



THE SKIPPING AND NURSERY RHYMES RESOURCE.

This resource has been prepared by the Howick Historical Village Education Department while under LEOTC contract to the Ministry of Education

This resource was prepared by Pru Lees, Education, HHV, and was submitted to the Howick Historical Village Education Department's External Review group for approval before being made available as a resource.

The resource is offered in support of:

- The New Zealand Social Studies Curriculum, strands: *Culture & Heritage, Time Continuity & Change, Resources & Economic Activities.*

RELATED ACTIVITY.

- This resource is complimentary to the *Victorian Outdoor games* activity available to schools visiting the Howick Historical Village.
- The '*Skipping and Nursery rhymes*' resource relates to '*The Evening*' and '*Boys Pocket*' resource.

Teachers wishing to book should contact the Co ordinator at: (+64) 09 5769481 or e-mail fencible@ihug.co.nz

USING THIS RESOURCE

This resource could be used in '*The Evening*' resource which mentions skipping

SKIPPING AND NURSERY RHYMES.

For hundreds of years children have learnt a wide variety of rhymes to help them with a number of daily tasks. Some rhymes are associated with play whilst others are concerned with helping with household tasks.

Many rhymes link with certain strands of the curriculum: *Culture and Heritage; Place and Environment; Time, Continuity and Change.*

As part of a unit study, children might like to learn a few popular rhymes, from the examples given as follows.

LORD NELSON

A skipping rhyme from the early 19th century commemorated Lord Nelson. Horatio Nelson was born in 1758. At twelve years old he joined the British Navy and spent much of his adult life involved in active service. He lost the sight in his right eye during service in the Mediterranean. Later his right arm had to be amputated following an injury to his elbow. Nelson's bravery in the face of many battles became legendary; he was fatally wounded in the battle of Trafalgar. The following rhyme illustrates how *Place and Environment* is significant for particular people, when it honours a particular person.

Old Lord Nelson lost one eye (shut one eye)
Old Lord Nelson lost the other eye (shut the other eye)
Old Lord Nelson lost one arm (one arm behind back)
Old Lord Nelson lost the other arm (both arms behind back)
Old Lord Nelson lost one leg (hop on one leg)
Old Lord Nelson lost the other leg;
Old Lord Nelson fell down dead. (end of turn)

TEDDY BEAR.

Teddy Bear, Teddy Bear dates from the beginning of the 20th century when Theodore Roosevelt was the President of the United States of America.

A story grew from a hunting expedition that President Roosevelt took part in. A mother bear had been killed leaving the cub, the President was too soft hearted to kill the cub which lead to many newspapers making much of the event. A cartoon appeared which encouraged a toy manufacturer to produce a cuddly toy called a 'teddy bear.' Prior to 1907 this toy was unknown. So evolved a few childrens rhymes.

Culture and Heritage links to this rhyme via the consequences of cultural interaction, hunting being a popular sport in America.

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news.
Teddy Bear, Teddy Bear, tie your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the light.
Teddy Bear, Teddy Bear, say "Goodnight!"

The actions of this rhyme follow the words.

BLUE BELLS, COCKLE SHELLS

Legends associate bluebells with fairies. It was said that a child should never pick bluebells alone in a wood otherwise the fairies would steal them away.

This rhyme was for beginners who could not jump in while the rope was swinging over and over

(Swing the rope back and forth, not over)

Blue bells, cockle shell

Easy ivy over

(swing rope over head on over and continue in normal rope swing)

THE ROYAL RHYME

Rhymes often developed to help children remember facts. The Royal Rhyme depicts the order Kings and Queens of England have reigned.

'How the past is recorded and remembered in different ways' links this skipping rhyme to the strand of *Time, Continuity and Change*.

First William the Norman,
Then William his son;
Henry, Stephen and Henry,
Then Richard and John;
Next Henry the third,
Edwards one two and three,
And again after Richard
Three Henrys we see.
Two Edwards, third Richard,
If rightly I guess;
Two Henrys, Sixth Edward,
Queen Mary, Queen Bess,
Then Jamie the Scotchman,
Then Charles whom they slew,
Yet received after Cromwell
Another Charles too.
Next James the second
Ascended the throne;
Then William and Mary
Together came on.
Till Anne, Georges four,
And fourth William all past,
Came the reign of Victoria
Which longest did last.
Then Edward the Peacemaker,
He was her son,
And fifth of the Georges
Was next in the run;
Edward the eighth
Gave the crown to his brother,
Now God's sent Elizabeth-
All of us love her.

MISS BLACKWELL.

Counting rhymes have been popular skipping games for hundreds of years. The traditions associated with a Victorian education link with features of *Culture and Heritage*; how practices of cultural groups vary but reflect similar purposes.

Oh no, here comes Miss Blackwell
with her big black stick
Now its time for arithmetic
One plus one is?
(jumper responds) Two
Two plus two is?
(jumper responds) Four
Four plus four is?
(jumper responds) Eight
Eight plus eight is?
(jumper responds) Sixteen
Now its time for spelling
Spell cat.
(jumper responds) C-A-T
Spell dog.
(jumper responds) D-O-G
Spell hot.
(jumper responds) H-O-T

Social Organisation through the achievement objective ‘how and why groups are organised within communities and societies’, is illustrated through the following rhyme which is a ‘skit’ on the Girl Guide movement which began in 1909 as the Girl Peace Scouts before developing into the Girl Guides in 1923 with their distinctive blue uniform.

GIRL GUIDE DRESSED IN BLUE

Girl guide, girl guide, dressed in blue,
These are the actions you must do:
Stand at attention, stand at ease,
Bend your elbows, bend your knees.
Salute to the captain, bow to the Queen,
Turn your back on the dirty submarine.
I can do the heel and toe, I can do the splits.
I can do the hootchy-kootchy, just like this.

Girl Guide, Girl Guide, dressed in yellow,
This is the way I treat my fellow:
Hug him, kiss him, kick him in the pants -
that is the way to find romance.

Girl Guide, Girl Guide, dressed in green,
The leader sent me to the Queen.
The queen didn't want me, sent me to the King

The King said "Turn around and count to seventeen".
1, 2, 3, 4, 5...17

Ring A Ring O' Roses

This well known rhyme dates from around 1664, the time of the Great Plague in London. It is another illustration of 'how and why people record the important features of places and environments' in the *Place and Environment* Strand level 1.

Ring-a-ring o' roses,
A pocket full of posies;
Atishoo, atishoo, we all fall down.

The ring o' roses was the skin marking that indicated the start of the plague. The pocket full of posies were herbs carried in a pocket supposed to ward off the disease. Atishoo, illustrated another of the symptoms, followed by the victim falling ill or even dead.

Lucy Locket.

Lucy Locket lost her pocket,
Kitty Fisher found it;
Not a penny was there in it,
Only the ribbon round it.

Resources and Economic Activities. At level 1, 'different resources that people use' this rhyme illustrates the time when women and children wore a hanging pocket tied around their waists underneath their dress skirts. A concealed opening in a side seam allowed access to the pocket. Occasionally the pocket came undone and was lost!

Twinkle, Twinkle Little Star

Twinkle, twinkle little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle all the night.

Then the traveller in the dark,
Thanks you for your tiny spark,
He could not see which way to go,
If you did not twinkle so.

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.

As your bright and tiny spark,
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.

This popular nursery rhyme was written by Ann and Jane Taylor at the beginning of the 19th century. The two sisters wrote many poems and hymns for young children. In 1860 the poem was set to music which helped the song to retain its popularity.

‘How and why people describe places and environments in different ways’ in Level 2 Place and Environment links this rhyme to the curriculum.