
TIPS

(Thoughtful Ideas Promote Study)

for Group Leaders



Jasmine Moran Children's Museum

1714 W Wrangler

PO Box 1828

Seminole, Oklahoma

(405) 382-0950

(1 mile west of the intersection of US Hwy 377 and State Hwy 9)

HOURS OF OPERATION:

Tuesday through Saturday	10 a.m. to 5 p.m.
Sunday	1:00 p.m. to 5 p.m.

*** Please call regarding winter hours, as they may change.*

GENERAL ADMISSION:

1 & 2 year olds	Free admission
Kids 3 years to 60 years	\$8
Kids over 60 years	\$7

GROUP ADMISSION:

10-24 children above the age of 3 years	\$7.50
25 children or more above the age of 3 years	\$7.00

NOTE: One adult per 5 children is required for all group reservations. Required adults admitted at no charge.

<u>SuperSONIC Express Train Ride:</u>	\$1.50
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Dear Group Leader:

Welcome to Mabee's KIDTOWN, where kids of all ages are invited to discover the world around them by exploring, experimenting and observing through play. Although this will be an educational visit for the children, the primary focus of Mabee's KIDTOWN should be on fun. Below are a few "TIPS" that should enhance the educational purpose for visiting our Children's Museum.

TIPS (Thoughtful Ideas Promote Study) is provided for you as the leader of your group's field trip to the Children's Museum. Its ideas can help you prepare your students for their visit so that they might gain more from the museum experience. Being a retired classroom teacher, I know, firsthand, the importance of making field trips educational, yet entertaining. I feel that some advanced preparation can greatly enhance your group's learning experience and your children will enjoy it even more with some foreknowledge. We have a wide variety of classroom extensions that will better acquaint you with what we have to offer your students.

"T" stands for *thoughtful*. After exploring the child-sized town, the students' thinking processes will be stimulated by the interesting and attractive exhibits.

"I" represents *ideas*. To foster further study after the museum visit, suggested ideas are listed that can be made age-appropriate by expansion and enrichment.

"P" denotes a way to *promote* critical and creative thinking using the powerful tool of questioning. Some sample questions to be asked as students explore the town are listed in this guide. As children are asked questions during their visit, please notice the growing sophistication in their answers at different age levels.

"S" implies *study*. Suggested readings for students are provided in this section of **TIPS**.

Not all exhibits are covered in **TIPS**. Most of our exhibits are listed for you to expand your curriculum studies. Oklahoma's Pass Objectives can be addressed in almost each of our exhibits.

TIPS was developed by a group of volunteer local educators, teachers and principals. We invite your input after your visit to help in the development of future versions of **TIPS**. Please copy the information and share it with the other leaders in your group, or others you think might be interested in our "special place" for kids. We look forward to your visit.

Sincerely,

Marci Donaho

Marci Donaho
Executive Director

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ANTIQUÉ CAR



In a 1921 Model T Ford car, children can experience “driving” as it was decades ago. Viewing how this type of car looks inside and out provides a bit of historical education in itself.

Why not?

- ❑ Introduce students to the following terms:
clutch antique factory assembly line
- ❑ Study the evolution of the automobile from the 1800’s to present.
- ❑ Make a classroom exhibit or collage of antique car pictures.
- ❑ Invite a student’s older relative or an older community member to discuss transportation in past years.

Why not ask?

- ❑ How do the antique cars differ from cars of today?
- ❑ Who was the first person to use assembly line methods in producing cars?
- ❑ What types of fuel are used in cars of today?
- ❑ What are the requirements to become a legal driver?
- ❑ On antique cars, for what was a hand crank used?

Why not read?

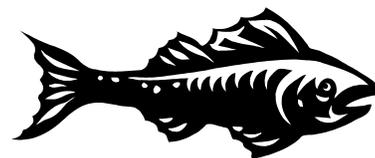
Ashley. (2003). Going by Car. Weekly Reader Early.
Kessel. (1998). World’s Strangest Automobiles. Chelsea House Publishers.
Miller. (2003). Cars. Heinemann Library.
*Pipe. (2002). What Does a Wheel Do? Copper Beach Books.
Schaefer. (2000). Henry Ford. Capstone Press.
Wright. (2002). Story of Model T Fords. Gareth Stevens Publishing.

*Award winning book



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Compare the scientific features of the antique car with current models. (Physical Science)*

AQUATIC LIFE



The 13,500 gallon aquarium contains specimens of Oklahoma aquatic life. With a special pollution tank, children will be able to actually see the effects of pollution on the environment.

Why not?

- Invite an aquarist to speak to the class about aquatic life.
- Request a packet of information about Oklahoma aquatic life from the State Wildlife Department to further extend aquatic exploration.
- Investigate the procedure for setting up an aquarium and follow the directions as a class project.
- Discuss the ways in which pollution affects aquatic life.
- Research the types of fish that are appropriate to keep in an aquarium.

Why not ask?

- How do fish breathe in water?
- How is living in water different than living on land?
- What is the difference between fresh water and salt water aquatic life?
- How does water in an aquarium need to be treated?
- What is pollution?
- What do fish eat?

Why not read?

Donnelly. (1999). Water Pollution. Child's World.

Ganeri. (1990). The Usborne Book of Ocean Facts. Usborne Publishing Ltd.

Khanduri. (1991). Usborne Conservation Guides Protecting Rivers and Seas.
Usborne Publishing Ltd.

*Koss. (2003). Where Fish Go in Winter and Other Great Mysteries. Dial Books for Young Readers.

*Stewart. (2001). Fishes. Children's Press.

*Walker. (2002). Fossil Fish Found Alive: Discovering the Coalacanth. Carolrhoda Books.

***Award winning books**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *See how clean vs. polluted water affects the marine life in the aquarium. (Life Science)*

BUBBLE FACTORY

This exhibit is designed to allow children the freedom to explore the world of bubbles. Wands of different shapes, bubble machines and a soap screen are available for exploration. Children can actually stand inside a bubble that they create in this exhibit.



Why not?

- ❑ Invite a deep sea diver or scuba diver to visit school to discuss air tanks and bubbles.
- ❑ Make bread with yeast. As the yeast grows, bubbles are found.
- ❑ Bring plastic packing materials to class so children can discover bubbles around in places other than liquids.
- ❑ Bring a carpenter's level and explain how the carpenter uses the bubble. Have the children check surfaces in the classroom to see if they are level.
- ❑ Mix one gallon water, one cup liquid soap, one teaspoon glycerin to make your own bubble solution.

Why not ask?

- ❑ What is a bubble?
- ❑ Where do bubbles come from?
- ❑ How are bubbles alike/different?
- ❑ How are bubbles used?
- ❑ Why do bubbles disappear?
- ❑ How do bubbles move?

(A covering of a liquid, elastic film, which spreads thin, causes the spherical shape of a bubble. The shape and size of a bubble are related to the amount of air within the liquid film, which forms the sphere. Unequal air pressure around a bubble determines the manner in which a bubble moves in the air. The color spectrum in soap bubbles is seen because the water serves as a prism. When entering bubbles, rays of light are bent or refracted causing the light of each color to split into the colors of the spectrum)

Why not read?

Holden. (1989). Bubble Garden. Methuen.

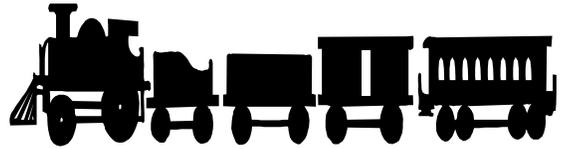
Woodruff. (1990). **Tubtime**. Holiday House.

Video – “Bubble Boy” (2002). Touchstone Home Video.

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Explore the formation of bubbles and discover the color spectrum in soap bubbles that occurs when water acts as a prism. (Physical Science)*



CABOOSE



A little bit of history can be appreciated when one climbs aboard a 1928 Santa Fe caboose. No longer in use, this retired piece of Americana is a reminder of our past, a past that can be shared with the youth of today.

Why not?

- ❑ Investigate the function the caboose had in the line of train cars.
- ❑ Have students gather research about the various types of cars, such as:

pullman car	open-top-popper car	covered popper car
gondola car	tank car	vert-a-bac car
box car	piggyback flatcar	stock car
refrigerator car	two-level rack car	
- ❑ Explore the extinction of the caboose in current railway transportation.
- ❑ Collect train memorabilia for a classroom exhibit.
- ❑ Invite a railroad official to the classroom to compare and contrast the history of trains to the modern day use of trains.

Why not ask?

- ❑ What is a caboose?
- ❑ How was a caboose used?
How many people were needed to ride in the caboose?
- ❑ What were the responsibilities of the people in the caboose?
- ❑ What is the difference between dining cars, sleeping cars and coaches?
- ❑ What are trains used for today?
- ❑ How are railroad tracks built?
- ❑ How are railroad tracks repaired?

Why not read?

Armentrout. (2003). Trains – Transportation Discover Library. Rourke Publishers.

Collicutt. (1999). This Train. Farrar Publishers.

Crebbin. (1995). The Train Ride. Candlewick Press.

Fraser. (1993). Ten Mile Day and the Building of the Transcontinental Railroad. Holt.

King. (1998). Ten Terrific Trains. Dutton Children’s Books.

Sandler. (2003). Riding the Rails in the USA – Trains in American Life. Oxford University Press.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Notice the wheels and how they would work to make the caboose run on a track. (Physical Science)*

CHILDREN'S HOSPITAL



This exhibit encourages children to investigate the world of medicine with the use of a variety of hospital equipment. These tools will help children learn about the human body and its various complex functions. Children can role-play with the help of an authentic ambulance and can bicycle along with Dr. Bones, our resident skeleton on a bicycle. This up-close view of the skeletal structure and its movements make for great fun and educational play.

Why not?

- Discuss clichés such as “an apple a day keeps the doctor.” Write some of your own.
- Invite a medical doctor or a nurse to visit the classroom to discuss healthy living and body parts.
- Have the nurse demonstrate taking pulse and blood pressure readings.
- Invite an emergency medical technician to discuss the vocation and to demonstrate CPR.
- Develop a daily exercise plan for students to follow and graph the information for a certain period of time.
- Practice using a microscope.
- Make a chart of items or people found in a hospital.
- Demonstrate the effect of smoking on the lungs using pictures, x-rays, or a teaching tool such as “Smoky Sue”.

Why not ask?

- What is a medical emergency and why do we need emergency vehicles?
- What telephone numbers do you call in your community in an emergency?
- Why do emergency vehicles need to hurry?
- Why do the vehicles need red lights and sirens?
- Why does your body need muscle, bones and skin?
- How can you keep your body healthy?
- What is blood pressure and how is it measured?
- How do you measure pulse rate?

Why not read?

*DeSelle. (2002). Your Bones. Bridgestone Books.

*DeSelle. (2002). Your Brain. Bridgestone Books.

*DeSelle. (2002). Your Heart. Bridgestone Books.

Gibson. (2001). Emergency Medical Technicians. Bridgestone Books.

Ready. (1997). Doctors. Bridgestone Books.

*Ylvisaker. (2002). Your Muscles. Bridgestone Books.

*Ylvisaker. (2002). Your Stomach. Bridgestone Books.

***Award winning books**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Discover how x-rays can show what's inside our bodies. Learn how parts of the body work together to help it function. (Life Science)*

CLIMBING MAZE



The Climbing Maze provides children with a unique experience. Children can engage in maze climbing from the floor to eighteen feet in the air. The maze is totally enclosed with many 5 miles of cable and over 15,000 connecting hooks to form a massive web. Children can also enjoy going down a “*Thunder Slide*” from approximately mid-level of the maze to the floor.

Why not?

- Discuss the body muscles used in climbing.
- Make individual life-sized paper bodies showing major muscles.
- Draw a maze on paper as a classroom project, individually or whole group.
- Find out how many miles of cable and how many connecting hooks are used
- in the Children’s Museum’s maze and report back to class.
- Do research on maze development.

Why not ask?

- Why would a climbing maze need to be enclosed?
- Why is climbing a good activity to do?
- What skills do mazes test?
- For what were mazes originally designed?
- How do the words “passageways” and “blockers” apply to mazes?

Why not read?

Ashton. (1992). Climbing. Lerner Publications Company.
David. (1999). The Maze. Random House.
Griffin. (1994). The Maze. M.K. McElderry Books.
Voeller. (2000). Sport Climbing. Capstone Books.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *See how the science of engineering is used to make the maze safe for many climbers at once. Find out the effects of gravity when using the slide. (Physical Science)*

CONSTRUCTION SITE



Children can use scoopers and trucks in this site to build piles of stones or build structures with blocks and pipe. A hands-on experience helps children realize some of what occurs at a construction site. An inside wall section of a house in construction gives visitors a close-up view of what makes a house. Framing, electric, plumbing, insulation and siding are but a few of the areas highlighted. An area with PVC makes for a great “build-it-yourself- play area. A magnet table and domino table add to the enjoyment.

Why not?

- Make a list of building materials used by construction workers.
- Become familiar with the following construction terms:
 - hard hat contractor building permit blueprint
 - architect carpenter insulation sub-contractor
 - plumbing
- Visit a local construction site.
- Invite a construction worker to discuss that occupation option and/or steps to building a house.

Why not ask?

- What are some different kinds of construction workers?
- Name some different kinds of buildings.
- What are some pieces of equipment used in construction?
- Why is insulation important in constructing homes?
- What kind of training is necessary to become a construction worker?

Why not read?

Craats. (2003). Construction: Style, Structure, and Building. Raintree.
Deedrick. (1998). Construction Workers. Bridgestone Books.
Miller. (2003). I Want to Be a Construction Worker. Heinemann Library.
Pasternak. (2000). Cool Careers for Girls in Construction. Impact Publishers.
Trumbauer. (2003). We Need Construction Workers. Pebble Books.
Yanuck. (2003). Carpenters. Bridgestone Books.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Explore how a pulley works. Create a domino effect and see how magnets work. Notice how gravity works when dump trucks empty their beds. (Physical Science)*

CONVAIR AIRCRAFT



Children can pretend to be a pilot or co-pilot by sitting in the aircraft cockpit and pretending to operate all the controls. The cockpit protrudes out of the museum building's wall so that children can have an outside view while "flying". A recorded message can be heard regarding the pretend flight pattern of the aircraft. Models of other smaller airplanes can also be viewed in a display case nearby.

Why not?

- Invite a pilot to the classroom to talk about training needed, as well as personal experiences.
- Tour a local airport.
- Write or tell stories regarding airplane trips taken.
- Make paper machete airplanes and have a contest regarding flight distance.
- Discuss reasons why some go farther than others.
- Make a classroom exhibit of model airplanes.
- Compare and contrast sizes of different types of airplanes.

Why not ask?

- How many people can ride in an aircraft's cockpit?
- What does a co-pilot do?
- What is the function of an airport's control tower?
- How is security in airports handled today?
- What does it mean when planes are grounded?
- How does weather affect flight plans?

Why not read?

*Borden. (2001). Flying High: The Story of Besse Coleman. M.K. McElderry Books.
Hill. (2003). Signs at the Airport. Children's Press.
Hansen. (2003). Military Aircraft. Crabtree Publishers.
*Matthews. (2003). Flying Lessons. Cricket Books.
Nahum. (1990). Flying Machine. Alfred A. Knopf.
O'Brien. (2003). Fantastic Flights: One Hundred Years of Flying on the Edge.
Walker & Company.

*Award winning books



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *See what it takes for the simulator to move forward, backward, and side-to-side. (Physical Science)*

CREATIVITY CENTRAL

Various supplies will allow visitors the freedom to express themselves in an artistic way. Painting, weaving, sculpting and drawing can stimulate artistic expression. Special holiday craft projects are always available for visitors to take a keepsake home.



Why not?

- Have students produce a diagram or map of the museum after your visit.
- Make a collage of your favorite exhibit.
- Draw your favorite exhibit.
- Conduct a research study on famous artists and their works.
- Invite an artist to the classroom.
- Arrange a field trip to an art museum.
- Explore the world of colors, including hues and shades.

Why not ask?

- What is art?
- What is creativity?
- What is a pallet?
- What materials does an artist use?
- How can color combinations be used to produce other colors?
- How do artists market their work?

Why not read?

Day. (2003). I'm Good at Making Art. Heinemann Library.

DeSalvia. (2003). Michelangelo. Enchanted Lion Books.

Levin. (2000). Draw Pets and Farm Animals. Peel Productions.

Pfleger. (1999). Day with Picasso. Prestel.

Raczka. (2003). Art Is... Milbrook Press.

Richardson. (2000). Looking at Faces in Art. Gareth Stevens Publishing.

Wellington. (2000) Squeaking of Art: The Mice Go to the Museum. Dutton Children's Books.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Find out what happens when various colors of paint are mixed. (Physical Science)*

ENERGY CENTER



Through the use of a computer, children can be oil tycoons and explore the oil fields by hitting gushers or dry holes. A pumping unit will allow children to visualize how oil is pumped from the ground to the surface. Children can push a button to learn how various petroleum-based products are made.

Why not?

- ❑ Discuss these, and other petroleum terms:

derrick	dry hole	gusher
exploratory well	roughneck	wildcat well
roustabout	geologist	core sample
- ❑ Illustrate a map, or use a globe, to show the world's major petroleum-producing areas on land and offshore.
- ❑ Show a diagram of the operation of an oil derrick, which shows where the petroleum goes once it, begins to flow.
- ❑ Collect miniature oil derricks or build one out of refrigerator boxes.
- ❑ List or make a collage of the types of transportation dependent upon petroleum
- ❑ Research alternative sources of energy other than petroleum.

Why not ask?

- ❑ What is oil?
- ❑ How is oil used?
- ❑ How is petroleum extracted from the ground?
- ❑ How is petroleum transported?
- ❑ What is the difference in off-shore drilling and inland drilling?
- ❑ How is the price of oil determined?
- ❑ How is oil measured?
- ❑ What are the steps in drilling for oil on someone's land?

Why not read?

Bradley. (2003). Energy Makes Things Happen. Harper Collins.
Dalglish. (2003). Renewing Energy. Chelsea House.
Llewellyn. (2004). Save Energy – Save the Planet. Chrysalis.
Morgan. (1999). Energy: New and into the Future. Thameside Press.
Powell. (2003). Oil Spills. Bridgestone Books.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Learn how oil is found, as well as the process of getting it from the ground to locations where it will be used. Check out an oversized pipeline to see how natural gas flows from one place to another. (Earth Science)*



Children can explore this center and learn facts about farm crops and farm animals. Seeing how a wheat grinder works is another activity designed to peak children's interest in agriculture.

Why not?

- ❑ Discuss the meaning of the word "agriculture".
- ❑ Compare and contrast farm life 50 years ago with today.
- ❑ Name crops that are grown on farms.
- ❑ Research the US states that are the leaders in agriculture.
- ❑ Request packets of information from the Oklahoma Department of Agriculture, Food, and Forestry.
- ❑ Invite an area farmer to the classroom to discuss his/her particular type of agricultural business.
- ❑ List careers that relate to agriculture.

Why not ask?

- ❑ What kinds of farm equipment are used today on farms?
- ❑ How does the equipment differ from that used in the past?
- ❑ To what does the word "livestock" refer?
- ❑ Why are there fewer people living on farms today than in the past?
- ❑ Why is agriculture sometimes considered a risky business?

Why not read?

- Adamson. (2004). Day in the Life of a Farmer – Community Helpers at Work. Capstone Press.
- Andrews. (2000). Pa's Harvest: A True Story. Douglas & McEntyre.
- Dumas. (1997). Farm: Reflections of Yesteryear. Creative Editions.
- Geisert. (2003). Haystack. Houghton Mifflin.
- Kulman. (1998). Hooray for Dairy Farming. Crabtree Publishing.
- Peterson. (2002). Amazing Grazing. Boyds Mills Press.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *See the process that takes place to grind wheat. Learn how things eaten by animals affect their growth and the end products in stores. (Life & Physical Sciences)*

FIRE DEPT. STATION NO. 3



Emergency equipment is available for children to explore the sights and the sounds of the world of firefighters. Experience the excitement of being at the wheel of a 1936 fire truck or climb the stairs to the station's tower and slide down the authentic fire pole. Or if you would like a circular exit, exit through our yellow shoot.

Why not?

- Visit the local fire department.
- Invite a fire fighter to school.
- Have children build a fire station with refrigerator boxes.
- Have students write scripts for school plays that incorporate fire safety rules.

Why not ask?

- Why do fire-fighters need special equipment?
- What kind of signals tell you there is a fire?
- What causes fires?
- What can you do to keep yourself safe?
What is the telephone number of the local fire department?
- What could you do if there is a grease fire, grass fire, house fire, or clothing fire?
- What kind of evacuation plan do you have at your home?

Why not read?

Adamson. (2004). Day in the Life of a Firefighter – Community Helpers at Work. Capstone Press.

Bingham. (2003). Fire Truck. Dutton Children's Books.

*Clements. (2001). Dolores and the Big Fire: A True Story. Simon & Schuster Books for the Young.

Mudd/Ruth. (1998). Firefighting: Behind the Scenes. Houghton Mifflin Company.

Ready. (1997). Fire Fighters. Bridgestone Books.

***Award Winning Book**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Find out the effects of gravity when using the fire pole and the slide. (Physical Science)*

FLIGHT SIMULATOR



Through the use of a flight simulator, children can experience the sensation of flying an aircraft by themselves.

Why not?

- ❑ Invite a pilot to the classroom to talk about training needed, as well as personal experiences.
- ❑ Tour a local airport.
- ❑ Write or tell stories regarding airplanes trips taken.
- ❑ Make paper airplanes and have a contest regarding flight distance.
- ❑ Discuss reasons some go farther than others.
- ❑ Draw pictures of airplanes.
- ❑ Compare and contrast sizes of different types of airplanes.

Why not ask?

- ❑ What is the purpose of the flaps on a simulator?
- ❑ Why is training in a flight simulator important to a pilot?
- ❑ What effect do the rudder pedals have on an airplane?
- ❑ What does it mean when planes are grounded?
- ❑ How does weather affect flight plans?

Why not read?

Armentrout. (2003) Planes – Transportation Discovery Library. Rourke Publishing.

Chant. (2000). Civil Aircraft. Chelsea House Publishing.

Gunston. (2003). Aero-Mania. Gareth Stevens Publishing.

Hansen. (2003). Air Combat – The Story of Flight. Crabtree Publishing.

Hodgkins. (2001). Pilots. Bridgestone Books.

Schaefer. (2000). Airplanes. Capstone Press.

SCIENTIFIC INQUIRY DURING MUSEUM VISITS: *Get the feel of what allows a plane to fly above the earth. (Physical Science)*



GENTLE DENTAL CARE



This is definitely a hands-on experience for children to learn about the structure of the mouth and its working parts. Models showing healthy and unhealthy teeth will be displayed so that children can discover the importance of proper care of the mouth. Don't miss "Mr. Dip Lip"! This model will definitely made an impression on the issues regarding chewing tobacco.

Why not?

- Invite a local dentist or a health department representative to the classroom to discuss and demonstrate dental tools and proper tooth care.
- Make a collage of foods that promote healthy teeth and another collage of foods that promote tooth decay.
- Display examples of human and animal teeth.
- Draw a picture or write a report comparing and contrasting diseased and healthy teeth.
- Invite students who have braces to the classroom to discuss their personal experiences and the reasons braces are necessary.

Why not ask?

- Why do your teeth need healthy?
- How many adult teeth do you have?
- Why do you need to brush your teeth?
- How often do you need to see your dentist?
- Why do you need to see your dentist?
- What kinds of foods do you need to eat to keep teeth healthy?
- What kinds of foods should you avoid?
- What are the different types of teeth?

Why not read?

Adamson. (2004). Day in the Life of a Dentist – Community Helpers at Work. Capstone Press.

Bagley. (2002). Brush Well: A Look at Dental Care. Capstone Press.

Hodgkins. (2001). Dental Hygienists. Bridgestone Books.

*Rosenberry. (2002). Vera Goes to the Dentist. Holt.

***Award Winning Book**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Discover what happens to teeth when proper food isn't eaten and when proper brushing is not done.*

HANDI-CAPABLE CENTER



Children will be able to discover the world of those with physical limitations. With the use of crutches or a wheelchair, children can travel on uneven surfaces of grass, stone, and brick. Visitors can enter a soundproof room to experience the quiet world of the hearing impaired, or use a braille to experience the world of the visually impaired.

Why not?

- Make a list of different types of disabilities.
- Read stories about famous people who conquered their disabilities. (Helen Keller, Franklin D. Roosevelt, Mel Tillis, Ray Charles, Dave Dravecky, Denis Byrd)
- Invite a disabled person to the classroom to discuss a specific disability.
- Compare and contrast permanent and temporary disabilities.
- Make a collage of things blind people cannot see or deaf people cannot hear, or of things paraplegics cannot do.
- Bring braille books to class so students can discover a different method of reading.
- Bring a sign language chart or invite a person to demonstrate the use of sign language so tht children can visualize a different method of communication.

Why not ask?

- How can disabled people be safe?
- How does a deaf person know a phone is ringing?
- How can a deaf person understand a television program?
- How do blind people read?
- How do blind people cross the street?
- Who needs the use os a wheelchair?
- How do disable people signal for help?
- What can building contractors do to make buildings more accessible to the disabled?

Why not read?

*Bennett. (2001). Anne Frank and Me. Putnam's.
Labanowich. (1998). Wheelchair Basketball. Capstone Press.
Schaefer. (2001). Some Kids Are Blind. Capstone Press.
Schaefer. (2001). Some Kids Are Deaf. Capstone Press.
Schaefer. (2001). Some Kids Use Wheelchairs. Capstone Press.
Schaefer. (2001). Some Kids Wear Leg Braces. Capstone Press.

*Award winning book



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Check out how uneven ground surfaces affect the use of a wheelchair or crutches. (Physical Science)*

HOMELAND



Children can be shoppers in our mini version of a supermarket. Role-playing can include being a store manager, checker, stocker or a shopper. A working cash register adds to the enjoyment of this exhibit, encouraging visitors to learn how to run a cash register, checking out food items, and making change. Young visitors will be asked to restock their items for others who visit the exhibit.

Why not?

- ❑ Set up a mini-grocery store as learning center in the classroom and have play money available for cash purchases.
- ❑ Have students explore the various jobs in a supermarket, such as: cashier, section manager, store manager, stocker and butcher.
- ❑ Visit a local supermarket to learn about each department.
- ❑ Explore the advantages and disadvantages of using plastic or paper sacks.
- ❑ Conduct a research study on what main foods come from different parts of the United States or the world, and graph the information.
- ❑ Compare and contrast how foods are marketed in different parts of the world.
- ❑ Demonstrate the preparation and packaging of foods for freezing.

Why not ask?

- ❑ What jobs are needed in the supermarket?
- ❑ Where does the food come from?
- ❑ How does the food get to the supermarket?
- ❑ Why do some foods require refrigeration while others do not?
- ❑ Why are labels used?
- ❑ What kind of information is found on labels?
- ❑ Why are dates printed on packages and labels useful?
- ❑ How are food products kept fresh?

Why not read?

Firestone. (2003). Supermarket Managers. Bridgestone Books.

Greene. (1999). Grocers Sell Us Food. Child's World.

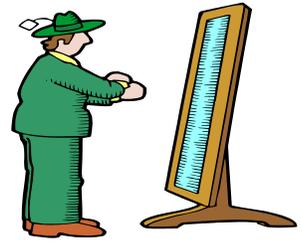
Hill. (2003) Signs at the Store. Children's Press.

Schaefer. (2000). Supermarket. Heinemann Library.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Learn the process of selecting a specified number of grocery items and running a cash register to see the total amount purchased.*
(Family & Consumer Science)

“INFUNITY” MIRROR ROOM



Enjoy the fun of looking at your image change when looking at all of the different mirrors provided in this exhibit.

Why not?

- ❑ Have students keep a record of reflections they find during a one-week period.
- ❑ Have students look at reflections in a puddle and determine where the water eventually goes.
- ❑ Use mirrors and pattern blocks to make patterns.
- ❑ Use mirrors to draw self-portraits.

Why not ask?

- ❑ What is a reflection?
- ❑ How does the light affect a reflection?
- ❑ Why do people use mirrors?
- ❑ Where are mirrors used?
- ❑ What is an image?
- ❑ What are light rays?

(Most mirrors are constructed of a pane of glass, which has a coating on the back to prevent light passing through, so that the light is reflected. The amount of light that is reflected is dependent upon three things: the kind of material used, at what angle the light strikes it, and how polished the surface is. Convex mirrors allow for reflections to seem stretched. Concave mirrors allow for reflections to appear short and round.)

Why not read?

Simon. (1991). Mirror Magic. Boyd's Mills Press.

*Woodard. (1991). Science With Light and Mirrors. Usborne Publishing.

Zubrowski. (1992). Mirrors: Finding Out About the Properties of Light. Morrow

Video – “Color and Light (Science Action Series)”. (2000). TMW Media Group.

Video – “Did you Ever Wonder? (Learning Program Series)”. (2000). Media Pro.

***Award winning book**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Discover various images through mirror reflections using light rays. (Physical Science)*

KIDS' CLASS



Children are in charge in this classroom. This school setting can be used to involve children in role-playing of their choice. They can be the teacher, principal, or just practice their student skills on the chalkboard. A variety of puzzles and magnetic lettering are available for their use, along with other educational opportunities.

Why not?

- Assign students a short topic and allow them to briefly teach the class.
- Have students survey teachers to see what they like best or least about teaching.
- Present some school situations and have students participate in a panel discussion to discover possible actions to be taken or decisions to make.
- Invite a college professor or administrator to class to discuss requirements for becoming a teacher.
- Draw a picture of or write a story about a favorite teacher.

Why not ask?

- Why do we have schools?
- Why is school important?
- What is a teacher's job at school?
- What is a student's job at school?
- Why are computers important?
- How do computers help people?

Why not read?

- *Fleming. (2002). Alphabet Under Construction. Holt.
- *Leonard. (2001). Tibili: The Little Boy Who Didn't Want to Go to School. Kane/Miller Publishing.
- *State. (2001). Miss Bindergarten Takes a Field Trip with Kindergarten. Dutton Children's Books.
- *Stove-Bodeen. (2002). Elizabeth's School. Lee & Law Books.
- *Wells. (2001). Adding It Up: Based on Timothy Goes to School and Other Stories. Viking.
- *Wells. (2002). Timothy's Tales from Hilltop School. Viking.

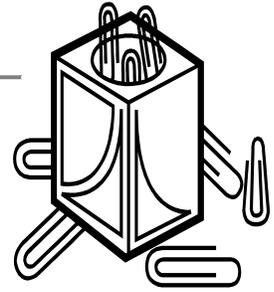
*Award winning books

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Learn about living things and machines by participating in the science activities on the teacher's desk.*
(Life & Physical Sciences)



KIDS' COMPANY

The business world can be investigated in this exhibit. KIDS' COMPANY Headwaters is a place to introduce children to the business world via computers, calculators, charts and maps. Children can locate company headquarters throughout the world on over-sized maps.



Why not?

- ❑ Set up a learning center office in the classroom.
- ❑ Practice scheduling appointments and conferences.
- ❑ Invite the president of a company to discuss job responsibilities.
- ❑ Give students opportunities to bill invoices and record the collections of money.
- ❑ Use checks and deposit slips to record transactions.
- ❑ Discuss the job functions of supervisors, secretaries, presidents, workers, stockers, truckers, receptionists.

Why not ask?

Why do we have businesses?

What jobs are important in a business office?

Why is organization important in an office?

What is a payroll?

How are various businesses alike and different?

What is the difference between a company and a corporation?

What is industry?

What are stocks and bonds?

What is free enterprise?

How do companies keep track of whether they are making or losing money?

Why not read?

Firestone. (2003). Secretaries. Bridgestone Books.

*Graham. (2001). Computers. Raintree Steck Vaughn.

Meredith. (1999). Starting Computers. Usborne Press.

Nobelman. (2004). The Telephone. Capstone Press.

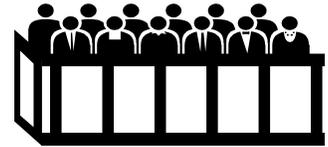
Parker. (2003). Communications: Now and into the Future. Thameside Press

***Award winning book**

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Set up a weekly schedule for an employee who works by the hour. (Business Science)*



KIDTOWN COURTHOUSE



The courtroom provides an opportunity for role-playing in the legal world. Imagine what it is like to be a judge, a witness, a juror or an attorney. An interactive ethics video allows children to resolve problems in make-believe scenes starring young people. Cases in religious, racial, gender discrimination, stealing, lying and cheating are but a few of the interactive videos for participation.

Why not:

- ❑ Introduce students to the following terms:

judge	jury	witness
defendant	plaintiff	bailiff
guilty	court reporter	prosecuting attorney
innocent	felony	Attorney General
misdemeanor	bail	Constitution
laws	Bill of Rights	defense attorney

- ❑ Have students research the responsibilities of the jobs in the courtroom.
- ❑ Put Goldilocks on trial, considering the violations of breaking and entering, trespassing, and vandalism.
- ❑ Put a student on trial for “cheating on a test” and have students role play the various positions needed to conduct the trial.
- ❑ Invite a judge or attorney to discuss the issue of fairness.

Why not ask?

- ❑ Why do we need a legal system?
- ❑ What is a courtroom and when does one need to go to court?
- ❑ What are the functions of a judge, jury, attorney and a witness?
- ❑ How is a jury selected and who can serve on a jury?
- ❑ Why do we need jails?
- ❑ What are the responsibilities of the jurors?
- ❑ How does a person become a judge?
- ❑ Why is fairness important?
- ❑ What is the Supreme Court?
- ❑ How are people appointed to the United States Supreme Court?
- ❑ How is the court system divided in the United States?
- ❑ Who are State and U.S. Attorney Generals and what responsibilities do they have?

Why not read?

Firestone. (2004). The State Judicial Branch. Capstone Press.
Heath. (1999). The Supreme Court of the U. S. Capstone Press.
Video – “The Judicial Branch (Just the Facts Series)” (2000). Goldhil Video.



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Discover that for every action, there is either a positive or negative reaction or consequence. (Behavioral Science/Sociology)*

KIDTOWN PARK



Leave Mabee's KIDTOWN through the cave to discover the outdoor area. The focal point of the park is the 13,500-gallon aquarium containing specimens of Oklahoma aquatic life. With a simulated pollution tank, children will be able to actually see the effects of pollution on the environment. In the park area children can sit in the driver's seat of a 1921 Model T or operate the controls of a Convair aircraft. Through the use of a flight simulator, children can experience the sensation of flying an aircraft. The park area provides the opportunity to enjoy hand-painted murals depicting a prehistoric landscape.

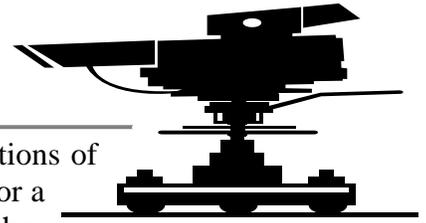
Why not?

- Invite an aquarist to speak to the class about aquatic life.
- Request a packet of information about Oklahoma aquatic life from the State Wildlife Department to further extend aquatic exploration.
- Investigate the procedure for setting up an aquarium, and follow the directions as a class project.
- Discuss the ways in which pollution affects aquatic life.
- Invite a pilot to the classroom to talk about training and personal experiences.
- Tour a local airport.

Why not ask?

- How do fish breath in water?
- How is living in water different than living on land?
- What is the difference between fresh water and salt water aquatic life?
- Where does water come from?
- What is pollution?
- What do fish eat?
- What effect do the rudder pedals have on the plane?
- Why is training in a flight simulator important to a pilot?
- What is the purpose of the flaps?

McKID 3 NEWS



The TV Studio encourages children to experience the different occupations of the TV world. Children can role-play as a news anchor, a sportscaster or a meteorologist, complete with weather wall, or they can even “run” the camera. The camera invites children to televise the on-stage production of imagination at work.

Why not?

- Write a newscast, sportscast, and weathercast.
- Conduct interviews.
- Arrange for television personalities to visit school.
- Graph weather conditions.
- Document news stories from TV newscasts and categorize the types of stories.
- Research the history of television.
- Write a feature story about a person you know.
- Write a news story about a special event at your school.

Why not ask?

- What are Nielsen ratings and how are they collected?
- What is a broadcast?
- How does a television work?
- Why is television important in our lives?
- How can television be educational?
- What are the functions of the reporters, producers, and anchor personalities, camera technicians?
- Why is advertisement important to the television industry?

Why not read?

Boraas. (1999). TV Reporters. Bridgestone Books.

*Breen. (2000). Kid's Book of Weather Forecasting: Build a Weather Station. Williamson Publishing Company.

Davis. (1998). Working at a TV Station. Children's Press.

Englart. (2003). TV Reporter. Blackbirch Press.

***Award winning book**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Create a production that includes prediction of upcoming weather. (Earth Science)*

PHONE CENTER



In some of the exhibits, telephones are placed so that visitors can call other exhibit areas. Children are fascinated with telephones and will have plenty of opportunities to use a telephone to call each other throughout KIDTOWN.

Why not?

- Research the history of the telephones, and telephone receivers.
- Conduct experiments with cups and strings to show how sound travels.
- Invent new ways to communicate within the classroom.
- Research Alexander Graham Bell's life.

Why not ask?

- Why are telephones important?
- How does sound travel?
- How fast does sound travel?
- What were the first words spoken on the telephone?
- Who invented the telephone?
- What is a conference call?
- What country has the most telephones?
- How are satellites used in telephone communication?

Why not read?

Fleming. (1989). What to Say When You Don't Know What to Say. Capstone Press.

Nobelman. (2004). The Telephone. Capstone Press.

Parker. (2003). Communications: Now and Into the Future. Thameside Press.

Shippen. (2003). Alexander Graham Bell Invents the Telephone. Benchmark



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *As calls are placed, check out the circuit's path from the location where the call is placed to the intended destination.*
(Physical Science)

SAFETY TOWN

Safety Town is a cluster of miniature buildings designed to include those found in a town such as residences, a school, courthouse, bank, public utilities, police station, and others. Miniature streets are around and throughout the town with a strategically located stoplight, as well as stop signs and street signs. Safety Town is used mostly for educational purposes in teaching children to become aware of the importance of keeping themselves safe at all times. A limited amount of free play is allowed in this area.



Why not?

- Review the safety rules made for the school building, school bus, playground, crossing streets, etc.
- Discuss the reasons safety rules are necessary.
- Review other precautions such as safety in regard to bicycles, fire, strangers, stoplights, and others.
- Role play situations involving safety issues mentioned above.
- Invite a policeman and/or firefighter to speak about the importance of safety.
- Read children's books relating to safety topics.
- Request coloring booklets, posters, and other information from the Oklahoma State Department of Public Safety.

Why not ask?

- Why do parents and teachers always say "Be careful"?
- What are some basic traffic rules everyone should follow?
- When are helmets necessary to remain safe?
- What three numbers should be dialed in an emergency situation?
- Who should you tell if you ever feel unsafe?
- In the United States, what side of the road should the following use – bicycle riders, walkers and runners, vehicle drivers?

Why not read?

Adamson. (2004). Day in the Life of a Firefighter – Community Helpers at Work. Capstone Press.

Adamson. (2004). Day in the Life of a Police Office – Community Helpers at Work. Capstone Press.

Greene. (1997). Police Officers Protect People. Child's World

Leaney. (2003). Do You Smell Smoke? – Safety with Fire. Rourke Publishers.

Leaney. (2003). Home Sweet Home – Safety at Home. Rourke Publishers.

Leaney. (2003). Look Out – Safety on Bicycles. Rourke Publishers.

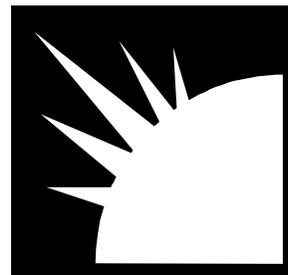
Schaefer. (2000). Bicycles. Bridgestone Books/Capstone Press.

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Discover the roles that electricity and engineering play in Safety Town. (Physical Science)*



STAR SHADOWS

The mystery of shadows can be explored through the use of body movement and light. Strike a pose – anything goes.



Why not?

- Trace shadows outside with chalk at various times of the day.
- Have students draw shadows of themselves.
- Develop shadow plays using puppets and/or costumes.
- Make shadow box dioramas.
- Make wall shadows.
- Investigate how mirrors function in kaleidoscopes.
- Investigate how mirrors function in some telescopes.

Why not ask?

- What are shadows?
- How is a shadow made?
- How can you change a shadow?
- What are the types of shadows?
- What is an eclipse?

(When light shines on an opaque object, the darkness that is cast is called a shadow. The design in a kaleidoscope occurs when light travels through round glass plates. Two mirrors are used and light enters through the round glass plates striking the colored glass or beads. The light then bounces from one mirror to the other mirror until the peek hold is reached.)

Why not read?

Cendrars. (1992) Shadow. Scribner's.

Hoban. (1999). Shadows and Reflections. Crowell Co.

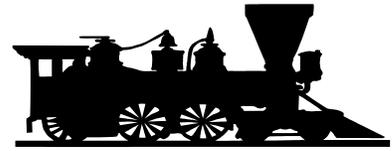
Keller. (1989). Tom Edison's Bright Ideas. Raintree Publishers.

Lilly. (2003). Me and my Shadow. Rourke Publishers.

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *See how body movement and light affect shadows cast on the opaque wall. (Physical Science)*



SUPERSONIC EXPRESS



For an additional nominal fee (\$1.50), children and adults can enjoy riding the SuperSONIC Express. Leaving the depot, visitors will take a one-half mile train ride going through tunnels and the Henderson Nature Park. Visitors will see black Australian swans, African geese, a variety of ducks and turtles. Beautiful statuary, wildflowers, and an eclectic collection of birdhouses make the train trip a most enjoyable ride. The train is staffed with an engineer and a conductor.

Why not?

- ❑ List the different kinds of railroad cars.
- ❑ Research different types of locomotives.
- ❑ Collect train memorabilia for a classroom exhibit.
- ❑ Explore the differences among dining cars, coaches, and sleeping cars.
- ❑ Invite a local memorabilia collector to discuss his/her collection
- ❑ invite a railroad official to compare and contrast the history of trains to the modern day use of train.
- ❑ Research the AMTRAK train in Oklahoma – where it goes, daily schedule, etc.

Why not ask?

- ❑ What are trains used for today?
- ❑ How are railroad trains built?
- ❑ How are railroad tracks repaired?
- ❑ What is an AMTRAK train?
- ❑ What are the responsibilities of the engineer and the train conductor?
- ❑ Why are trains not used as much now as in the past?

Why not read?

Ashley. (2003). Going by Train. Weekly Reader Early.
Kuklin. (2003). All Aboard! A True Train Story. Orchard Books.
Lassieus. (2000). Passenger Trains. Bridgestone Books/Capstone Press.
Richardson. (2001). Freight Trains. Bridgestone Books.
Simon. (2002). Seymour Simon's Book of Trains. Harper Collins.
Stone. (1999) Diesel Locomotives. Rourke Publishers.

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Notice the wheels and how they work to keep the train on the track. Note the types of animal/plant life around the pond area. (Physical & Life Sciences)*



VIDEO MAGIC



This center provides children an opportunity to see themselves in an illusionary form moving throughout the Children’s Museum. Various museum exhibit images are projected for the children on a television screen and they are encouraged to participate as their imaginations dictate, i.e. jumping, flying, squatting, twisting, etc. Videos of a specific child/children in this activity may be purchased if desired.

Why not?

- Allow students to produce a classroom video.
- Discuss the difference between fact and fantasy.
- Tell real and imagined stories.
- Role play different characters and situations.
- Practice body movements that can be used in the video magic center.

Why not ask?

- How are videos made?
- What does the word “imagination” mean?
- Is it a good thing to create mental pictures of past or future situations/conditions?
- Why or why not?
- Why is it necessary to know the difference between imagination and reality?

Why not read?

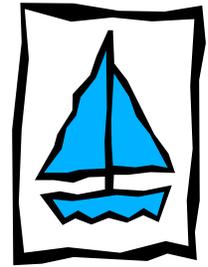
- *Farndon. (2002). Human Body. Benchmark Books.
- Moncure. (1988). The Magic Moon Machine. Children’s Press.
- *Paye. (2002). Head, Body, Legs. Holt.
- *Taylor. (2002). Boy Who Could Fly Without a Motor. Harcourt.
- Vivian. (1998). Imagine. Beyond Words Publishing.

***Award winning books**



SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *See how the science of technology works in producing the illusions of flying through the museum, being inside a bubble, etc. (Physical Science)*

WATERWORKS



In the WaterWorks exhibit children can have hands- on experiences with water channeling, speed, and motion. It encourages children to use available equipment and objects to first-hand see the power of water. Rubber duck races are a popular activity in this exhibit. A passageway allows our visitors to crawl through a space and be inside the exhibit. Be careful, though, because one could get wet playing in this exhibit.

Why not?

- Experiment with items that float/do not float in water. Examine the reasons why.
- Research approximately how much water a day one person uses.
- Discuss the multiple uses of water.
- Visit a local water treatment plant.
- Discuss the differences between distilled and non-distilled water.
- Do simple experiments to show the properties of water.

Why not ask?

- How does water get to our homes?
- How much of the earth's surface does water cover?
- What are the causes and effects of water pollution?
- What is the purpose of building dams in water?
- What are some reasons for water shortages?
- Why do living things need water?

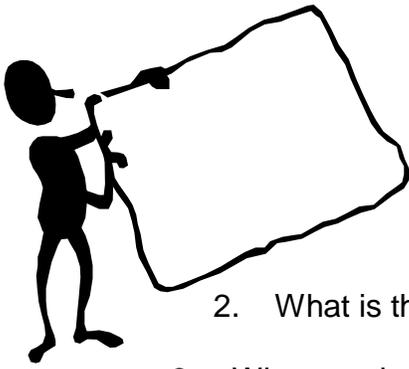
Why not read?

*Ampt. (2002). Fresh Water. Chelsea House Publishers.
Furgang. (2000). Let's Take a Trip to the Deep Sea. Powerkids Press.
Grant. (2003). Water – Earth Strikes Back. Creative Company.
*Kerley. (2002). Cool Drink of Water. National Geographic Society.
Lindeen. (2004). Life in an Ocean. Pebble Plus.
Llewellyn. (2004). Stop Water Waste – Save the Planet. Chrysalis Education.

***Award winning books**

SCIENTIFIC INQUIRY DURING MUSEUM VISIT: *Discover what can be done to change the flow of water and explore how a pulley works. (Physical Science)*





Have fun with our Museum scavenger hunt!

1. In what year did the Museum open?
2. What is the motto of the Museum?
3. What are the KidTown ordinances?
4. How many Museum board presidents have there been?
5. How will you know who is a Museum volunteer?
6. Who donated flags to the Museum?
7. What souvenir can be purchased outside of the gift shop for 51cents?
8. Where is the Edith Mills collection located?
9. Find two Museum items that teach about gravity. What are they?
10. What former Oklahoma governor and his wife donated a painting to the Museum?
11. Find two other paintings donated to the Museum. Who donated them?
12. How many images of yourself can you see in the mirror room?
13. What happens when you follow instructions at the levitator sign in the mirror room?
14. In the Star Shadow room, what did you see after the light flashed and you walked away from the wall? Why?
15. What does the Museum provide especially for kids under three years old?
16. On the table of magnets, how many can you put in a tower before it falls?
17. Where can you create a “domino effect” in the Museum?
18. Where do you find tow trucks and bulldozers?
19. Name at least five items used in constructing a house.

Scavenger Hung continued -

20. In what exhibit do you find a copy of the United States Bill of Rights?
21. Which of the people in a courtroom answers questions about specific situations?
22. In what exhibit do you find information about incisors, cuspids, and molars?
23. Why are our teeth like tires?
24. Which handicapping condition is assisted by the Braille method?
25. How can a deaf person know when a phone is ringing?
26. What is the purpose of the different floor coverings in the Handi-Capable Center?
27. Which exhibit shows what our bodies look like on the inside?
28. What happens when you ride the small bike in the Children's Hospital area?
How do you think that works?
29. How can x-rays be viewed?
30. To what vehicle does KidTown EMS refer?
31. In what exhibit can you pretend to be a teacher?
32. How do puzzles help learning?
33. What is the purpose of the organizers in the Kid Company exhibit?
34. Why do you think the art room is called Creativity Central?
35. How does Homeland teach math and responsibility?
36. How much do five apples weigh?
37. In which exhibit can you enclose yourself in a bubble?
38. If you put a soapy hand in a bubble screen, it doesn't break. Why is that?
39. What kind of dog can be found in the fire station exhibit?
40. What is the oldest kind of wheat grinder?
41. What are the common meat cuts from a pig?
42. Where could you get more information on farms and livestock?

Scavenger Hunt continued -

43. Name three different items on each level of the dollhouse, as well as in the yard.
44. What does natural gas do for us?
45. How does a seismologist use a computer to search for oil?
46. Name five common things that are made from oil and gas.
47. What color is natural gas?
48. Which is found in the deepest layers of the earth – natural gas or oil?
49. How is the climbing maze slide different than most slides?
50. How many connecting hooks are in the climbing maze?
51. Using street names, where is the Waterworks exhibit located?
52. How does building a dam affect water channeling?
53. Where can you find a stalactite in the Museum? Is it a real one? Why or why not?
54. What types of aquatic life are in the aquarium?
55. What things are polluting the water on one end of the aquarium?
56. What is the state fish of Oklahoma?
57. What southeastern Oklahoma fish is hard to catch because of its long bony mouth?
58. A picture of what Native American is found near the Indian artifacts?
59. Who is Ronald E. McNair?
60. Where did the Convair T-29 fly in the 1950's?
61. In which exhibit can you experience flying a plane by yourself via a flight simulator?
62. What is the maximum weight to be able to board the plane in Kidtown Airpark?
63. What other creatures besides dinosaurs can you find in the dinosaur mural? In other areas around the Dinosaur Dig exhibit?
64. What is the difference between carnivores and herbivores in regard to dinosaurs?

Scavenger Hunt continued -

65. What kind of car did the Starrett family donate to the Museum?
66. Where can you pretend to be a meteorologist or a TV news anchor?
67. How many hours difference is there between Seminole time and Los Angeles time?
68. A map of the United States can be seen in more than one place in the Museum. Name at least two of those places.
69. What is magic about the Video Magic Center?
70. The caboose was a part of what railroad line?
71. What kind of stove was used for heat in the caboose?
72. What kinds of safety can be taught in Safety Town?
73. What is the name of the train that goes through a tunnel and one-half mile around a pond?
74. If weather permits, the train runs every day that the Museum is open as long as the outside temperature is what degree or above?
75. **A famous Oklahoman has a brick on one of the KidTown streets. He has been an Oklahoma legislator, a governor of Oklahoma, a president of Oklahoma University, and a United States Congressman. Who is that person and where is his brick located?
76. **There are bricks with the names of a former U.S. president and his wife. Who are they and where are the bricks located?

“Come, play with me!”

I tried to teach my child with books;

He gave me only puzzled looks.

I tried to teach my child with words;

They passed him by often unheard.

Despairingly, I turned aside;

“How shall I teach this child?”, I cried.

Into my hand he put the key;

“Come,” he said, “Play with me!”

Author Unknown