Group Visit Guide
Group Leader,

Thank you for booking a trip to visit Baylor University’s Mayborn Museum Complex! Our mission at the Mayborn is to engage our community and inspire life-long learning through our rich collections, vibrant programs, and hands-on experiences. We aspire to serve our community with distinction by providing greater creative opportunities for all to learn and grow.

This year we are excited about several new engaging opportunities as well as interesting collaborations with community partners. To continue to hear about these new endeavors, please be sure to sign up for our newsletter at www.maybornmuseum.com and follow us on Facebook.

We hope that you have a memorable museum visit and get to experience the joy of wonder as your group travels through a vast, diverse collection.

In the pages that follow, you will find some helpful information to make your visit a success.

We hope you enjoy your adventure!

Sincerely,

Lesa Bush

Assistant Director of Education and Programs
Baylor University
Mayborn Museum Complex
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Natural and Cultural History Exhibits

Cabinets of Curiosity

This room serves two purposes. The first is a tribute to John K. Strecker and the legacy he left to the Baylor University Museum which flourished during the thirty years he spent as curator. The second purpose of this room is to demonstrate the evolution of museums through history. Be sure to open the drawers in the room!

Spark Questions:
What do you notice about the room?
Look around the room. What are some ways museums have changed over time?

Crossroads of Central Texas

This exhibit begins the journey of understanding Central Texas’ past. Included in this exhibit is a short film explaining the Central Texas region.

Spark Questions:
How do you think the Central Texas region has changed over time?
How do you think it will look in the future?
Cretaceous Room

This room is named for the Cretaceous period which occurred 144 – 65 million years ago. During this time period, most of Texas was covered with a shallow sea. This same sea is what eventually receded to form the Gulf of Mexico. In the warm waters that covered this area, marine reptiles like the pliosaur and plesiosaur thrived. On land, dinosaurs left footprints, like those found in Glenrose, in the limy mud.

_Spark Questions:_

What are some animals that we see today that resemble the pliosaur?

Imagine you traveled through time to the Cretaceous Period in Central Texas. What do you think you would see?

Hall of Natural History

The focal point in the Hall of Natural History is _protastega gigas_, a giant sea turtle. Around the edges of the room you will find dioramas of the Blackland Prairie, the White Rock Escarpment, and forest insects.

_Spark Questions:_

Notice the skeleton of _Protastega gigas_. How is this turtle similar to turtles we see today? Different?

Look at one of the dioramas and determine the food chain of the habitat.
Cave

This is a replica of a limestone karst cave, which is the most common found in Texas. It is divided into three different zones: entrance, twilight, and dark. Each of these zones has different characteristics and organisms that call them home.

*Spark Questions:*

Cave explorers or spelunkers are very careful not to touch the cave formations. Why do you think that is important?

Compare/Contrast the different parts of the cave.

Forest

The forest is an example of two types of forests that could be seen in Texas in the late 1800’s, the Central Texas Post Oak Forest and the East Texas Piney woods. Each of these forests shows the flora and fauna that existed in Texas over 150 years ago.

*Spark Questions:*

What differences do you notice between the Post Oak Forest the Piney Woods?

This is an example of a forests in Texas in the late 1800’s. Why do you think we no longer see some of these animals today?

Mammoth

This exhibit is a replica of a portion of the Waco Mammoth National Monument. It depicts the location where 24 Columbian Mammoths died from several different floods at different times.

*Spark Questions:*

Scientists say that Columbian Mammoths lived in groups called herds. Why do you think they lived and traveled in this way?

Examine the Mammoth bones under the plexiglass floor and try to identify as many as you can.
Emergence of Man

This room explains the emergence of man in central Texas beginning approximately 10,000 years ago, as demonstrated by the evidence found on display. A further transition in the Native American population is illustrated by the exhibit from the Stone site, a Waco Indian Village.

Spark Questions:
Scientists say that rock shelters faced east or south? Why do you think they were built in this way?
What do you think would have happened if this rock shelter had not been discovered?

Hall of Extinction

This hallway addresses extinction: the process by which a group of organisms die out, usually when they cannot adapt to changes in their environment or cannot compete with more successful organisms.

Spark Questions:
What are some organisms that are extinct?
Think about the organisms named. What do you think caused their extinction?

Lifeways

Texas Lifeways represents four different types of structures or houses that were found in Central Texas. Each shelter represents a different group of people that resided in Central Texas.

Spark Questions:
What do you notice about the grass house?
Compare/Contrast the grass house, tipi, pioneer log house and the Norwegian rock house.
Play Waco: Pre-K and Younger
Explore your own backyard! Fun role-playing opportunities abound, including fishing in the Brazos River, putting on a play, and grocery shopping for your family.

*Spark Questions:*
What do you want to be when you grow-up?
Why?
What are some different types of transportation in the room?

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**Energy**
Discover the ways energy is produced and used. Balance a ball with a Bernoulli Blower, have fun with magnets, and learn about conserving energy in your home.

*Spark Questions:*
How are magnets used in our everyday life?
What are some ways we can conserve energy?
Water and Bubbles

With water and bubbles, the fun is implied. Step inside a giant bubble, learn about water currents, and race rubber ducks against your friends.

Spark Questions:
What ingredients do you need to make a bubble?
What are some real-life examples of waterways?

Native American

Experience life as a Native American in Texas before European settlement. Grind corn with a mano and metate, play drums made from animal hide, and pretend that you live in a tipi.

Spark Questions:
Look around the room. What are some ways your life is the same and different than the Native Americans?
Notice the river by the tipi. Why would Native Americans live by water?
Light and Sound
Explore the many characteristics of light and sound. Step inside a colorful kaleidoscope, build a skyline, and try your hand (or foot!) at the drums, piano, and more.

Spark Questions:
Think about all the different sounds you made in the room. What makes sound? Play with light. How is a shadow created?

Design Den
Slow down and engage in the act of creating. Use materials to build from your imagination like a winding rollercoaster or a towering skyscraper!

Spark Questions:
Try building a rollercoaster with the blue blocks. What do you need to include to make sure the ball rolls?
Build a house with the Kapla blocks (small wooden blocks).
Ready to Learn Room

Enjoy some quiet time. Put together a puzzle, read a book, or make a friend.

*Spark Question:*
What is your favorite book? Why?

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Back to the Jurassic:
The Augmented Reality Experience

Step back in time to the Jurassic through augmented reality and see yourself side by side with a life-sized T-Rex, a pack of raptors, or a giant Diplodocus.

This new experience in the Harry and Anna Jeanes Discovery Center will also serve as a preview for new and exciting exhibits coming to the Mayborn.

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Simple Machines

Discover the fascinating world of simple machines. Pull a lever, push a pendulum, and build an arch.

*Spark Questions:*
What are some simple machines you use everyday?
Try picking up the weights with the two levers. Which one is easier? Why?
Tea Room
Step into the perfect place for a tea party. Grab a tea cup and a feather boa and have some fun. Pick up tips on good manners from Emily Post.

Spark Questions:
Look at the tea set collection around the room. Do you collect anything?
If you could invite anyone to tea, who would it be? Why?

People of the World
Explore the many cultures of the world. Learn about the food, music, and clothing styles of people around the world.

Spark Questions:
If you could travel anywhere in the world, where would you go? Why?
Notice the artifacts around the room from other countries. Do you see anything that looks familiar?

Pioneer
Experience life as a pioneer. Try your hand at weaving, learn about laundry before indoor plumbing, and hitch a ride on our wagon.

Spark Questions:
Look around the room. What are some similarities and differences you notice between pioneer life and our life today?
Would you rather have lived back then or now?
The Gov. Bill and Vara Daniel Historic Village is a representation of a small 1890s Texas town that depicts the life of a typical river cotton community.

### Law Office
Governor Bill Daniel was a lawyer and had graduated from Baylor Law School. He and his family donated the buildings to the Mayborn Museum. This office represents a law office in the 1890's.

*Spark Questions:*
Why don’t you see computers or a typewriter in this office?
Considering the size of the Village, do you think the lawyer would have had much work?

### Commissary
A commissary is a general store. It had a variety of items one could purchase. It served as a meeting place for the community to gather, gossip, and even play checkers.

*Spark Questions:*
How is the Commissary the same and different from the stores we shop at today?
What items in the Commissary could be traded for other goods?
School

This one room building is an example of a school of the 1890’s. Typically, one teacher would be in charge of students in grades 1st through 8th.

*Spark Questions:*

Compare and contrast this school to your school.

Where do you think the students ate their lunch, exercised and went to the restroom?

Barn

This building is an example of a barn that would have been used to store animals and farm tools in the 1890’s and a blacksmith’s workshop. A blacksmith is a person who works with metal.

*Spark Questions:*

Notice the different sizes of stalls. Why do you think they are different?

See how many farm tools you can identify.

Smithy

This building is called a Smithy and it is the blacksmith’s workshop. A blacksmith is a person who works with metal.

*Spark Questions:*

Why do you think the blacksmith was a very important member of the community?

What do you notice about the workspace?
Planter’s House

The Planter’s House is a Texas dogtrot house. It belonged to the landowner, who was very wealthy and had many employees working for him. He was one of the most successful farmers or businessmen in the Village.

Spark Questions:
What do you notice about the house?
What is missing from this house?

Tenant House

This Tenant House belonged to the landowner. The Tenant Farmer and his family rented this house, land, and farming equipment from the Planter.

Spark Questions:
Look at the house. How is it similar to the Planter’s House and how is it different?
What kind of crops do you think the Tenant Farmer and his family grew?

Cook’s House

The Cook lived in this house, which was owned by the Planter. She was responsible for preparing the family’s meals, tending to the chickens and kitchen garden, and doing the weekly/monthly shopping at the Commissary.

Spark Questions:
Why would the kitchen be separate from the home?
Where do you think the Cook slept?
Church

The Church was typically a one-room building. There was not air conditioning in the Church and would have been heated by a wood or coal burning stove.

**Spark Questions:**

What similarities or differences do you see in this church and the churches we see today?

What was the purpose of the bell?

Try pumping water at the well. How many pails of water would you use per day?

Carriage House

The Carriage House is a collection of vehicles used in the 1890’s. You will find an original carriage, hearse, and ambulance.

**Spark Questions:**

How are these vehicles the same or different than the ones we use today?

Examine the vehicles. Which ones do you believe would be able to move the fastest?
Planning Your Visit

What happens when my group arrives at the museum?

1. Your bus will enter from University Parks Drive in front of the museum and drive to the left side of the museum. A Mayborn staff member will greet your group leader.
2. The main group leader will check in and pay at the front ticketing counter. (Parents will pay at the front ticketing counter if they did not pay the school prior to the visit.)
3. Once your main group leader returns, students will exit the bus and gather in groups of 10 with their adult group leader.
4. Groups will enter the museum at the FRONT entrance through the glass doors.
5. Buses will park in our designated bus parking area or the Ferrell Center.

Where do parents park?

Parking for parents is available in the Mayborn parking lot in front of the Mayborn Museum.

What is the cost for a field trip?

$5 per student. There is no charge for teachers and staff.
Parents will pay $7 through the school prior to coming or $8 at the door.
We accept credit cards, cash and checks. Make checks payable to Baylor University.

How many group leaders does my group need and what are their responsibilities?

One group leader per 10 children.

Groups are required to have one adult group leader (18 years and up) per 10 children. We’ve found the smaller student to adult group leader ratio makes for a more enjoyable visit for all.

Adult group leaders must stay with your students throughout your visit. Count them periodically. Take bathroom breaks as needed. It’s your responsibility to maintain good behavior and safety of the children in your group. If a student is lost or injured, look for a staff member to call security.

Adult group leaders should GET INVOLVED!!! As you explore exhibits and interact with educators and volunteers, encourage the students in your group to think about what they’re seeing and doing. Resist the temptation to supply students with answers!

While exploring the exhibits, try asking your group some open-ended questions:

What do you think about that exhibit?
Have you seen something like this before?
How do you think it works?
What do you think is happening here?
What does this remind you of?
What does this make you curious about?
What did you discover?
What do you see? (hear, feel, smell, etc.)
What will my group do at the museum?

Your group can explore and learn at your own pace with a self-guided experience. You are responsible for planning your visit. Prioritize your exhibit visits by matching your units of study. Use the next page to help plan your visit.

During your visit, you may choose to experience one (or more!) of our Spark Carts. Spark Carts are activities designed to engage students for 5-15 minutes depending on the activity. Some activities may be hands-on while others may involve leading students through an inquiry-based questioning process around an object or artifact. These activities are meant to enhance your group’s experience.

Where can my group eat lunch?

The picnic tables are located under the pavilion on the left side of the museum and are available free of charge. In case of inclement weather or extreme temperatures, the group leader will need to arrange for lunch offsite. The following places can potentially accommodate groups for lunch: Bledsoe Miller Recreation Center (254-750-8684), Ferrell Center (254-710-1915) or Waco Parks and Recreation (254-750-8080).

The museum does NOT store lunches and coats. These items must be left on the bus.

Can my group purchase souvenirs?

The Museum Store offers educational books, games, toys and gifts. Students who bring money can enter the store with a chaperone to purchase items.

No time to shop? Order memory bags for your students prior to your visit. Attach the form to your confirmation letter.

Where does my group exit the museum?

When it’s time for your group to depart, you may exit through the front doors where you entered or the side doors by the train display closest to the buses.
Our Day at Baylor University’s Mayborn Museum

Schedule
Date:__________________________ Arrival Time:__________________________
Lunch Time:___________________ Lunch Meeting Place:__________________
Departure Time:_______________ Departure Meeting Place:_______________

Teacher’s Top Priority
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

My Group of Students
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________
6. _________________________________________________________________
7. _________________________________________________________________
8. _________________________________________________________________
9. _________________________________________________________________
10. _________________________________________________________________

Teacher’s Cell Phone #:______________________________________________

*Teachers will need to notify group leaders if they plan to allow their class to visit the museum store.
Cabinets of Curiosity: (K) 113.11 3, 11; (1st) 112.12 10C; (3rd) 113.14 3B, 3C

Crossroads of Texas: (K) 112.11 4B, 5B, 9B 113.11 3AB, 5AB; (1st) 112.12 5B, 7B 113.12 3A, 5B, 6AC 17A-C; (2nd) 112.13 5B, 7C, 9BC 113.13 1B, 2B, 3A, 4C, 6BC, 7B-D, 8A, 17A, 18AB; (3rd) 112.14 5B, 7C, 9C 113.14 1A, 3A-C, 4A-C; (4th) 112.15 5A, 7B 113.15 4B, 7B, 8A-C, 9AB, 12A-E; (5th) 112.16 7B, 8A, 9C 113.16 4B, 8A-C, 9AB, 16A; (6th) 112.18 3B 113.18 1A, 2B, 4B-D, 6AC, 7AB; (7th) 112.19 8B 113.19 1A, 6B, 8B, 9AC, 10A; (8th) 110.20 26A 112.20 3B, 9B 113.20 11AB; (Earth and Space Science) 112.36 6D, 11ABD; (Environmental Systems) 112.37 8A

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