

In addition to incorporating the session into a history scheme of work on homes in the past you could consider some of the following activities.

### **Activity Sheets**

Three activity sheets are attached to reinforce the vocabulary of the washday task in the session. These are:

- Match the name of the object to its picture.
- Label a picture of the objects.
- Instructions—cut out and sequence sentences that describe washday.

### **Literacy**

You are welcome to bring a camera or cameras to the session to collect images of the objects for follow up discussion and writing activities.

You could use the images to support the children when communicating what they have found out during the session, either orally or by writing:

- Labels, captions, lists
- Instructions (e.g. how to do the washing without a washing machine)
- Recounts (of what they did)
- Information text (explain what the objects are, describe the objects)
- Story (set in domestic context in the past, helping with household jobs)
- Alphabetical texts using names of objects
- Poems using names of objects and some of the actions associated with the objects

### **Object handling**

The session could also serve as an introduction to learning from historic objects. Working with objects can help children to develop skills of observing, examining, deducing, comparing, recording, communicating and drawing. Activities and discussions can focus on some or all of the following aspects of objects - the physical features, construction, function, design and value.

Children will need to be encouraged to pose questions of objects. The most productive questions for young children will tend to focus on the observable physical features of the object using all senses (except taste) and relate to the children's first hand experience. However, children can also be invited to explore more abstract issues relating to the value, care, collection and interpretation of artefacts.

More information on *Doing History with Artefacts and Objects* can be found in the Spring 2010 issue of the journal *Primary History*. See the primary section of the website of the Historical Association at [www.history.org.uk](http://www.history.org.uk).

Below are a number of activities that can be used as starting points to introduce children to the skills needed for object handling. In using these activities remember that the aim is not just to identify the object but to work through the process of questioning and exploration. Children can

be helped to develop these skills by working with everyday items.

- Place an object in front of the children and give them two minutes to look at it. Remove the object and ask the children to draw it from memory. After a length of time replace the object and allow the children to record any omissions and errors.
- The children should try to identify the different materials used in each object and decide on the appropriate vocabulary to describe the properties of the materials.
- Use 'feely bags' to ask the children to describe objects to their partner to see if they can identify what it is.
- Look at the concept of the value of an object. What makes an object worth buying? Who has a special object? Where do you, or would you, keep special objects?
- Brainstorm the questions that can be asked of an object. How many different ones can you think up? Discuss the merits of different questions: which questions are the best?

### **Collecting and Museums**

Children will be familiar with the idea of making, keeping and displaying a collection. They could be asked to show and talk about collections they have made. You could also explore with them the idea of collecting for a hobby.

Object handling and collecting could be brought together by setting up a classroom museum. In addition to delivering objectives in the History curriculum, this could be developed into a rich source for English, Art and ICT activities.

Free guidance and advice on developing a classroom museum can be found in *A Museum in the Classroom Pack* available from the Culture24 website:

<http://www.culture24.org.uk/teachers/ideas+%2526+resources/art70985>

Name \_\_\_\_\_

Match the washday object to its name

tongs

dolly peg

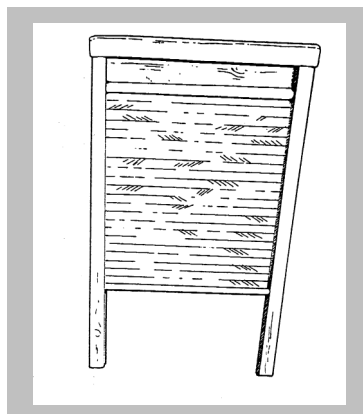
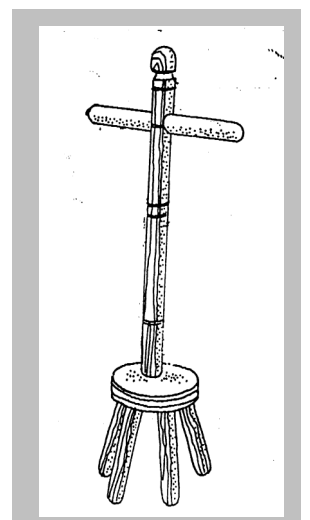
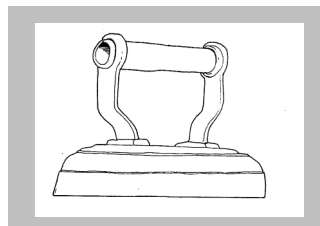
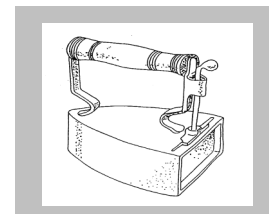
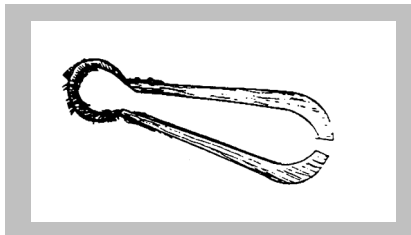
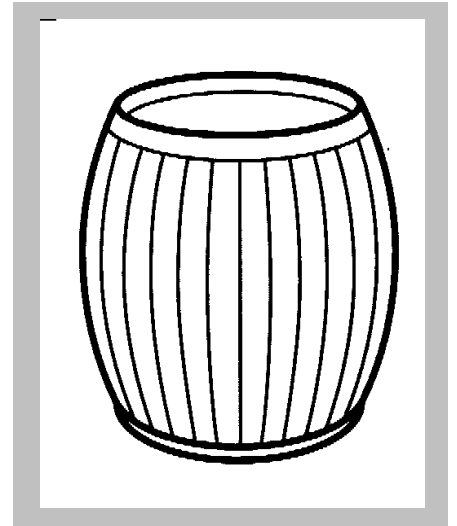
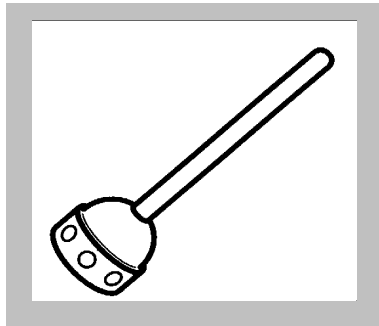
washboard

dolly tub

box iron

flat iron

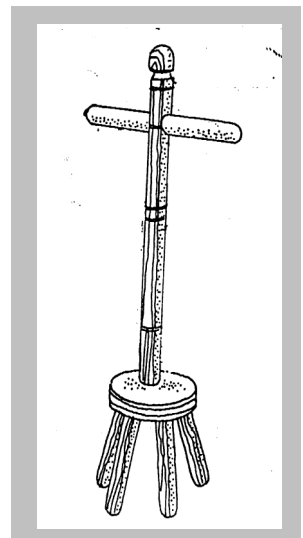
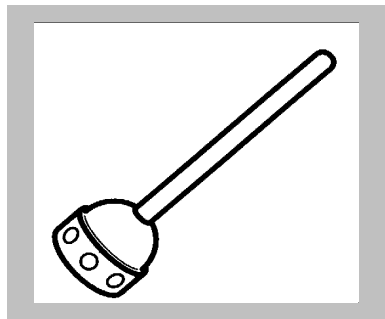
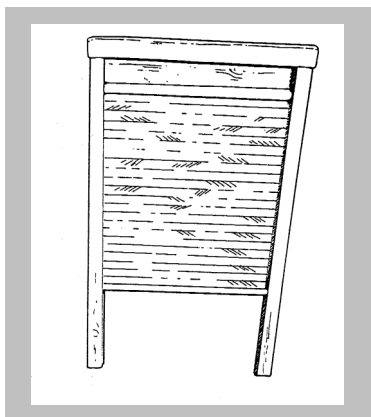
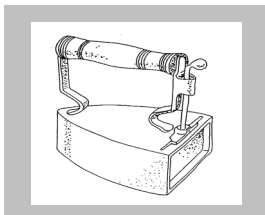
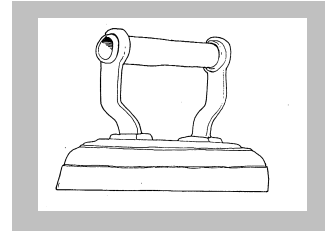
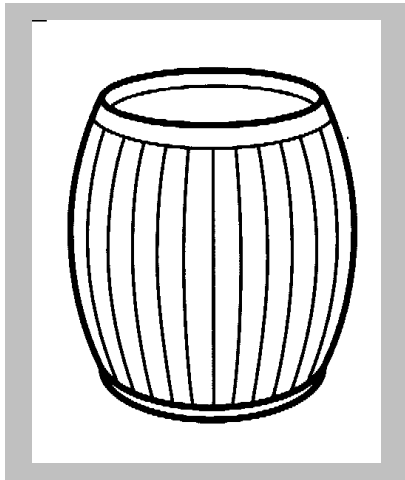
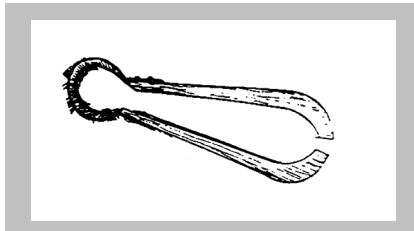
posser



Name \_\_\_\_\_

Label the objects

box iron	dolly peg	dolly tub
flat iron	tongs	washboard



Name \_\_\_\_\_

Put the instructions in order

### What you need

apron, dolly cap, dolly peg, dolly tub, mangle, soap, tongs, washboard, water

Put the dirty washing into the dolly tub.

Put hot water and soap into the dolly tub.

Use the washboard to scrub the washing.

Peg the washing out to dry.

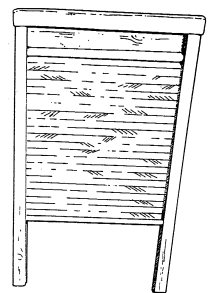
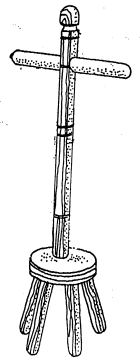
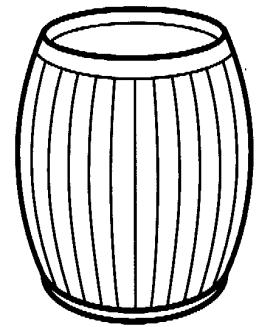
Use the tongs to take the washing out of the water.

Put an apron and dolly cap on.

Rinse the washing in clean water.

Squeeze the water out of the washing with the mangle.

Use the dolly peg to swish the washing and water around.



**Suggested sequence (NB Children may be able to justify alternatives.)**

### What you need

apron, dolly cap, dolly peg, dolly tub, mangle, soap, tongs, washboard, water

Put an apron and dolly cap on.

Put hot water and soap into the dolly tub.

Put the dirty washing into the dolly tub.

Use the dolly peg to swish the washing and water around.

Use the washboard to scrub the washing.

Use the tongs to take the washing out of the water.

Rinse the washing in clean water.

Squeeze the water out of the washing with the mangle.

Peg the washing out to dry.

