Oshkosh Public Museum

Pre-Field Trip Handouts

2019
Pre-trip Handouts

**Explanation:** This field trip can be helpful to the class and each and every student. The Oshkosh Public Museum has much to offer in the sense of hands-on artifacts. There is also content that can be related from what you have been doing in the classroom (or what you are about to do) to see and experience. The museum is an awesome experience with many different activities, time periods, and artifacts to see. Introducing the museum before moving through the museum will enhance the experience and help each student gain more knowledge. Using pre-trip activities will help the students understand what is going to come and prepares them to make inferences and have expectations for their experiences at the museum. This group of compiled activity ideas will be able to be used at any time before the trip. There are multiple activities that can help the students, they do not necessarily have to do every one of the activities, but using at least one to introduce the museum is preferred (if time allows), to ensure a positive learning experience. Not all of the activities are based on the curriculum. Some of them can be used when there is extra time in the classroom for a filler activity preceding the trip, they still introduce something the students will see at the museum.

The Museum caters to many different time periods ranging from the Paleoindian period to the recent past. This variety of time periods can help students see a move through time like a textbook never could. With the vast amount of time covered the museum is a great fit for a Native American unit, a community or local unit, a unit on the timeline of Wisconsin, or even a school wrap up unit.

**Objectives:**

The student will prepare themselves for a visit to the museum.

The student will create what they believe they will see along with infer with what the object could have been.

The student will analyze historical artifacts to determine basic information about them.
**Virtual Exhibit: People of the Waters**

**Directions:** Go to the following hyperlink. Then click on “Virtual Exhibition,” read the descriptions of the Early Wisconsin time periods, choose one of the time periods that you find interesting, click on “View Exhibit Page,” click to start the exhibit. Once in the virtual exhibit choose four of your favorite artifacts. Draw you four artifacts in the boxes below but leave space for some writing. Write down a shortened version of the description. Also write down what you believe the artifact could have been used for, why was it important to the time period? When you get to the museum remember to look for your artifacts that you picked out to see it in person.

http://www.oshkoshmuseum.org/oshkoshPublicMuseum/exhibitionsPrograms/permanentExhibitions/peopleWaters

<table>
<thead>
<tr>
<th>Artifact 1</th>
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<tr>
<th>Artifact 3</th>
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Create Your Own Menominee Clan

Menominee culture developed the clan system as a means to address important issues that the tribe faced. The origin story is the description of the process whereby the clans came into being, their order and function within the society. The origin story tells of how the Menominee believe they came to be. There was one original man, he was lonely and asked four other animals to join him, and they each had certain jobs to help the tribe be successful. Their culture grew around the five different clans within the tribe. Each of the brothers was given an animal that did a similar job in nature that the people in that clan was supposed to do for the tribe. (For example: The wolf in nature is a hunter, so the wolf clan were also the hunters for the tribe. Being a part of the clan would help each person have a job to do every day and all of the jobs combined would keep the tribe alive.)

The Bear was the leader throughout the tribe. The Eagle’s job was war, fire carrying, and camp laborers. The Wolf was the hunter, and the Crane told people what to do. The Moose was camp security, overseeing of the wild rice beds, supervising rice harvest and distribution. To some extent the Younger Brothers (people not in the big five clans) shared in these tasks, although most had other specific jobs for their clan; the Sturgeon clan, was the historian in addition to being Younger Brother to the Bear meaning they were a sub-clan in the Bear clan.

Directions: Use your own thoughts to make a clan figure of your own. Draw or describe your figure on the bottom of this sheet. Then on the back tell the story of the clan figure. What do they do for the tribe, why are they important, and how does the type of animal you created relate to the job that they are required to do within the clan? (Jobs that can be done around camp: Political Decisions, War, Fire, Water, Tool Making, Weapon Building, Fishing, Hunting, and much more)
Directions: Write a story about your clan figure. Why did you choose that animal? How did they originate? What are their jobs around camp? What are their major and minor jobs? How do they accomplish their jobs?
The Apostles Clock

The Apostles Clock was created by Mathias Kitz. It is called a monumental clock and was built in 1922. It is a one of a kind clock that took six hard and dedicated years to build. There were around 25 monumental clocks built in the United States and only a few still exist. The clock was built from many different materials and was created to be folk art. Kitz was able to create a masterpiece that still exists and works today. The clock is not only a big clock, it also has religious aspects to it. When the clock gets to the top of the hour many different things happen which you will experience at the museum.

Directions: Answer the following questions about the local history of Oshkosh to the best of your abilities. Then turn the page over and review the directions on the back side.

1. If Oshkosh was a big lumber city, where might Kitz have learned how to build a large clock out of wood?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. Oshkosh was a big lumber city. How would they get the timber from the forest to Oshkosh?

_____________________________________________________________________________________
_____________________________________________________________________________________
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3. What other things would people build from wood besides clocks?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

4. Why were the lumber mills able to be so successful here in Oshkosh?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Name: ___________________________
**Directions:** Create a clock. Use your creativity to make your own clock use ideas and things that you like. Add pictures of things that are important to you. You can do this by drawing on the bottom of this page or using computers to find pictures of things and activities you like to compile onto the clock. You can add onto the side of the clock if you need more room too.
Discover the Museum

The museum has many artifacts that can be fun to see and learn from. There are artifacts that can help you see what life was like in history. In order to prepare you for the experience you can play a matching game that shows pictures of some of the artifacts, along with what they are called. When you get to the museum you can remember the pictures from the game and see what they look like in real life. After the tour you can then use the bottom half of this sheet to explain the importance of the artifacts, such as: What are the artifacts? What were they used for? Why are the special? What do we use now instead of the artifact to do the same job?

- Glaciation Display
- Longhouse
- Giant Beaver
- Archeology
- Apostles Clock
- Log Cabin
- Butter Churn
- Milk Can
Morse Code

Civil War Drum

Harley Davidson
**Directions:** Cut out the cards on this page and the next page. Flip them over on the table, so that they are face down. Flip two cards face up. If they match take them off the table, if they do not match flip them back over and try again. You could also separate the two sets of cards writing an X on one set and an O on the other. Following the same idea to flip till they match.

<table>
<thead>
<tr>
<th>The Glaciation Display: Let’s see how the geography of Wisconsin has changed over time!</th>
<th>The Longhouse: Let’s see how the Natives used to live!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giant Beaver: Let’s see how big the beaver used to get!</td>
<td>The Archeology Pit: Let’s see how we find all the Native American artifacts along with other artifacts!</td>
</tr>
<tr>
<td>The Apostles Clock: Let’s see a large, beautifully created clock!</td>
<td>The Log Cabin: Let’s see how settlers used to live when first moving to Wisconsin!</td>
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<tr>
<td>The Little Menominee: Let’s see how natives told stories and organized their tribes!</td>
<td>The Milk Can: Let’s see how important the dairy industry was to Wisconsin in the past and present!</td>
</tr>
<tr>
<td>Morse Code: Let’s see how people sent long distance, quick messages before the Telephone!</td>
<td>The Civil War Drum: Let’s see how men in the Civil War were supposed to march!</td>
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<tr>
<td>The Harley Davidson: Let’s see an early motorcycle created right here in Wisconsin!</td>
<td></td>
</tr>
</tbody>
</table>

**Oshkosh Public Museum: Field Trip Guide**

Name: ___________________________
If printing two-sided pages use this page as a buffer so there is nothing on the back of the playing cards.