

Wichita The Magic City

Teacher Resource Guide

Wichita-Sedgwick County Historical Museum

204 S. Main
Wichita, KS 67202
(316) 265-9314

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Teacher Instructions

For the Optional **Pre-Study** and **Post-Tour** Student Questionnaire

Before presenting any material in this Teacher Resource Guide, give the Pre-Study Student Questionnaire on the next page in the manner most appropriate for your students. Score and save the questionnaires.

As soon as possible after your tour, give the same Student Questionnaire again. Score these questionnaires. Match each student's Pre-Study and Post-Tour Student Questionnaires. Compare pre-study and post-tour results.

Name _____ Date _____

Student Questionnaire

1. The city of Wichita is named for _____.

2. Wichita is in an area we call:

- desert prairie woodlands

3. The first people who lived here before any pioneers came are called

_____.

4. What natural materials did those first people use to build their permanent houses?

5. What large wild animal was the most useful to them?

6. Name some things they made from this animal.

7. When pioneers began to move here, they built their first buildings of:

- | | |
|-----------------------|---------------------------|
| _____ a. bricks | _____ c. boards and nails |
| _____ b. logs and sod | _____ d. concrete |

8. What was the main crop planted by the earliest pioneers here?

- | | |
|----------------|------------------|
| _____ a. rice | _____ c. corn |
| _____ b. wheat | _____ d. tobacco |

9. What insect destroyed that crop in 1874? _____

10. On the back of this paper, draw a picture of some pioneers meeting some first people here in the early days of Wichita.

Tour Information

The 60-minute tour is available to classes of no more than 35 students who are studying *The Story of Wichita* in their classroom unit on Wichita history. Tours are offered Tuesday through Friday.

The tour assumes that students have studied the basic information in the textbook about early Wichita history and its primary personalities. It is required that the teacher use the pre-tour materials in this Teacher Resource Guide, in addition to the textbook, to prepare the class for the tour's emphasis on the Wichita Indians and early town settlers.

Name tags are required to facilitate the tour. It is helpful if these are color coded by group. Please use large print first names so they can be read from a distance. Chest-high necklace style name tags stay on better than pins or tape.

The class should be **divided into two groups**, both including boys and girls and at least one adult sponsor, prior to your arrival. Should your group arrive late and be unable to stay for a full hour, please notify the docents in charge before they begin the tour.

Parking can be congested, so please allow time for this. Included on pages 11 and 12 are an information sheet and site map which should be duplicated for each driver accompanying the group.

Please use the William Street (North) entrance to the Museum. (See Driver's Map.)

After a brief introduction, the class will follow the docents to the third floor where the two groups will separate, one with each docent. Group 1 will spend the first half of the tour (approximately 30 minutes) touring the early units of the Magic City exhibit, focusing on the Wichita Indians in the prairie environment, their appearance and social roles, the construction of their unique grass lodges, their removal from Kansas, and the early settlement and growth of the town named for them. This includes the importance of the early traders, the railroads, the cattle trade, and the farmers. Group 2 will spend the first half in hands-on activities relating to the Wichita Indians' means of transportation, hunting, gardening, food preparation and storage, and recreation. Halfway through the tour time, the two groups will exchange places so that all experience both the exhibit and activities.

As souvenirs of their tour, students will be given the chance to have their hands stamped with a rubber stamp image of a buffalo as a symbol of the Wichita Indian tattoos.

Included in this packet is an evaluation form for the teacher to return. Your responses and suggestions are very helpful in developing the tour so that it may be a useful learning experience for your students.

If you find that you will be late or unable to attend your scheduled tour, please call the Museum at **265-9314** as soon as possible, so that the volunteers coming to conduct your tour can be notified.

(Due to time and space limitations and the fact that most merchandise is not appropriate for children, the Museum Shop is not included in the class visit.)

Tour Instructions

Classroom Preparation

1. Give the Pre-Study Student Questionnaire and score the responses.
2. Review the Tour Objectives and present the material on pages 15-30 to the students.
3. Utilize the textbook *The Story of Wichita*, especially the section titled, "Time Before the City."
4. Utilize the activity sheets on pages 31-34 to reinforce the tour theme and the vocabulary.
5. Explain the tour format (one group tours the exhibit while the other group participates in the activities, then the groups exchange places) and museum manners (being good listeners, not touching the exhibit, raising hands and taking turns talking, staying together).
6. Consider borrowing Museum Kit #9, "Early Wichita -1870s," and the book *Corn is Maize: The Gift of the Indians* by Aliko (633.15 ALI) from the Library Resource Center. (Phone: 973-5150, Fax: 3973-5179, E-mail: LRC@usd259.net

Tour Arrangements

1. Notify the Museum (265-9314) of any special needs of your students or time constraints for your tour.
2. Duplicate and distribute the Information for Drivers and Drivers' Map.
3. Divide the class into two equal groups, including both boys and girls in each group.
4. Use different colored name tags for each group. Print large first names. Chest-high necklaces stay on better than tape or pins.
5. Notify the Museum as soon as possible if you will be late or absent, especially in bad weather, as our volunteer docents make every effort to get to the Museum to meet your group, and we need to notify them as soon as possible if you won't be coming.

Classroom Follow-Up

1. Discuss what students recall from the exhibit as well as the activities.
2. Utilize pages 35-44.
3. Give the optional Post-Tour Student Questionnaire. Score and compare to Pre-Study Questionnaires.
4. Complete and return the evaluation form. We appreciate your suggestions and comments.

Thank you for your interest and effort toward a meaningful museum learning experience.

Information for Drivers

Thank you for agreeing to drive a group of students to the Wichita-Sedgwick County Historical Museum, 204 S. Main (265-9314).

Directions

On the next page is a site map to help you find the Museum and parking. Parking can be congested, so allow time for this. The tour is scheduled to take one hour.

Parking

Parking is usually available in the municipal lot south of the Public Library. These 10-hour meters take dimes and quarters. **If finding a parking place will make your students late, please deliver them to the Museum and then park your car and rejoin them.**

If the group has already begun the tour when you return after parking, you will find them on the third floor. Half of the class will begin in the Magic City exhibit (to the left of the stairway) and half in the hands-on activity room (straight ahead as you come up the stairway).

Unloading

When letting students out at the Museum, make sure they get out of the car on the curb side, not into the street. The best place to do this is on the east side of Main Street, just South of the corner at William.

Remind the students to walk around the northwest corner of the Museum and enter by the North (William Street) door. They may wait quietly inside with the docents until everyone has arrived.

During the Tour

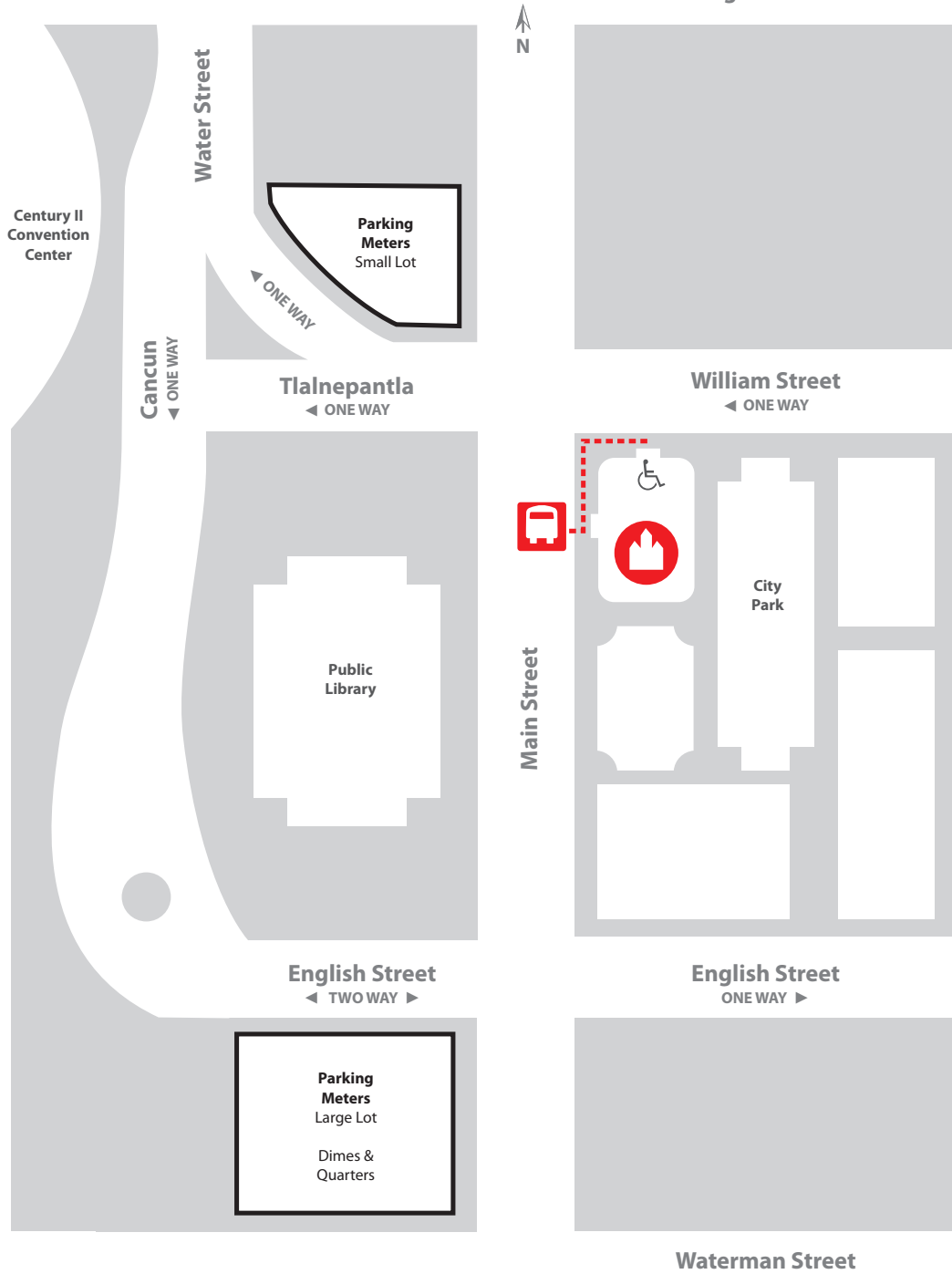
Please stay with your group during the tour, as your help is appreciated in keeping the group together and lending a hand with the activities if the docent requests it.





If you bring a young child with you and find that you need to leave the group to quiet or occupy the youngster to avoid distracting the students on tour, please do so, but stay near enough to be aware of the conclusion of the tour.

Thanks!

We do appreciate your help in making possible this special learning experience. Thank you, and come visit us often.

Driver's Map



MAP KEY	 Unloading Point Pull to the right-hand side to let students off.	 Handicap Entrance
	 Museum Students enter at William Street door.	 Parking Area

Tour Objectives

Principal Objective

The “Magic City” tour will provide students with an understanding of the culture of the Wichita Indians and with the people and events resulting in the settlement of the town named for them.

Measurable Objectives

Upon completion of the tour and accompanying activities, students will be able to:

- ✓ Name at least four uses for buffalo.
- ✓ List two structures built by the Wichita.
- ✓ Play a game played by the Wichita.
- ✓ Identify methods of preservation and storage containers used by the Wichita.
- ✓ List at least two foods grown by the Wichita.
- ✓ Describe the normal roles of men and women in the Wichita tribe.
- ✓ Name at least two men important to early trade and settlement in the Wichita area.
- ✓ Identify at least one other major industry that made Wichita grow after the Indian trade disappeared.
- ✓ Tell the story of the 1874 grasshopper invasion.

Tour Description

The “Magic City” tour will offer students an opportunity to learn about the culture of the Wichita Indians who were native to Kansas and for whom the city was named. Emphasis will be placed on how the Wichita used the natural resources of the prairie to provide food, shelter, clothing, and utensils suitable for the environment. Also mentioned will be the importance of early traders, the removal of the Indians from Kansas, the settlement of the town, and its growth as a cattle shipping point and agricultural center. The tour narrative closes with the grasshopper invasion of 1874.

The tour includes two parts: a gallery tour and a hands-on activity session. Student participation will be encouraged through questions and activities, and name tags are essential to facilitate this participation.

The activity portion of the tour will focus on the Wichita people’s means of transportation, their methods of producing, preparing, and storing food, and their recreation. The gallery portion of the tour will include the meaning of the name Wichita, the social roles of the Wichita tribe, and the types of shelters they built. In addition, students will tour exhibit units explaining the roles of early settlers in the town of Wichita, including the traders, town builders, cattlemen, and farmers.

Wichita: The Magic City

Tour Objectives *(continued)*

How to Use This Teacher Resource Guide

To assure that the tour will be a sound educational experience, students should be prepared for their museum visit. In addition to studying the textbook *The Story of Wichita*, students should be familiar with the material in the pre-tour sheets (pages 6-26) of this Teacher Resource Guide when they take their tour. Follow-up activities are important too, as they will reinforce what has been learned. Included here are numerous worksheets and activity suggestions for this purpose. Teachers are encouraged to adapt this material to fit their students' needs and to photocopy any of these sheets for classroom use.

Vocabulary List

arbor - an open-sided shelter of poles and grass built by the Wichita Indians near their grass lodges.

artifact - any object made by human work.

buffalo - a large hooved animal native to the Great Plains, used by the Plains Indians for food, clothing, shelter, and utensils.

cache pit - (pronounced cash) an underground bell-shaped pit, usually 6 to 8 feet deep and 8 feet wide at the bottom, used to store and protect food.

confluence - the place where two streams flow together.

corn, beans, squash, pumpkins - vegetables grown by the Wichita in their gardens.

famine - a great shortage of food.

flesher - a tool made from buffalo bone used to scrape the flesh from hides.

glutton - a person who eats too much.

grain cradle - a scythe with a frame fastened to it for laying the cut grain evenly.

grass lodge - a permanent home for the Wichita, built of poles and grass.

horn spoon - an eating utensil made from the horn of a buffalo.

invasion - an attack by a foreign group.

longhorn - the breed of range cattle raised in Texas and herded to Kansas for sale in the 1870s.

maize - Indian corn. Ancient maize was much smaller than modern corn.

museum - an institution which conserves, studies, exhibits, and teaches with objects.

parfleche - (pronounced par-flesh) a rawhide container used to store dried foods.

plat - 1) a small piece of land. 2) a map.

prairie - a rolling grassland environment.

pumpkin mat - strips of dried pumpkin woven together. Pieces could be eaten dry or used to flavor soups. Mats were also used as trade items with other tribes.

quarantine line - the point beyond which people or animals having contagious diseases are not allowed to travel.

scapula hoe - a digging tool made from a buffalo scapula (shoulder blade) with a pole handle.

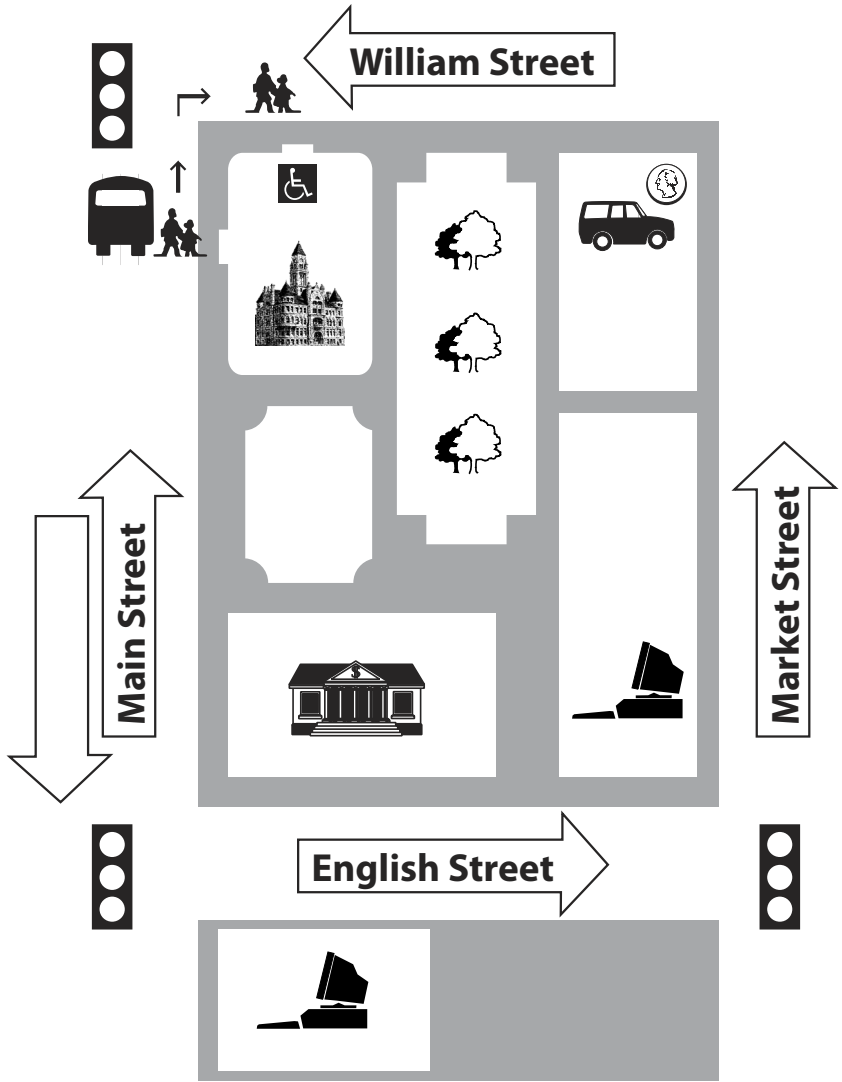
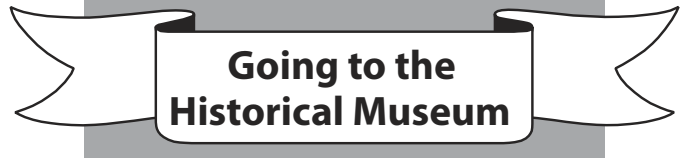
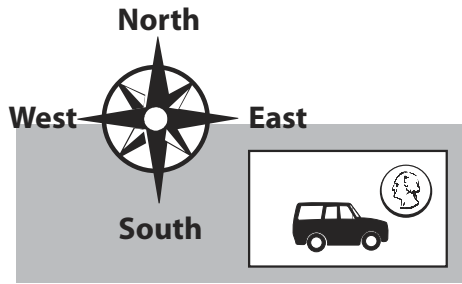
sod - the surface layer of earth containing grass and its roots.

sinew - tendon from the leg of the buffalo, used by Indians for thread in sewing hides.

tipi - a temporary home for the Wichita while on the buffalo hunt. It was made of tanned buffalo hides, sewn together with sinew, stretched over a pole framework.

travois (pronounced trav-wah) - a device harnessed to a dog or horse, used to carry loads.

Pre-Tour Student Map



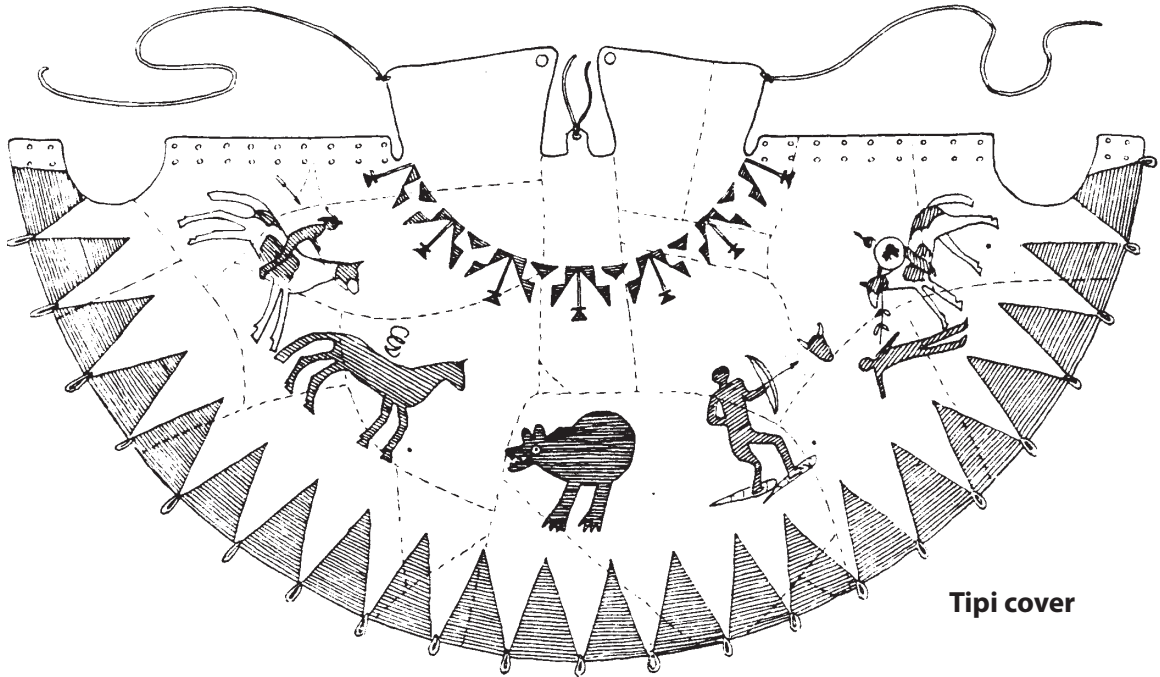
A legend box with a banner at the top that says "Legend". Below the banner are ten icons with their corresponding labels: a museum building (Museum), a bus and people (Enter Museum), an open book (Library), a tree (City Park), a bank building (Bank), a car and globe (Car Parking), an upward arrow (Traffic Direction), an office building (Office Building), a traffic light (Traffic Light), and a wheelchair (Handicap Access).

Wichita Indian Item Sketches

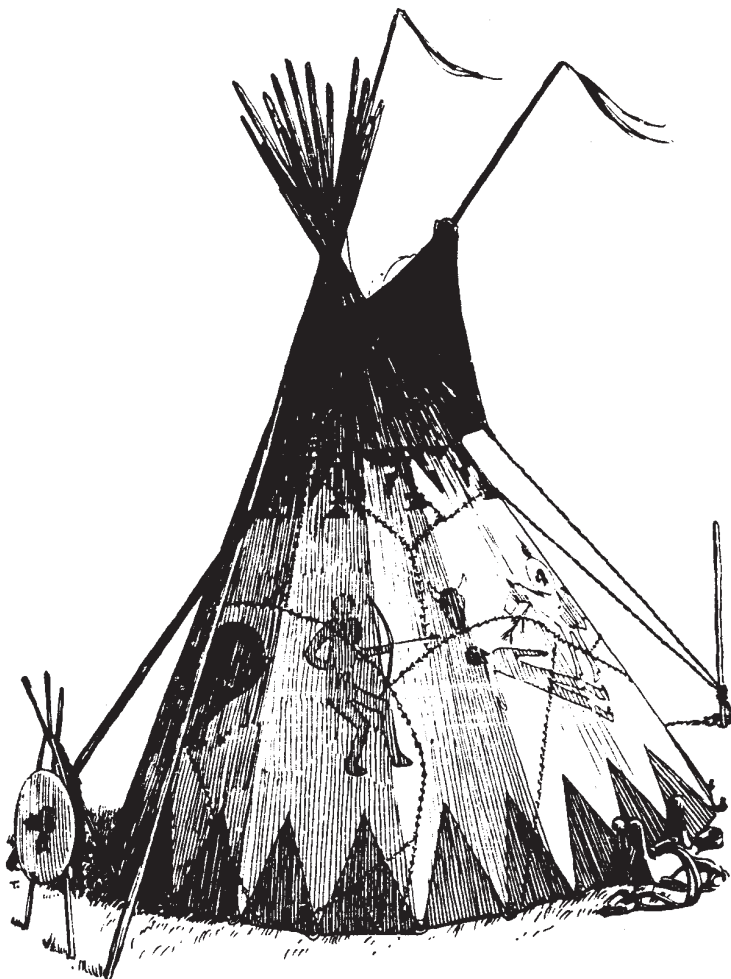


Grass Lodge

A permanent home for the Wichita. Made of grass and poles, it was large enough for 10 to 12 people to sleep in during the months when they were living in their villages and tending their gardens. Notice the arbor for drying food in the sun in front of the lodge.



Tipi cover



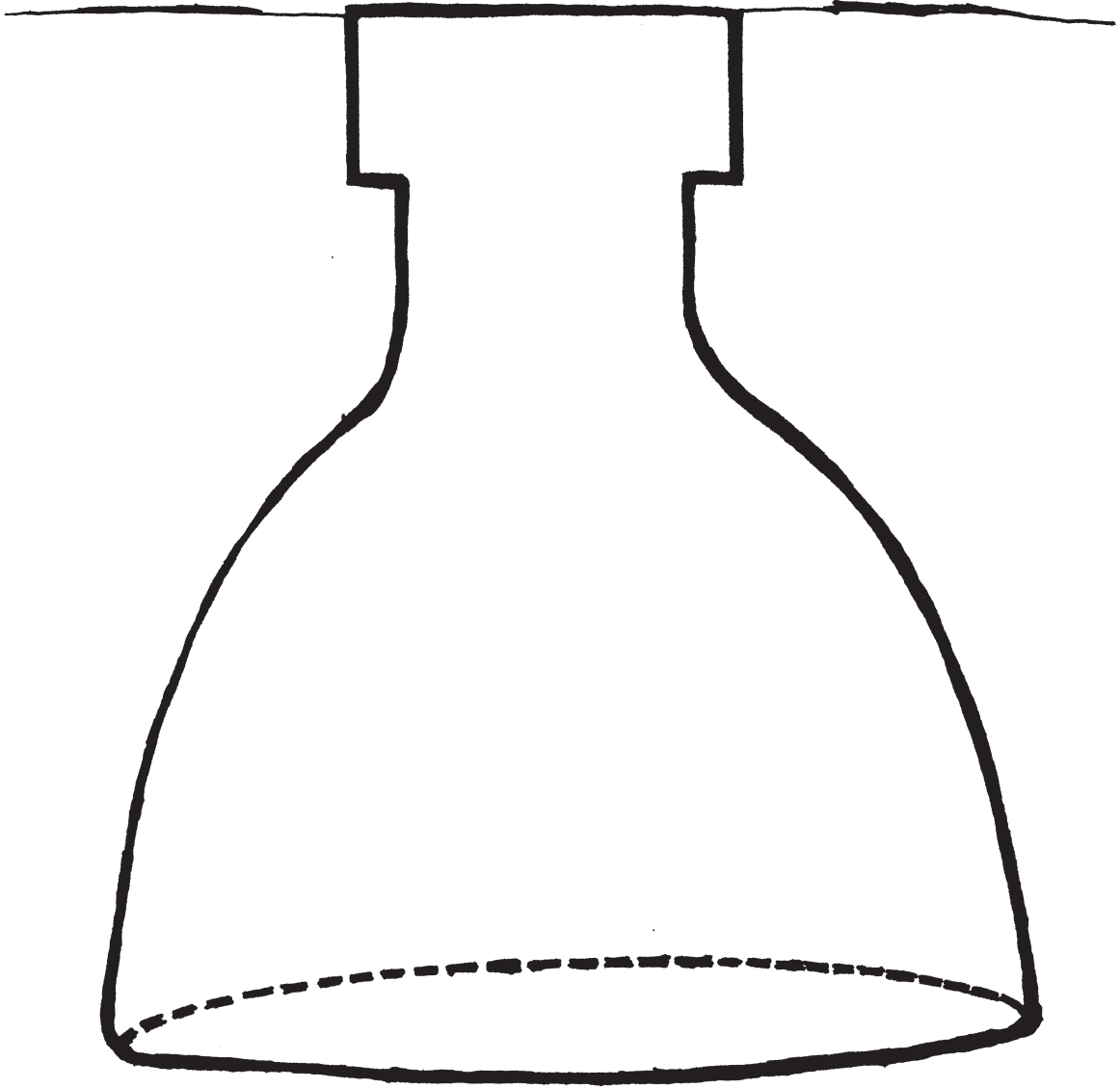
Tipi

A winter home for the Wichita while on the buffalo hunt. It was made of tanned buffalo hides and sewn together with sinew and stretched over a framework of poles.



Buffalo

A large, hooved animal that lived on the Great Plains. The Wichita used the buffalo for food, clothing, shelter, tools, and religious objects.

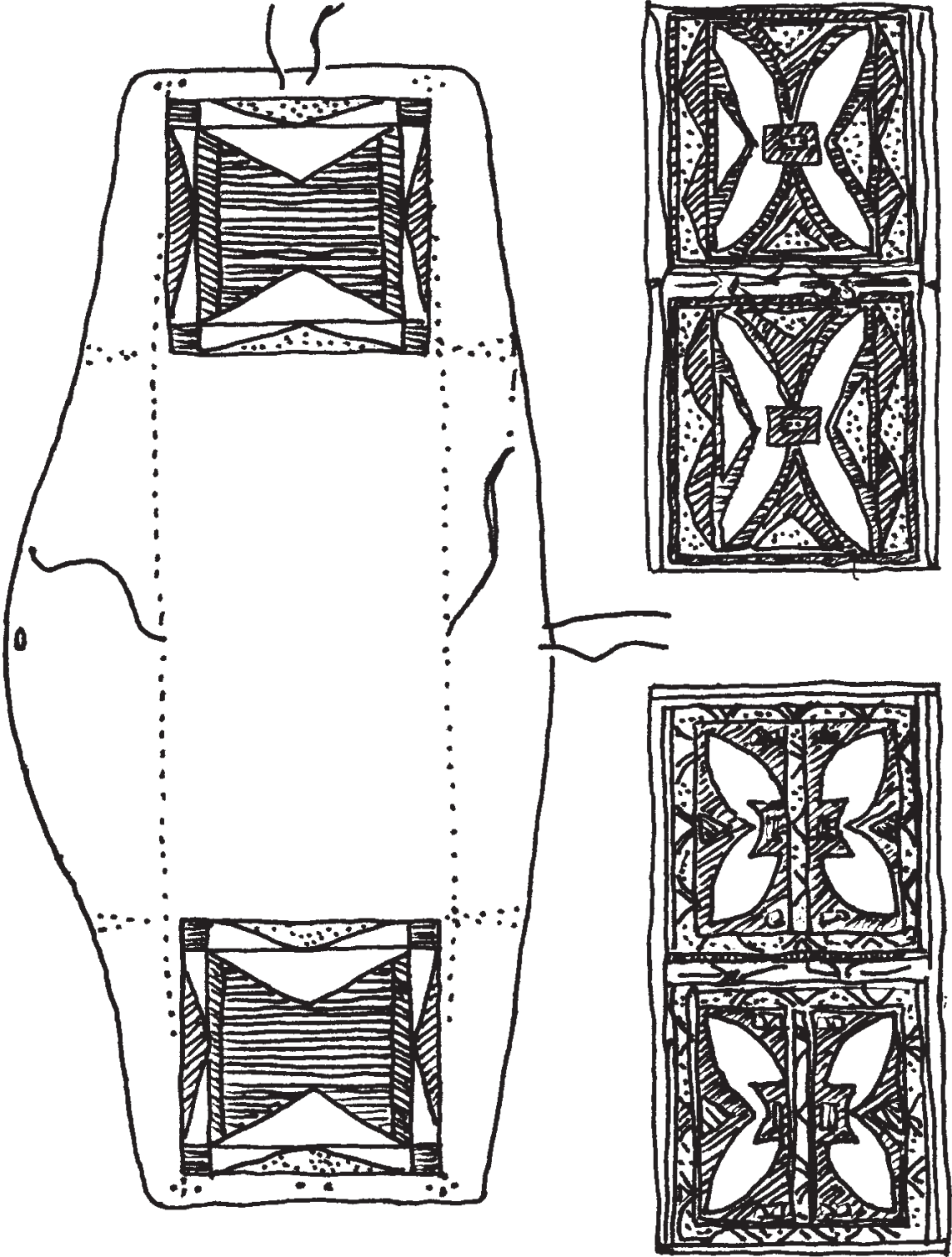


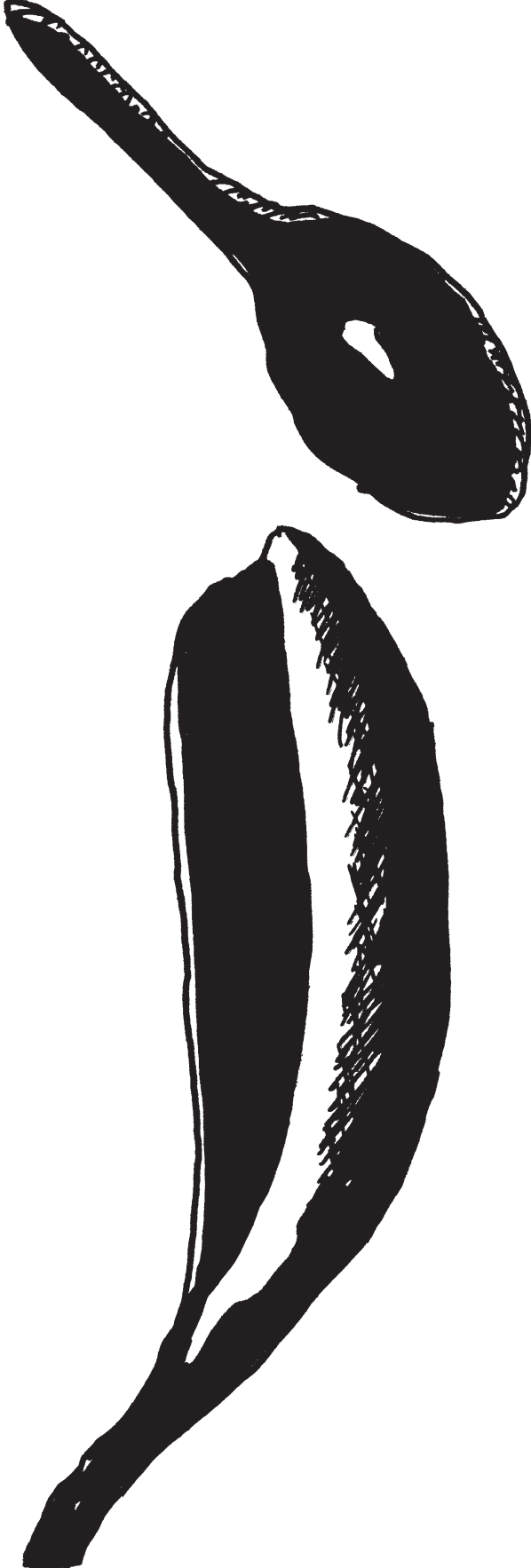
Cache Pit

An underground bell-shaped pit 6 to 8 feet deep and 8 feet wide at the bottom, used to store dried food.

Parfleche

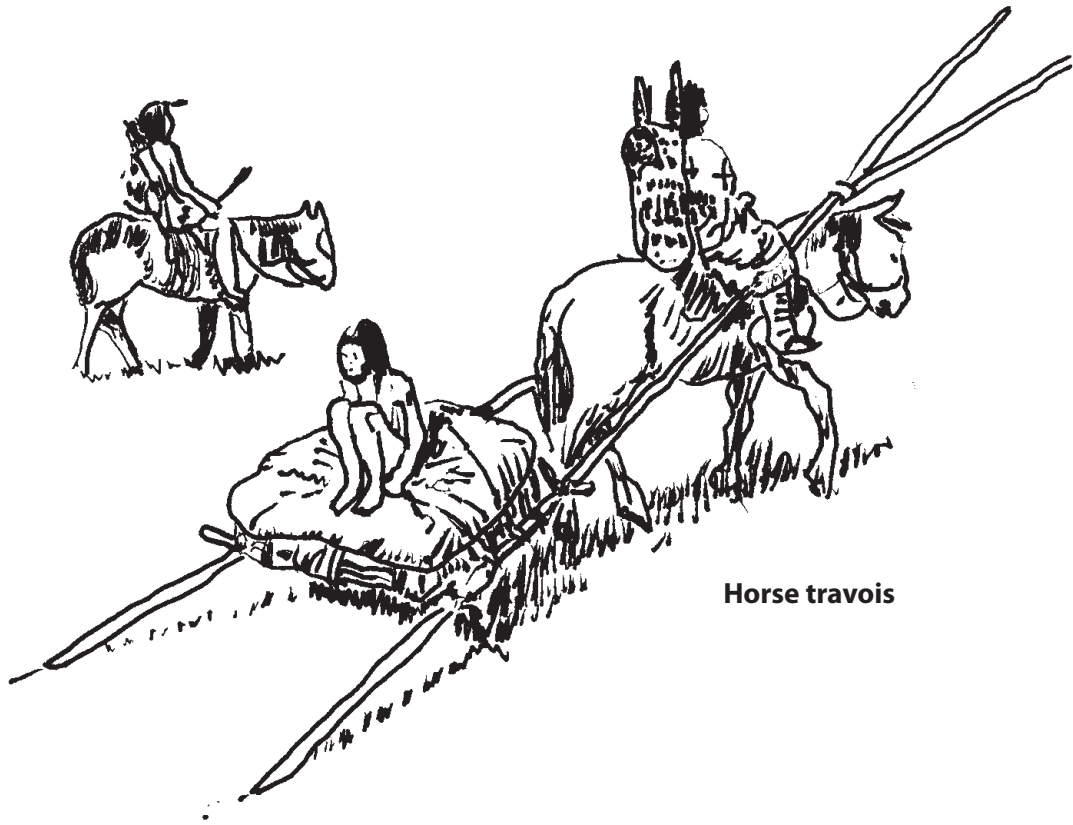
A rawhide container used to store dried meats and vegetables. It was made from buffalo hide.



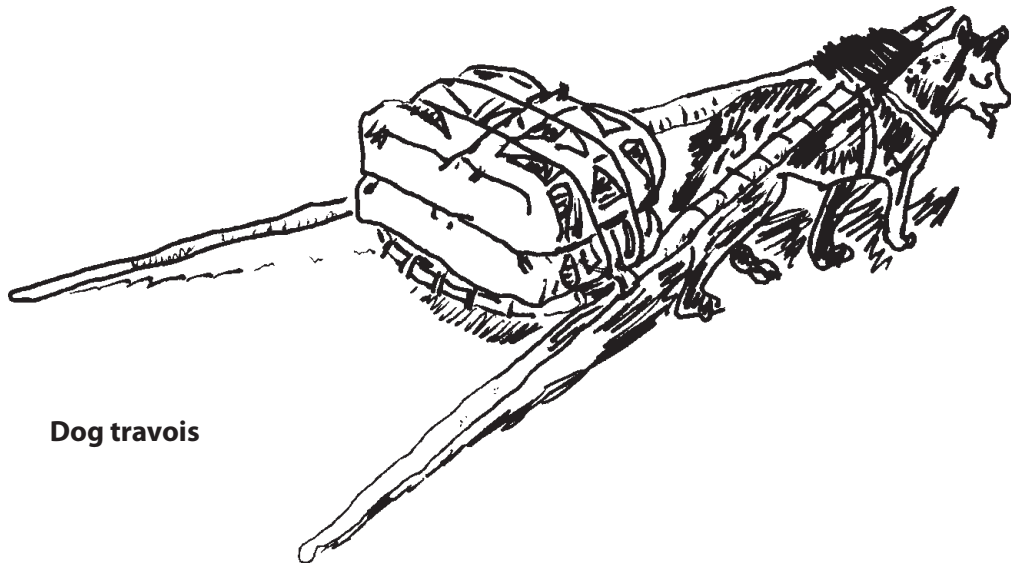


Horn Spoon

A spoon or scoop made from the horn of a buffalo.



Horse travois



Dog travois

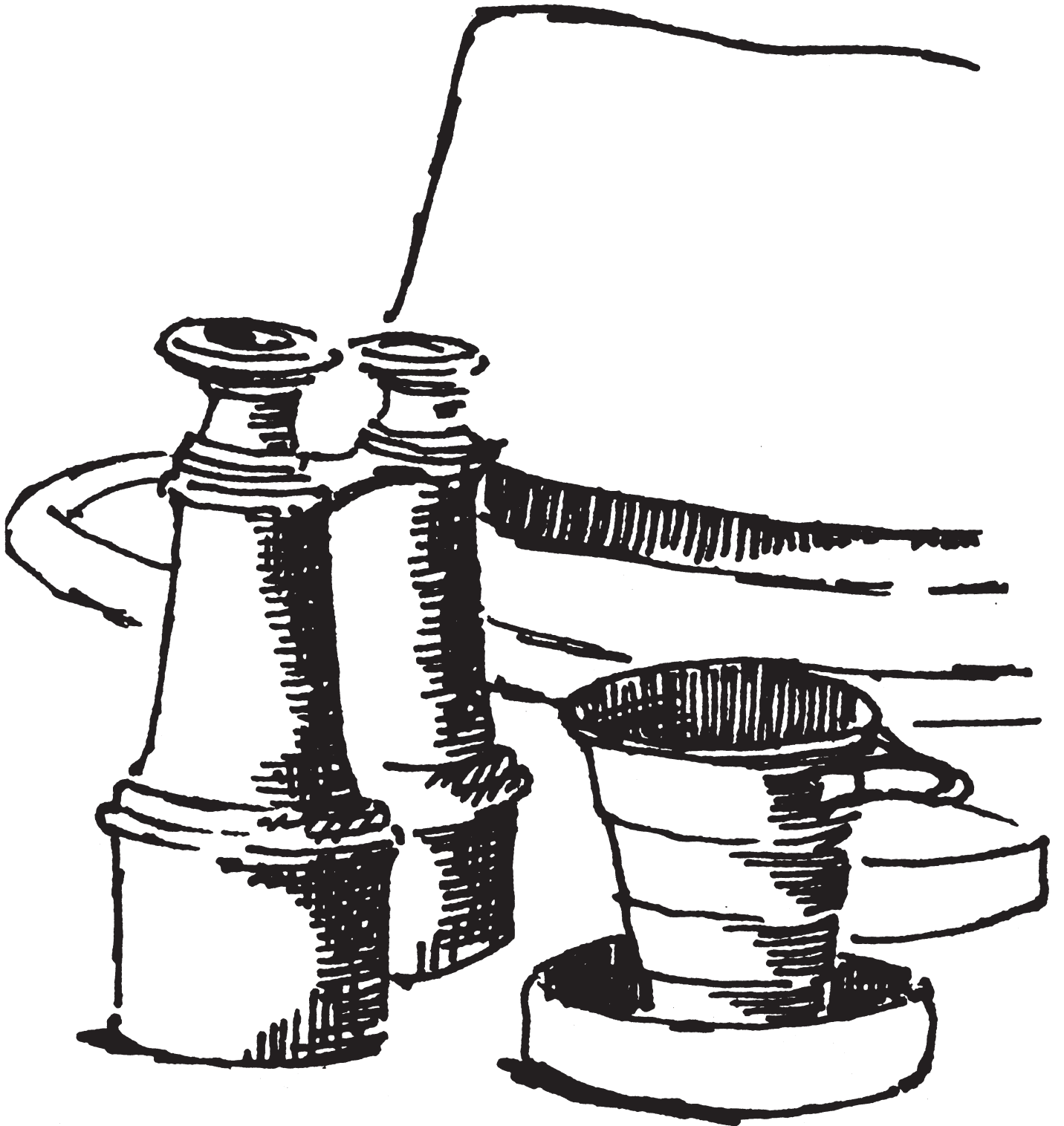
Artifact Sketches

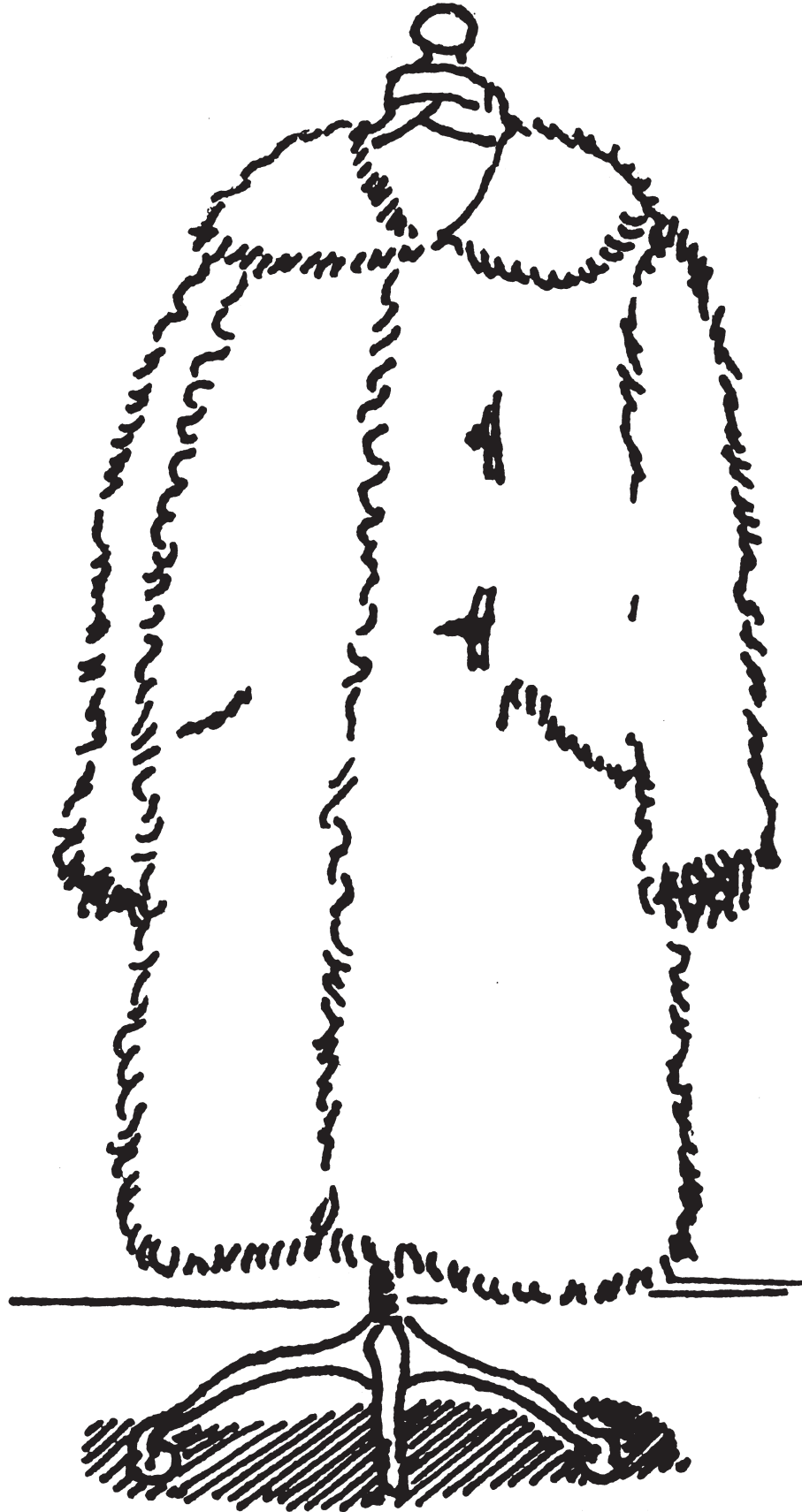
The accompanying seven sketches of artifacts found in the “Magic City” exhibit can be used in a number of ways:

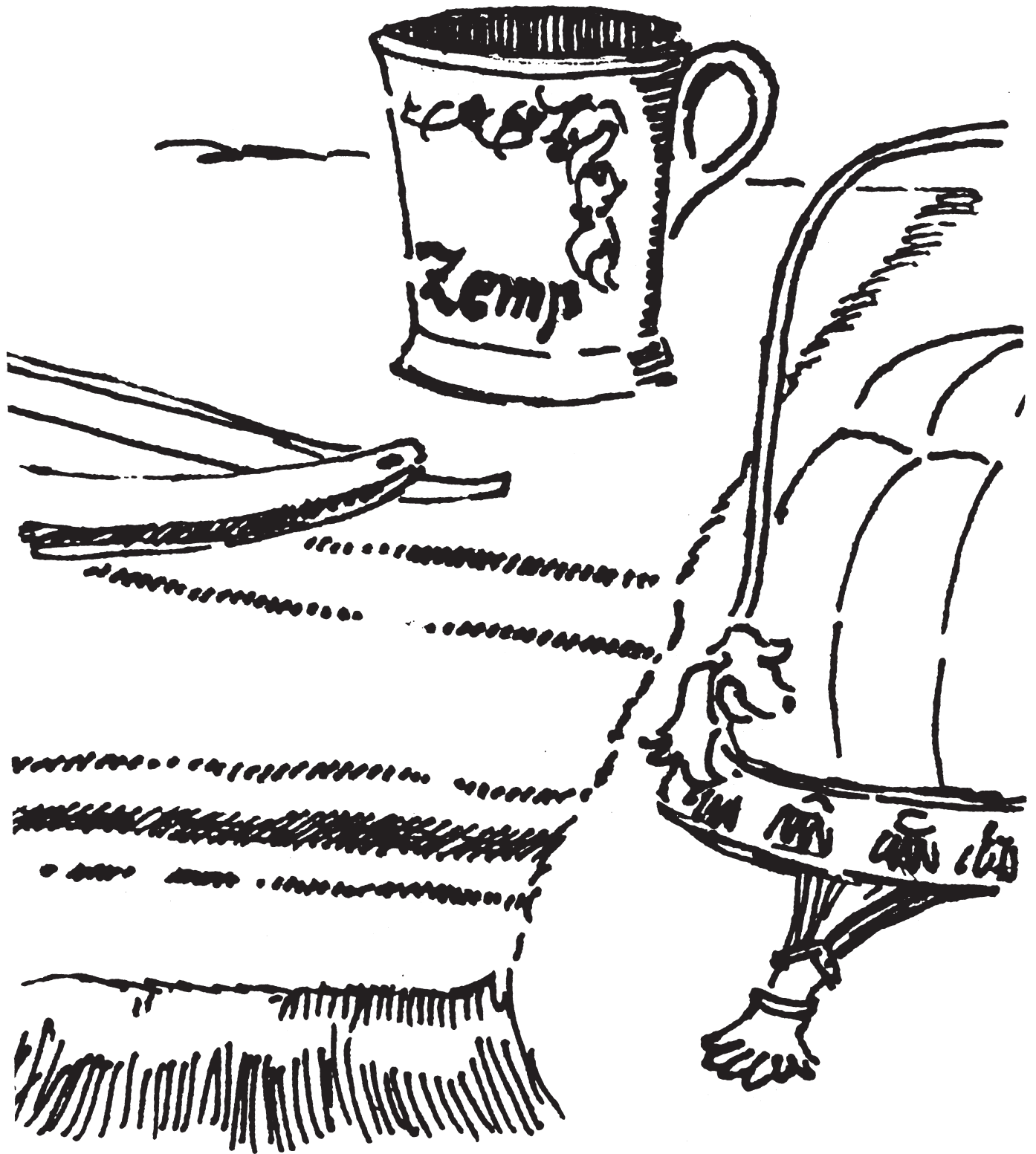
- Before the tour, the teacher can use the sketches as visual aids in leading a discussion about what each item might be, how it might have been used, and what significance it might have had in early Wichita history. Encourage students to watch for these artifacts on the tour so that they can revise their answers. (Please do not ask students to take notes or complete activity sheets on the tour, as time is too short.)
- After the tour, the class can discuss the artifacts based on what they learned on the tour, noting what surprised them most about the actual identification and significance, as well as what items they had correctly named.
- Following the discussion, students may color the sketches and bind them into a booklet, using the Grass Lodge sketch as the cover.
- The artifact sketches may also be used as reminders when completing the post-tour Artifact Identification activity sheet.

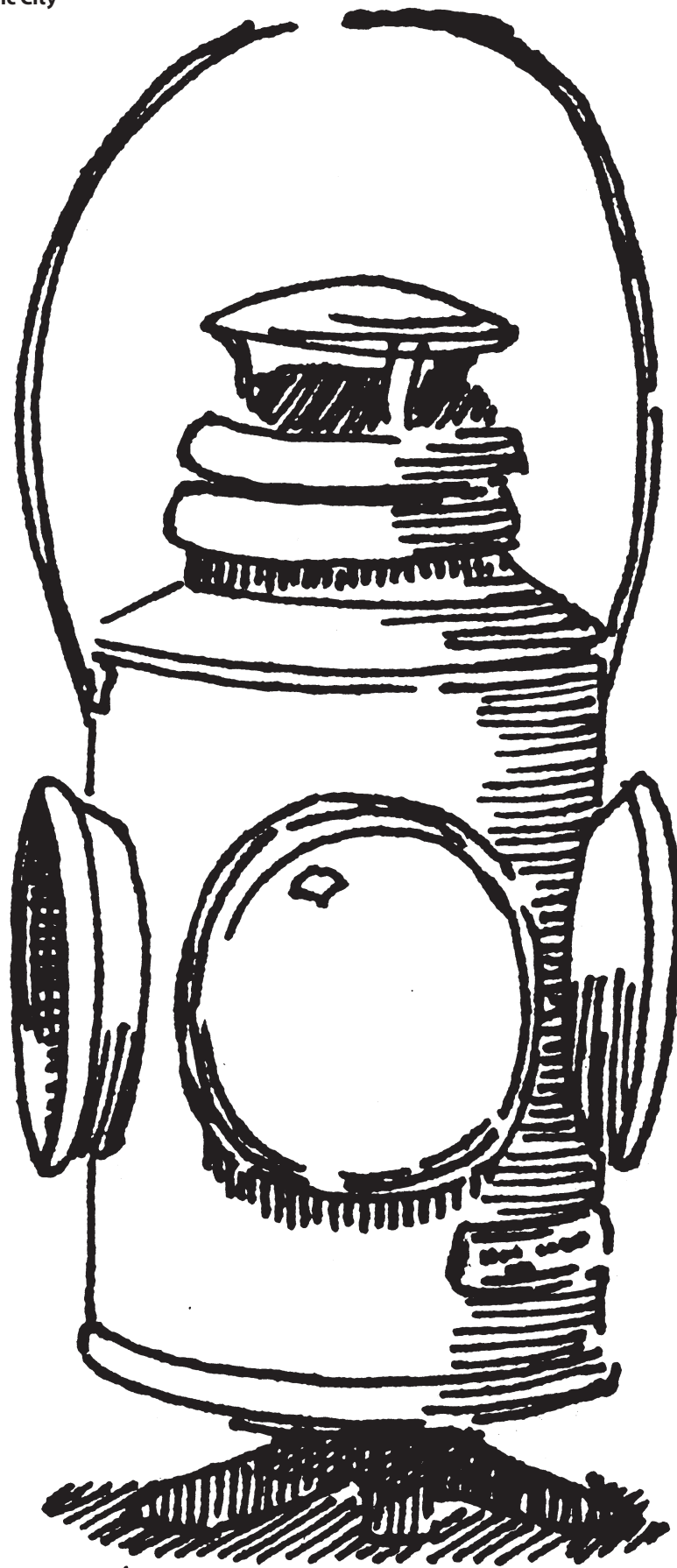
Artifact Sketch Identification

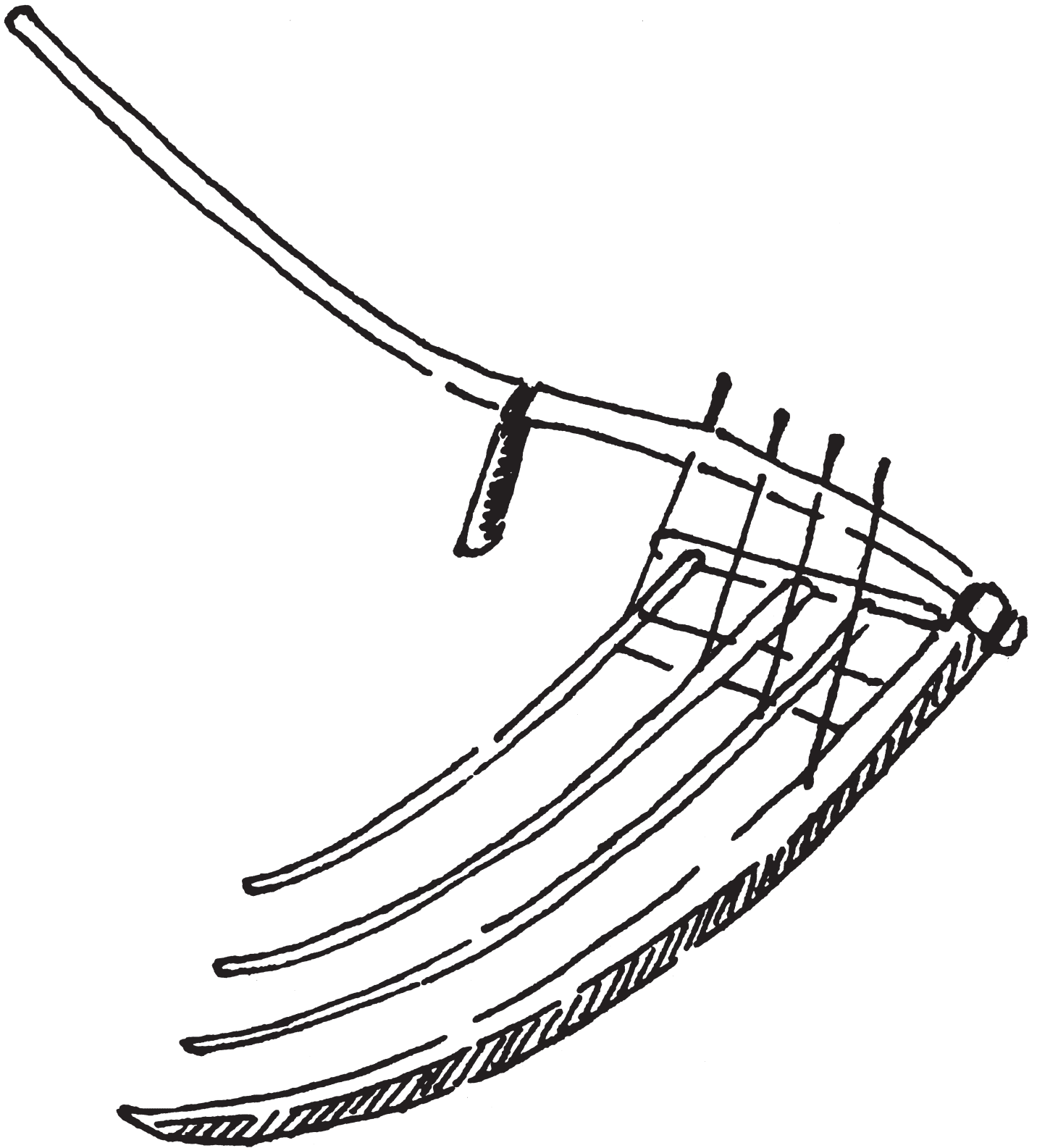
1. William Mathewson’s hat, field glasses, and drinking cup (page 25)
2. Buffalo coat worn by early soldiers on the plains (page 26)
3. Shaving mug, razor, linen towel, and glass-and-silver pickle caster (page 27)
4. Railway signal lantern (page 28)
5. Grain cradle (page 29)
6. Butter churn (page 30)





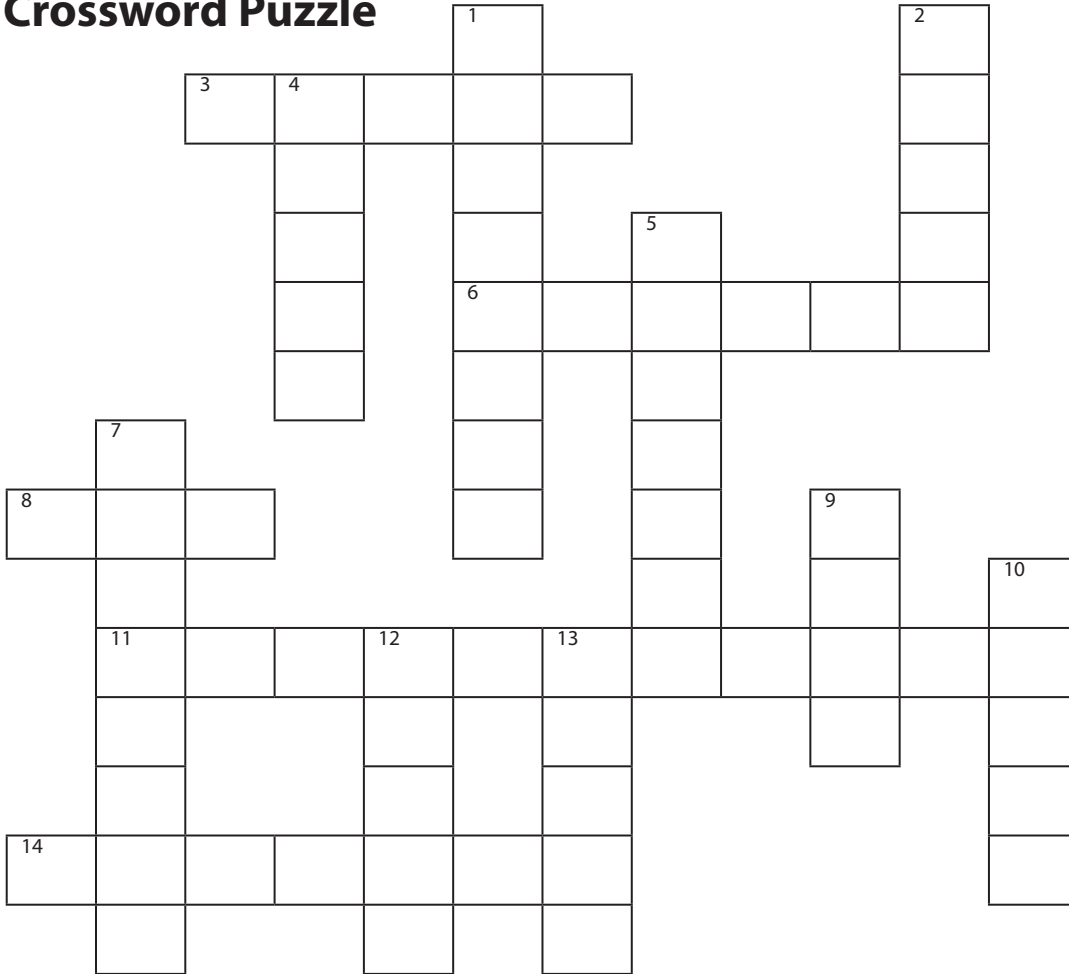








Crossword Puzzle



ACROSS

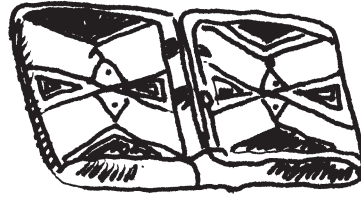
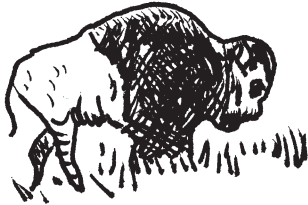
3. An underground pit for storing food.
6. The Wichita had two kinds of these.
8. This small animal pulled the Indians' travois before they had horses.
11. An invasion of this insect ruined crops in 1874.
14. Chisholm, Mead, and Greiffenstein were _____ with the Indians.

DOWN

1. Jesse _____ led the Wichita to the forks of the Arkansas Rivers to live in 1864.
2. The Wichita made their lodges of _____.
4. A shaded porch for Wichita Indian activities.
5. This large animal was hunted by Indians and traders.
7. _____ cattle from Texas were shipped from Wichita in the 1870s.
9. A traveling home for the Wichita during hunting season.
10. Indians _____ food to preserve it.
12. Tendon from the buffalo, used for thread.
13. A large animal brought by the Spaniards that made hunting and moving easier for the Indians.

Definition-Picture Match

Draw a line from the definition to the correct picture.



containers used to store food

a movable home for the
Wichita

a place made just to
store food

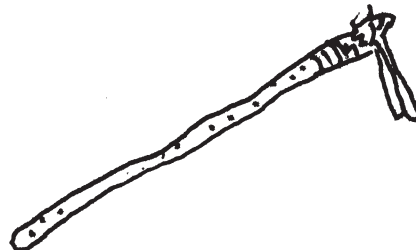
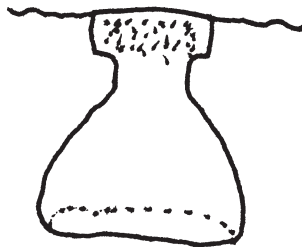
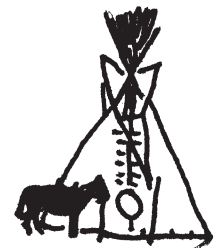
utensils made from
buffalo horn

a tool used in the garden

a way to cook food

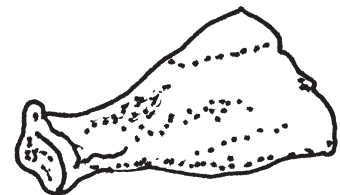
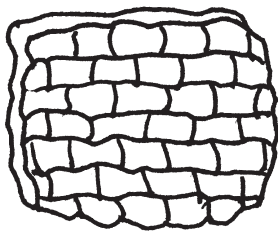
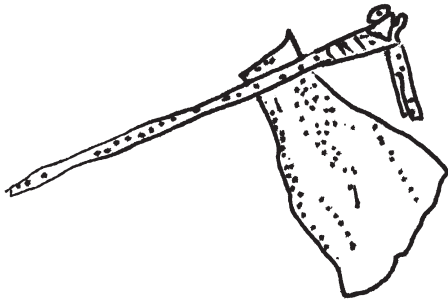
an animal used for meat

a long-term home for the
Wichita



Produce-Source Match

Draw a line from each product to the natural source the Wichita used to make it.



Word Search

Z Y W T U V B W I C H I T A C C
G H L I M R S H F D X T N K O O
S O B P D A R T I F A C T J R P
T E H I X P U M P K I N W Z N A
M W D U C O N F L U E N C E D R
U B B H A Z M N G D H S T L M F
S Z U K R H O R N S P O O N S L
E W F Q B S G R A S S L O D G E
U J F Q O X Y Z D S Q U A S H C
M N A S R Z P R S Q H L K J B H
T D L K S C A P U L A N P H R E
V B O W C Y D Z F L E S H E R D

Find these words:

MUSEUM

HORN SPOON

ARTIFACT

CORN

GRASS LODGE

PUMPKIN

TIPI

SQUASH

SCAPULA

BOW

CONFLUENCE

PARFLECHE

HOE

ARBOR

BUFFALO

FLESHER

WICHITA

Artifact Identification

(**Artifact** - any object made by human work.)

Can you name:

1. The rarest artifact in the Magic City exhibit? Why did you select it?
(example: soldier's buffalo coat - over 125 years old, not widely available, only made for a few years, hard to store for a long time.)
2. Artifacts that were made from parts of the buffalo?
(example: buffalo coat, scapula hoe, horn spoon, flesher. The buffalo horn and hide with hair were not made from the buffalo but were actual parts that could be made into artifacts.)
3. An artifact in the exhibit that you would have liked to own if you were a Wichita pioneer? Why?
4. An artifact in the exhibit that might be found stored in someone's garage or attic or basement today? Why is it not being used now?
5. An artifact in the exhibit that you would like to have to use today?

Did you see:

1. Something that Indians might trade **to** a trader?
(beadwork, pillow, beaded jacket, buffalo hide)
2. Something Indians might trade **from** a trader?
(sunglasses, thimbles)
3. Something cowboys would use for entertainment?
(guitar, playing cards and dice, wheel of fortune)
4. Something a farmer would have used in the fields?
(grain cradle, plow)
5. Something the Wichita Indian women would have used in the garden?
(scapula hoe)
6. Something a pioneer woman would have used in her kitchen?
(dough box, butter churn)
7. Something a Wichita Indian woman would use to store dried food?
(buffalo bladder bag, parfleche. The sketch of the cache pit was not an actual artifact.)

Trivia Game

Divide the class into two teams and keep score as they compete to answer the questions. If a question is not correctly answered by the first team, it may be asked of the second team before proceeding to the next question. Can you add questions of your own?

1. An invasion of insects in 1874 caused great damage. What was the name of the insect?
Grasshopper.
2. The name of an Indian scout and trader was given to a famous cattle trail in early Kansas. A Wichita school was also named for him. What was his name?
Jesse Chisholm.
3. For what Indian tribe is our city named?
The Wichita.
4. What was the name of the owner of an early general store, who started the first bank in town? His picture is on the safe from his bank.
W.C. Woodman.
5. What are the names of the two rivers that come together at Wichita?
The Big and Little Arkansas Rivers.
6. What is the word for the place where two rivers flow together?
Confluence.
7. Name the type of house in which the Wichita Indians lived for a long time.
Grass lodge.
8. What was the popular name given to the large, hooved animal of the plains, which was hunted by the Indians and the early settlers?
Buffalo.
9. Name three uses the Indians made of the buffalo.
Food (meat, soup, jerky); Shelter (tipi); Clothing (blankets); Utensils (drum skins, shields, bone scrapers, hoes, horn spoons).
10. What was the name of the hunter and trader who was first known as "Buffalo Bill"?
William Mathewson.
11. What type of house did the Wichita live in when they were on their buffalo hunt?
Tipi.
12. What kind of work did James R. Mead do in his early years on the prairie?
Hunted and traded with the Indians. He set up a trading post and hired Jesse Chisholm to help him buy and sell with the Indians.
13. What tokens of friendship were given by the President of the United States to Indian chiefs?
Peace medals.

Trivia Game *(cont.)*

14. What type of cattle were brought from Texas in the cattle drives?
Texas longhorns.
15. What two farm crops were most important to farmers in this area?
Corn and wheat.
16. In what business were James R. Mead, William Greiffenstein and William Mathewson?
Early trade with the Indians.
17. How did the pioneer women use a dough box?
To knead bread dough and allow the dough to rise before baking.
18. What grain did the Wichita Indian women grind to make their bread?
Corn.
19. What is the name of the tool used in harvesting wheat that has a frame fastened to it for laying the cut grain evenly?
Grain cradle.
20. What part of the buffalo did the Wichita Indians use to make a hoe?
Scapula (shoulder blade).
21. What tool did the Wichita Indians use to break up the soil for planting?
Scapula hoe and digging stick.
22. Who was the man who had his plat map drawn on a brown paper sack from his general store?
William Greiffenstein.
23. Who owned and used the traveling desk you saw in the exhibit?
William Mathewson.
24. How did the pioneer women make use of the churn?
To stir (churn) cream into butter.
25. Name one thing an Indian might trade **to** a trader.
Beadwork, buffalo hides, and deer, coyote, wolf, rabbit or other animal pelts.
26. Name something an Indian might trade **from** a trader.
Beads, cloth, blankets, thimbles, sunglasses, foodstuffs.
27. What is an artifact?
Any object made by human work.
28. How did having horses improve the life of the Plains Indians?
By carrying hunters faster and farther, and by pulling a larger travois with longer poles to support a bigger tipi.
29. Name one form of entertainment cowboys enjoyed in early Wichita.
Card games, wheel of fortune, music.

Name-Fact Match

Draw a line from the person's name to the set of facts that best describes him.

1. William Greiffenstein
 - a. He brought groups of buffalo hunters to the Wichita area before there was any town here. He loved the natural beauty and wildlife. He traded with the Indians. Later, he promoted the railroad that helped keep Wichita growing.
2. W.C. Woodman
 - b. He was a Wichita chief at the time when his people were living in grass lodges at the confluence of the Big and Little Arkansas Rivers. He was sad when his people suffered from hunger and sickness when they moved from Kansas to a reservation in Indian Territory (now Oklahoma).
3. James R. Mead
 - c. He was part Indian and knew many Indian languages. His trade trail became a famous cattle trail. He guided the Wichita Indians to this area when they needed a safe home during the Civil War.
4. Jesse Chisholm
 - d. He was a famous buffalo hunter named "Buffalo Bill". He was very tall, and was trusted by the Indians and the early settlers. He helped start the town of Wichita and lived here the rest of his life.
5. William Mathewson
 - e. He was nicknamed "Dutch Bill" because he came from Germany and spoke with an accent. He was a trader and also helped to boost the town of Wichita. He later became the mayor. He owned land in the new town and often gave away parcels of land to encourage others to build houses and stores here.
6. To-wa-Ko-ni Jim
 - f. When he first came here, he called this the "Happy Valley." He started a general store and later a bank. He lived in a house that is still standing at the Old Cowtown Museum.

Answers

1. e

2. f

3. a

4. c

5. d

6. b

Post-tour Activities

A. Draw a Plat

A plat is a type of survey map that shows streets and lots for buildings. Remember that Mr. Greiffenstein had a plat drawn dividing his land into streets and lots. This drawing was done on the back of some wrapping paper he used in his general store. After this was done, he took the plat to the land office for county approval.

Using a felt-tipped marker, ruler and a paper sack, draw a map showing the streets and houses or other buildings in the block where you live. You may want to walk around your block to refresh your memory.

B. Keep a Diary

Have you ever kept a diary? Why do people keep diaries? Have you ever read someone else's diary? If so, what did you feel was most interesting in the diary?

Keep a diary of what you do for one week. On each day, begin with your activities early in the morning and end at bedtime. You might include some of these things:

- church or school attendance
- games you played
- food you ate and where and with whom
- weather
- TV programs you watched
- people you visited or visitors who came to see you
- trips you took, how you traveled
- school activities
- books you read
- birthdays, parties, or other special events
- movies, plays, or shows you saw
- clothing you wore each day

Alternate

Imagine you are living in a certain year in early Wichita. (The teacher may designate a year.) You are the same age you are now, and you are going to keep a diary for one week. From the list above, make a diary using those items that could have happened in that year. How would your diary be different from or the same as one kept today?

C. Draw a Picture and Write a Short Story

1. Choose your favorite person from early Wichita history. Draw a picture of that person doing something typical of his or her daily life. Is this something that would be common today? Is this something that you would like to be able to do? Write a story about it.

Wichita: The Magic City

Post-tour Activities *(cont.)*

2. With a partner, remember as much as you can about one of the following topics. Make a list together. One of you draw a picture of the Wichita Indian way and the other draw our modern way of doing these things.
 - a. the clothing the Wichita wore
 - b. the tools the Wichita used
 - c. the houses the Wichita built
 - d. the food the Wichita ate
 - e. the work the Wichita men and women did

D. Make a Model

With your teacher's guidance, divide the class into groups to build the parts you will need to make a model of a Wichita Indian village. Remember as much as you can from your study and your museum tour. Use your teacher's resource packet for pictures of many of the items you will make. Here are some things to include:

Background

- men hunting buffalo (decide if they have horses yet or not)
- tipis
- wild plum bushes
- a spring with watercress, berries, or other edible plants growing nearby

Village

- grass lodges
- arbor
- drying racks
- women working in the garden
- women weaving pumpkin mats
- children helping, children playing the guessing game
- women climbing ladders into cache pits
- dogs
- a travois (decide if it fits a dog or a horse)

E. Make Buffalo or Pumpkin Jerky

With your teacher's guidance, assign duties to class members for making dried buffalo and/or pumpkin strips. Find out if anyone in your class has a food dehydrator you could use at school. Or consider borrowing a small portable electric oven with a low temperature setting.

Wichita: The Magic City

Post-tour Activities *(cont.)*

For **buffalo jerky** you will need to:

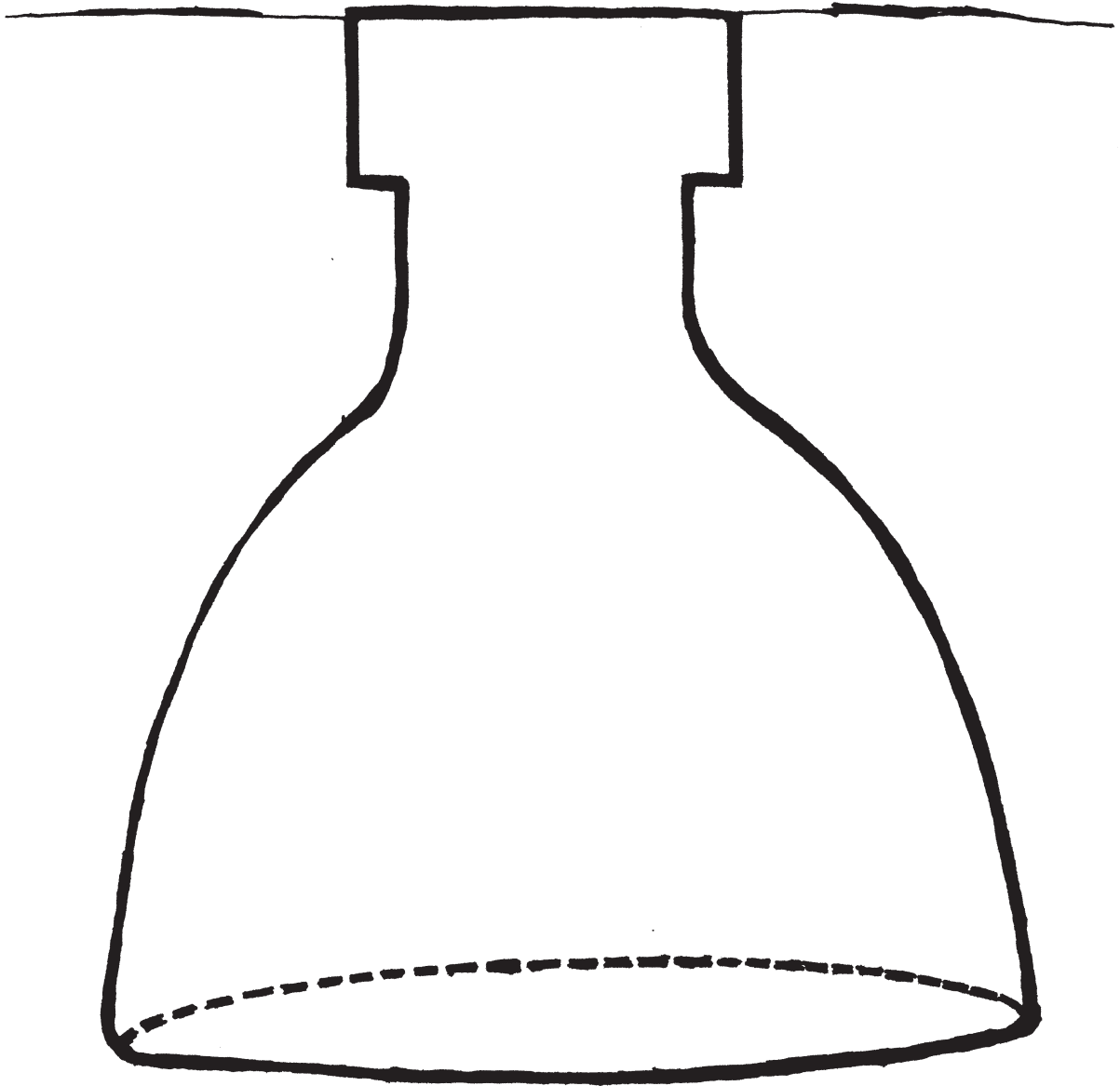
- Buy (or ask your neighborhood grocer to donate) a small buffalo roast and have it sliced for jerky (about 1/16 inch thick).
- Dip each slice in a marinade of oil and spices of your choice or use your favorite steak sauce diluted with water. Let the meat soak in the marinade overnight in a sealed container in the refrigerator.
- Lay the slices of meat next to but not on top of each other in the racks of the dehydrator or oven.
- Set the dehydrator or oven to the proper setting. Check the process at intervals during the recommended drying time. (The oven should not be left on when no one is in the room, so remember to turn it off and leave the door open to allow slow drying to continue when you leave.
- Most dehydrators are designed to be left on overnight; be sure to check the one you are using for proper operating instructions.)
- When dry, remove the jerky from the racks, cut into small pieces and enjoy.
- Carefully clean the oven or dehydrator racks and other items used and be sure they are returned with your thanks.

For **pumpkin jerky** (possible only in the fall when fresh pumpkins are available):

- Have an adult cut the pumpkin for you in the following way: Cut off the top (remove the seeds, which can be roasted in the oven for snacks) and remove the outer skin. Beginning at the top, cut the pumpkin flesh into a long, continuous spiral strip about 1/8 inch thick. The width of the strip will be determined by the thickness of the pumpkin flesh. Cut into desired lengths.
- Sprinkle with salt and pepper or other seasoning. Microwave on low until crisp. Enjoy!

Remember to clean up and thank your adult helper.

Fill the Cache Pit

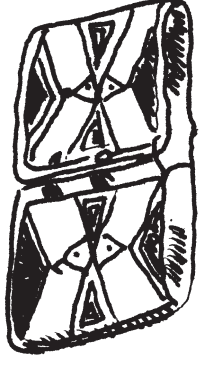


Directions

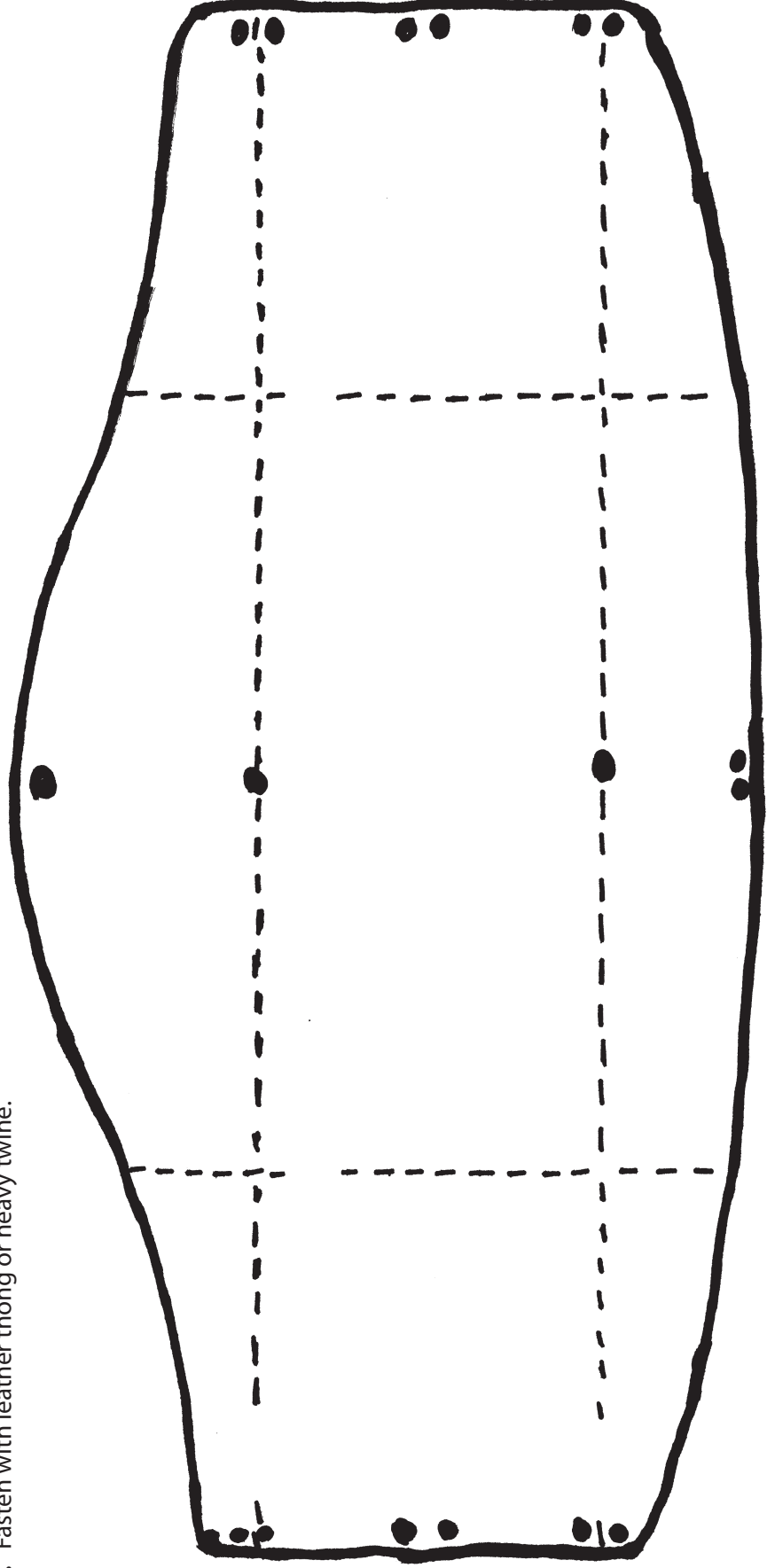
Draw in the objects you saw in the museum's cache pit. Remember it was an underground place used to store food.

Make a Parfleche

1. Enlarge the drawing on heavy paper.
2. Cut out parfleche.
3. Draw and color designs.
4. Fold on dotted lines in a, b, c, d order.
5. Fasten with leather thong or heavy twine.



Folded



Parfleche

The 1874 Grasshopper Invasion

Even though grasshoppers destroyed the crops and spoiled the water around Wichita in the summer of 1874, the people kept their spirits up and worked hard to start over.

This poem was printed in the *Wichita Eagle* on July 22, 1875.

The Grasshopper

This is the varmint,
The ravishing hopper.
Ain't he a whopper;
His cheek is like copper.

He's a robber, a ranger,
An unwelcome stranger,
A breeder of famine,
A glutton at crammin'.

Of hunger he died not,
Neither of gunshot,
But his belly he trusted
Too long, and it busted.

Do you know these words?

varmint

slang for undesirable animal

ravishing

destructive

ranger

rough character

breeder

maker

famine

great shortage of food

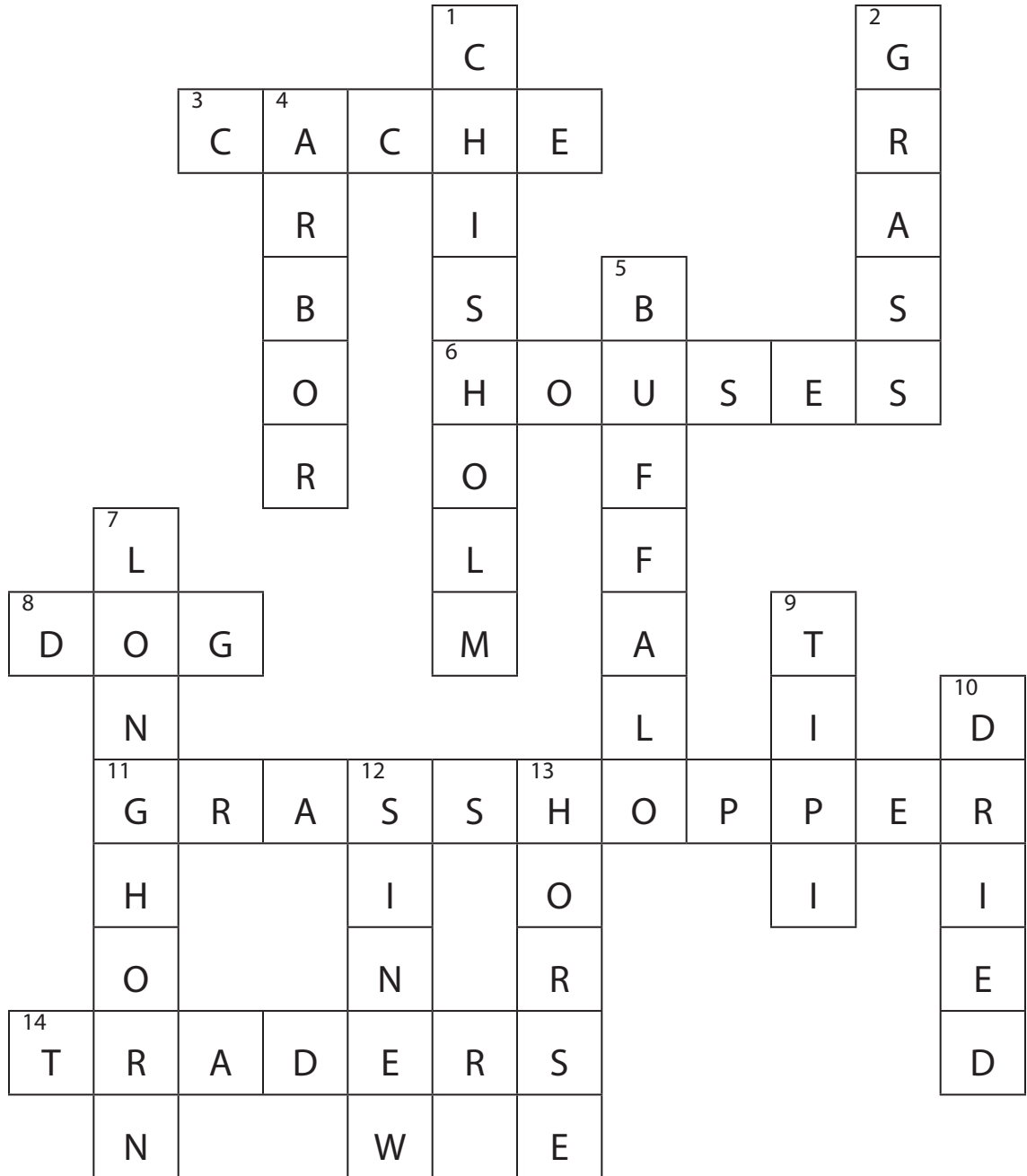
glutton

someone who eats too much

If you were a farmer who had lost your crop, and therefore your chance of making any money for a whole year, would you still be able to joke about it? Courage and good humor in hard times helped the early settlers succeed.

Crossword Puzzle

Answer Page



Definition-Picture Match

Answer Page

The illustrations include: a pair of gourd containers, a buffalo, a sack of food, a small dome-shaped hut, a large earthenware jar, a long wooden staff, a tepee, and a tepee with a horse and a person.

The definitions are: containers used to store food, a movable home for the Wichita, a place made just to store food, utensils made from buffalo horn, a tool used in the garden, a way to cook food, an animal used for meat, and a long-term home for the Wichita.

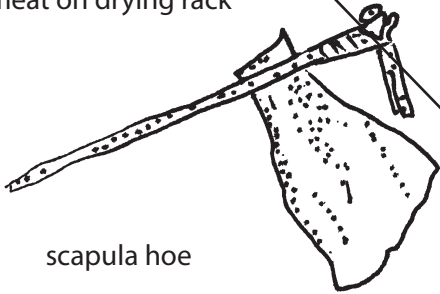
Connections: The gourd containers are connected to 'containers used to store food'. The buffalo is connected to 'an animal used for meat'. The sack of food is connected to 'a place made just to store food'. The small dome-shaped hut is connected to 'a movable home for the Wichita'. The large earthenware jar is connected to 'a long-term home for the Wichita'. The long wooden staff is connected to 'a tool used in the garden'. The tepee is connected to 'a way to cook food'. The tepee with a horse and a person is connected to 'utensils made from buffalo horn'.

Product-Source Match

Answer Page



meat on drying rack



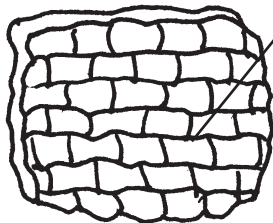
scapula hoe



horn spoon



loaves of bread



pumpkin mat



corn



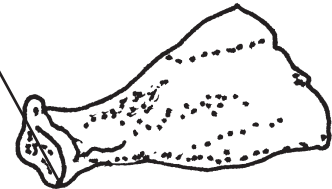
pumpkins



buffalo



horn of buffalo



buffalo scapula

Word Search

Answer Page

Z	Y	W	T	U	V	B	W	I	C	H	I	T	A	C	C
G	H	L	I	M	R	S	H	F	D	X	T	N	K	O	O
S	O	B	P	D	A	R	T	I	F	A	C	T	J	R	P
T	E	H	I	X	P	U	M	P	K	I	N	W	Z	N	A
M	W	D	U	C	O	N	F	L	U	E	N	C	E	D	R
U	B	B	H	A	Z	M	N	G	D	H	S	T	L	M	F
S	Z	U	K	R	H	O	R	N	S	P	O	O	N	S	L
E	W	F	Q	B	S	G	R	A	S	S	L	O	D	G	E
U	J	F	Q	O	X	Y	Z	D	S	Q	U	A	S	H	C
M	N	A	S	R	Z	P	R	S	Q	H	L	K	J	B	H
T	D	L	K	S	C	A	P	U	L	A	N	P	H	R	E
V	B	O	W	C	Y	D	Z	F	L	E	S	H	E	R	D

Tour Evaluation

Teacher _____ E-mail _____

School _____

Tour Date _____ Time _____ No. of Students/Adults _____

1. Pre- Visit Material

a. Did you use the pre-tour material? Yes No

b. Was it helpful? Yes No

c. How could the pre-tour material be improved?

2. Tour Presentation

a. Was the tour presented effectively? Yes No

b. How could the tour presentation be improved?

3. Your Visit

a. Was your visit... too long too short just right

b. What did your students enjoy most?

c. What did your students dislike?

4. Post-Tour Material

a. Did you use the Post-Tour Material? Yes No

b. Was it helpful? Yes No

c. How could it be improved?

5. Comments

Please list any other comments or suggestions below.

Evaluation Form continues on the following page.

Evaluation Form (continued)

6. Class Response

Basing your evaluation on the effectiveness of each activity sheet in promoting learning behavior among your students, circle the number on the scale that best describes the class response to the following tour elements:

	Excellent			Poor	
Vocabulary List (Page 15)	1	2	3	4	5
Student Map (Page 16)	1	2	3	4	5
Wichita Indian Item Sketches (Pages 17-23)	1	2	3	4	5
Artifact Sketches (Pages 24-30)	1	2	3	4	5
Crossword Puzzle (Page 31)	1	2	3	4	5
Definition-Picture Match (Page 32)	1	2	3	4	5
Product-Source Match (Page 33)	1	2	3	4	5
Word Search (Page 34)	1	2	3	4	5
Artifact Identification (Page 35)	1	2	3	4	5
Trivia Game (Page 36)	1	2	3	4	5
Name-Fact Match (Page 38)	1	2	3	4	5
Post-Tour Activities (Page 39)					
Draw a Plat	1	2	3	4	5
Keep a Diary	1	2	3	4	5
Draw a Picture and Write a Story	1	2	3	4	5
Make a Model	1	2	3	4	5
Make Beef or Pumpkin Jerky	1	2	3	4	5
Fill the Cache Pit (Page 42)	1	2	3	4	5
Make a Parfleche (Page 43)	1	2	3	4	5

Comments

Please return this form via U.S. mail to:

Education Director
Wichita Historical Museum
204 S. Main
Wichita, KS 67202

or, you may complete this form online at: www.wichitahistory.org/forms/mc-eval.html