Student Activity Packet
Parent/Teacher Guide

Historic Indian Agency House
1490 Agency House Road
Portage, WI 53901

© 2018,2019 Historic Indian Agency House. All rights

Historic Indian Agency House

Parent / Teacher Guide

For Student Activity Packet

Historic Indian Agency House
1490 Agency House Road
Portage, Wisconsin 53901

(608) 742 – 6362
historicindianagencyhouse@gmail.com
www.agencyhouse.org

Make each day a historic occasion

© 2018, 2019 Historic Indian Agency House. All rights

Table of Contents

How to Use This Packet……..4
Introduction……..5
Activity #1: Then and Now Object Matching 6
Activity #2: Vocabulary Word Search.....7
Activity #3: Butter Making…….....….8
Activity #4: Ice Cream Making 9
Activity #5: Ho-Chunk Moccasin Game……10
Activity #6: Birchbark Canoe Craft…….11
Activity #7: Plant a Garden.....12

© 2018, 2019 Historic Indian Agency House. All rights

How to Use This Packet:

The activities in this packet are designed for fourth and fifth graders but could be used for other ages, as well. It is recommended that all activities be supervised by an adult.

The activities help fulfill many of the Wisconsin Social Studies Standards as outlined by the Department of Public Instruction. Specifically, students will be developing the following Geography and History skills when visiting the Historic Indian Agency House and completing the provided *Student Activity Packet*:

SS.Inq5.a.i – Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.BH2.a.4-5 – Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

SS.Geog2.a.3 – Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).

SS.Geog4.a.4 – Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).

SS.Geog5.b.2 – Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

SS.Hist2.b.i – Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.

SS.Hist3.b.i – Identify different historical perspectives regarding people and events in the past.

© 2018, 2019 Historic Indian Agency House. All rights

Introduction:

Students will work through this activity packet with the help of a parent or teacher. This packet includes many engaging activities that use and expand the knowledge gained during the Historic Indian Agency House visit.

Background:

The Historic Indian Agency House was built in 1832 for John Kinzie, an Indian Sub-Agent for the Ho-Chunk (Winnebago) Tribe of Wisconsin. John Kinzie and his wife, Juliette, lived in the house from 1832 to1833.

© 2018, 2019 Historic Indian Agency House. All rights

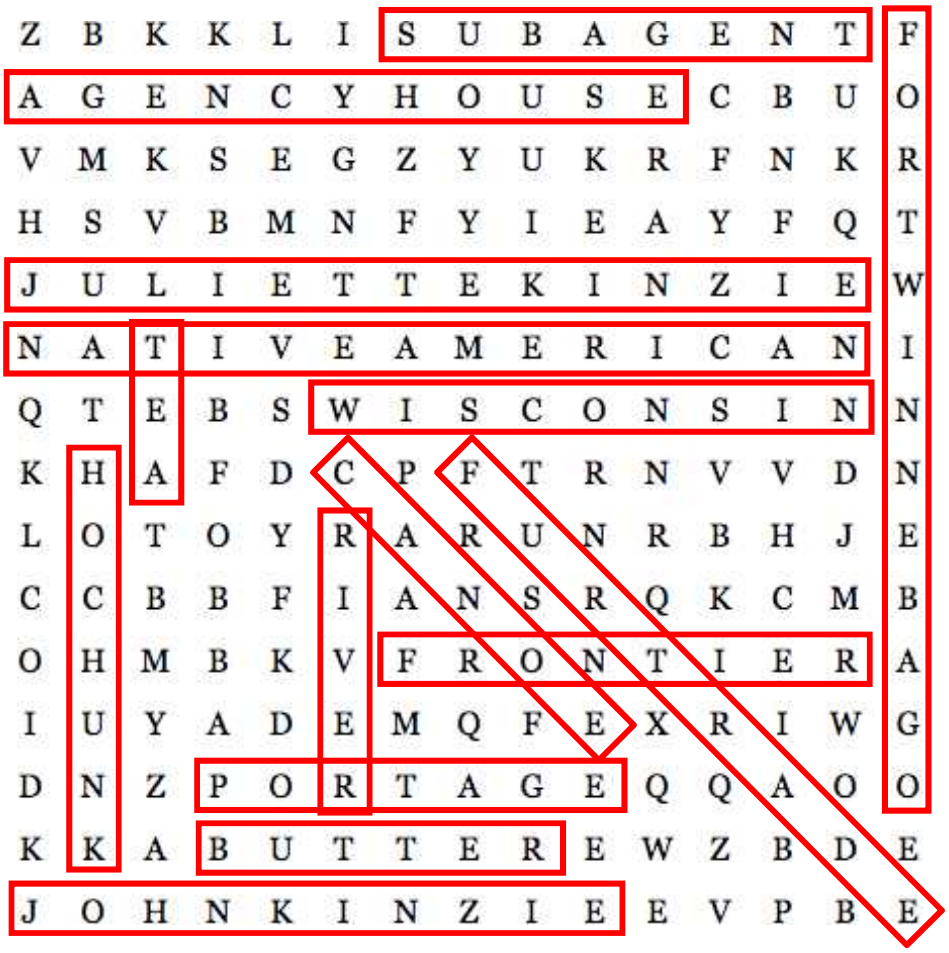
Activity #1: Then and Now Object Matching

Try matching the old objects on the left by drawing a line to its modern-day equivalent on the right. Each picture on the left will match with exactly one picture on the right. When all pictures are matched, there should be no single picture left.

© 2018 Historic Indian Agency House. All rights reserved.

Activity #2: Agency House Vocabulary Word Search – *Answers*

For a fun activity, find and circle the words below in the vocabulary word search puzzle. All 15 words are hidden in the grid.



Agency House	Fur Trade	Portage
Butter	HoChunk	River
Canoe	John Kinzie	Subagent
Fort Winnebago	Juliette Kinzie	Tea
Frontier	Native American	Wisconsin

© 2018 Historic Indian Agency House. All rights reserved.

Activity #3: Butter Making

As the story goes, one hot day a Nomad tied a pouch of milk to his horse's neck and later found the heat and jostling had churned a tasty yellow product. For years, butter production was an individual home activity. Cream was mixed in a container to form butter lumps. The leftover liquid buttermilk was drained off and the butter was washed and removed to a mold or tub to be stored. For thousands of years, butter has been eaten alone, drunk in tea, spread on food, and cooked with foods and seasonings. It has also been used as medicine, hair dressing, and an oil.

Butter Recipe:

- 2 tablespoons of heavy whipping cream
- Pinch of salt
- Cracker, cookie, or bread for tasting

Butter Supplies:

- 1 small jar
- Butter knife for spreading

Butter Instructions:

1. Open the small jar and add the heavy whipping cream and a dash of salt. Tightly seal the jar.
2. Shake the jar for roughly 3-5 minutes, or until there is no liquid left in the jar.
3. Open the jar again to reveal the formed soft butter.
4. Use the butter knife to spread on cookies, crackers, or bread and enjoy!
5. Tip: Once the art of butter-making in a jar is mastered, add honey, cinnamon, sugar, etc. for a sweeter treat!

© 2018 Historic Indian Agency House. All rights reserved.

Activity #4: Ice Cream Making

The French were the first to introduce ice cream to America. In the early days, ice cream was a rich-man's treat. Ice cream required the money to own at least one cow and large quantities of sugar (an imported good), as well as salt (also imported). Making ice cream also required ice, which had to be cut on a river during the winter and placed in an ice house in hopes that it would still be solid by summer. Most homes, however, did not have an ice house. Making ice cream also required valuable time, and most families couldn't afford for a family member or servant to 'waste time' make such a treat.

Ice Cream Recipe:

- 1 cup of half and half or heavy whipping cream
- ½ cup salt
- 2 tablespoons sugar
- ½ teaspoon vanilla extract
- 5 cups of ice cubes (half of a gallon-size ziplock bag)
- Ice cream mix-ins (chocolate chips, strawberries, etc.)

Ice Cream Supplies:

- 1 pint-size ziploc bag
- 1 gallon-size ziploc bag

Ice Cream Instructions:

1. Combine the half and half or heavy whipping cream, sugar, and vanilla extract into the pint-size ziploc bag. Seal the bag tightly.
2. Fill the gallon-size ziploc bag halfway with ice cubes. Sprinkle the salt all over the ice cubes.
3. Insert the pint-size ziploc bag with ingredients into the gallon-size ziploc bag with salt and ice cubes. Seal the gallon-size ziplock bag.
4. Shake the bag for 5-10 minutes until the ice cream mixture begins to harden. Feel the small bag to determine the consistency of your ice cream. Once satisfied with the consistency, remove the small bag from the bag of ice.
5. Open the pint-size ziploc bag and add any desired mix-ins. Feel free to eat the ice cream right out of the bag, or if you prefer, scoop it into a bowl.

© 2018 Historic Indian Agency House. All rights reserved.

Activity #5: Ho-Chunk Moccasin Game

The Ho-Chunk played a game with their moccasins (deer skin shoes) which required discernment and self-control.

Moccasin Game Materials:

- Shoes (1 per person)
- Small stone

Game instructions:

1. Split the group into two teams.
2. Team #1 gets into a huddle to secretly put a small stone in one of their shoes.
3. The two teams sit in lines facing one another, with one shoe from each person on team #1 lined up between them (including the one with the stone in it).
4. Individuals on team #2 take turns asking the person across from them, "Do you have a stone in your shoe?" The person on team #2 may ONLY use those words, but he or she may speak them in such a way (including with facial gestures) as to coax the one with the stone to give away the secret.
5. The person on team #1 who was asked may ONLY reply with, "Do YOU think I have the stone in my shoe?"
6. Play continues in this manner down the line. Players on team #2 must carefully watch team #1 as they answer the question.
7. When all participants have had a turn, then team #2 must confer together to decide which shoe they think actually has the stone.
8. Switch roles and give team #2 a chance to hide the stone!

© 2018 Historic Indian Agency House. All rights reserved.

Activity #6: Miniature Birchbark Canoe Craft

Individuals living near rivers and lakes often built small boats called canoes from sewn animal skins, hollowed-out tree trunks, or tree bark. The canoe made travel easier and was used for fishing and hunting. When travel became difficult, the canoe was light enough to be carried on land – or "portaged."

Craft Materials:

- Tan or white construction paper
    - Tip: A brown paper grocery bag or thin cardboard will work well.
    - Tip: For a white canoe, thin Styrofoam trays from bakery products will also work. Be sure to wash before using for crafts.
- Crayons, Colored Pencils, Markers, or Tempera Paint
- Yarn or Twine
- Scissors
- Hole punch

Craft Instructions:

1. Fold the piece of construction paper in half the long way.
2. About a half-inch from the fold line, make another fold. Do this on both sides of the original fold. The paper should now look like a "w." The folds will be the bottom of the canoe.
3. Draw a canoe shape (rounded edges like the canoe shown above) on the paper with a pencil. Make sure the folds are on the bottom of the canoe.
4. Carefully cut out the canoe shape and punch a few holes on each end.
5. With crayons, colored pencils, markers, or paint, create designs on the outside of the canoe. To make the canoe look more like bark, use a brown or gray colored pencil to draw horizontal lines on the outside.
6. Using the yarn, weave through the holes, bringing the sides together. Tie the yarn so that the knot lies on the inside of the canoe.
7. Push the folded floor flat so that the canoe will sit upright.

© 2018 Historic Indian Agency House. All rights reserved.

Activity #7: Plant a Garden

Many Native American tribes throughout North America are known for different variations of the "Three Sisters" crops. The Ho-Chunk (Winnebago) tribe of Wisconsin carefully planted corn, beans, and squash together. The seeds are planted close together, and each crop benefits from the other. The corn (or maize) provides a structure for the beans to climb, eliminating the need for poles. The beans provide nitrogen to the soil that the other plants use. The squash spreads along the ground, blocking sunlight from potential weeds.

Garden Seeds:

- 1 packet of corn seeds
- 1 packet of pole bean seeds
- 1 packet of squash seeds

Garden Supplies:

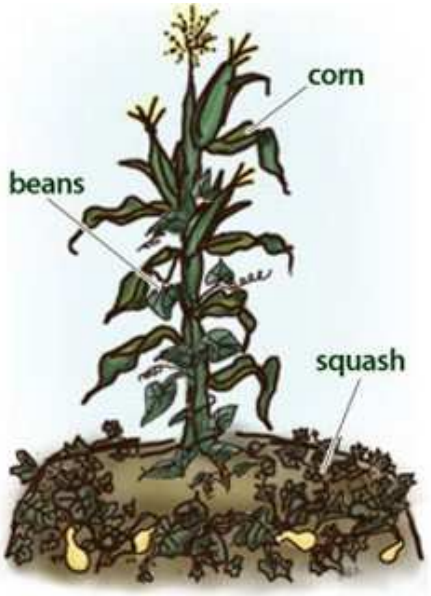
- Work gloves
- Gardening trowel
- Watering can

When to Plant:

Plant seeds any time after spring night temperatures are consistently at least 50°F. (Try to plant no later than mid-June.)

Garden Instructions:

1. Follow the instructions on the seed packets detailing how to prepare the seeds. Some seeds may need to be soaked in water for several hours before planting.
2. Pick an area to plant your seeds. It is best if the location receives at least 6 hours of sunlight each day.
3. Using the gardening trowel, create several small hills or mounds at least 3 feet apart.
4. Place 4 corn seeds in the mounds, following packet directions detailing the depth at which the seeds should be planted.
5. Water the corn seeds often, waiting for the seeds to grow to at least 6 inches tall.
6. Before planting the squash and bean seeds, weed the garden to clear any unwanted weeds.
7. When the corn has reached 6 inches tall, plant the squash and bean seeds around the corn.
8. Continue watering the seeds each week, watching the crops grow.
9. At the end of the growing season, harvest the crops and enjoy!



© 2018 Historic Indian Agency House. All rights reserved.