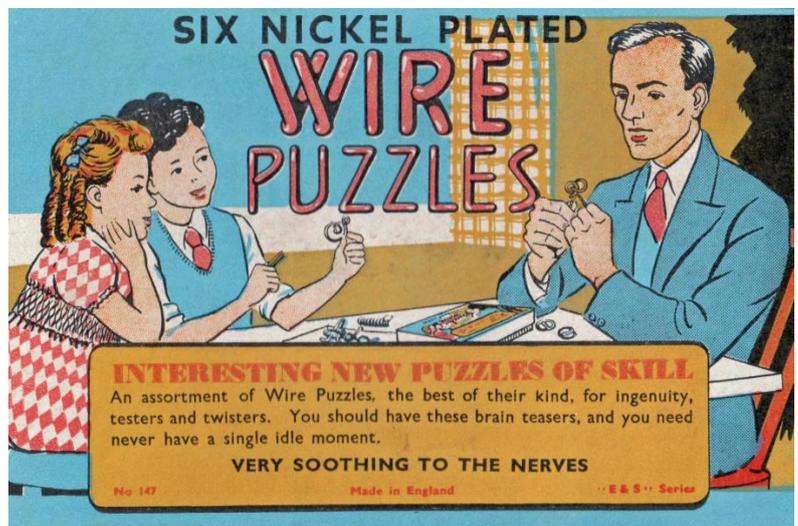
Toys also reveal material and textile technology. This kewpie doll is made out of plastic. Her dress is made from a combination of cotton and ribbed cotton. It displays the 'rickrack' style of trimming (flat, narrow braid woven zigzag style) clothes of its day.



Even the packaging of toys and games reveals the clothing and hair fashions at the time it was produced. Not many young males or dads wear a tie while playing with puzzles at home these days and very few girls would have their hair set in ringlets while relaxing at home! Language used and common phrases of the past are discovered to, such as "soothing to the nerves".

Past and the Present!

Many toys and games have stood the test of time and are still popular today; such as marbles, pick-up sticks, Jacks (knuckle bones), and elastics.



Favourite Toy

Name: _____

Parent

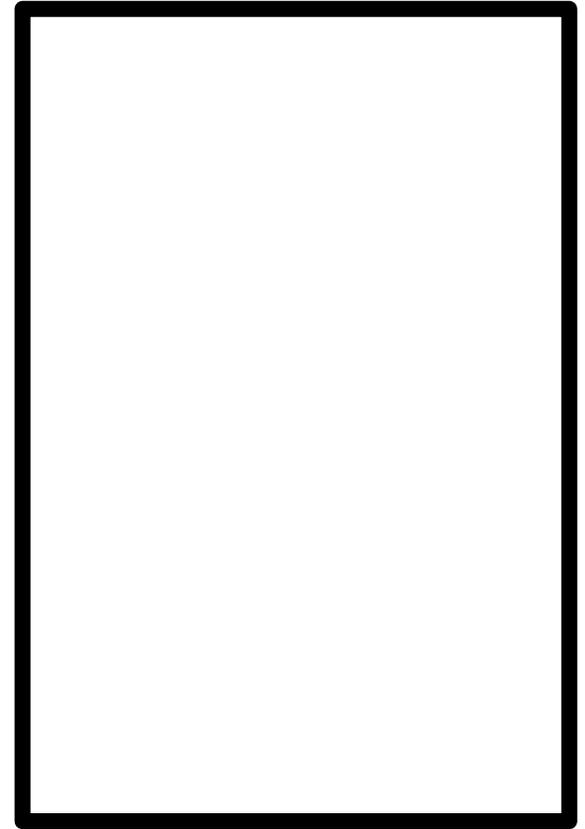
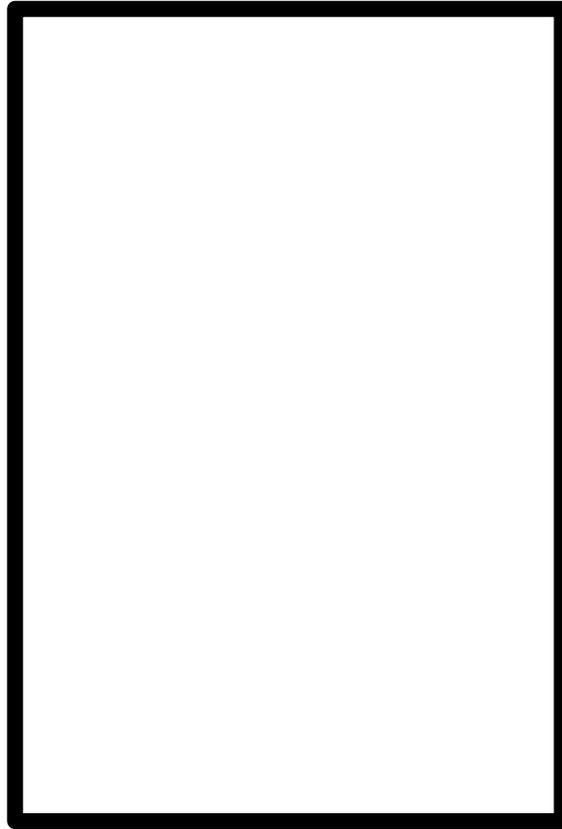
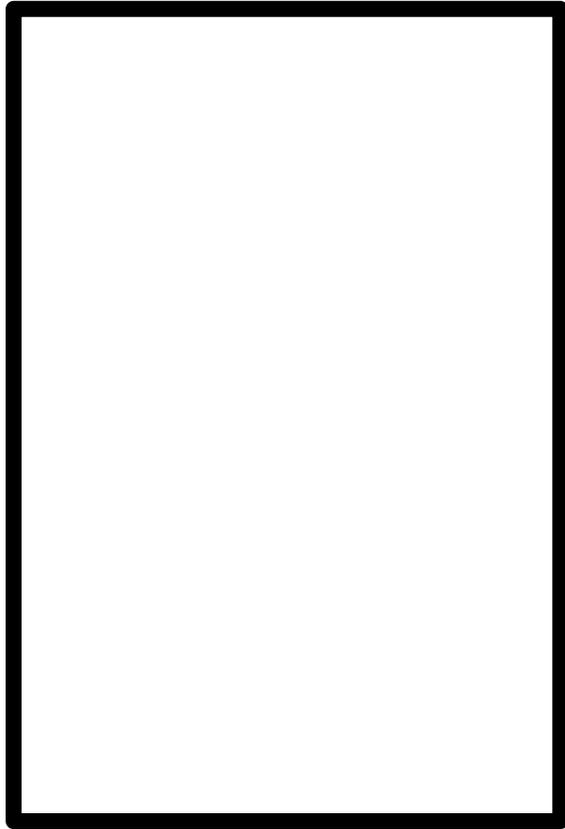
What <i>is it?</i>	
Who <i>gave it to you?</i>	
Why <i>is it your favourite toy?</i>	
Where <i>is it now?</i>	

Grandparent

What <i>is it?</i>	
Who <i>gave it to you?</i>	
Why <i>is it your favourite toy?</i>	
Where <i>is it now?</i>	



Favourite Toys of My Family



Mine

Parent

Grandparent

What were toys made out of in the past?

Toy	Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass
							
							
							
							

What were toys made out of in the past?

Toy	Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass
			✓			✓	
					✓		
		✓		✓			
							✓

What are toys made out of now?

Toy	Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass
							
							
							
							

What are toys made out of now?

Toy	Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass
						✓	
			✓			✓	
			✓			✓	
						✓	

What were toys made out of in the past?

Toy 1

Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass

Toy 2

Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass

What are toys made out of now?

Toy 1

Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass

Toy 2

Wood	Metal	Cloth	Rubber	Bone	Plastic	Glass

VISIT TOY MUSEUMS AROUND THE WORLD

The Carnamah Historical Society virtual Toys exhibition provides a stimulating snapshot of the toys and games children played in the past, some of which are still played today. Expand this viewing further by visiting other online toy collections from museums around the world.

Select an image, zoom in on it, and generate class discussion with the following questions:

- What sort of toy is it? (Doll, bear, truck, game...etc.)
- What is it made out of?
- How old do you think this toy is?
- What sort of power does it need to work?
- How similar or different is it to the toys children play with today?



PLAYHOUSE

MANUFACTURERS

PLAY!

TEACHERS' CORNER

← PLAYHOUSE

GIRL'S ROOM
BOY'S ROOM
RECREATION ROOM
DINING ROOM
BACKYARD
SIDEWALK

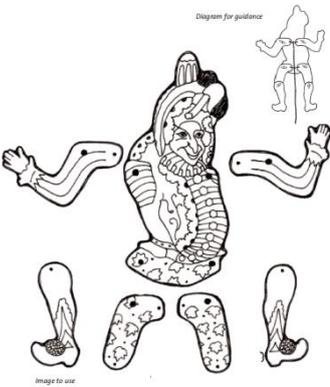
OTHER TOYS
HANDMADE TOYS
CONSTRUCTION SETS
TOY FIGURES
PLAY SETS

1-6 of 21
VIEW ALL

Canada at Play – www.historymuseum.ca/canadaplay

Canada at Play is set up like a house, in which you can navigate to different rooms and outside to see the toys that were played with. The site also has Teacher's Corner which includes a number of great activity sheets that can be used in the classroom.

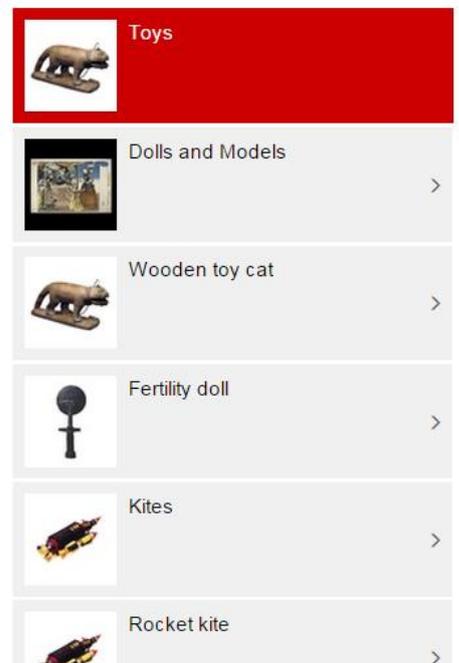
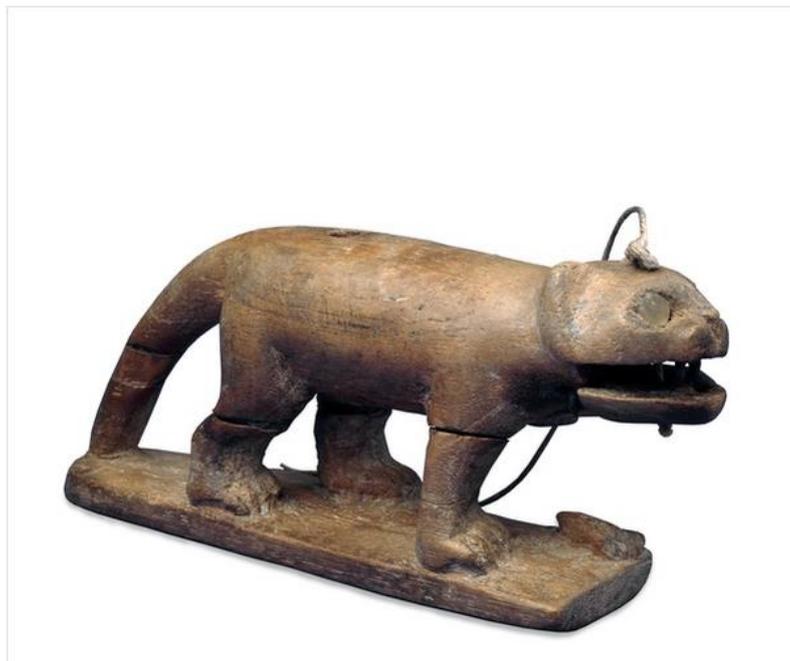
Collections



UK's Museum of Childhood

www.vam.ac.uk/moc

The Museum of Childhood houses the UK's national collection of childhood objects, from the 1600s to the present day. This site has a number of activities students can do outside of the museum, such as their [Jumping Jack template](#).



The British Museum – www.britishmuseum.org

The British Museum has a [Young Explorers: Toys](#) section on its website, which is designed for children and students. The objects and print-and-do activities come from countries and cultures all over the world.



The Great American Dollhouse Museum

<http://www.thedollhousemuseum.com/video-miniature-mischief.htm>

Miniature Mischief a delightful little clip that is narrated by the Dollhouse Museum curator who tells us a story of what is happening in one of the dollhouses on display. The clip is very entertaining and provides the chance to inform your class that a Museum Curator is a person who takes care of museum objects and organises the display of them in a museum.

TURN YOUR CLASSROOM INTO A TOY MUSEUM

Invite students to bring a toy to school. Explain to the class that they are all going to be Museum Curators who will each reveal the history of their toy by talking about the following:



- What sort of toy it is.
- What it is made out of.
- How long they have had the toy for or how old it is.
- Why it's important to them.

TOY HISTORY – KNUCKLE BONES

Knucklebones or Jacks, was a popular game played by pioneer children due to the ease of obtaining the bones and simplicity of its rules. Interestingly, Knucklebones has been played for thousands of years all around the world, so even though it's perceived as a game from 'pioneer times', it has actually been around a lot longer.



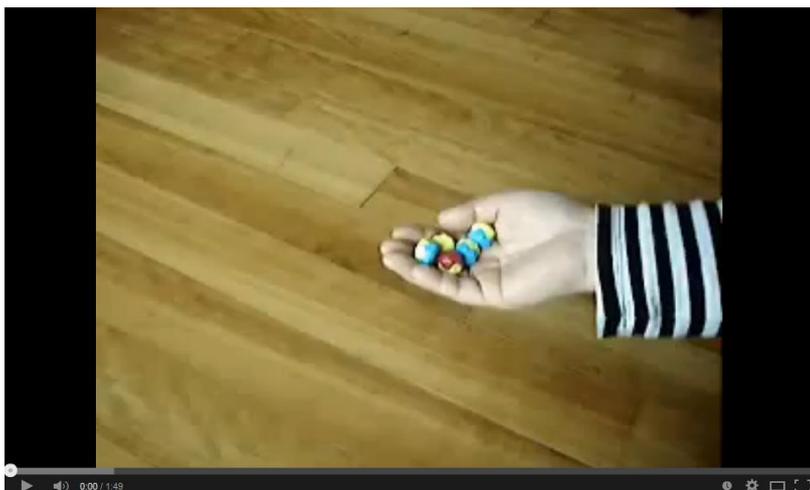
Make Your Own!	How to Play
<p>Obtain some knucklebones from a local butcher (<i>ask for the ankle bone or 'hock' bones</i>).</p> <p>Students can 'clean them up' and paint them if they wish to ensure an original design.</p>	<p>Visit this below website to learn the rules of the game and the variations of how can be played:</p> <p>www.eenymeeny.net/games/jacks%20games/Knucklebones.html</p>
Louvre Museum Online	Read Comments About Playing
<p>One of the most famous museums in the world, <i>The Louvre</i> in Paris, displays knucklebones made out of bone, ivory, and wood that are thousands of years old. It also houses an Ancient Greece sculpture of a girl playing knucklebones. Visit the sites below to view them and to find out more:</p> <p>www.louvre.fr/en/oeuvre-notices/knucklebones</p> <p>www.louvre.fr/en/oeuvre-notices/girl-playing-knucklebones</p>	<p>At the bottom section of Carnamah's Toys virtual exhibition, there are a number of comments written by the general public who share their own memories and stories.</p> <p>Read out the comments that mention knucklebones to students to enrich their understanding of people's perspectives and experiences of playing the game.</p> <p>www.carnamah.com.au/toys (scroll to the end)</p>



Show the clips highlighted below which demonstrate that Knucklebones (and other versions of the game) have been played all around the world.

This is a lovely little clip showing three young boys playing knucklebones in Burma.

<http://youtu.be/sruhmaPZ9vE>



You'll notice that Knucklebones is very similar Five Stones played in Korea.

<http://youtu.be/9EeaOfZL9aw>

A small group of students from New Zealand provide entertaining instructions on how to play Knucklebones.

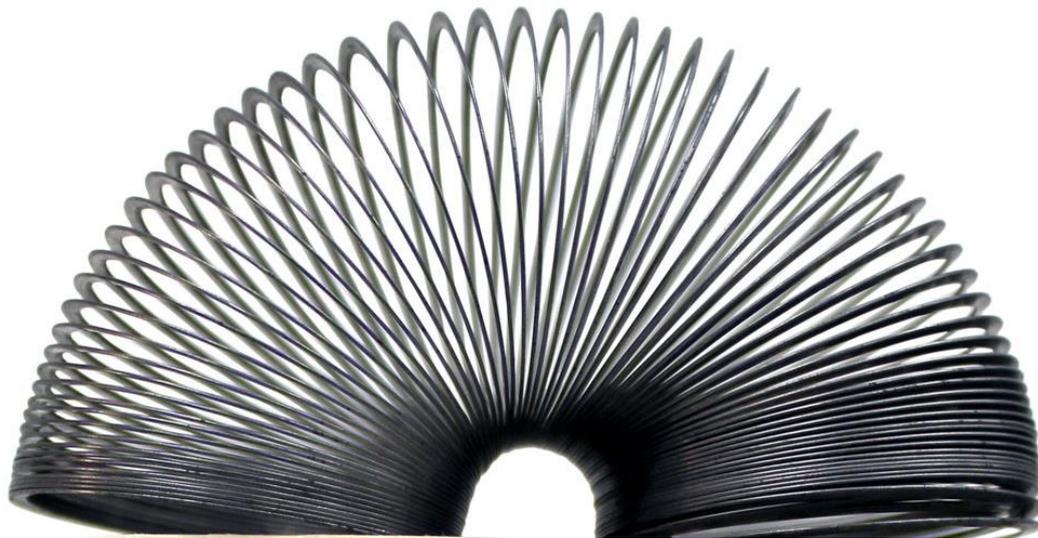
<http://youtu.be/2zLzuAMWzsU>



TOY HISTORY – THE SLINKY

While Knucklebones has been played since ancient times, the Slinky toy was a direct result of designing mechanical parts for ships in the 1930s.

The Slinky is a toy that the grandparents and parents of your students would have played with as a child, thus, it's a lovely toy to focus on to get students thinking about the toys their immediate family have played with in the past.



History of the Slinky	Technological Changes	Human Slinky
<p>Watch this interesting little clip about the history of the Slinky.</p> <p>Follow-up with a Google Images and You Tube search of <i>Slinky Advertisements</i> to see how these toys were advertised in the past.</p> <p>http://youtu.be/-cjbYdM1Zm4</p>	<p>Fascinating interview of the son of the designer and founder of the Slinky Company. The clip explains how the Slinky toy has changed over time and why it remains so popular 60 years after it was first manufactured.</p> <p>Follow up this clip with asking your students their thoughts on if children will still be playing with slinky toys in 100 years?</p> <p>http://youtu.be/fLRuTT3cWqE</p>	<p>This clip shows a very entertaining demonstration of a human sized Slinky.</p> <p>Beam up the clip on your IWB, crank up the music, and invite the kids to dance and (safely) move around the room like a Slinky!</p> <p>http://youtu.be/beXXGvLyQ1g</p>

Looking into the Future: Ask your students how might the design, material and advertising of the slinky change over the next 50 years?

Totally Random: How to make a carrot slinky! <http://youtu.be/7q7yLyd-sEs?t=3m>

TOY HOSPITALS

In this current age it is quite typical for children to have many toys to play with (hundreds in fact), of all shapes and sizes. Children of past generations however, had only one or two toys due to shortage of money or living quite a distance from 'town' where toys could be bought.

Parents often made toys for their children from recycled items used in their everyday living, i.e., clothes pegs were turned into little toy soldiers, pigs bladders were inflated to make a kick ball, and an old cake tin could be turned into a drum, if you had a decent enough stick to tap it with.

If a family could afford it, a broken or 'injured' commercially made toy could be sent to a toy hospital to be fixed. A severed limb could be reattached; an eye could be replaced; a beloved teddy could be re-stuffed, while a cracked porcelain head could be glued and repainted to look good as new. These were just some of the 'operations' performed to give new life to a highly valued toy.

Interestingly, the 'boom time' for Toy Hospitals in Australia was during the Second World War when times were tough and little resources were available to make or buy toys. A few toy hospitals still exist today but are mainly used by older generations of society. Children today however can quickly replace a broken toy due to the affordability and accessibility of mass produced toys.

Share the concept of a Toy Hospital with your students. If they seem quite intrigued by them, explore it further with the suggestions made below and on the next page.



www.dollhospital.com.au

See one of the oldest toy hospitals in Australia by visiting the website of the Doll Hospital in Sydney. This hospital celebrated its 100th anniversary in 2013.



<http://youtu.be/U59G2M24WFA>

Word of Caution: Even though the information shared on the website is relevant and inoffensive, 'sensitive souls' in your class might be a little creeped out by seeing lots of doll body parts. Please view all images and clips on the website yourself before showing them to your class.

TOY HOSPITAL – NARRATIVE TASK

Your toy has had an injury and needs to go to the toy hospital. Create a story from the toy's point-of-view about the injury and what it's like to go to a Toy Hospital.

Example: My name is Sammy and I'm a purple bear. My right leg got a rip in it last week when I was taken to the playground. My owner Sarah has told me that I had to go to the Toy Hospital to get stitched up! She packed me into a box with a nice pillow and blanket and her mum drove me to the toy hospital. When they dropped me off, the Toy Doctor looked at all my body parts and said that it wouldn't take long to sew me up. Phew! He was working on another teddy bear at the time, so he put me on a shelf behind him. When it was my turn to be fixed, he gently took me out of the box and the pillow too and laid me down on his workbench with the pillow under my head. He then got a needle and some purple thread and sewed me up. It didn't take long and it didn't even hurt! I can't wait to go home and get a hug from Sarah.

TOY HOSPITAL – PROCEDURAL TASK

Write down all the steps needed for taking your toy to the Toy Hospital.

Example: Getting Sammy to the Toy Hospital

- Put a small pillow in a shoebox.
- Place Sammy in the box.
- Tuck a blanket around him.
- Put him in the car.
- Drive him to the Toy Hospital.
- Take him inside and see the Toy Doctor.
- Pick him up one week later all fixed up!



TOY HOSPITAL – WRITE A LETTER

Write a brief letter to you toy while they are in hospital.
Greeting + short sentences + a closing line. Example:

Hi Sammy,
How are you feeling? I hope your leg is all fixed up now.
Have you met some other nice toys while you've been in hospital?
I miss you very much.
Hugs and smiles,
Sarah xx

Family Inquiry Task And Class Discussion

Ask your students to find out if their parents or grandparents ever used the services of a Toy Hospital. Have any of them had a family member fix a broken toy for them? How do we feel when a toy breaks? Do we feel as sad as we would if a family member was injured? Your student discussion will reveal just how dear toys are to us.

CURRICULUM LINKS

Foundation Australian History Curriculum

Key Inquiry Questions	Historical Knowledge and Understanding	Historical Skills
<ul style="list-style-type: none"> • What is my history and how do I know? • What stories do other people tell about the past? • How can stories of the past be told and shared? 	<ul style="list-style-type: none"> • How they, their family & friends commemorate past events that are important to them. • How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums. 	<ul style="list-style-type: none"> • Distinguish between the past, present and future. • Pose questions about the past using sources provided. • Explore a range of sources about the past. • Identify and compare features of objects from the past and present. • Use a range of communication forms (oral, graphic, written, role play) and digital technologies.

Year 1 Australian History Curriculum

Key Inquiry Questions	Historical Knowledge and Understanding	Historical Skills
<ul style="list-style-type: none"> • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? • How do we describe the sequence of time? 	<ul style="list-style-type: none"> • Students learn about similarities and differences in family life by comparing the present with the past. • Students identify the differences and similarities between their daily life and the life during their parents, grandparents childhoods including family traditions, leisure time and communications. 	<ul style="list-style-type: none"> • Sequence familiar objects and events. • Distinguish between past, present and future. • Pose questions about the past using sources provided. • Explore a range of sources about the past. • Identify and compare objects from the past and present. • Use a range of communication forms (oral, graphic, written, role play) and digital technologies.

CARNAMAH MUSEUM

The Carnamah Historical Society's physical [museum](#) is located at 10 Macpherson Street near the centre of the Carnamah townsite, approximately 300 kilometres north of Perth. It is open Friday afternoons from 1.30 to 5pm or on other days or times by prior arrangement. Admission is free with donations greatly appreciated.

On-site Booking Inquires:

Jill Tilly

jill@carnamah.com.au

0458 576 658

Virtual Museum Inquiries:

Andrew Bowman-Bright

andrew@carnamah.com.au

0457 911 984

Education Resource Inquiries:

Shiona Herbert

shiona@carnamah.com.au



ONLINE INTERACTION

For extension ideas follow the society on [Facebook](#), [Twitter](#), [LinkedIn](#), [Google+](#) or [Instagram](#).

We'd love to hear from you, your class or your school:

- Leave a class comment at the end of one of our virtual museum exhibitions
- Provide us with anonymous feedback on our education resources through our [feedback form](#)
- Allow us to share your class's work on our [blog](#) (nice for us and for your students!) by e-mailing scanned copies or photographs to mail@carnamah.com.au

