**Expert Pack:** History of Toys

Submitted by: Vincent L. Triggs Elementary School, Clark County School District

Grade: 4-5 Date: June 2015

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| **Topic/Subject**History of Toys |
| **Texts/Resources**Book(s)1. Toys and Games Then and Now
2. Toys! Amazing Stories Behind Some Great Inventions

Article(s)1. Brief History of Toys
2. The Fun They Had, Back in 1899

Infographic(s)1. Evolution of the Toy
2. 50 Years 50 Toys

Other Media1. All TIME- 100 Greatest Toys
2. Touring FAO Schwarz for Some Iconic Toys

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students’ ability to read the next selection and to become ‘experts’ on the topic they are reading about. *Refer to annotated bibliography on the following pages for the suggested sequence of readings.* |
| **Rationale and suggested sequence for reading:**In the video, “Touring FAO Schwarz,” students are introduced to some iconic toys and a brief history of Frederick August Otto Schwarz founder of the oldest toy store in America. This will be a great way to capture the student’s imagination and introduce the topic. For students to understand that toys have existed and evolved over time, they will be reading the article “Brief History of Toys” which takes students back in time to children’s toys in Ancient Egypt and Greece. Next, students will continue to build an understanding of the history of toys from another period of time by reading the article “The Fun They Had, Back in 1899,” which paints a picture of why children played with the toys they did in the past. Students will then look at the “Evolution of the Toy” infographic, which displays the transition from toys in ancient times to modern times. This will help reinforce what they have previously read and be exposed to similar information in a different format. Students will then use a non-fiction text called “Toys and Games: Then and Now,” which compares toys and games from past and present in sub-categories using photographs, illustrations, text, and fun facts. This will help students understand the connection of toys from the past to the present. The next three resources explore the toys that have lasted over time. Students can use the knowledge they have learned about the history and evolution of toys to see if they understand why some toys have become popular and have continued to exist. “50 years 50 toys” is an interactive infographic that provides a time line of the most popular toys invented each year from 1963-2013. The interactive website “All TIME- 100 Greatest Toys,” lists popular toys by decade since the 1920’s. The students can then explore the history of one or more specific toys using the text “Toys! Amazing Stories Behind Some Great Inventions.” |
| **The Common Core Shifts for ELA/Literacy:**1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below. |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts** *(the darkened sections of the standards are the focus of the Expert Pack learning for students)***:**1. ***Read closely to determine what the text says explicitly and to make logical inferences from it*;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. ***Determine central ideas or themes of a text*** *and analyze their development*; summarize the key supporting details and ideas.
3. **Read** **and comprehend complex literary and informational texts independently and proficiently**
 |

**Annotated Bibliography**

and suggested sequence for reading

**N/A Touring FAO Schwarz**

Author: unknown

Genre: informational video, includes graphics with facts about specific toys

Length: 7 minutes

Synopsis: This news report features a walking tour through FAO Schwarz and includes a brief history and some fun facts on the following toys/games: Monopoly, Hot Wheels, Etch a Sketch, Slinky, Hula Hoop, Legos, Easy Bake Oven, Mr. Potato Head, Teddy bears, Barbie)

Citation: Touring FAO Schwarz [Video File]. (2013, November 15). Retrieved from

http://video.foxbusiness.com/v/2842727828001/touring-fao-schwarz-for-some-iconic-toys/

Cost/Access: $0.00

Recommended Student Activities: Rolling Knowledge Journal,Wonderings

**930L Brief History of Toys**

Author: Tim Lambert

Genre: Informational Article

Length: 665 Words

Synopsis: The article looks at early toys in Ancient Egypt & Greece, the influence of the Industrial Revolution on modern toys in the 1700’s, 1800’s, and 1900’s, and popular toys of the 20th century.

Citation: Lambert, T. (n.d.) A Brief History of Toys. Retrieved February 27, 2015, from http://www.localhistories.org/toys.html

Cost/Access: $0.00

 Recommended Student Activities: Rolling Knowledge Journal, Rolling Vocabulary Journal, Quiz Maker

**910L The Fun They Had, Back in 1899 (Optional)**

Author: Atkin, Ross

Genre: Informational Article

Length: 1954 words

Synopsis: Provides details on what life would have been like for kids in 1899 and what toys they might have owned.

# Citation: Atkin, Ross. “The Fun They Had, Back in 1899.” *Christian Science Monitor.* Feb. 2, 1999. Vol. 91, Issue 46, Page 22. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=1493516&site=src-live

Cost/Access: $0.00 (subscription service, may be accessible through public library)

 Recommended Student Activities: Rolling Knowledge Journal, Rolling Vocabulary Journal, Quiz Maker

**N/A Evolution of the Toy**

Author: Irma Wallace (notonthehighstreet.com)

Genre: Informational, infographic; timeline

Length: N/A

Synopsis: This infographic features a timeline spanning 1693 through 2013, and documents toy trends and the materials toys are made from.

Citation: Wallace, I. (2013, December 20). Evolution of the Toy. Retrieved from

http://infographicjournal.com/the-evolution-of-the-toy/

Cost/Access: $0.00

Recommended Student Activities: Rolling Knowledge Journal, Rolling Vocabulary Journal

**790L Toys and Games Then and Now**

Author: Bobbie Kalman

Genre: Informational; text, photographs, and illustrations

Length: 24 pages

Synopsis: This book uses text, photographs, and illustrations to review the toys and games from the past to modern times.

Citation: Kalman, Bobbie, (2014). *Toys and Games Then and Now.* New York, NY: Crabtree Publishing

Cost/Access: $7.95 for paperback

Recommended Student Activities: Rolling Knowledge Journal, Rolling Vocabulary Journal, Quiz Maker

**N/A 50 Years 50 Toys**

Author: Micaela Lacy

Genre: Informational, infographic; timeline

Length: N/A

Synopsis: This infographic features a timeline of the most popular toys each year from 1963-2013.

Citation: Lacy, M. (2013, December 11). 50 Years 50 Toys. Retrieved from

http://dailyinfographic.com/50-years-50-toys-infographic

Cost/Access: $0.00

Recommended Student Activities: Rolling Knowledge Journal, Rolling Vocabulary Journal, Picture of Knowledge

**N/A All TIME- 100 Greatest Toys**

Author: Unknown

Genre: Wesbite (interactive timeline by decade)

Length: N/A

Synopsis: TIME Magazine compiles an interactive list of the 100 most influential toys from 1923 to the present, organized by decade.

Citation: ALL Time- 100 Greatest Toys. (2016, February 11). Retrieved February 27, 2014, from

http://content.time.com/time/specials/packages/0,28757,2049243,00.html

Cost/Access: $0.00

Recommended Student Activities: **Rolling Knowledge Journal**

**920L *Toys! Amazing Stories Behind Some Great Inventions***

Author: Don Wulffson

Genre: Informational

Length: 196 pages

Synopsis: This chapter book highlights the history and cultural significance behind many of the famous toys and games that children have used over time.

Citation: Wulffson, Don, (2000). *Toys! Amazing Stories Behind Some Great Inventions.* Harrisonburg, Virginia: R.R. Donnelley @ Sons Company

Cost/Access: $9.99 for paperback

Recommended Student Activities: Rolling Knowledge Journal , A Picture of Knowledge

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student friendly explanations** of necessary background knowledge
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
	+ Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
	+ Use mentor texts about which students can pattern their writing.
	+ Allow them to write collaboratively.
	+ Show students visual resources as prompts, etc.
	+ Provide language supports such as strategically chosen sentence starters.

## Repeat steps one through four with each resource in the text set as appropriate.

### Text Complexity Guide

*Toys and Games Then and Now* by Bobbie Kalman

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

2-3 band 420 -820L

4-5 band 740 -1010L

6-8 band 925 - 1185L

9 -10 band 1050 – 1335L

11 – CCR 1185 - 1385

790

1. **Qualitative Features**

The purpose of this text is to have the reader explore the history of toys. Students will learn how toys have evolved over time and about toys that have stood the test of time. They will have to think about how toys have changed and why which will naturally have students determine cause and effect. For example, dolls have been around since Egyptian times, but they have evolved to meet the needs of the culture and time period.

The text is structured by subtopics within the title such as popular toys, toys with power, toys with wheels, etc. Under each subtopic the text supplies information about past and present of toys in that particular subtopic. The text also has several pictures with captions, diagrams, and boxes with fun facts.

The language and sentence structure is simple

for students to understand and supports knowledge building and learning of new vocabulary. There is a variety of simple and compound sentences. There is not much academic vocabulary. However, there is an abundance tier 3 vocabulary such as digital tablets, badminton, parlor games, clockwork toys and anagrams.

The background knowledge should be familiar for students if the texts are read in order. There might be some challenges when encountering tier 3 vocabulary. For example, the word parlor is in the text and most students may not know what a parlor is. However, the meaning of the word is supported by the text around it.

**Structure**

**Meaning/Purpose**

**Knowledge Demands**

**Language**

1. **Reader and Task Considerations**

*What will challenge students most in this text? What supports can be provided?*

* Students may have difficulty with the structure of the text if they are not familiar with using non-fiction text features.
* The teacher may have to discuss the organization of the text and explicitly teach students how to use the text features and the information that can be gathered from the text feature.

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**Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. **Rolling Knowledge Journal**
2. Read each selection in the set, one at a time.
3. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
4. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

|  |  |
| --- | --- |
| **Title** | **Write, Draw, or List** |
|  | **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| 1. Touring: FAO Schwarz for Some-Iconic Toys
 | FAO Schwarz is a famous toy store that includes toys that excite children from the past and the present.  |  |
| 1. Brief History of Toys
 | Some toys in Ancient Greece and Egypt are similar to toys that are played with today. Children played with dolls, marbles, and wooden marbles. | Some toys that can be played with at FAO Schwarz are similar or the same as those played in ancient times.  |
| 1. The Fun They Had, Back in 1899
 | Games and toys in 1899 reflected the period of time. Advances in transportation also reflected in toys that were created such as cars and trains. | Toys in ancient Egypt and Greece also reflected its period of time. They used wooden horses to represent transportation and pig bladders for balls. |
| 1. Evolution of the Toy
 | The concept of certain toys that were developed from the past still exists today. The changes to these toys just reflect the period in which they are created.  | Dolls looked similar but made differently from ancient times to modern times. |
| 1. Toys and Games Then and Now
 | Toys that moved from the past used a wind up device and moved for a short period of time. Over-time advances in technology such as electricity and batteries change the way similar toys move.  | Toys continue to evolve and will continue to evolve. |
| 1. 50 Years 50 Toys
 | Over the years certain toys become hugely popular right after they are created. Some of these toys are the Walkie-Talkie, Tickle Me Elmo, Atari, and Operation. | Not all toys and toy concepts still exist from the past. Some toys that became hugely popular may or may not still be popular today. Changes in technology and society may or may not contribute to a toy’s success. |
| 1. All TIME – 100 Greatest Toys
 | Interactive – Students answers will vary based on what they research. |  |
| 1. Toys! Amazing Stories Behind Some Great Inventions
 | Interactive – Students answers will vary based on what they research. |  |

1. **Rolling Vocabulary: “Sensational Six”**
* Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
* Next use 10 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH text below.
* After reading all the selections in the Expert Pack, go back and review your words.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| **A Brief History of Toys** | **Words: 20th Century, Industrial Revolution, mass produced, commercially, affluent****Sentences:**1. Before the **20th Century**, children played with a few simple toys.
2. During **Industrial Revolution**, many toys were made by machines instead of by hand.
3. After the Industrial Revolution, toys were **mass produced** by the machines.
4. Toys **gradually** became cheaper after the Industrial Revolution.
5. In the 20th Century, many new toys were invented and available **commercially**.
6. In the late 20th Century, after World War II, **affluent** families purchased toys because families could afford to spend the money on them.

  |
| **The Fun They Had, Back in 1899****(OPTIONAL)** | **Words: makeshift, transportation, preferred, industry, forerunner, Consumer Product Safety Commission****Sentences:**1. Back in 1899, kids made **makeshift** toys out of objects they had lying around.
2. Toys reflected the changes in **transportation** over time.
3. Children soon **preferred** cars over horse drawn carriages.
4. Making dolls became a booming backyard **industry** because it was easy to get the materials to make the dolls.
5. Crandall's Building Blocks were a **forerunner** of Lincoln Logs and LEGOs.
6. Toys were not tested for safety because the **Consumer Product Safety Commission** was not invented yet.
 |
| **Toys and Games – Then and Now** | **Words: develop, clockwork toy, decisions, combination, velocipede, parlor games****Sentences:**1. Many early toys were made to **develop** skills such as balance.
2. **Clockwork** toys were designed to make toys move on their own. However, advances in technology such as batteries made toys move longer and faster.
3. Games such as checkers and chess were made to help children make **decisions** and think.
4. Many sports played today are a **combination** of different sports played long ago.
5. The **velocipede**, a bike with a big front wheel, was one of the first bikes. Now bikes look much different and are a common toy that children have.
6. **Parlor games** are games that children used to play in the house and some of these games are still played today.
 |
| **50 Years 50 Toys** | **Words: brand, novelty item, nostalgic, various, annoyance, glorified****Sentences:**1. Many **brands** of toys are still popular today such as Nintendo.
2. Some **novelty items** have been popular and phased out such as the pet rock.
3. Throughout childhood, many people experience **various** toys and can remember them.
4. Many people feel **nostalgic** about their old toysor remember them fondly.
5. Some people think that toys were an **annoyance** like the Furby.
6. Some toys were **glorified** and people were told they were going be worth a lot of money some day.
 |
| **Toys: Amazing Stories Behind Great Inventions****Chapter 4: Lego**  | **Words: The Great Depression of 1929, operation, unique, suggestion, manufactured, imaginable.** 1. **The Great Depression of 1929** put Ole Kirk Christenson out of work so he became a toy maker.
2. After a year of **operation**, Christenson’s toy business called Lego began to make plastic toys.
3. Christenson invented the **unique** toy for its time called Automatic Binding Bricks.
4. His son gave him the suggestion to change the name to Lego Bricks which we now call Legos.
5. Legos started out simple but are now **manufactured** in many different ways and sets.
6. There are now 4,200 different shapes and every color **imaginable**.
 |
| **Toys: Amazing Stories Behind Great Inventions****Chapter 21: Play-Doh** | **Words: concocted, nontoxic, indefinitely, convention, pliable, distinctive**1. Joe Mcvicker was working for his dad’s cleaning product company when he **concocted** a putty that took grime and fingerprints off of wallpaper.
2. The putty was **nontoxic** but no one was interested in using it as a cleaning product.
3. The putty stayed soft **indefinitely** so it was perfect for children to use instead of modeling clay.
4. Mr. McVicker brought the putty to an education **convention** and demonstrated its uses to teachers.
5. The putty, now called Play-Doh, is much more **pliable** than it was at first.
6. Play-Doh gets its **distinctive** smell from vanilla that is in the product.
 |
| **Terrific Ten** | **20th Century, makeshift, develop, Industrial Revolution, affluent, commercially, novelty items, nostalgic, brand, Consumer Product Safety Commission** |
| **Summary:** Before the **20th Century** children did not have a lot of toys. The toys that children played with were **makeshift** toys made from materials found around the house or outside. Toys were made to **develop** thinking or strength. The **Industrial Revolution** made toys readily available and cheaper for consumers to purchase. **Affluent** families were able to purchase toys for their children. The toys were sold **commercially** and many became **novelty items** that children and adults have enjoyed. Some of these toys have become **nostalgic** or collector’s items. Many of these **brand** name toys and companies became popular and still exist today. Until the **Consumer Product Safety Commission** was created, toys were not inspected for safety. |

**Learning Worth Remembering**

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. **A Picture of Knowledge** (Recommended for: *Toys! Amazing Stories Behind Some Great Inventions)*
* Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
* Draw these shapes in the corner of each quadrant.
1. Square
2. Triangle
3. Circle
4. Question Mark

**?**

1. Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

* Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.
1. **Quiz Maker** (Recommended for: *Brief History of Toys, The Fun They Had, Back in 1899, Toys and Games: Then and Now*)
* Make a list of # questions that would make sure another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include the where you can find the answer in the resource.

|  |  |
| --- | --- |
| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3.  |  |

1. **Wonderings** (Recommended for: *Touring FAO Schwarz*)

On the left, track things you don’t understand from the article as you read.

|  |  |
| --- | --- |
| I’m a little confused about: | This made me wonder: |
|  |  |

 On the right side, list some things you still wonder (or wonder now) about this *topic*

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Grade: 4-5 Date: June 2015

Expert Pack Glossary

**A Brief History of Toys**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| Industrial Revolution | The Industrial Revolution was a period of time when machines were invented to make large amounts of an item such as toys. The Industrial Revolution made it possible for toys or other items to be cheaper because they could be made faster.  |
| Victorian | The word Victorian is used to describe a time period in British history during the reign of Queen Victoria. During that time period, people had a specific culture of dress, architecture, food, and toys.  |
| Plasticine | Plasticine is a brand of modeling clay invented to make toys. Plasticine was better than wood or other materials because it was able to be molded easily.  |
| commercially | Commercially means that something is made to be sold to the public. Many toys are made commercially or in large quantities to be available in many places so that companies can make more money from whatever they are selling. |
| precious | Precious means very important and loved. If someone gives another person a gift, it may be precious to the person receiving the gift. Precious can also mean that the item has a lot of value or worth such as a diamond ring.  |
| minority | A minority is less than half of a larger group. A small minority of people have been to the moon. A minority of kids at school are in 4th grade.  |
| inflated | Inflated means to increase in size. A balloon or tire can be inflated with air. Popular toys could have an inflated price because they are in demand. A person can have an inflated sense of pride such as a person that brags about how good he or she is at something. |
| produced | Produced means something is made, created, or assembled. Most of the time something is produced to make a profit or money. Thousands of toys are produced in factories. Trees produce fruit. Honey is produced by bees.  |
| well off | The phrase well off describes a person who has a lot of money or doesn’t have to worry about having enough money. Many professional athletes are well off. Many movie stars are well off.  |
| disturbing | The word disturbing means to bother, interrupt, or distract someone. Some people find it disturbing when someone taps a pencil on a desk or when an ambulance drives by.  |
| affluent | Affluent means to have a lot of money and owning a expensive things. People that are affluent might have expensive cars and houses. People that are affluent may also be able to take expensive vacations.  |

**[The Fun They Had, Back in 1899]**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| porcelain | Porcelain is a clay material that is difficult to break. Porcelain has been uses to make dolls, dishes, and false teeth.  |
| interlocking wooden pieces | Interlocking wooden pieces are pieces of wood that lock into place without nails, screws, or glue. Some things that are made with interlocking pieces are toys such as Lincoln Logs. Furniture can also be assembled or put together with interlocking pieces.  |
| Consumer Product Safety Commission |  The Consumer Product Safety Commission is a government agency created in 1972 in the United States that makes sure products are safe. The Consumer Product Safety Commission inspects products for safety and can issue recalls on products that are not safe to the public. A recall tells the person that bought the item to return it for a safer product.  |
| booming backyard industry | A booming backyard industry is a popular item or service that people made or provided from their home to sell to others. Booming means the business is doing well. Backyard industry means that some people work from home instead of going to work.  |
| makeshift | Makeshift is something that is temporary and not permanent or it might be a substitute for the real thing. If someone needs a hammer and does not have one, the person may use a rock as a makeshift hammer. If someone’s belt breaks, he or she may use a piece of string as a makeshift belt.  |
| stitching | Stitching is thread looped together to connect two or more materials. Stitching is done with a sewing machine or needle. Stitching is used to make items such as clothes, blankets, or curtains. |
| catalogs | Catalogs are books or magazines that list products to sell. Catalogs are usually sent to a person through the mail. Many items can be bought from catalogs such as toys, household items, or clothes. |

**Toys and Games – Then and Now (Optional)**

|  |  |
| --- | --- |
| *Word* | *Student-Friendly Definition* |
| clockwork toy | A clockwork toy is a toy that needs be wound up to work. Once the toy is wound up, it will either move or make music. One popular clockwork toy is a musicbox. |
| velocipede | A velocipede is a bicycle with a large front wheel and small back wheel. The velocipede was invented in 1817 and was one of the first of many similar toys. |
| remote | Remote means something that is far away. A remote is also a device used to control another device from a distance. Some things that have remotes are televisions and toy cars.  |
| crank | A crank is a machine part with a handle that can be turned in a circular motion to move something else. A Jack-in-the-Box toy makes music when a person turns the crank and the Jack pops out at the end.  |
| Sardines | Sardines is a game similar to hide-and-seek only backwards. Only one player hides and the other players go hunting individually. When a hunter finds the hiding place, though, instead of announcing it, that player gets into the hiding place, too. And so it goes. As each hunter finds the hiding place, the hunter joins the hunted until they are crowded like sardines. The game goes on until the last hunter finds the sardines or the rest of the players. |
| bobbing | Bobbing means that an object is moving up and down or it can also mean to grab a floating object with your teeth. A popular game that people play is called bobbing for apples. In the game, the player moves their head in and out of a bucket filled with water and apples to try to bite the apple with his or her teeth.  |
| harvest | A harvest is when crops are a fully grown and ready to eat so they are cut down and gathered for people to eat. Corn is usually harvested in the Midwestern United States in the fall. Other fruits and vegetables may be harvested at other times depending on the climate or weather of the area the crops are being grown in.  |

**50 Years 50 Toys**

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| --- | --- |
| *Word* | *Student-Friendly Definition* |
| infographic | An infographic is a picture that provides information, data, or knowledge on a topic. An infographic can show how many cars were made each year and what new features were developed on each. |
| novelty item | A novelty item is something that was created with no specific function in mind and became popular. The Slinky became a novelty item when it became a toy instead of a spring for a battleship. |
| nostalgic | An item is nostalgic when it brings back a happy memory.People become nostalgic when they look back at old pictures and are reminded of so many happy times.  |
| brand  | A brand is toy or item that can be identified by its name. A popular brand of car is a Honda. A popular brand of ketchup is Heinz.  |

***Toys! Amazing Stories Behind Some Great Inventions***

***Chapter 4 - Lego***

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| *Word* | *Student-Friendly Definition* |
| The Great Depression of 1929 | The Great Depression of 1929 was a period of time when people lost their jobs and suffered greatly due to economic problems worldwide. During the Great Depression of 1929 people were out of jobs, had no money, and very little hope. |
| carpenter | A carpenter is a person who builds a structure. The carpenter finishes building a house when he or she puts the roof on the structure.  |
| make ends meet | The term make ends meet means only making enough money to pay for food and shelter. A family that can only made ends meet can never afford to buy anything extra or afford to go do things like go to a movie or out to eat. |
| crafting | Crafting means to create something. Many children are excited about crafting artwork for their mom on Mother’s Day.  |
| operation | An operation is a term used to describe a business or a project. The president of a company runs the operation so all business decisions will be decided by him or her.  |
| hollow | When something is hollow, it means that there is nothing inside it. An animal can make its house in the hollow tree.  |
| manufacturing | Manufacturing means to make something. Manufacturing companies usually use machines to manufacture or make their product. A manufacturing company makes a lot of toys for the holidays. |

***Toys! Amazing Stories Behind Some Great Inventions***

***Chapter 21 – Play-Doh***

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| *Word* | *Student-Friendly Definition* |
| concocted | Concocted means to make a product by putting multiple materials together. Kids can concoct an idea to create a new game to play. Chefs make a concoction of when they put several ingredients together to make a meal. |
| nontoxic | Nontoxic means that a product is safe for people to handle or use without getting sick. People should only handle nontoxic materials so they do not get sick. All children’s toys are inspected by the Consumer Product Safety Commission to make sure they do not have toxic paint or materials that could make kids sick. |
| indefinitely | Indefinitely is an undecided amount of time. A person can be out of work indefinitely if he or she is injured or sick.  |
| demonstrated | Demonstrated means to show how to do something. A toy maker can demonstrate the steps on how to use his new toy so others know how to play with it. |
| convention | A convention is a meeting of several people to demonstrate how a product works to make people interested in buying the product. A toy convention may have several companies displaying their new products for others to try.  |
| pliable | Pliable means easy to mold. Silly Putty, Playdoh, and modeling clay are pliable because they can all be shaped into anything the user would like. |
| distinctive | Distinctive is a characteristic that makes an object unique. Some games have their own distinctive characteristics which they are the only ones to have them. For example, the game Monopoly is known for its distinctive playing pieces such as a car, cowboy, dog, iron, thimble, and wheel barrow.  |

**All TIME- 100 Greatest Toys**

This resource is interactive and specific to each student. If the teacher chooses to use specific parts of this resource, glossary terms can be pulled from the sections the teacher has chosen.

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