What to Expect:

Stuff! The Art of Collecting is an in-house curated exhibit, which means that you won’t see this same collection anywhere else! We have brought together a variety of local collections, some of which were curated by professional organizations, but most come from the homes of passionate amateur collectors. The exhibit celebrates the **art, history, and motivation of collecting**, and pays special attention to the **Cabinet of Curiosities**, a Renaissance phenomenon that led to birth of modern-day public museums.

As part of the exhibit, we’ve created three different Cabinets of Curiosities. The first is located at the entrance to the stuff! gallery and is filled with the type of items that were found in private European collectors’ cabinets in the 1500s–1700s. The second is located at the back of the stuff! gallery and holds items that fascinate and amaze people today, including Ferrofluid and Aerogel. The final cabinet can be found in Discovery Worlds I, inside the IHSA Peak Performance gallery, and is intended to spark the curiosity of our littlest visitors. If you are bringing a group of Pre-K or early elementary students, please take a some time to let your class explore with their eyes and their hands.
LEARNING GOALS

After reviewing the information and completing the activities found inside the STUFF! educator guide and visiting the exhibit, students should be able to:

♦ Understand how early collections and Cabinets of Curiosities led to the development of modern-day public museums.

♦ Name several motivations for collecting, including preserving history, scientific study, financial investment, and nostalgia.

♦ Recognize how collecting and museums play a vital role in studying everything from history and art to math and science.

♦ Discuss the way that technology has changed both the method of collecting and the things we choose to collect.

♦ Identify things in their life that they already collect.

♦ Feel confident beginning a collection of their own.

WELCOME TO STUFF!

We all collect something. Most of us collect physical objects that remind us of the experiences we have had, the places we have been, or the people and things that we love. Even people who say they don’t collect anything, still collect intangible things like friendships, knowledge, and experiences. Collections tell the story of who we are and what inspires us.

Collecting is a creative process. It is in many ways an art form. We choose our media and express ourselves in stamps, vintage trading cards, sports memorabilia, artworks, or even bike reflectors and used museum wristbands. We select individual objects like an artist selects a color from the palette. We even frame our work, choosing how and where to display our collections.

Few artists truly work alone, and the same holds true for collectors. The art and act of collecting can be more of a collaborative process than the work of any one artist. The communities around us help shape our collections, whether we like it or not. Our friends and family add to, or in some cases, even inspire the beginnings of our collections. Even society at large has a hand in what and how much stuff we acquire.

The collections in this exhibition all tell different stories. Some represent a quest for knowledge. Some preserve the stories of our childhood and family legacies. Other collections trace the histories of our careers and avocations. Still others simply tell the stories of what and whom we love.
THE HISTORY OF COLLECTING: CABINETS OF CURIOSITY

During the Age of Exploration, which began in the late 15th century and continued through the 18th century, Europeans were pushing past the boundaries of the known world to discover new countries, people, cultures, and resources. The most well known of these explorers is probably Christopher Columbus. His quest to find a quicker trade route to India by sailing the Atlantic Ocean led to an unexpected discovery of the Caribbean, which soon led to the discovery of the Americas. This land, referred to as the “New World” was ripe with rare and curious finds completely new to the European eye. Columbus, and the many explorers who came after him, began collecting these unfamiliar objects and bringing them back to Europe where they made their way into the homes of nobles, and even royalty! In later years, apothecaries, academics, surgeons, and merchants joined the ranks of natural history collectors.

Soon thereafter, collectors began displaying these extraordinary items in their homes for people to come and admire. Popular items included objects from nature, artifacts from past cultures, and pieces of art; shells, jewels, taxidermied animals, preserved parts and bodies, clockwork, and scientific instruments were also common. Also included were items associated with mystical creatures like mermaids, dragon tongues (shark teeth), unicorn horns (narwal tusk), or the clothes or footsteps of giants. Collectors frequently included examples of rare and misunderstood deformities that inspired shock and awe in viewers.

Just like modern day museums, collectors attempted to categorize and tell stories through their collections of wonders and oddities from the natural world. Some of these collections took up entire rooms, which were often called “cabinets.” The German word, Kunstkammer (“Chamber of Art”) was often used to describe these collections in the mid 16th century because they so often contained unique or valuable pieces of art. Wunderkammer (“Collection of Marvelous Things”) was typically used to describe collections containing objects from the natural world, such as fossils, animal and plant specimens, and mineral formations. Eventually, the two words were joined together to better describe the collections. Thus, these room-sized collections were called Kunst und Wunderkammer (“Cabinets of Art and Wonder”), or “Cabinets of Curiosities” in English.

The rooms that housed these artifacts of wonder required ways of storing and displaying collectibles. Out of this need came elaborately modeled cabinets that had plenty of drawers and shelves of different sizes and shapes. Today's modern furniture analogy is the curio cabinet. Very large cabinets of curiosities, with massive numbers of specimens, eventually became the base collections for some of the world's great public museums like the British Museum.
Ferrante Imperato

Ferrante Imperato, a Neapolitan apothecary and herbalist, was born in the mid-1500s. Imperato’s constantly growing collection consisted of animal, mineral and vegetable oddities, including stuffed terrestrial and marine animals, stuffed birds, shells, stones, gems and fossils. Recent studies have estimated his botanical collection to include more than 35,000 pressed plants kept in about 80 volumes. Imperato documented his collection in 1599 in 800 pages and was called *Dell’Historia Naturale* (Natural History). The catalogue contains 119 woodcuttings, one of which is possibly the earliest published illustration of a curiosity cabinet.

Francesco Calzolari

Francesco Calzolari’s Museum started as an apothecary shop called “The Golden Bell,” which became a well-known place to visit in Verona. The inscription (not pictured) for the image states, “Viewers, insert your eyes. Contemplate the wonders of Calzolari’s museum and pleasurably serve your mind.” Francesco Calzolari was a well-known apothecary whose cabinets included collections of animals (dried), minerals, plant, and any specimen containing medicinal properties from across Europe and Asia Minor. Calzolari succeeded in creating one of the earliest natural history collections and had his collection catalogued twice, once in 1584 and again in 1622.
Michele Mercati
Born in Tuscany, Italy, Michele Mercati was an Italian botanist appointed to the position of Director of the Vatican’s botanical gardens by Pope Pius V and continued under the Popes Gregory XIII and Sixtus V. Throughout his career he developed the gardens, as well as collections of minerals, fossils, and rocks, which are accounted for in his catalogue *Metallotheca*. His studies in mineralogy, natural history, medicine, botany, and paleontology assisted his understanding of the origin of ceraunia or thunderstones being prehistoric tools and not created as a product of lightning, as was the popular belief.

Basilius Besler
Basilius Besler was a pharmacist, botanist, and a collector of natural history from Nuremberg who kept personal collections in all of his interests. Besler was hired by bishop Johann Conrad von Gemmingen and was placed in charge of the renowned botanical garden at Willibaldsberg in Eichstätt. The bishop commissioned Besler to compile a codex, or an atlas of the plants growing in the famous garden. It took Besler sixteen years to complete *Hortus Eystettensis*. Unfortunately, the splendid gardens were destroyed by invading Swedish troops led by Herzog Bernhard von Weimar in 1633-4. In 1998, the gardens were reconstructed following Besler’s *Hortus Eystettensis* and opened to the public.
Charles Willson Peale (1741–1827)
The Artist in His Museum (self-portrait)
1822
Oil on canvas, 103 3/4 x 79 7/8" Philadelphia Museum of Art; The George C. Hallo Collection

Charles Willson Peale held interests as a naturalist and as a painter. Peale combined these interests with the founding of the Philadelphia Museum in 1784, now referred to as Peale’s American Museum and was housed in the Long Room of the Pennsylvania State House (now Independence Hall). The Museum housed collections of archaeological, botanical, biological displays, as well as the first display of North American mastodon bones. Peale believed the bones belonged to a mammoth and reassembled its bones with the tusks facing the wrong direction.

Ferdinando Cospi, 1606–1686
Museo Cospiano, 1667 (frontispiece)
Cospi printed, at his expense, a full description of the “Museo Cospiano” in five volumes. The first two described the natural history specimens and the last three covered the archaeological objects.

Ferdinando Cospi
Italian nobleman Ferdinando Cospi grew up in Bologna, Italy and received an education alongside the sons of the Grand Duke Cosimo II in the Palazzo Vecchio. Upon his father’s death, Cospi’s position began to elevate, and he was appointed to the office of bailiff of Arezzo in 1641 by the Grand Duke. During this time, Cospi began to collect Roman and Etruscan antiquities and idols from Egypt and Mexico. In 1605, he acquired the collection of Ulisse Aldrovandi, a professor of natural history at the University of Bologna with included an extensive collection of plants and thousands of illustrations. Before his death, Ferdinando Cospi donated his museum of collections to the Senate on June 28, 1660.
Ole Worm, Copenhagen

Ole Worm was a Danish physician, linguist, and natural philosopher in the 17th century who created a cabinet of curiosity that people today think of as the equivalent to a modern museum. The Museum Wormianum was located in Worm’s home and contained everything from specimens of the natural world to scientific instruments to ethnographic objects.

It was all aimed not just at being a spectacle, but at being a source of study and understanding. The contents of this museum were later acquired by the Royal Danish Kunstkammer, which was dispersed in 1825. Worm’s original museum was recreated by Rosamond Purcell and is now installed in the Natural History Museum of Denmark.

Worm was among the first to establish that the “unicorn horn” and narwhal tusks were actually one and the same, as he explained in a dissertation he delivered in 1638.

Worm's interests covered natural objects, human artifacts, mythical creatures and ancient inscriptions. He built one of the most well-known curiosity cabinets in Europe, and in 1655 Museum Wormianum, or History of the Rarer Things both Natural and Artificial, Domestic and Exotic, which the author collected in his house in Copenhagen was published posthumously.
THE IMPACT OF TECHNOLOGY

Cabinets became increasingly popular in the 16th century as the printing press came into wide usage (allowing publication of catalogues displaying all of a collector's unique treasures). The newly expanding mercantile class, benefitting from New World trade, provided wealth to purchase items from around the world. Expeditions to North and South America, Asia, and Africa, aided by advancements in shipping and navigation technologies, sent many ships back to Europe full of natural history merchandise for collectors.

Advancements in preservation techniques allowed for collecting and exhibiting body parts or specimens from the late 1600s onward. The specimens had to be submerged in alcohol, injected with resins or wax, and then dried. The dead looked almost lifelike, which captivated audiences of the cabinets. In these instances, the body has become a metaphor (or symbol) with which to tell a story and encapsulate a particular idea. It is a lifeless object to be put in a case like a jewel. Dead things were made to look re-animated to become part of a fantastical cabaret. While we might now see these exhibits as macabre (disturbing) forms of entertainment and art, perhaps it is important to reflect on the different ways that other cultures and eras have looked at death.

In other parts of Europe, the cabinet collection craze peaked in the 18th century. Paris had 17 private collections in 1742, 21 in 1757, and 60 by 1780. All of these collections, both private and princely, engaged collecting agents around the world to send unique and distinctive items to their collections.

During the Industrial Revolution in Europe, which spanned the mid 18th to the end of the 19th century, manufacturing processes transitioned from hand-production to mechanical production thanks to advancements in water and steam power, and chemical and iron manufacturing. One of the many materials to come out of the Industrial Revolution was synthetic (completely man-made) plastic. First created in 1856 in the UK, it was introduced to the public at the London World’s Fair in 1862. As plastic gained popularity due to its versatility and cost effectiveness, it began to have a large impact on the world of collecting. Not only could collectors begin seeking out the new material to put in their cabinets, but it was also now possible to create casts or replicas of rare items drastically reducing the cost of acquiring certain collectibles.

Now, centuries later, technology continues to have a heavy-handed impact on both what we collect and how we collect it. The internet allows for people all over the world to find and purchase almost anything they can imagine to add to their particular collection. Many famous collections are now digitalized, making it possible for people to explore collections of art, science, history, culture, music and more from the opposite side of the planet. In addition, with the rise of social media sites like Facebook, Twitter, and Instagram, the types of things we collect now include intangible items like followers, likes, shares, posts, digital pictures, tweets, etc.
Collections on Display

Insect Collection, featuring beetles and butterflies.

Mineral Collection, including mesolite (pictured above). There are several large mineral specimens in this section that the students may touch.

Riverfront Museum’s interpretation of a Renaissance Era Cabinet of Curiosities, containing minerals, fossils, taxidermy, and much more!

Building Collection, featuring pieces of several local landmarks.

PEZ Dispenser Collection

Many, many more unique collections, including Boy Scout neckerchief slides, found bike reflectors, Beanie Babies™, squirrel figurines...

Baseball Collection, including trading cards, equipment, uniforms, and more.

...And More!
MUSEUM ETIQUETTE GUIDE

STUDENTS, WHILE YOU’RE HERE, PLEASE DO...

♦ … respect the museum and the other visitors by being on your best behavior.

♦ … use your indoor voice while touring the galleries.

♦ … walk everywhere you go.

♦ … respect the exhibits by looking with your eyes, and only using your hands on exhibits that are meant to be touched. (If you’re not sure, please ask!)

♦ … listen to your teachers, chaperones, and museum staff.

♦ … keep all food, drink, and gum out of the galleries.

♦ … keep your group sticker or wristband on during your whole visit.

♦ … make sure you can always see your group leader or chaperone. If you get separated, please go to the front desk so we can help you find your group!

♦ … come prepared to explore, to learn, and to have fun!

CHAPERONES, WHILE YOU’RE HERE, PLEASE DO...

♦ … help your group get started by listening to the brief orientation given by a museum staff member at the beginning of your visit.

♦ … make sure you can always see all of your students.

♦ … encourage your students to abide by all of the museum’s etiquette guidelines.

♦ … stay engaged with your students! If you are interested in an exhibit, they have a better chance of being interested too!

♦ … follow your rotation schedule (if you’ve been given one), especially if your school gets split into multiple groups.

♦ … ask questions! If you need to know where to go, how to get there, or just want more information about an exhibit, our staff is happy to help!
CLASS ACTIVITY IDEAS

PRE-VISIT

What’s That STUFF? .................................................................12-14
  recommended for Pre-K–3rd grade students

Design Your Own museum! ......................................................15
  recommended for 4th grade and up

Past Perspectives .................................................................16-21
  recommended for 8th grade and up

WHILE AT THE MUSEUM

iSpy in the Gallery .................................................................22-23
  recommended for Pre-K–3rd grade students

STUFF! Safari ..............................................................................24
  recommended for 4th grade and up

We're All Collectors! ...............................................................25
  recommended for 9th grade and up

POST-VISIT

Start a Collection! .................................................................26
  recommended for Pre-K–3rd grade students

Create a Cabinet! .................................................................27
  recommended for 4th grade and up

Collecting Through the Decades .............................................28
  recommended for 9th grade and up
WHAT’S THAT STUFF?: Pre-K-1st (verbal discussion)

Teachers, pass out the handout on page 13 or display these images where everyone can see. Tell your students that there are many unusual objects that they will be seeing in the upcoming visit to the museum. Have the students try to make observation about these items; can anyone guess what they actually are? After they have made their observations, share with the information provided about each object.

This is a shark jaw! Sharks have the most powerful jaws on the planet. Both the shark’s upper and lower jaws move. The shark tosses its head back and forth to tear loose a piece of meat which it swallows whole! Each shark species has special teeth for its diet. Sharks never run out of teeth. If a tooth is lost, another grows in its place. A shark may grow over 20,000 teeth in its lifetime!

This is a Native American Axe Head. Before people found a way to melt and mold metal, Native Americans had to make their own tools out of materials from the world around them. Native Americans created axe heads, arrowheads, and other tools by chipping rocks into the shapes they wanted. Then the Native Americans used leather to attach the stone head to a wooden stick to complete the axe!

Mesolite is a delicate mineral that forms in thin, needle-shaped crystal structures that feel extremely soft, almost like fur. However, these crystals are so fragile that even a gentle touch will break them!

These are PEZ™ dispensers! There are over 900 different kinds of PEZ™ dispensers! All 900 have the different heads on top. They can be cartoon characters, famous people, or even American Presidents. PEZ™ dispensers are fun to collect! They also come with candy inside!
WHAT’S THAT STUFF?
WHAT'S THAT STUFF?

On your upcoming trip to the Riverfront Museum, you are going to see many unusual objects in the new exhibit STUFF! The Art of Collecting! This is a chance to practice your detective skills before you get to the museum. Look closely at the objects pictured below and see if you can guess what they might be by making observations about their color, shape, texture, or how it looks like it might be used.

1

2

3

4
PRE-VISIT ACTIVITIES: DESIGN YOUR OWN MUSEUM!

Many museums around the world owe their start to individual collectors who gathered a variety of unique, rare, weird, and beautiful things to display in their homes. The exhibit Stuff! The Art of Collecting currently on display at the Riverfront Museum honors those types of individual collections by displaying the life-long pursuit of several passionate local collectors.

Now it’s your turn to build a collection that inspires a public museum! Your job is to decide what types of items will be displayed in your museum and why they’re important enough to deserve attention from visitors. Think about the things you currently collect or the things that interest you. Your collection can be very specific or very broad; it can focus on natural history, art, pop culture, video games, anything you think deserves to be remembered by future generations!

Write down what types of things you would put in your museum, and then use the back of this page to draw a picture of the most prized item in your collection, and write a label for it using the traditional format for museum labels:

Name of Artist/Maker
Home Country/town of artist/maker, year of birth
Title/name of object, year it was made
what it’s made of (if man-made)
Owner
Trading cards were first introduced in England the 1700s, and became widespread in the United States after the Civil War. Cards were sold with the products intended to be an incentive for buying the products. Businesses placed their ads on the back of the cards as a way to advertise. These cards had photos on the front and information on the back as a way to promote learning. People were encouraged to trade, keep, collect, and buy more. In the exhibit there is a display of sewing cards. The collector of the sewing cards also collected the coffee cards pictured below.

Look at the selection of cards below. Based on the pictures, how do you think late 19th century Americans perceived the United States and other countries? Look at each card and write down some observations and interpretations—what message is the card communicating and why? You can learn more, and make sure your interpretations are correct by researching in your textbook and online. Do you think the same perceptions still exist today? Explain why these perceptions have or have not changed over time.

Topic/theme: ______________________________
Message/perception:
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Topic/theme: ______________________________
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Topic/theme: ______________________________
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PRE-VISIT ACTIVITIES: **PAST PERSPECTIVES**

**Topic/theme:** _______________________________

**Message/perception:**

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
PRE-VISIT ACTIVITIES: PAST PERSPECTIVES

American Indians.

It will pay you well to keep a small coffee-mill in your kitchen and grind your coffee just as you use it—one spoon at a time. Coffee should not be ground until the coffee-pot is ready to receive it. Coffee will lose some of its strength and aroma in one hour after being ground than in six months before being ground. So long as Arizona remains in the whale berry, its grilling, composed of choice grains and pure connotees. A sugar, colored the joins of the coffee, and thereby all the original strength and aroma are retained. Arizona Coffee has, during 25 years, set the standard for all other brands of coffee. So true is this, that other manufacturers in recommending their goods, have known no higher praise than to say: "It's just as good as Arbuckle's."

ARDUCKLE BROS.
NEW YORK CITY.

This is one of a series of Fifty (50) Cards giving a pictorial History of the Sports and Pastimes of all Nations.

Australia.

It will pay you well to keep a small coffee-mill in your kitchen and grind your coffee just as you use it—one spoon at a time. Coffee should not be ground until the coffee-pot is ready to receive it. Coffee will lose some of its strength and aroma in one hour after being ground than in six months before being ground. So long as Arizona remains in the whale berry, its grilling, composed of choice grains and pure connotees. A sugar, colored the joins of the coffee, and thereby all the original strength and aroma are retained. Arizona Coffee has, during 25 years, set the standard for all other brands of coffee. So true is this, that other manufacturers in recommending their goods, have known no higher praise than to say: "It's just as good as Arbuckle's."

ARDUCKLE BROS.
NEW YORK CITY.

This is one of a series of Fifty (50) Cards giving a pictorial History of the Sports and Pastimes of all Nations.

Topic/theme: _______________________________
Message/perception:________________________________________________________________________________________________________
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Topic/theme: _______________________________
Message/perception:________________________________________________________________________________________________________
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**Pre-Visit Activities: Past Perspectives**

1. **Egypt**

   **Topic/theme:**
   
   **Message/perception:**
   
   - It will pay you well to keep a small coffee mill in your kitchen and grind your coffee just as you use it... once a month at a time. Coffee should not be ground until the coffee pot is ready to receive it. Coffee will lose more of its strength and aroma in one hour after being ground than in six months before being ground. So long as Arabia reigned in the whole berry, our grading, composed of choice eggs and pure confections. A sugar-closet stores the coffee, and thereby all the original strength and aroma are retained. Arabian coffee has, during years, set the standard for all other roasted coffees. So true is this, that other manufacturers in recommending their goods, have known no higher praise than to say: "It's just as good as Arbuckle's.”

2. **Japan**

   **Topic/theme:**
   
   **Message/perception:**
   
   - The Japanese have the most advanced civilization of any nation on the globe. Indeed, in some respects they are even more advanced than the president of Western countries. But in other respects, they are several years behind. They clung to ancient forms of government and the Mikado is an autocrat, controls almost the life and death of his subjects. A country which yields such power to the individual, can never hope to work at its highest possibilities. So even the sports and pastimes of such a nation can never be the spontaneous expression of the natural spirits of the young of that land. Juggling is a fine art in Japan. Besides the Japanese juggler, the man of ingenious of other countries is a clumsy bungler. The rate performed by the former are beyond all comparison. To achieve such dexterity, it may well be presumed that the wizard has been taught from earliest childhood. In fact the jugglers are sometimes a caste, so that the child often starts with the harlequin traits of forefather in the same line, and of the added experience of these.

   - Of the acrobats of Japan who are also super-eminent much the same can be said. One would scarcely believe that the human body could be so limous and might be so contorted at will. The Japanese Fakir or Fanny are frequent. The main celebrations are held after dark; then fireworks are displayed, and lanterns are hung. These latter transform the most convoluted scenes into fairyland. The dancing indulged in on these occasions is most picturesque. As the figures fly from light into dark and back again, they form scenes never to be forgotten. The Japanese wrestlers are world-famed, and their contests are most skilful.
PRE-VISIT ACTIVITIES: PAST PERSPECTIVES

Topic/theme: _______________________________
Message/perception:
__________________________________________________________________________________________________________
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GRIND YOUR COFFEE AT HOME.

SPAIN, in most of our imaginations, is the home of romance and of the picturesque. The climate is warm and everything is ripe; and as a consequence the wines are mild and aromatic, and as consequence the women are haughty, as they are in the South of France. Spain adopted it during her early history. One of the nations of early times divided its territory, but when Joseph Bonaparte married the throne, he sanctioned it once more. Spain, now with the new capital, the capital, an amphitheatre capable of holding 25,000 people and standing on a principal square, attests the favor which bull-fighting is regarded. Especially fierce animals are purposely reared, to be killed in these combats. These are brought into the ring, grappled to madness, and finally dispatched; sometimes not without dragging to death with them, one or more of their tormentors.

Dancing is a recreation as old as the world, yet of all the peoples the Spanish are most addicted to it. The flamenco displays the wonderful grace of this people to special advantage. The cacti is considered the poetry of motion. The bolero is however the Spanish national dance. It is a steadily measure, to the time of a measure, and it is accompanied with the noise of the castanets and the sweet notes of the cithern. Add to this the waving of scarfs and fans in the deft hands of Spanish beauty, and the charm is complete.

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GRIND YOUR COFFEE AT HOME.

We are a cosmopolitan land, and as such, have attempted to take from all nations their best, rejecting what our judgment could not approve, and usually improving what we have taken. So it is with base-ball, the true national game. This is the highest development of which any form of playing with balls has thus far been capable. It has taken something from football, from cricket, from hand-ball and evolved the most scientific game. In playing it well, every quality of the athlete comes into play. Yachting is another national sport and every sheet of navigable water is covered with the sails of pleasure craft.

Our country holds the World's supremacy in yachting.

The circus is pre-eminently an American institution, universally in favor with the young and one may say the old. The name of P. T. Barnum is more potent to the imagination and calls up more pleasure than almost any other that may be suggested.

Fishing counts its American devotees by the thousands. Canoeing, a very popular sport of to-day is an inheritance from the aboriginal Indians who fashioned them of birch bark.

Cycling is a diversion that counts its devotees by the millions. In 1869, a machine was invented deliberately called a hobby-horse, but the foot of the propeller rested on the ground. With the advent of the "cycle" and "safety" a revolution in ostensible has been accomplished.

Amateur photography is afad that has come in of recent years, but it has come to stay. The camera fund is abroad in the land, and there's little of note that he does not capture.

Many other sports and pastimes engage our juvenile population, not the least of which is the celebration of the national holiday by the display of fireworks.
PRE-VISIT ACTIVITIES: PAST PERSPECTIVES

Think about the observations and interpretations you made about the 19th century coffee trading cards while you answer the following questions: Do you think the same perceptions communicated by the coffee trading cards still exist today? Why do you think that they have or have not changed? What do you think motivated this collector to preserve these cards? Why would museums want to collect and display items like this in their galleries?
While At the Museum Activity: I Spy

For this activity, separate the children into small groups, each with an adult leader. Leaders should read the I Spy questions to the children. Then have the children find the objects. After the students find the objects, read the fun facts, written under them aloud before moving on to the next object! Encourage the students to look only with their eyes unless you give them special permission.

Start at the front end of the gallery where the walls are painted brown.

Cabinet of Curiosity (in this area, the kids can carefully touch the petrified wood and the large clam shell.)

Leader: I spy with my little eye something brown that falls from a tree!
- The giant pinecone on the bottom shelf of the cabinet closest to the entrance.

Leader: I spy with my little eye something with 5 “arms” that lives in the ocean!
- A starfish in the cabinet farthest away from the entrance.
  ⇒ When a starfish loses an arm, it grows back! Can you think of any other animal that has that unique ability? (some lizards can regrow their limbs/tales)

Insects & Butterflies

Leader: I spy with my little eye a butterfly with eyes on its wings!
- Large brown butterfly located in the middle of the front case.
  ⇒ The “eyes” on the butterfly’s wings are for self-defense against predators. It cannot see out of these eyes. It is only the design of the wings so that it looks like it is a larger animal and appears more intimidating.

Leader: I spy with my little eye a beetle with a long nose!
- The Rhinoceros Beetle, located in the middle of the center case.
  ⇒ Rhinoceros Beetles cannot bite or sting and are harmless to humans; they are actually kept as pets in some parts of the world!

Beanie Babies™ Located in the middle of the gallery, close to the minerals (please do not let the students touch the Beanie Babies™ in this exhibit)

Leader: I spy with my little eye an animal with eight legs!
- Either the octopus or the spider.
  ⇒ Beanie Babies™ were invented in 1993, and became VERY popular VERY quickly!

Leader: I spy with my little eye an animal with a trunk for a nose!
- The Elephant
  ⇒ People use to try and collect every single Beanie Baby™ and display them in plastic boxes so they wouldn’t get dirty or ripped.
(Beanie Babies™ Continued)

**Leader:** I spy with my little eye an animal with a red collar!
- There are two dogs with red collars.
  - Collectors of Beanie Babies™ used to think they would be able to sell their collections for a lot of money someday, but now that they aren’t as popular that probably won’t happen.

**Minerals** *(in this area, students may touch the three large minerals not enclosed in a display case)*

**Leader:** I spy with my little eye a black, shiny, and smooth mineral.
- Obsidian
  - Obsidian forms on the Earth’s surface, not in the ground like most other minerals. It occurs when lava from a volcano cools really quickly when it contacts the cool ground and the even cooler air.

**PEZ Dispensers** located behind the Beanie Babies™ display *(encourage students to stand on the side closest to the bike reflectors, facing the PEZ Dispenser display case)*

**Leader:** I spy with my little eye a yellow character who lives in a pineapple under the sea.
- Spongebob Squarepants

**Leader:** I spy with my little eye, someone from Sesame Street; this blue character loves cookies!
- Cookie Monster
  - These candies and dispensers were invented over sixty years ago. Now there are over 900 different dispenser designs and characters that you can collect!

**Children’s Collections** located at the back of the gallery on the left wall near the Baseball collections.

**Leader:** I spy with my little eye a whisker!
- Dog whiskers in the frame near the marbles.
  - Animal whiskers fall out of animals naturally, just like how people lose a few strands of hair every day. This collector chose to save her pet’s whiskers. Never pull out your pet’s whiskers!

**Leader:** I spy with my little eye a moose!
- Boy Scout Neckerchief Slide
  - Boy scouts used to carve and paint these neckerchief slides and put them on a bandana around their necks. All of these slides were handmade by one Boy Scout more than 50 years ago!
The horizontal (top) line on the chart below is a list of animal types. The vertical (side) line is a list of categories. Find an animal in the exhibit and match it to the correct type and category. For example, a butterfly is an insect, and a butterfly is also a preserved real animal. We have done one for you. Try to fill out as many boxes as possible. You will not use them all. Make use of the glossary for help with vocabulary.

**STUFF SAFARI**

**WHILE AT THE MUSEUM ACTIVITY:**

**STUFF SAFARI**

**WHILE AT THE MUSEUM ACTIVITY:**

**STUFF SAFARI**

**WHILE AT THE MUSEUM ACTIVITY:**
**While At the Museum Activity:**

**Everybody is a Collector of Something**

Everybody is a collector! Maybe you collect trading cards, rocks, insects, shoes, bracelets, or books. Maybe you collect picture, postcards, journals, and letters. Maybe you collect ticket stubs, souvenirs, flags, maps, or stamps in your passport. Maybe you collect friends, followers, posts, likes, or shares. No matter what it is you collect, you definitely collect something!

Throughout the exhibit, you'll find places where we encourage visitors to leave us their memories or thoughts about each collection. Sometimes we find out that several people in the community all collect the same thing, other times we get to hear funny or exciting stories about how that particular type of collectible impacted someone's life.

When you first enter the exhibit, you see a podium with black clipboards, pencils, and small pieces of paper. Please take a clipboard, a pencil, and two pieces of paper. As you walk through *STUFF! The Art of Collecting*, make a point to record your memories, thoughts, experiences, or reactions to at least two different collections. Then, find a third collection that inspires you, and respond to the following prompt; you could talk about how it inspires you to remember a past experience, how it inspires you to pay more attention to something or someone in your life, how it inspires you to appreciate an advancement in science or technology, or maybe even how it inspires you to start a collection of your own. Feel free to use the back of the paper if you need more space.

This collection of ____________________________________________ inspires me to…

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
In the exhibit, STUFF! The Art of Collecting, you learned about how most of us are already collectors of something! Even if you don’t collect stuff, you definitely collect knowledge, experience, friends, and memories. Now you have the opportunity to start a collection that could eventually be displayed in a museum! Make sure that if you are collecting things from around your house or yard, that you ask your parents for permission first!

**Possible items to collect:**

- **Stuffed Animals or Dolls**
  - Many people collect toys—you probably already have a pretty good collection at home!

- **Rocks and minerals**
  - Try looking in your backyard for rocks that have different colors, are sparkly, or are an unusual shape! Keep your rocks in a shoebox for safe keeping!

- **Leaves and flowers**
  - This type of collection is really important for studying plants. Ask your parents for help gathering pretty leaves or flowers from your yard. Once you bring them home, put them in a zip-top baggie and leave them in the fridge for two days to make sure they don’t have bugs on them, then leave them somewhere at room temperature to dry out. Once dry, you can keep them in a box, or display them on a shelf!

- **Stickers**
  - It’s super fun and easy to start a sticker collection. Fold a regular piece of paper in half once, and then in half again to make a little booklet. Then, start decorating the pages of your book with your favorite stickers!
POST-VISIT ACTIVITY:

CREATE A CABINET!

You have learned about cabinets of curiosities and you have seen a cabinet of curiosities in the museum. Now it is your turn to create your own cabinet of curiosities! Gather a box and design it to display all of your favorite things. If you want to include something in your cabinet of curiosities that you do not own, draw a picture of it or print it off of the internet. Fill out the following questions to help you decide what to include in your box! When you are finished creating your cabinet of curiosities box, write a brief summary about the objects that you have included and why you have chosen to include those objects.

Do you have anything that you collect?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

What is the most interesting thing you saw in the museum exhibit?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Will your cabinet of curiosities have a theme or will it be filled with many different kinds of things?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Will you include things that are old? Such as things that have been passed down to you from parents or grandparents?
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

What are some new inventions or creations what you think are cool? Will you include those things in your cabinet of curiosities box? (These may be represented by pictures.)
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
POST-VISIT ACTIVITY:

COLLECTING THROUGH THE DECADES

While at the museum you saw collections from many decades. For example, you viewed Beanie Babies™ which were popular in the ‘90s, and baseball cards which were popular to collect in the ‘60s. Collecting fads change with over time. Spend some time researching the different collecting trends over the past century, then pick a decade and research the popular collecting items from that time period more deeply. Finally, chose one collectible item or category of collectible items and use it to write a three page paper about why we study collections. Be sure to explain why it is important for people to preserve these collections, and discuss why collecting through the decades is so popular. Use the rest of the space on this paper to brainstorm your ideas before you start writing.
# Academic Standards Met by the Exhibit

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Learning Standard</th>
<th>How the exhibit &amp;/or activities in this packet are related to the standard listed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Common Core: K–12</td>
<td>CC K–12.L.R.5 Vocabulary Acquisition and Use</td>
<td>I Spy Activity: Use context clues to identify specific objects, learn corresponding vocabulary, and establish meaning/use/purpose of objects.</td>
</tr>
<tr>
<td>ELA Common Core: K–12</td>
<td>CC K–12.L.R.5–6 Vocabulary Acquisition and Use</td>
<td>STUFF! Safari Activity: Matching vocabulary words to corresponding categories of meaning.</td>
</tr>
<tr>
<td>ILS: Social Sciences, Social Systems, Early Elementary</td>
<td>18.A.3</td>
<td>Collecting Through the Decades: Write a three page paper explaining why the study of past collecting trends and fads are important and what can be learned from them about the culture that collected them.</td>
</tr>
<tr>
<td>ILS: History, Early Elementary</td>
<td>16.A.1a</td>
<td>Comparing the Renaissance-era cabinet of curiosities with the modern-day cabinet in the <em>STUFF! The Art of Collecting</em> exhibit.</td>
</tr>
<tr>
<td>ILS: History, Late Elementary</td>
<td>16.A.2a</td>
<td>Viewing/reading the Letters from the War inside the <em>STUFF! The Art of Collecting</em> exhibit.</td>
</tr>
<tr>
<td>ILS: History, Early Elementary</td>
<td>16.A.3b</td>
<td>Past Perspectives Activity: Studying the coffee trading cards included in the Educator’s guide (activity itself may be too much for late elementary students).</td>
</tr>
<tr>
<td>ILS: History, Late Elementary</td>
<td>16.A.2c</td>
<td>Past Perspectives Activity: Use the coffee trading cards (primary documents) to understand past perspectives.</td>
</tr>
<tr>
<td>ILS: History, Middle/Jr. High School</td>
<td>16.C.1a (W)</td>
<td><em>STUFF! The Art of Collecting</em> exhibit: Engage students in discussion about the primary source material on display to promote critical thinking and analysis of observations.</td>
</tr>
<tr>
<td>ILS: History, Middle/Jr. High School</td>
<td></td>
<td><em>STUFF! The Art of Collecting</em> exhibit: Engage students in a discussion about the investment collecting fads represented in the exhibit, i.e. Beanie Babies™, fine art, Mint-in-Box items, etc.</td>
</tr>
</tbody>
</table>