



General's Children

Thematic Unit

Title: General's Children

Grades: PK (4) and up

Length: 50-60 minutes

Practices:

Culture	Motor Skills	Creativity
Physical Development	Speaking and Listening	Self-Regulation
Historical Awareness	Social and Personal Competencies	Critical Thinking
Information Gathering	Changes over Time	

TN Standards Met:

PK.AL.CR.1	PK.PD.4	1.01	MS.1.2
PK.AL.CR.2	K.SL.CC.2	1.03	MS.3.2
PK.AL.CR.3	K.SL.PKI.4	1.23	MS.8.2
PK.AL.CR.4	K.SL.PKI.5	1.25	
PK.AL.CO.11	K.01	MS.1.1	
PK.AL.CB.13	K.02	MS.3.1	
PK.AL.CB.14	K.13		
PK.SPC.SA.5	K.17		
PK.SPC.SA.6	MS.1.0		
PK.SPC.SA.8	MS.3.0		
PK.SPC.RS.3			
PK.SPC.RS.4			
PK.SL.CC.2			
PK.SL.PKI.4			
PK.SL.PKI.5			
PK.01			
PK.02			
PK.CA.7			

What do we want them to know? Andrew and Rachel Jackson adopted and fostered several children while living at the Hermitage. These children would play and find ways to have fun on the plantation including using toys that were popular during the early 1800s. Even though children of The Hermitage lived before modern technology and forms of entertainment, playtime was still a part of their childhood. Children would not own as many toys as most children today, and imagination and creativity was needed to take the same toy and create different variations of the same game. Games of the past helped children develop language, math, science, physical education, and creative skills just as they do today.

Why do we want them to know it? Play is a critical staple of children's lives, regardless of time or culture. No matter what century people live in, play is a component of personal development. Play brings pleasure and fun, but it also develops motor skills, critical thinking, imagination and creativity. When combined with historical people and stories, play is a successful teacher for social studies practices.

How does this meet the mission of or connect to all the resources of the Andrew Jackson Foundation?

This program educates students about how the children fostered and adopted by Andrew and Rachel Jackson would play and what toys were common during that time. Play and exploration helps the AJF become an effective partner of educators and students alike.

Additional resources/suggestions for teachers to use independently of our program:

1. Students can search for examples of toys and entertainment that the Jackson children used while inside the mansion.
2. While touring Alfred's Cabin, First Hermitage, and Field Quarter have students look for examples of how enslaved children and adults played games and entertained themselves. Can you compare and contrast playtime experiences?
3. In the classroom or at home, have students try creating play with basic, household items. Recycling bins can be a good place to find materials!
4. The games and toys used in our program can easily be duplicated during class recess or used in various ways for instructional periods (for example, language and spelling games). Instructions will be found at the end of this packet.

Summary

This class is designed to meet educational standards for ages PreK (4) through Grade 2 but is a popular choice for students at all levels. It focuses on the importance of play as an educational and development tool, as well as comparing and contrasting how children from Andrew Jackson's lifetime and children from today create play. After a brief discussion on childhood in the present and past, children will be led through simple school games of Jackson's day, followed by a free play period in which children are encouraged to create their own game with basic materials and peer collaboration. The class lasts approximately 50-60 minutes. It can easily be adapted for groups with less time.

Introduction

Andrew and Rachel Jackson had one adopted son and they fostered and housed dozens of children throughout their lifetimes. Children's lives were comprised of work, school, family time, religious instruction, chores, and play. Several different types of toys were available to them that were popular during the early 1800s and some of these toys are still used today. Before electricity and mass

production, the amount and types of toys available to the Jackson children would be more limited than today. This limitation encouraged children to be creative to create different games and ways to play with the same toy.

Rain Plan

Field trips proceed rain or shine. This class is conducted completely outside in front of the Education Center but can be moved under cover during bad weather. Small modifications may be made to the games and toys as the space allows. Severe weather may lead to rescheduling. If bad weather is expected in advance, the Cabin by The Spring can be reserved for the program and for lunches.

Introduction to Class: Time limit, 10-15 minutes

1. The class session begins on the lawn in front of the Education Center. Typically, this class doesn't come inside. Teachers and adults may leave jackets, bags, etc. in the classroom if available.
2. Gauge the children's knowledge of The Hermitage/Andrew Jackson/the 19th century. Clarify misunderstandings or provide a simple explanation of life at The Hermitage and who lived here. (Remember these are 4 through 7-year olds!)
3. Transition to instruction. Below are some sample questions that will work for 4-7 year olds:
 - A. Do you suppose kids who lived 200 years ago did work? School? Chores? Play? Have friends?
 - B. Tell me about what is like to be a little kid? What sorts of things do you do each day?
 - C. What do you think is the best part of your day? The most fun thing to do each day?
 - D. Play time helps us use up all the energy we feel inside but it also helps us learn and explore new ways of doing things. It helps our brains get smarter. It helps our bodies grow strong and able to move in all sorts of ways. It helps us learn how to follow rules and instructions. It helps our imaginations grow!

Games: Time limit, About 15-20 minutes

Today, we are going to try two games that kids your age played long ago when Andrew Jackson was still alive, more than 200 years ago. There was a very important book available to help you learn games: It was called *The Girl's Own Book*. (Show book.) You might even recognize some of them!

Play two games from the list below, based on motor skills or language development. Options for games include: (All can be found in Lydia Maria Child's *The Girl's Own Book*)

- Mother May I? or Simon Says (All ages)
- Blind Man's Bluff (All Ages)
- Fly Away, Pigeon! (All ages)
- Statues (All ages)
- Alphabetical Compliments (1st and up)
- Old Man in His Castle (1st and up)
- Buz! (2nd and up)

Toys: Time limit, About 15-20 minutes

After the games conclude, select five or six toys to introduce to the group. Options include:

- Hoop and Stick
- Graces (K and up, only)

- Yo-yo
- Ball and Cup
- Jacob's Ladder
- Board games
- Wooden Mazes
- Jacks

Give the children a few minutes to play (about 10 minutes), then regroup and ask them to invent a new game, using the toys available and their friends. This will need more coaching for the PreK and K groups. Try to keep the game invention time to about 7 minutes. Have the children share their invented games with the class. Not all may wish to participate; encourage, but don't force it.

Conclusion: Time limit, 8-10 minutes

A few simple questions and observations should conclude this program neatly:

1. Did you play something you have never played before? Did you play something similar?
2. What was hard about the games and toys?
3. Did you know we would play games about math or words or how to follow rules?
4. Did you like to play with your friends or by yourself? Why or why not?
5. How hard was it to follow the rules of each game? Sometimes it's hard to follow the rules when we want to win!
6. Would you like to know more about the kids who grew up at The Hermitage? As you go through the Mansion today, you will hear about three little children who grew up in the Mansion. Their names were Rachel, Andrew, and Samuel Jackson. Other children lived here as slaves, and even though their lives had hardship and hard work, they had time to play occasionally too. Keep your eyes open to find the ways all kids at The Hermitage enjoyed themselves.

Bibliography

Primary Sources

1. Child, Lydia Maria. *A Girl's Own Book*. Boston, 1834. *Reproduced by Applewood Books for Old Sturbridge Village.

Secondary Sources

1. Kalman, Bobbie and Tammy Everts. Illustrated by Antoinette DeBiasi. *A Child's Day*. New York: Crabtree Publishing, Inc., 1994.
2. Kalman, Bobbie and David Schimpky. *Old-Time Toys*. New York: Crabtree Publishing, Inc., 1995.

Game Instructions:

1. Simon Says!
One child is selected to be "Simon." Simon stands in front of the group, who are in rows, facing Simon. Simon gives orders that the entire group must follow, but ONLY if Simon begins the command with "Simon says..." For example: "Simon says, touch your head!" is to be obeyed but "Touch your head!" is not. The child who moves when Simon does not say is immediately eliminated from the game. Last player standing is the winner and has to become the next Simon.
2. Alphabetical Compliments (All ages)

A little girl says to her companion, "I love you, A, because you are amiable; B, because you are beautiful; C, because you are careful; D, because you are diligent; E, because you are elegant; F, because you are funny; and so on to the end of the alphabet. X is of course omitted, for no English word begins with that letter. Any letter omitted, or a reason given which does not begin with the letter you name, demands a forfeit.

--Lydia Maria Child, *The Girl's Own Book*, p. 20

3. Old Man in His Castle (1st and up)

4. Fly Away, Pigeon! (All ages)

The company are ranged in a circle, with one in the center, who places the forefinger of her right hand upon her knee and all the others put their forefingers around it. If the one in the center raises her finger, saying at the same instant, "Fly away, pigeon!" or "Fly away, sparrow!" the others must raise their fingers in the same manner; but if, for the sake of mischief, she exclaims, "Fly away, trout!" or "Fly away, elephant!" the others must be careful not to move their fingers, else they must pay a forfeit. That is, the fingers must all rise, if a creature is mentioned that can fly; and kept with great rapidity, it requires quick ears and quick thoughts. Sometimes things with fly only by accident are mentioned; such as a feather, a leaf, a sheet of paper, a thistle-down, a veil, etc. In this case, all the players never make up their minds soon enough; some fingers will rise, and some keep still; and often debates will rise to determine which is right. "I am sure a leaf doesn't fly," says one; "I am sure it does fly on the wind," says another, etc. The one in the center decides all disputed selections. This game brings laughing and forfeits in abundance.

--Lydia Maria Child, *The Girl's Own Book*, p. 35-36.

5. Buz! (2nd and up)

This is a very lively and interesting game. Any number of children excepting seven, both boys and girls, seat themselves round a table or in a circle. One begins the game by saying, "One!" the little girl to the left says, "Two!" and so it goes round till it arrives at *seven*, which number must not be mentioned, but in place thereof the word "Buz!" Wherever the number seven occurs, or any number into which seven may be multiplied, "Buz!" must be used instead of that number. Such are the numbers 7, 14, 17, 21, 27, 28, 35, 37, etc. Anyone mentioning any number with seven in it instead of "Buz!" or calling out of her turn, or naming a wrong number, must pay a forfeit. After she has paid her forfeit, she calls out, "One!" and so it goes round again to the left, by which means each has to say a different number. When by a little practice the circle gets as high as seventy-one, then "Buz-one!" "Buz-two!" etc., must be used; and for seventy-seven, "Buz-buz!" and so on. If the person whose turn it is to speak delays longer than while anyone of the circle can moderately count five, she must pay a forfeit.

--Lydia Maria Child, *The Girl's Own Book*, p. 39

6. Statues (All ages)

7. Blind Man's Buff (All ages)

The ancient game is so well known that it needs but a brief notice. One of the company is blinded, and runs round to catch the others, who all try to keep out of his grasp, at the same time they go as near to him as they can. If he catches one, and cannot tell who it is, he must let her go, and try again. Sometimes a forfeit is paid in this case; but all the varieties of blind man's buff are usually played without forfeits. One fairly caught and known, must take the blind man's place.

--Lydia Maria Child, *The Girl's Own Book*, p. 57