
Creating a Traveling Trunk Program



*A Step-by-Step Guide
For Wisconsin Historical Societies*

by

Maureen Betz

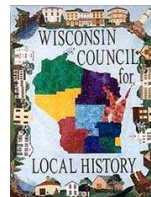
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by Maureen Betz



Wisconsin
Humanities
Council

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Creating a Traveling Trunk Program:

Introduction

About This Guide

Creating a Traveling Trunk Program is a step-by-step guide for Wisconsin's local historical societies to begin an exciting and fresh community-wide humanities program. This guide is based on the successful Traveling Trunk program developed at the Fond du Lac County Historical Society in 1999 to offer a "hands-on" educational outreach project to schools and the community. While this type of programming is used by many organizations, we endeavored to create a program unique to our community, using artifacts as catalysts to connect local history with that of the state, nation, and world.

This tactile learning adventure has succeeded in generating discovery and discussion throughout the county. The framework to launch a similar program, tailored to your local history, is included in the pages that follow.

Defining the Traveling Trunk Program

The Traveling Trunk is a "touch everything" program. Using artifacts specifically designated for study or educational collections, Traveling Trunks are portable history lessons that can travel to classrooms, lecture halls, nursing homes, even into your museum for a hands-on introduction to your displays.

If your historical society is already engaged in hands-on programming, you know that most audiences—young or old—like to touch and hold artifacts. The Traveling Trunk program builds on that experience. What is the purpose of this artifact? What does it reveal about us as a community or a state or a nation? What will people learn by touching it? These are questions that can be explored through artifacts to help us define where we have been and who we are.

Creating a Traveling Trunk Program:

Introduction

Program Purpose

The Traveling Trunk program at the Fond du Lac County Historical Society was started because we saw a need to move beyond the borders of our museum to encourage interest in historical study. Like members of most historical societies, we had stories to share that demonstrated the lack of fundamental knowledge not only of our local history, but of Wisconsin and U.S. history in general.

In addition, we recognized a need to promote local history in our schools. In the Fond du Lac School District, the study of local history is part of the third grade curriculum, generally when school groups visit the grounds of Galloway House and Village and the Blakely Museum. This one-time introduction is often the last visit for students—and frequently the last instruction on local history offered in any grade unless a teacher leads the way by including local history with classes on state and national history.

As a local historical society with many artifacts suitable for a study collection, we saw the challenge and the opportunity of incorporating those artifacts into meaningful programming to demonstrate that historical discovery is ongoing and interesting. Bringing our historical resources to the schools and to the public allowed us to reach out with an engaging program that was both enjoyable and educational.

Our goal was to show that local history is a vital starting point for historical study. For example, instead of merely identifying the first non-Native American settlers in Fond du Lac County, we wanted to provide a larger picture of the complex series of events and circumstances that led those settlers from New England to Green Bay and finally to Fond du Lac in 1836.

Creating a Traveling Trunk Program:

Introduction

What Can You Teach Through a Trunk Program?

The most significant contribution you can make in a Traveling Trunk program is the use of your artifacts. While you might work with them on a regular basis, students and adults seldom have a chance to touch artifacts. Never underestimate the power of this experience.

When I presented the Early Cultures trunk to a high school class of reluctant learners, I could see a light of discovery as the students held scrapers, points, float copper, and other ancient artifacts in their hands. One artifact was a tiny stone mortar used to grind plant material into paints. When I asked how Native Americans made paintbrushes, one student described the process. After class, her teacher told me this student had never before responded to a question posed in his classroom. Holding that artifact helped her make a connection.

I had a similar experience when presenting a Memory Trunk in a nursing home. One participant did not speak; however, when we placed a wooden hay pulley in his hand, he not only identified the artifact, but began to talk about his youthful days on the farm.

One program cannot change the course of historical study, but it will open doors to discovery. You will promote discussion and inspire teachable moments.

You do not have to be an expert on concepts, school standards, or lesson plans. Your great gift in this learning process will be to share artifacts that will inspire an audience to talk and think about history.

Creating a Traveling Trunk Program:

Introduction

Most teachers who request trunks apply considerable creative skills in using the artifacts. After the trunks are delivered to the classroom, the teachers generally incorporate the artifacts into the lesson plans they have already prepared. Creative teachers have used the trunks as lessons in history and social studies, language arts, geography, math, and special education programming.

The Fond du Lac County Historical Society had many appropriate artifacts available to create several trunks. In fact, we had enough artifacts to create trunks on Early Cultures, the Civil War, Business and Industry, School Days, World War I, the Great Depression, World War II, Women's History, and a Memory Trunk.

Using This Guide

This guide contains practical advice, historical considerations, artifact lists, lesson plans, forms, and other information from the author's experience in creating and launching a Traveling Trunk program for the Fond du Lac County Historical Society. The guide represents one possible design for the program.

Each historical society can use ideas from this guide to build upon its own collection, mission, local history, and community needs to develop a Traveling Trunk program that explores its unique community identity. The type and size of the trunk program is up to you.

The open format provides ample space to jot down notes and ideas. By incorporating your historical society's vision and knowledge as you explore each topic, you will produce a program that reflects your community.

Creating a Traveling Trunk Program:

Introduction

Definitions

What artifacts from your collection are appropriate for a Traveling Trunk program? Review your collection policy, the resource and reference materials from your historical society, and the helpful guidelines for collections that are provided on the Local History link of the Wisconsin Historical Society Web site. These recommended guidelines can be viewed by connecting to <http://www.wisconsinhistory.org/localhistory/>

The following definitions offer some ideas to consider as you begin developing a Traveling Trunk program at your historical society:

Artifacts

Artifacts are objects of historical interest that show human workmanship. If your historical society has followed strict donation policies, you may have a limited number of artifacts for this type of programming. That's okay. You don't need a large quantity of artifacts to begin a Traveling Trunk program. Instead, focus on what you have.

Do you have unidentified photographs that could be deaccessioned and used to represent different time periods in local history? Do you have duplicate, common objects like thimbles, keys, school books, milk bottles, or clothes pins?

These artifacts will generate interest in a classroom or meeting hall. Even parts of artifacts such as pottery shards, a damaged tintype, a broken button, a page from a textbook or a textbook cover, or a feather from a hat can convey a lesson.

Creating a Traveling Trunk Program:

Introduction

Duplicate Artifacts

Duplicate artifacts do not have to be identical, perfect matches. If you have eight wooden husking pegs in your collection, are some of them similar and representative of a particular time period? If so, one of these may be a candidate for a trunk program.

You may have a collection of women's hats from the 1960s. Is there more than one pillbox style? Do you have several standard-issue World War I uniforms? Are some of the artifacts in better condition than others? Which ones are not museum quality? Do you have numerous, similar school textbooks from the 1920s? Some of these may be candidates for a trunk program.

Deaccessioning

Artifacts from your permanent collection should not be used in the program. If you find that some artifacts in your permanent collection fit the criteria for a trunk, follow your written policy for deaccessioning these artifacts from your permanent collection before you place them in a study or educational collection.

Study or Educational Collections

Study or educational collections contain artifacts collected specifically for investigation and exploration. They may or may not have been used in your community. They may have condition problems, but still hold value in what they can teach. A World War II ration book from California and a syrup pail with a missing label can both be used as examples in a Traveling Trunk program.

Creating a Traveling Trunk Program:

Introduction

A coin collection we received as a donation for the trunk program has been used in several trunks. After determining that the coins did not meet the requirements for our permanent collection, the European coins from the World War I era were incorporated into that trunk. U.S. coins were added to other trunks. For example, an 1876 coin enhanced Traveling Trunk No. 1 by introducing local celebrations that commemorated the nation's centennial.

Copies

Some of your archival materials may make significant contributions to your Traveling Trunk program, but always make copies rather than providing the original. Good color copies are an inexpensive way to incorporate these treasures without compromising your collection policy. Mark these materials as copies on your inventory lists.

Reproductions

If you have clearly identified reproductions in your collection that are suitable for a Traveling Trunk program, you might consider using some of these to fill in or add to your historical lesson. However, before you begin to consider purchasing reproductions, use your existing resources and work with the trunk or trunks prior to making this decision.

Trunks

Trunks are the actual containers used to transport your artifacts. The "trunk" could be a suitcase, a footlocker, a steamer trunk, a bushel basket, a tool caddy, a duffle bag, or a modern container. Primary emphasis should be on portability.

Creating a Traveling Trunk Program:

Getting Started

Start Small

Start with one trunk. At the Fond du Lac County Historical Society, we developed one pilot trunk for use in the Fond du Lac School District and we refined the program for a full school year. This was a smart-growth plan that allowed us to conduct research, obtain feedback from teachers and other sources, iron out the commitments of time and materials, and determine the level of interest expressed by schools and the community.

Sources for Information

Members of your local society or community who are teachers are a great resource for beginning a Traveling Trunk program. A key to the success of Traveling Trunk No. 1 was the enthusiastic support of an elementary school teacher from the Fond du Lac School District, Leslie Wydeven. Leslie worked with us on selecting artifacts and sharing the creative lessons she developed for her classroom.

Remember, not all teachers will share your enthusiasm. Focus your energy on teachers who express a strong interest in the hands-on learning style of the trunk program. A junior high special education teacher in Fond du Lac found the hands-on approach so valuable in her classroom that she uses all the trunks throughout the school year. She has been an excellent source of information and feedback.

Also talk with volunteers in your community who are familiar with school programs. Members of the Foster Grandparents who help students in school reading programs suggested that we include a thimble in our first trunk because thimbles are mentioned in reading material, but most students have never seen one.

Creating a Traveling Trunk Program:

Getting Started

Use Existing Resources

Keep in mind that your trunk program is always a work in progress. Start small and use what you have. Think to yourself, “These are the artifacts we have for a trunk. What do they represent?”

If you have a limited number of artifacts for a trunk program, make a list of the artifacts and place them in a container and study them. That’s how we began.

Know Your Artifacts

Select one of the artifacts you are considering for a trunk program and ask yourself these questions:

- Why was this artifact donated?
- Why have we preserved it?
- Who might have used this?
- Is it handmade or machine made?
- How did it change people’s lives?
- Why did we select this artifact for a trunk program?
- What do donation records reveal?
- What is the most interesting fact about this artifact?
- What could people learn about history by touching this artifact?

Creating a Traveling Trunk Program:

Getting Started

Experiment

Each Traveling Trunk program begins as an experiment. Will we work with only third and fourth grade students? Should we send a presenter with each trunk? Should we target high school students? Should we focus on organizations and nursing homes? What lessons should we include? How many trunks should we develop? These questions will be answered as your program evolves.

We sent our first trunk to Leslie's third grade classroom to gain ideas on how to use the contents. This was a good place for us to begin. We had Leslie's enthusiastic cooperation and students in third grade study local history. An enthusiastic teacher from any grade level who is willing to be part of your experiment can help you in the early stages as you select and think about artifacts.

Sample Artifacts

This partial list of artifacts included in our first trunk might serve as a springboard as you gather ideas. Please keep in mind that our historical society had an abundance of study artifacts from which to select.

Wash board	Square nail
Thimble	Glass milk bottle
Ice cream scoop	Razor strop
Weathervane piece	Lye soap
Rug beater	Wool carders
Maple syrup tap	1874 county atlas
Ink well	Tintypes
Husking pegs	Curling iron
Stereoscope	Hand-forged key
Stereoviews	Billy club
School slate	

Creating a Traveling Trunk Program:

Getting Started

Gaining Society Support

Gather some artifacts in a container to share with your board of directors. A hands-on discussion of the project is one of the best ways to gain their support in proceeding with the program.

This is also a good way to demonstrate the minimal financial commitment needed to start the program. One of the great benefits of a Traveling Trunk program is its cost. Any historical society, even one with a shoestring budget, can begin and maintain a trunk program with artifacts it already owns.

The program at the Fond du Lac County Historical Society has been offered free of charge. The initial start-up costs were minimal because of volunteer staff. First year expenses consisted of paper and copier costs and mailings, totaling less than \$100.

In the second year of operation, the trunk program became the showcase presentation to organizations. It was portable, of historical interest, and demonstrated our educational mission. Organizations often responded with either honoraria (\$30-\$50) or larger gifts (up to \$500). They were particularly supportive of the educational role we fulfilled through a program offered to schools at no charge.

The second year's programming was funded in part through a grant from the Wisconsin Humanities Council to extend the trunk program to all Fond du Lac County schools. We also sought and received an in-kind grant from the Fond du Lac School District to support trunk delivery within that school district. Additional funds came from volunteers who donated their grant salaries back to the program.

Creating a Traveling Trunk Program:

Practical Concerns

Staff Requirements

The number of trunks you develop and the way you make them available to schools and/or organizations will depend on how many hands are available to help. We had a small core of volunteers to complete the tasks listed below. You may develop a program that includes only some of these:

- Coordinate the program
- Identify and provide background on artifacts
- Write descriptions
- Label artifacts
- Prepare artifacts lists and delivery labels
- Develop lesson plans
- Present programs
- Deliver and pickup trunks
- Schedule programs
- Inventory trunks
- Maintain records

Office Support

While starting a trunk program is very economical, you will need the following:

- Secure location
- Shelf or shelves for storage
- Work surface
- Computer access
- Telephone access
- Copier and copier supplies
- Labeling materials

Creating a Traveling Trunk Program:

Practical Concerns

Trunk Essentials

Each trunk should contain these artifact essentials:

- A variety of artifacts
- A numbered list that includes all the artifacts in the trunk
- A corresponding number marked on each artifact
- A description of each artifact

Numbering

Use an easy 1-2-3 numbering system. It is not necessary for you to group similar artifacts together in the numbering system. Leave this to the students or audience as part of the lesson.

Use the trunk-assigned number in the descriptions and lesson plans when referring to a particular artifact.

Descriptions

Many classroom teachers will be unfamiliar with the artifacts in your trunk. During our pilot year, we did not provide information on the purpose of the artifacts in our first trunk. A survey form from a young teacher was returned with this comment:

I am only 24 years old. I don't know what most of these artifacts are.

We learned our lesson. Never assume. An information sheet with basic descriptions that include the name and use of the artifact is essential to make the trunk useful in classrooms.

Creating a Traveling Trunk Program:

Practical Concerns

Labeling Artifacts

You may already have a numbering and labeling procedure in place for accessioned and deaccessioned artifacts in your collection. Whatever your procedure, a simple, secondary labeling system for trunk artifacts works best in the event you add or remove artifacts from the trunks.

I have found that the easiest and most economical system for labeling trunk artifacts is to cut used Tyvek® envelopes into 1” squares. (These waterproof envelopes used by express shipping companies are acid-free.) Using a permanent marker, write the number of the artifact on the square. Thread non-flavored dental floss (usually acid-free) through the square and tie the floss securely on the artifact. This system works very well for most artifacts. For textiles, use dental floss to sew the label into the fabric.

Your copies of archival materials will last longer if you place them inside archival-quality, clear sleeves. Copies can be labeled directly on the back of the document or on the sleeve. Coins, medals, and souvenir pins can be placed in paper or plastic coin holders. The paper coin holders are very inexpensive and can be easily labeled with a permanent marker.

Consult your in-house reference materials or the Wisconsin Historical Society for additional information on proper labeling products and procedures.

Consulting services available to Wisconsin Historical Society affiliates can be viewed by clicking on:

<http://www.wisconsinhistory.org/localhistory/>

Creating a Traveling Trunk Program:

Practical Concerns

Damage and Loss

To encourage use of our trunk program, we did not assess charges for loss or damage of the trunk artifacts, and only a minimal number of the artifacts required repair or replacement. However, even with the greatest of care, some artifacts will sustain wear and tear simply because they are being touched. By considering and adopting procedures to fit your society's available artifacts and policies, you can minimize this risk. Some considerations are:

- If you feel that an artifact is too valuable (either monetarily or in terms of its historic significance) for a trunk program, don't include it. Instead, lean toward common artifacts that can withstand the "hands-on" experience.
- Decide your society's policy on artifact damage or loss. If you decide to assess a damage fee, advise potential users of the policy and prepare paperwork that clarifies this information (e.g., the responsible party, the fee amount). This document should then be signed by the responsible party before the trunk is released into her/his care. Consult your loan forms for wording of this document.
- Include guidelines for working with the artifacts. You might even include, as part of the lesson, instructions on how professionals handle artifacts.
- If you have a staff member to present the trunk in a classroom, you can maintain closer control of the artifacts; however, this prevents teachers from incorporating artifacts into daily lessons that might stretch over several weeks.

Creating a Traveling Trunk Program:

Practical Concerns

What are the Wrong Artifacts?

Not all artifacts are practical for a trunk program. Consider the following *caveats*:

- Avoid artifacts that are too heavy or too large to lift. Put together a trunk that everyone can carry and that can be easily stored.
- Avoid artifacts that are excessively small.
- Don't include artifacts that are "do not touch" objects. Every artifact in the trunk should provide a hands-on experience.
- Exclude artifacts that pose safety hazards. Knives, guns, weapons, and bottles or containers that may have held medicine, chemicals, or other hazardous substances are not suitable for a trunk program.
- Don't include fragile artifacts that break easily. Glass is usually not a good choice unless it is designed for heavier use, e.g., milk bottles.
- Limit the number of paper documents you include in a trunk. Schools already have lots of reading material, so the documents you include should both "tell" a story and be interesting to hold. Photocopying technology allows for very good copies of newspaper front pages, color posters, photographs, pension records, regimental rosters, telegrams, letters, and similar documents that are very effective additions to the trunk because of the important messages they convey.
- Don't include perishable items unless they are intended for one-time use, e.g., hard tack for a Civil War trunk.

Creating a Traveling Trunk Program:

Historical Perspective

Turning Artifacts into History Lessons

Many lessons can spring from each artifact. The more you learn about the object, the better those lessons can be.

When we gathered artifacts for a School Days trunk, I found a small, inexpensive magazine print of Gilbert Stuart's portrait of George Washington. This was a perfect addition to the trunk for many reasons:

- Today's students can identify Washington by sight and they have seen this image either in school or in a modified form on a dollar bill.
- This portrait hung in schools (and still does in many throughout the U.S.), including the schools founded in each community because of the articles outlined in the Northwest Ordinance of 1787.
- Include an early map of the community or township in the trunk so students can locate each of the community's schools.
- Include some photograph copies of the schools so students can visualize school life in their community.
- If the schools no longer exist, what happened to them? Why were they closed?

The common thread that connects all of these topics is the portrait of George Washington. A teacher may not be able to use all of this information in the classroom, but this portrait illustrates how many lessons await in just one artifact.

Creating a Traveling Trunk Program:

Historical Perspective

Finding the History Lesson in the Artifact

One of my favorite artifacts from the World War II trunk is a wedding dress made from German parachute silk. The story and photo of the dress and its owner is included in the trunk, along with the medals her fiancé earned during the war and a piece of shrapnel he picked up on the battlefield. The parachute he brought home became a symbol of their life together. This group of artifacts tells a timeless story about humanity that is anchored in local history.

We linked these artifacts to our museum exhibits of art created by Union soldiers imprisoned at Andersonville and the tragically beautiful World War I trench art collection, connections that assist teachers in generating discussion on the themes of history.

One activity in the Depression Era trunk requires students to find a job in the employment ads in the *Wisconsin Agriculturalist* from April 25, 1936. The ads are a capsule of 1930s perspective. Ads for men and women are listed separately. Farm wages reflect the economic hard times. Phrases like, “No Catholics” and “White Only” appear in the ads.

When I worked with a group of history students from UW-Fond du Lac in creating and enriching our trunk programs, we discussed whether a World War II Nazi arm band should be included in that era’s trunk. Our discussion addressed concerns about the contemporary Neo-Nazi movement. Would the artifact serve a purpose other than the one we intended?

We decided to ask teachers. When they called to schedule the World War II trunk, we asked if they wanted the arm band included. They responded with a resounding “yes.” When in doubt, ask the teachers.

Creating a Traveling Trunk Program:

Historical Perspective

The Quest for the Perfect Artifact

What is the perfect artifact? My selection for this title is a medal issued to every Fond du Lac County soldier who served in World War I. The medal is inscribed with this message:

They did not pass. Presented by the citizens of Fond du Lac County, Wisconsin in grateful recognition of patriotic service in the World War.

Awarded at a special day of recognition at the 1919 Fond du Lac County Fair, the medal is unique to the county and it possesses many tactile qualities. Students holding the medal can feel its warmth and the raised lettering of the inscription. They can imagine the person who wore the medal on that day in 1919, sitting among fellow soldiers gathered together with collective memories of battlefields and fallen comrades. The medal bridges a personal story with that of local history and international events.

A general trunk with a mix of artifacts can spur many of these perfect moments to tell the story of everyday and extraordinary occurrences in different eras: domestic life, rich and poor, business and industry, agriculture, school life, milestone events.

Selecting the Container

Find containers that are easily portable, yet grab the attention of the audience. A trunk of 19th century artifacts should be in a container that has a 19th century look, just as a Depression Era trunk should reflect the 1930s. Since trunks sustain wear and tear, also consider modern, heavy-duty containers that you can adorn with photographs or stickers to create the illusion of a particular time period.

Creating a Traveling Trunk Program:

Historical Perspective

Writing Descriptions

Since the level of detail included in a description can vary greatly, focus on information that helps the audience make meaningful connections. For example, a description of the portrait of George Washington could be presented as:

This portrait of George Washington is the most famous image of our first president. The artist, Gilbert Stuart (1755-1828), painted portraits of the most famous people of the time. The Washington portrait was so popular that Stuart painted over 100 replicas. One of these versions, called the "Athenaeum" appears on the U.S. dollar bill.

You could also add information from your donation card. For example, identify where the portrait hung or add an elder's school recollection of how students regarded the portrait. Although teachers may choose to make research part of the students' lesson, whatever research you provide will increase the teacher's knowledge and ability to incorporate the information into student lessons. If writing descriptions is a difficult task for you, include a sketch or a photograph that helps describe the artifact.

Interns

You may not have time to conduct in-depth study on each artifact. A research project on artifacts is often an excellent assignment for high school or college interns. This allows students to practice their research skills in a real-world setting. In addition, students frequently bring a fresh perspective to the artifact, creating an opportunity to view the object in a different light.

Creating a Traveling Trunk Program:

Historical Perspective

Presenting Community History in a Trunk

One of the great advantages of a Traveling Trunk program is its portability. History lessons travel right into classrooms and meeting rooms.

Since the Traveling Trunk is a hands-on program, I like audience participation. My programs are discussions, not lectures. I ask a lot of questions of the audience. Sometimes I even have the audience act as a human timeline, placing them in a line or circle so the history lesson is visibly spread out. Other times I'll divide the audience into groups, giving one artifact to each group. Then I give them time to discuss their artifact in an exchange of ideas about history.

I have never been able to share all the research I have conducted on an artifact. However, the more I know, the more meaningful the program is to me and to the audience. I, too, am making connections between the artifacts and our history. I am more prepared to lead discussions and to ask more questions of my audience. I have more background to answer questions and to debunk some historical myths. I have been able to create some teachable moments.

Timelines

Using timelines can be helpful in several ways. They can enrich your historical perspective, reveal historical connections that you may not have considered, and help you organize and categorize artifacts according to a standards-based format that is being used in Wisconsin's fourth-grade classrooms.

The following pages combine our Wisconsin history timeline with examples of artifact ideas to represent each of the major historical periods.

**Creating a
Traveling
Trunk
Program:**

*Historical
Perspective*

Wisconsin History Timeline

**12,000 Years Ago to 1634
Paleo, Archaic, and Woodland Indian Period**

**1634-1847
Exploration, Fur Trade, Indian Conflict, Wisconsin
Territory**

**1848-1873
Statehood, Settlement, Civil War,
Early Industry and Agriculture**

**1873-1893
Industrialization, Urbanization, Dairying**

**1893-1915
The Progressive Era**

**1915-1940
World War I, The New Era,
Great Depression**

**1940-1965
World War II, Cold War, Industry, Recreation,
Environment**

Creating a Traveling Trunk Program:

Historical Perspective

12,000 Years Ago to 1634 Paleo, Archaic, and Woodland Indian Period

The influence of these cultures on our lives is great, yet this time period is the least explored in our history. The Fond du Lac County Historical Society has been fortunate to acquire an extensive collection of artifacts from early Wisconsin cultures. From that collection, we created a trunk containing authentic artifacts, modern additions, and information on time periods, all of which have helped students visualize life before European settlement.

For example, the central theme of the Laconia School District Summer School Program for two years was the Lewis and Clark Expedition. Our trunk gave substance to the study by allowing students to hold some of the same artifacts that were in use by the Native Americans encountered by the Corps of Discovery.

Celts, points, scrapers, drills, float copper, pottery shards, and other artifacts representative of this time may not be available to your historical society or may not be suitable for a study collection because of their importance and value. Some trunk additions that are readily available include properly cured deer hides or leather pieces, birch bark, turtle shells, sinew, or other objects from nature that were used by pre-contact cultures.

Also consider using reproductions of tools and trade items, easy-to-follow timelines, lists of trade items, and other significant information, such as the observations on Woodland Indian characteristics reported by Jean Nicolet in 1634.

Creating a Traveling Trunk Program:

Historical Perspective

1634-1847 Exploration, Fur Trade, Indian Conflict, Wisconsin Territory

This time period is rich in multi-discipline lessons in history, geography, math, literature, and economics. In addition to many of the artifact examples from the previous era, others representing the tremendous changes occurring in this time period could include:

- Furs
- Kettles
- Needles
- Traps
- Fishing tools
- Cloth
- Blankets
- Beaver hats
- Tools used in the fur industry
- Chains and other surveying tools
- Samples of wood used in road building
- Lead shot
- Northwest Land Ordinance
- Black Hawk's autobiography
- Treaties
- Newspapers
- Land sale advertisements
- Seals or stamps
- Envelopes with territorial addresses
- Letters, receipts, deeds
- Shoes
- Fabric
- Recipes
- Prints or paintings

Creating a Traveling Trunk Program:

Historical Perspective

1848-1873

Statehood, Settlement, Civil War, Early Industry, and Agriculture

Wisconsin became the 30th state on May 29, 1848, beginning a time period very familiar to local historical societies and one that is the basis of many of the artifacts in your collection. Among these collections you have artifacts that represent the diverse backgrounds of early Wisconsinites: Yankees and immigrants from England, Ireland, Wales, Scotland, Norway, Denmark, Sweden, Finland, Iceland, Germany, Holland, and other countries. Each impacted the social and economic development of communities as Wisconsin was forged into a state with a unique identity.

Artifacts reflecting ethnic connections help students understand Wisconsin's melting pot of immigrants. Each group brought unique customs that are reflected in their clothing, the tools they made and used, the houses they built, even the locations they chose. Your artifact collections might include:

- Kitchen implements
- Wooden shoe
- Wool carders
- Spinning and weaving tools
- Buttons
- Early locks
- Square nails
- Building tools
- Hand-split lath
- Horsehair plaster
- Peg from a barn beam
- Oxen and horse shoes
- Blacksmith tools

Creating a Traveling Trunk Program:

Historical Perspective

1848-1873

Statehood, Settlement, Civil War, Early Industry, and Agriculture

Since most of the Civil War military artifacts at the Fond du Lac County Historical Society are part of the permanent collection, we had a limited number of military artifacts to include in a trunk program. This challenge opened the door to considering homefront artifacts to reflect the impact of the war in the local community. The trunk we developed for this time period contains a mixture of homefront and military artifacts and copies of significant documents. A listing of these artifacts appears in the Examples and Ideas Section of this guide.

Vast changes in post-Civil War Wisconsin are reflected in the development of dairy farming; small industries expanding in the form of foundries, tanneries, and lumber mills; and the increased population. Schools were erected; newspapers and organizations founded; railroads and roads built.

Artifacts from this time might include:

- Dairy farm implements
- Cheese-making tools
- Horse harnesses
- Wooden shingles
- Atlases
- Printing tools or plates
- Railroad spikes
- Quarry stone
- Symbols of philanthropic organizations
- Leather products
- Account books or receipts
- Records of local school districts
- Door hinges or locks

Creating a Traveling Trunk Program:

Historical Perspective

1873-1893

Industrialization, Urbanization, Dairying

Inventions became catalysts for dynamic changes in Wisconsin. Robert Nesbit, in his *History of Wisconsin, Volume III*, describes the significance of this era:

...the two decades between 1873 and 1893 were marked by sweeping changes in the ways people lived, worked, associated, and responded to the society around them. Probably no other twenty-year period in the state's history—not even the years of the Great Depression and the Second World War—encompassed such a major transformation of the state's economy.

Along with these tremendous changes came a shift from craft and home-made tools to mass-produced objects. Your collections might include many of these:

- Stereoscopes & Stereoviews
- Photographic images
- Rug beaters
- Ink wells
- Syrup pails
- Wood stove parts
- Stove pipe collars
- Graniteware
- Electric light fixtures
- Hardware
- Furniture parts
- Milk bottles
- Tinware
- Beverage and spice containers
- Musical instruments
- Children's toys
- Wash tubs and boards
- Suspenders

Creating a Traveling Trunk Program:

Historical Perspective

1893-1915 The Progressive Era

Our Women's History Trunk provides many examples of artifacts from this time period:

- Calling card
- Stockings
- Modes and Fashions* magazine
- Gibson Girl print
- Curling iron
- 1915 Rules for Teachers (copy)
- Cook books
- Department store advertising (copy)
- Ladies Home Journal* article on suitable mourning costumes (copy)
- Woman's cape
- Corset

Other artifacts may include:

- Timepieces
- Advertising
- Wallpaper
- Bicycle accessories
- Catalogs
- Wax phonograph cylinders
- School diplomas
- Textbooks
- Magazines
- Postcards
- Jewelry
- Sheet music
- Kitchen tools
- Souvenirs from travels and from celebrations

Creating a Traveling Trunk Program:

Historical Perspective

1915-1940 World War I, The New Era, The Great Depression

Fond du Lac County established a War Committee to preserve the local history related to World War I. The artifacts in the World War I trunk have been selected from this significant collection.

Propaganda:

Recruitment posters (copies), photos from the battlefield, *Collier's Photographic History of the European War*

Soldiers' life and weapons:

Trench mirror, uniform insignia, leggings, campaign hat, uniform jacket, German helmet, canteen, kit bag, artillery shell, trench art

War effort:

War Savings Stamp window poster (copy), Liberty Loan coin, report on war work at Bragg School (copy)

Participants:

Coins from European countries circa 1915

Draft:

Registration notice, enlistment notice (copies)

Armistice:

Newspapers for November 11, 1918: *Green Bay Press Gazette* and *The Daily Reporter* (copies)

Return of veterans:

1920 City and County Directory, War Committee information sheets (copies), World War I medal from Fond du Lac County, soldier's commendation (copy)

Creating a Traveling Trunk Program:

Historical Perspective

1940-1965

World War II, Cold War, Industry, Recreation, Environment

Many local historical societies are currently collecting artifacts of the World War II and post-World War II era. This may be an appropriate time to consider accepting study artifacts for a trunk reflecting this time period.

The following topics and artifacts are included in the World War II trunk:

Rationing:

Ration book, mileage ration card, food ration certificate

Communication:

Western Union telegram advising of soldier's death (copy)

Soldiers' Commendations:

Service bar, Purple Heart, campaign medals, soldier's log (copy)

Soldiers' Life:

Shrapnel, knife and fork, German phrase book, *Warships of the British Commonwealth*, *Japanese Naval Vessels*, Army dress hat, Eisenhower jacket, U.S. military map

Entertainment:

1940s radio, The Hit Parade list (copy) and Billboard Recommendations (copy)

Photographs & Symbols:

Photo of Stalin, Churchill and Roosevelt at Teheran; photo of flag raising on Iwo Jima; window service flag; Nazi armband; wedding dress made from German parachute silk

Creating a Traveling Trunk Program:

Selecting Themes

Sample Themes

Our first trunk, pictured on the cover of this guide, was dubbed *Traveling Trunk No. 1*. Additional trunks were created based on responses and requests from teachers, identification of underrepresented areas of study, and review of artifact holdings.

Trunks developed over the next two years were:

- Early Cultures
- Civil War
- School Days
- Business & Industry
- World War I
- Great Depression
- World War II

In addition, two specialized trunks were developed. These trunks are used primarily with adult groups:

- Memory Trunk
- Women's History

Customizing Trunks for Special Requests

Whenever I am asked to present a program for an adult group, I like to customize the trunk by adding at least one artifact that relates closely to the mission or purpose of the organization. Then I conduct research on those additions. For example, when I presented a program for the Daughters of the American Revolution, I included a Purple Heart along with a brief history of the medal, created by George Washington to honor valor during the American Revolution.

Creating a Traveling Trunk Program:

Selecting Themes

Sample Trunk Overview

Brief descriptions of the trunk themes created at the Fond du Lac County Historical Society follow:

Early Cultures

This trunk highlights the least explored time period in our local history and continues to be a great stimulus to generate discussion on the cultures that flourished before European settlement.

School Days

An exploration of activities that shaped the 19th and early 20th century student's view of the world. This trunk is a particular favorite of third and fourth grade students.

Civil War

Includes artifacts from both the battlefield and homefront. Among the artifacts is a canteen used by a soldier of the 14th Regiment, which was formed in Fond du Lac in 1862.

Business & Industry

Provides a telegraph, business ledger, a dust pan made by a local factory, and myriad artifacts that enrich the understanding of the industries of Fond du Lac County that have been keenly interrelated with the landscape, our surprisingly varied ethnic mix, the patterns of settlement, and national and international events.

Creating a Traveling Trunk Program:

Selecting Themes

World War I

Contains many artifacts of Doughboy life that bring the human touch to a study of the time: a trench mirror, uniform, artillery shell, kit bag and German helmet. This trunk has been requested by teachers of language arts as well as history. One teacher uses the trunk to enrich the study of *Rascal*, Sterling North's novel set in World War I Wisconsin.

Great Depression

Contained in a 1930s suitcase, this trunk includes woodworking projects made during the WPA, domestic objects, and a ledger from a failed bank. This trunk has been used by language arts teachers to accompany the study of John Steinbeck's *The Grapes of Wrath*.

World War II

Contained in a footlocker used by a World War II soldier from Fond du Lac County, this trunk explores the complexity of war through shrapnel, a Western Union telegraph notifying a Fond du Lac County family of a son's death on Iwo Jima, a wedding dress made from German parachute silk, and other battlefield and homefront artifacts.

Women's History

Includes artifacts of fashion, grooming, and women's domestic, social, and political roles. A calling card, 1980 presidential ballot, advertising posters, cookbooks, and undergarments tie together time periods and give substance to an overview of the changing roles of women.

Creating a Traveling Trunk Program:

What Teachers Need

Requests and Recommendations

During the first two years of the trunk program, we sought and received many teacher recommendations through the survey forms included with each trunk:

Extend loan time

We extended the loan time of trunks to two or three weeks rather than one week. This gave teachers a choice and allowed them to use the trunks throughout a lesson on a particular time period.

Include more visual artifacts

Children like to see photographs of children from different time periods. Adding duplicate photographs and copies of photographs was easily implemented.

Create more specialized trunks

Fulfilling these requests involves a great deal of time for selecting artifacts, research, and preparation. Unless your program has a large staff and many artifacts, you may need to limit the number of specialized trunks you create.

Provide networking resources

We had requests from teachers for trunks on the Holocaust, slavery, and the Renaissance. Although these were well beyond the scope of our work, we took the time to locate resources for these teachers. Museums like the Holocaust Museum and the National Gallery of Art in Washington, D.C., have resources for teachers. Information on the programs is often available through their Web sites.

Creating a Traveling Trunk Program:

What Teachers Need

Standards

Since teachers are required to design their lesson plans to conform to state and national standards, the programs you create will be more integral to the curriculum if you review these standards. The complete list of the Wisconsin Model Academic Standards is available on the Wisconsin Department of Public Instruction Web site which is located at www.dpi.state.wi.us/standards/ssintro.html#content.

Performance Standards for Grades 4, 8, and 12 are listed under the broad heading of social studies which includes geography, history, political science and citizenship, economics, and behavioral sciences.

You don't need to become an expert on these standards. Teachers will be your best resource for advice on supporting the standards through the trunk programs because they are already very familiar with them.

The following is the first of Wisconsin's Model Academic Performance Standard in History for Grade 4. It underscores the valuable role a Traveling Trunk program can play in achieving these standards.

By the end of grade four,
students will:

identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

Creating a Traveling Trunk Program

What Teachers Need

Lesson Plans

Don't give teachers more work. The trunk should be an exciting learning tool in the classroom, not a puzzle for teachers to solve before they use the artifacts. The trunk and its contents should be organized, easy to understand and use, and include basic information and easy-to-follow lesson plans.

The level of a teacher's experience and interest in artifacts will vary greatly. Creative teachers may choose to use the trunk in ways you don't anticipate. Some basic lesson plans follow that provide guidance for teachers and methods for presenting trunks to adult groups. However, remember that written activities with adult groups is not recommended because of the time constraints.

The Basic Lesson Plan

1. Divide the audience into groups.
2. Give each group one artifact.
3. Allow a short group discussion time to:
 - Identify the artifact
 - Describe how it was/is used
 - Identify at least one way it affected our history and culture

Most teachers will build on this basic plan to enrich the student experience and comply with standards. Additions to the basic plan can be found on the following pages.

Creating a Traveling Trunk Program

What Teachers Need

Basic Lesson Plan Addition #1

Writing Descriptions

- Give each student a 3 x 5 note card and one artifact.
- Without providing any information on the artifact, have each student examine the artifact and write a one-paragraph description (name, color, weight, dimensions, description of how the artifact was used).
- Then give each student the opportunity to research the artifact (using catalogs, descriptions included with the trunk materials, library sources, interviews with elders).
- Give each student another 3 x 5 note card.
- Have students write a revised paragraph based on the research they conducted.
- Have students present their artifacts and final paragraphs to the class.

OR

- Play *Stump the Class* by having students read both their pre- and post-research paragraphs to the class.
- Have the class vote on which paragraph contains the correct information.
- Use the description to review the details of the artifact.

Creating a Traveling Trunk Program

What Teachers Need

Basic Lesson Plan Addition #2

Separate contents into categories according to their uses (e.g., agriculture, domestic, school) or have students/ audience do this. Then have each participant write or tell a story about one of the artifacts and its category.

Basic Lesson Plan Addition #3

Research and Biographical Sketch

- Have each student research one artifact.
- Have each student use the research to write a biographical sketch of a person who might have used the artifact (including when and where the person lived, age, occupation, gender, and some life events).

Basic Lesson Plan Addition #4

Compare and Contrast

- Discuss several of the artifacts, focusing on how the artifact was used and identifying its contemporary counterpart.
- Give each student an artifact that has not been discussed and drawing paper.
- Have each student divide the paper in half and draw the artifact on one side of the paper and its contemporary counterpart on the other (e.g., a 19th century lock and a 21st century security key pad).
- Have students write a comparison and a contrast about each of the artifacts they have drawn.

Creating a Traveling Trunk Program:

Piloting the Project

Testing in the Classroom

When Leslie Wydeven introduced our trunk program in her third grade classroom, she also spread the word about the importance of hands-on history lessons. Leslie often incorporates history lessons into all subjects in her elementary school classes and has taken trunks into other classrooms to share techniques with her colleagues. In addition, Leslie has presented the Civil War, World War I, and World War II trunks in an all-school program on Veteran's Day. In this way, she was able to test the trunks in a variety of school settings and classrooms, providing valuable feedback on what artifacts to add or remove, additional information to include, and suggestions for lessons.

Testing in Your Museum

Leslie uses the trunks in her Galloway House and Village Summer School Program at the Fond du Lac County Historical Society. When students attend their first class in the one-room schoolhouse, Leslie shares artifacts from the School Days trunk. Before students tour the Blakely Museum, she presents the Civil War, World War I, or World War II trunks to preview the artifact collections included in the museum. The Women's History Trunk offers an overview of the role of women before students journey through the Galloway Mansion.

Using a Traveling Trunk program in your museum setting could be multi-purpose experience. First, your visitors will receive a "hands-on" introduction to your exhibits. In addition, you can gauge which trunk artifacts are the most engaging and how well the trunk program complements the historical themes presented in your exhibits.

Creating a Traveling Trunk Program:

Piloting the Project

Partnerships

Forming a community partnership for researching artifacts and introducing trunk programs could be a win-win collaboration. In 2004, the University of Wisconsin-Fond du Lac and the Fond du Lac County Historical Society teamed up through the Interdisciplinary Service-Learning, a UW-Fond du Lac program providing credit-based, guided, and meaningful volunteer services in the community.

Five UW-Fond du Lac students from Dr. Paisley Harris's U.S. History course volunteered for the Traveling Trunk program. Dr. Harris and I guided the students in researching artifacts and developing lesson plans that tied local history to the larger historical themes of U.S. History that the students were studying in their college class.

Through the perspective of their history class, these students selected and researched artifacts, created trunks, and wrote descriptions and lesson plans. They received practical experience in a real-world setting for applying what they learned in the classroom and for developing educational programming for a variety of age groups. In addition to delving into local history and making connections with their classroom studies, the students learned how to use artifacts to teach history. The students incorporated their experiences into many of their classroom writing assignments.

Students targeted presentations of their projects for the Boys and Girls Club and Fond du Lac County schools. After the semester ended, several of the students continued to volunteer their services to present additional programs to schools and organizations.

Creating a Traveling Trunk Program:

Announcing the Program

Word of Mouth

While you are in the testing stage of your trunk program, word will spread among innovative teachers who are looking for new activities in the classroom to engage students. Make a list of the teachers who contact you. When you are ready to launch the program, contact the teachers on this list to schedule trunk programs. Obtain feedback from them to refine the program.

Requests

The Fond du Lac County Historical Society frequently receives requests for programs from organizations in the area. This is an excellent opportunity to test the trunk program with adult groups and to present a tangible program that reflects your society's mission. Once again, the word will spread and you will receive calls for programming.

Newsletters & Flyers

Your first press release about the Traveling Trunk program should appear in your society newsletter. Not only will this inform all your membership about the program, but the newsletter can be used as your first publicity piece to send in response to general inquiries about the trunk. (See Sample Press Release on page 43.)

Once your pilot program is running smoothly, send a mailing to schools. Prepare a one-page flyer that contains all the information a teacher would need to learn the program basics and to contact you. The addition of a color photograph will give the flyer more eye appeal. (See sample on page 44.)

Creating a Traveling Trunk Program:

Announcing the Program

Mailings

For the most effective mailing campaign to schools, start with the principals. I sent the letter on page 45 and a flyer to every school principal in Fond du Lac County. Schools throughout the county responded. Flyers were posted in faculty rooms, photocopied for all teachers, and in some cases, principals passed the material to teachers struggling to find new ideas for connecting with students.

Newspapers and Photographs

Newspapers may not have the column space for press releases about the trunk program, but they will be looking for photo opportunities that promote education.

When I visited a Fond du Lac District School for American Education Week, I presented a program on attending school in 1860s Wisconsin. I dressed in period attire as a widow who was engaged to teach school during the absence of a male teacher who had enlisted in the Union Army for service during the Civil War.

The school had arranged for a photographer from the local newspaper to capture the day. A photo of two students holding slates and books, with me—my glasses perched on the end of my nose and leaning toward them—appeared on the front page of the local newspaper, conveying the program and mission in one snapshot.

Take photos for your own records and publicity. A photo of a student discovering an artifact in a traveling trunk can be used in many ways to promote and validate the program.

Sample Press Release

The Traveling Trunk is on the Road Again

Oxen shoes, a billy club, a World War II wedding dress made from German parachute silk, a Civil War canteen used by a soldier from the 14th Regiment formed in Fond du Lac—these artifacts are just a few in our Traveling Trunk Program, an educational outreach project of the Fond du Lac County Historical Society.

Beginning as a pilot project in 2000, the Traveling Trunk Program was created by the society's Education Committee to reach out to area schools by sharing our duplicate artifacts for hands-on, multi-discipline study. The program has become a valuable and popular addition to the history curriculum, breathing life into classroom study. The trunks, brimming with artifacts, are offered to schools in Fond du Lac County at no charge to give students an opportunity to actually hold and touch objects of the past. Trunks are available to all schools and teachers in Fond du Lac County.

Traveling Trunk No. 1 contains 40 artifacts that cross time and place in the Fond du Lac County history curriculum. Many teachers use the trunk at the third grade level as a multi-discipline adventure. Lesson plans with suggested activities are included. Additional trunks are being planned.

Do you know teachers who would like traveling trunks brought to their classrooms? Call _____ at _____ or email at _____ to make arrangements. Please spread the word about this great program and watch for upcoming news about this and other projects of the Education Committee.

Introducing the Traveling Trunk

The Fond du Lac County Historical Society invites you to bring history to life in your classroom through a new educational outreach project: *The Traveling Trunk*.



Traveling Trunk No. 1

This magical trunk, brimming with authentic artifacts, is an opportunity for students to actually hold and touch objects of the past and let their imaginations soar. What was its purpose? Who has used this object before me? In what time period? How does it work?

Traveling Trunk No. 1 contains 40 objects designed for the Fond du Lac County history curriculum. A Civil War canteen, lye soap, maple syrup tap, oxen shoes, fool's gold, lunch box, World War I mess kit, husking pegs and many more artifacts in this trunk take the student through the everyday lives and extraordinary events of earlier residents.

Are you planning a lesson on the Civil War? The economics of the Depression? Implements of frontier life? World War II homefront? The 60s? Native American life? Early newspapers and printing? Mechanics of agricultural implements? 19th Century carpentry techniques? We will customize a traveling trunk for your classroom, grade level and area of study. We'll provide an inventory of items and we'll even provide a suggested lesson plan.

Follow up your classroom work with a personalized tour at the Blakely Museum, open for tours throughout the year. This remarkable museum collection contains original artifacts (not reproductions) that represent the story of Fond du Lac County history and the growth of our state and nation. The displays at the Blakely Museum are presented in chronological order, beginning with the Rueping Collection of Native American artifacts all the way through the end of the 20th century. Special school tour rates are available.

How can you reserve a traveling trunk for your classroom? Call the Fond du Lac County Historical Society at _____ or email us at _____. Help us make 2002 a celebration of history in your classroom.

*Sample Letter
To School Principals*

February 6, 2003

We would like to bring history and culture to life in your school through our free, educational outreach project, *The Traveling Trunk*. The Fond du Lac County Historical Society is pleased to launch the second year of this hands-on adventure into the past, and we are asking for your help in getting out the word to the teachers in your school.

The enclosed flyer provides details of this popular program and how to arrange for trunks to be delivered to your school. Your teachers can select a trunk that corresponds with their areas of study. The trunks include a lesson plan and we will deliver them to your school door.

We have received wonderful feedback from teachers who have used the traveling trunk program in their classrooms. With a grant from the Wisconsin Humanities Council, we are expanding the program to include all schools in the county.

Hands-on learning opens many doors to knowledge. Please help us bring a lively discussion of history and culture to your school by sharing the enclosed flyer with your teachers. We look forward to bringing a traveling trunk your way.

In the spirit of history,

Maureen Betz
Chair, Education Committee

enc

Creating a Traveling Trunk Program

Program Maintenance

Procedures

Establishing procedures that all participants can easily follow will ensure smooth maintenance of the trunk program. Although your procedures will be unique to your program, consider the general guidelines that follow:

Staff and Space

Designate a coordinator to establish and test procedures, determine staff and space requirements, train staff, and serve as a contact and liaison with the community.

Using the list on page 12, assign roles and responsibilities for each task. Provide training for each of the roles. This will take extra time, but is very important for everyone involved to understand the purpose of the program.

After you have a pilot trunk assembled, have the entire staff work through the procedural steps of inventory, delivery, presentation, trunk pick-up, and post-inventory. This will help you refine steps and work out missing steps in your procedures.

This is also a good time to present the first test program to the staff. The shared experience will only enrich the understanding of the program.

Designate one place for carrying out all aspects of the program. Although the space does not need to be large, it should accommodate the requirements on page 12.

Creating a Traveling Trunk Program

Program Maintenance

Inventory

Inventory each trunk before it leaves the office. Make sure all the contents listed on the artifact sheet are included, in good repair, and numbered according to the sheet. Include the lesson plans and activities (a 3-ring binder works well for these) and a brief survey sheet like the one on page 49. The survey is an easy feedback system to measure your success.

Inventory the trunk when it is returned to the society office. Replace or repair artifacts and make the necessary alterations on the inventory sheet and on the descriptions and lesson plans if you change artifacts. The trunk will be ready for the next trip.

Delivery Service

Establish a specific time, date, and location for trunk delivery and return. Verify who will deliver and pick up the trunk (the society or the teacher).

Write short, personal notes to the teachers to confirm how long they may keep the trunks, when they will be picked up (or should be returned) and contact information if questions or problems arise. Request that they fill out the Survey Form.

Include a delivery tag on the outside of the trunk with the name and contact information of the society and the name of the teacher and school using the trunk. Place the tag inside a sheet protector that is secured to the trunk with rope or dental floss.

Deliver and pick up the trunks per the agreed upon times, dates, and locations. Use a duplicate of the delivery tag to obtain a user signature to confirm delivery. If possible, deliver trunks directly to the user.

Creating a Traveling Trunk Program

Program Maintenance

Scheduling

Once you are ready to start scheduling programs, use one calendar to maintain a written schedule. This will be especially important if several people are involved in the scheduling of programs.

General Procedures

Read and keep the Survey Forms along with contact information and trunk(s) used. Evaluate the feedback and incorporate appropriate recommendations into the program.

If teachers are requesting information beyond the scope of your program and if you have time and staff, follow-up with suggestions and places they can contact for further information.

Use the same scheduling and check-out system for everyone who uses the trunk, including any presentations scheduled with organizations. In this way, you can ensure that the trunk will be ready for any situation (e.g., filling in for a speaker at the last minute).

Keep a running record of who uses the trunk, its location, and the number of people who have benefited from the program. These statistics are very useful in measuring the success of the program and in compiling statistics for reports, grants, and fundraising efforts.

Finally, always make the trunks a pleasurable learning experience for the entire staff. The trunk program should be both enjoyable and educational. Your enthusiasm will be shared by staff and the audience.

Creating a Traveling Trunk Program:

Resources

Learn More About It

Wisconsin History

- Robert Nesbit's *Wisconsin, A History*, is a good general source for information about our state's history. The detailed index is beneficial when searching for specific information or background information about a particular time period.
- A more thorough review of Wisconsin history can be found in The *History of Wisconsin* series, a six-volume work that spans time periods from exploration to 1965. Like the general history noted above, rich background information in these volumes sets the stage for your artifacts.
- A chronological history of Wisconsin can be found in most *State of Wisconsin Blue Books*. These chronologies are very helpful in creating your timelines and in rethinking your local history patterns. Special articles appear in each edition.
- *Wisconsin's Past and Present, a Historical Atlas*, by the Wisconsin Cartographers Guild, is an exceptional source of information presented through maps and text.
- The Wisconsin Historical Society Web site at www.wisconsinhistory.org provides excellent resources for research. Study the teachers' link at <http://www.wisconsinhistory.org/teachers/>. This site features Connecting to the Classroom, Lesson Plans, Teacher Resources, Publications, and *Interweaving Wisconsin Studies: A Curriculum Guide*, which links recommended instructional resources and student materials with the Wisconsin Model Academic Standards for 4th and 8th grades. The guide is available in a downloadable format. Watch for news of a new fourth grade Wisconsin history text.

Creating a Traveling Trunk Program:

Resources

Learn More About It

- *Wisconsin, A Guide to the Badger State*, published in 1941, was compiled under the auspices of the Work Projects Administration during the Great Depression. (A volume was prepared and published for each of the 48 states.) Although this volume is generally regarded as a travel guide, the highly readable essays and information on communities, geographical crossroads, businesses, industries, and landmarks were compiled by writers who traveled the roads of Wisconsin. In addition to providing sound information, the resulting work offers a glimpse of Wisconsin through a Depression-era writer's eye.

U. S. History

- To refresh your knowledge of U.S. history, ask your school district for copies of the textbooks currently in use. This has the added benefit of giving you perspective on what students are studying.
- Your local college may have a recommended reading list on U.S. history that will guide you in selecting texts and articles for further research.

Internet Sites

There are many Web sites devoted to U.S. history. Be selective about these sources to ensure that you are obtaining information that has been accurately researched and documented. While many reputable sites are available from sources like the National Archives and the Smithsonian, some sites contain partial histories or personal viewpoints that are not supported with research.

Creating a Traveling Trunk Program:

Examples And Ideas

Descriptions, Lesson Plans, and Activities

The unique program you develop will be based on your artifact collection and selection, collaborations with your community schools, and on-going feedback. The following pages contain ideas for artifact lists, lesson plans, and multi-curriculum activities for elementary, middle, and high school students.

School Days Trunk List

- Lesson plan and activities for Middle Grades in history, geography, math, and language arts
- Language arts, history, geography, and math activities for Middle Grades exploring an 1860s classroom

Civil War Trunk List

- Lesson plan and activities for Middle Grades in history and language arts

World War I Trunk List

- Lesson plan and activities for Middle and High School Grades in history, geography and language arts

World War II Trunk List

- Lesson plan and activities for High School Grades in history and language arts

Creating a Traveling Trunk Program

Examples And Ideas

School Days Trunk Container: 1920s Suitcase

1. Grammar School Diploma in frame (copy)
2. Chalk
3. Ink pen
4. School desk ink well
5. Gilbert Stuart portrait of George Washington (magazine print)
6. 1900s printing set
7. 1874 Atlas of Fond du Lac County
8. Syrup pail/lunch pail
9. Slate marker
10. Slate
11. Stereoscope
12. Stereoviews
13. 1915 Rules for Teachers (copy)
14. Flash Cards
15. 1893 Christmas Card from teacher to students
16. Writing tablet
17. Composition Book from 1922
18. Rewards of Merit (copies)
19. Rules of Civility (copy)
20. Report Cards (copies)
21. Penmanship Book
22. Drawing Book
23. 1818 Geography book
24. *Art of Reading*, 1817
25. *Practical Arithmetic*, 1827
26. Noisemakers
27. Interior photos of Fond du Lac County schools (1930s-1950s)
28. Blackboard drawing
29. *Let's Sing* (Wisconsin School of the Air Radio Program Book)
30. Lunch box

School Days Lesson Plan

Middle Grades

- **#7 1874 Illustrated Historical Atlas of Fond du Lac County**

County historical atlases were very popular in the post-Civil War era to showcase property owners and the development of communities and businesses. The cities and townships of Fond du Lac County are shown in great detail. The township maps show locations of roads, railroads, churches, schools, cemeteries, and other signs of community. All of Wisconsin's townships were developed according to the grid system that appears in these maps, with each six-mile by six-mile township subdivided into 36 sections of one square mile each (640 acres). Section 16, the "school section" of each township, was to be sold (only after settlement) to support schools.

Activity-Select a township from the atlas. Assign one section to each student. Using the reference guide on the Table of Contents page, have the student make a list of all the landowners, their acreage, and number of farm houses, school houses, churches, cemeteries, wagon roads, railroads, mills, orchards, wooded land, and creeks (and names if applicable) in the section. Have students combine their lists into a summary index of the township. For a math tie-in, give students a blank map of the county. Have them calculate and draw the grid lines for each township.

- **#5 George Washington Portrait and #22 Rules of Civility**

This portrait of George Washington is the most famous image of our first president. The artist, Gilbert Stuart, painted portraits of the most famous people of the time. The Washington portrait was so popular that Stuart painted over 100 replicas. One of these versions, called the "Athenaeum" appears on the U.S. dollar bill.

The Rules of Civility list is a short version of one that contains approximately 200 rules to follow. This list, used in the etiquette training of young men and women, is still used at some private schools today.

Activity- Discuss George Washington. What characteristics do we associate with him? Introduce the term "moral character" as used in the 1860s school list. Compare with characteristics shared about George Washington. Discuss the Rules of Civility. Have each student rephrase one of the rules into his/her own words and explain why the rule is important. Research tie-in: Without the use of computers, have students find out where the Stuart portrait of George Washington hangs today.

1860s School Life *Middle Grades Lesson Plan*

The information below was gleaned from the Reports of the Wisconsin Superintendent of Public Instruction from 1860-66. Use this list to complete the activities on the following page.

Required Subjects:

- Orthography
- Reading
- English grammar
- Geography
- Arithmetic

Teachers were hired based on:

- Moral character
- Learning (Training)
- Ability to teach
- Gender (Men preferred)

School House Recommendations:

- Fenced in yard
- Separate outhouses for boys and girls
- Separate playgrounds for boys and girls
- Separate entrances for boys and girls
- 160 cubic inches of space per scholar
- Desk space minimum of 3'8"
- Temperature of 68 degrees
- One black board (no pencils and paper)
- Three maps: two of the hemispheres and one of the U.S.

Short List of Recommended Books

(according to Lyman Draper, the State Superintendent of Public Instruction)

- McGuffey's series
- Ray's Arithmetic
- Willard's History of the U.S.

1860s School Life Activities

Reading

- Designate a Recitation Day. Have each student memorize a famous address or poem to recite to the class.

Arithmetic

- Have students measure the classroom to recreate the recommended size-per-scholar from the 1860s.

160 cubic inches of space per scholar
Desk space minimum of 3'8"

Using masking tape, have students tape the boundaries on the floor. Then rearrange the classroom to conform to the boundaries for the day.

- Teach a lesson from an old arithmetic textbook.

Geography

- Have students compare a Fond du Lac County map from the 1860s-1870s (use the 1874 atlas) with today's map and identify the similarities/differences in the kinds of information included in the maps (mills, schools, roads, cemeteries, marshlands, rivers and creeks, quarries, railroad lines).

Orthography & English Grammar

- Have students write out a copy the Rules of Civility, paying particular attention to handwriting and spelling.
- Have each student write an entertaining letter to a soldier from the community who is serving in the Civil War. Letters should describe a school day to a soldier who is weary from battle and contain at least three details from the 1860s School Life list (page 55).

Creating a Traveling Trunk Program

Examples And Ideas

Civil War Trunk *Container: Small Steamer Trunk circa* *1880s*

1. 1860s eyeglasses
2. Portrait of Abraham Lincoln (print)
3. *New York Herald Tribune*, April 15, 1865 (copy)
4. *Chicago Tribune*, April 15, 1861 (copy)
5. *Chicago Tribune*, April 15, 1865 (copy)
6. Tintype
7. 14th Regiment canteen
8. Yarn bobbin
9. Wool carders
10. Dried corn
11. Document box
12. Stove pipe hat
13. Thimble
14. Powder flask
15. Lady's fan
16. Lady's gloves (fingerless)
17. Coffee grinder
18. Uniform buttons (and information booklet)
19. 14th Regiment muster roll (copy)
20. Pension records of John Dyer (copy)
21. Lincoln's Gettysburg Address (copy)
22. Roster of Fond du Lac County soldiers who died at Andersonville Prison (copy)
23. Recipe for hard tack
24. *Fond du Lac County: The Gathering Place*
25. Sauerkraut stomper
26. "Orders of the Day"
27. Sewing kit with needle and thread
28. Fabric scraps
29. Account of Battle of Shiloh (copy)
30. Lady's purse

Civil War Trunk
Selected Lesson Plans and Activities
for Middle and High School Grades

Lady's Purse, Lady's Fan, Lady's Gloves (#30, 15 & 16)

During the Civil War, women on the homefront performed many tasks to support the soldiers. They raised money, sewed bandages, and prepared foods to send to the battlefronts. Many women on farms became responsible for all chores. Many women in the cities took over jobs that soldiers previously performed. The average wage for a man during the Civil War was \$1.00/day. Soldiers' families received about \$5.00/month.

Look at each of the items for ladies of the time and consider how and why these items were used. Check out Web sites devoted to clothing during the Civil War and look for answers to these questions: Why would ladies use fans? How many layers of petticoats did well-dressed women wear? Who could afford these items? What kinds of chores could women do in these clothes?

Now read about Mary Johns in *The Gathering Place* book (#24, pages 84-85). Do you think any of these ladies' items were within the budget of Mary Johns?

Make a timetable for Mary Johns' work day. Include farm work, caring for children, sewing overalls at night, walking to Fond du Lac for her allotment, food preparation, and rest. Do you think this reflects the lives of most women on the Civil War homefront?

Activity: Use the thimble, needle, and thread to sew together bandages from fabric scraps or sew a uniform button on to one of the fabric scraps. (#13, 27, 28)

Orders of the Day

Civil War soldiers received training in many locations before they were sent to the battlefront. Two regiments, the 3rd and the 14th, were trained in Fond du Lac. The Third Regiment, consisting of 11 companies, was trained at Camp Hamilton where the men were housed in six-man tents. Most of the men were between the ages of 18 and 25. Soldiers drilled daily through the streets of the city.

Activity: Have students research the terms on the "Orders of the Day" (#26) and then recreate a day at Camp Hamilton by demonstrating each of the activities.

Orders of the Day

Camp Hamilton, Fond du Lac, Wisc.

19 June 1861

By order of Col. Chas. S. Hamilton
Commanding

Morning.

6:00 Reveille.
6:10 Roll Call.
7:00 Breakfast.
8:00 Drill, School of the Soldier.
8:30 Drill, Marching
9:00 Rest.
10:00 Raising of the Colors. Camp open to public.
10:30 Drill, Marching and Firing Exercises.
11:00 Instruction: Proper Cleaning of Muskets.
11:30 Drill, Skirmish Drill.

Afternoon.

12:00 Call to Mess.
12:30 Prepare for Dress Parade.
12:40 Depart for Parade. Camp closed to public.
1:00 March to Camp Hamilton. Ceremony following.
1:30 Rest.
2:00 Drill, Bayonet Exercises.
3:00 Wedding Ceremony at church. Supply honor guard.
4:30 Drill, Marching and Firing Exercises.

Evening.

5:00 Camp closed to public. Retire colors.
6:00 Call to Mess.
7:00 Retire Company Colors.
8:00 Taps.

Creating a Traveling Trunk Program

Examples And Ideas

World War I Trunk *Container: Tall Shipping Cylinder with Lid*

1. 1920 Wright=s City & County Directory
2. Collier=s *Photographic History of the European War*
3. *Green Bay Press Gazette*, November 11, 1918 (copy)
4. *The Daily Reporter*, November 11, 1918 (copy)
5. Propaganda Posters (5) (copies)
6. Window Poster - W.S.S. (copies)
7. *Relief for Belgian Prisoners in Germany* (copy)
8. Registration Notice (copy)
9. Enlistment Notice (copy)
10. Trench Mirror
11. Liberty Loan Coin
12. Army uniform insignia
13. World War I medal from Fond du Lac County
14. Artillery shell
15. Leggings
16. Doughboy hat
17. Uniform jacket of Hugh Flannigan
18. Framed print of Woodrow Wilson and *Chicago Sunday Tribune* propaganda
19. Letter from principal at Bragg School re report on war work at school (copy)
20. German helmet
21. Canteen
22. Kit bag
23. Fond du Lac County War Committee Information Blanks on Fond du Lac County soldiers (copies)
24. Austrian Coin from 1916
25. Turkish Coin from 1915
26. Netherlands Coin from 1914
27. Finland Coin from 1915
28. German Coin from 1917
29. French Coin from 1917
30. German Coin from 1916 (made from iron)
31. Ottoman Empire Coin
32. Photo of German soldiers (copy)
33. Photo of artillery (copy)
34. Soldiers commendation (copy)
35. Trench art

World War I Trunk

Selected Lesson Plans and Activities

Middle and High School Grades

Propaganda

Posters, newspaper articles, and pamphlets were part of a campaign to encourage public support of U.S. involvement in World War I. The Committee on Public Information was formed by President Woodrow Wilson to create and distribute this material which often showed acts of cruelty performed by German soldiers on innocent civilians. This propaganda was very effective in encouraging loyalty.

Propaganda Artifacts:

#3—*Collier's Photographic History of the European War*

#5—Propaganda Posters (5)

#7—Relief for Belgian Prisoners in Germany

#18—Framed print of Woodrow Wilson and *Chicago Sunday Tribune* propaganda

Activity: Discuss propaganda (dissemination of information to unite people for a cause) and its effectiveness in gaining support for the war effort. Have students describe why each of the artifacts is considered propaganda.

War Effort

Money for the war was raised through many programs and taxes. Even theaters charged a “war tax.” Fond du Lac County held four Liberty Loan subscription drives. Schools participated in many activities, circulating Food Pledge cards, working in the Boy’s Working Reserve, and holding patriotic programs.

6—Window Poster - W.S.S. (War Savings Stamps), displayed to show war support

#11—Liberty Loan Coin, a token for support made from destroyed German equipment

#19—Letter from principal at Bragg School re report on war work at school

Activity: Plan a World War I patriotic “box lunch” auction. Have each student prepare a box lunch for auction. Each box should have a patriotic theme. Invite other classes to bid on the lunches. The highest bidder shares the lunch with the student who prepared it.

The United States Allies & Central Powers

Many complex alliances were formed between countries prior to and during World War I. Major Allies were Great Britain, France, Russia (until 1917), Italy, and the United States. Central Powers included Germany, Austria-Hungary, Turkey, and Bulgaria.

#24—31: Coins

Activity: Using a current map and one from World War I, have students locate each of the countries represented by the coins. Then assign teams to research that country’s role in World War I. Did they support the Allies or Central Powers? Did any battles take place in their country? Did the boundaries or name of the country change after the war?

Creating a Traveling Trunk Program

Examples And Ideas

World War II Trunk Container: Soldier's Foot Locker

1. Ration book
2. Western Union telegram (copy)
3. Mileage ration cards
4. Service bar
5. Shrapnel
6. U.S. Army knife and fork
7. Purple Heart
8. *Warships of British Commonwealth* (Book)
9. *Japanese Naval Vessels* (Book)
10. Window service flag
11. Army dress hat
12. Photo of Stalin, Roosevelt, and Churchill at Teheran
13. *The Hit Parade*, November 4, 1940 (copy)
14. Billboard Recommendations of November 2, 1940 (copy)
15. Military decorations of Henry Heller
16. 1940s radio
17. Eisenhower jacket of Army Corporal in 6th Division
18. Food ration certificate
19. 1944 Military map of the United States
20. Photo of flag raising on Iwo Jima
21. War records of Rolland Thuerwachter, U.S. Navy (copy)
22. German phrase book
23. Nazi arm band
24. Wedding dress made from German parachute silk and story
25. Insignia book

World War II Trunk
Selected Lesson Plans and Activities
Middle and High School Grades

Photographs & Symbols

#12 —This was the first meeting of the Allied leaders during World War II (Premier Joseph Stalin of the Soviet Union, Prime Minister Winston Churchill of Great Britain, and President Franklin Roosevelt of the United States). Taking place in Teheran in late 1943, the leaders made strategic agreements that led to an Allied victory.

#20—News of the war was heavily reported through words and photographs. Reporters and photographers traveled with troops as well as to major diplomatic events. The photo of the U.S. flag raising on Iwo Jima became one of the most famous of the war. Photographer Joe Rosenthal won a Pulitzer Prize for capturing this image of this pivotal event. The image became the model for the Iwo Jima Memorial at Arlington National Cemetery.

#23—The Nazi armband bears the swastika. Originally a design based on the Greek cross, it was adopted as a mystic symbol by many American Indian tribes and in India, Persia, and Japan (among others). The modified design was embraced by Nazi Germany as a symbol of the Nazi Party and of anti-Semitism.

#10—This service flag hung in the rural Fond du Lac County home of a family whose son served in the U.S. Marines. The soldier was killed in battle on Iwo Jima. His family was notified via the Western Union telegram also included in the trunk.

Activity— Using the window service flag, the photo of the flag-raising on Iwo Jima and the Nazi armband, discuss symbols. A symbol is a visible sign of something that is invisible. Discuss why all three of these artifacts are symbols. How are they similar and how are they different? Are these symbols similar or different from those of other wars? Identify and research other symbols in the trunk.

Other Group Activities:

- Research the significance of the Battle of Iwo Jima.
- Research the impact of the Rosenthal photo.
- Read *The Human Comedy* by William Saroyan, a novel about a teenage boy who delivered telegrams during World War II.