



## Museum in a Tackle Box

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### Objectives

Participating young people and adults will:

1. Identify and organize fishing related objects.
2. Organize objects into meaningful collections.
3. Understand and appreciate tackle they use.
4. Use proper vocabulary when describing objects.
5. Identify similarities and differences in fishing equipment.
6. Distinguish among functions of fishing gear.
7. Have fun while learning.

### Youth Development Objectives

Participating young people will:

1. Enhance written and verbal skills.
2. Enhance categorization and classification skills.
3. Enhance vocabulary and language skills.
4. Enhance self-esteem and self awareness.
5. Enhance social skills and cooperation.

### Roles for Teen and Junior Leaders:

1. Assist members with tackle identification.
2. Assist members with cataloging objects.
3. Assist members with setting up exhibits.
4. Assist members in researching information.

**Best Time:** Any time after fishing (about a year).

**Best Location:** Any comfortable location.

**Time Required:** 3-5 hours over several weeks.

### Equipment/Materials

- examples of fishing gear (about 5 items per member)
- index cards or paper
- pencil
- boxes
- fishing encyclopedia or other reference book rulers
- measuring tapes
- acid-free tissue paper for wrapping objects markers and cardboard for making small signs Optional: Computer, camera and film.

### References:

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<sup>1</sup> Michigan Traditional Arts Program, Michigan State University Museum, East Lansing, MI 48824, 517-353-3326

### Potential Parental Involvement

1. See “Roles for Teen and Junior Leaders” above.
2. Assist in collecting and inventorying tackle.
3. Provide guidance in collecting tackle.
4. Arrange for or provide additional tackle.
5. Arrange for or provide exhibit space.
6. Arrange for or provide transportation.
7. Arrange for or provide refreshments.

### Evaluation Activities/Suggestions

1. Evaluate classification and display of tackle
2. Conduct a “quiz bowl” of fishing equipment
3. Observe interactions among members
4. Observe use of proper terminology

### Safety Considerations

Discourage the use of cleaning chemicals, glues, or other adhesives.

*Museum Registration Methods*, third edition. Dudley, D. H., I. B. Wilkinson et.al. Washington, DC: American Association of Museums, 1979.

*Identification and Value Guide to Old Fishing Lures and Tackle*. Luckey, Carl F. Florence, Alabama: Books Americana, 1980.

*Standard Fishing Encyclopedia*.

McClane, A.J. New York: Holt, Rinehart and Winston, 1965.

*Modern Fishing Tackle Craft*. Pfeiffer, C. Boyd. New York: NY: Lyons & Burford, 1993.

*Hook, Line and Sinker--The Complete Angler's Guide to Terminal Tackle*.

.Souche, Gary. New York, NY: Henry Holt & Co., Inc., 1988.

*Family Folklore*. Tucker, C. and M.

MacDowell. East Lansing, MI: Michigan 4-H Youth Programs, Cooperative Extension Service and Michigan State University Museum, 1989.

*Good Show! A Practical Guide for Temporary Exhibitions*, second edition. Witteborg, L. P. Smithsonian Institution Traveling Exhibition Service, 1991.

### Lesson Outline

#### Presentation

- I. Collections as a hobby
  - A. Start with what you have
    1. Tackle
      - a. Rods and reels
      - b. Lines or spools
      - c. Lures
      - d. Terminal tackle
    2. Memorabilia

#### Application

**SUGGEST** that each participant bring in about 5 items that are interesting to them from their personal collection or (with permission) from other family members.

**BRAINSTORM** some ideas on things that might be possible items to collect. If necessary, **PLANT** a few

- a. Post cards
- b. Stamps and licenses
- c. Lure packaging
- d. Photographs
- 3. Clothing
  - a. Fishing hats
  - b. Fishing shirts
  - c. Other clothing items
- 4. Other items
  - a. Magazines
  - b. Catalogs
  - c. Travel guides or maps
  - d. Souvenirs or trinkets
- B. Use your imagination
  - 1. Think broadly
  - 2. It's your collection

ideas to expand the thinking of the participants beyond tackle.

**NOTE** that the first value of a collection is to the collector. Anything that interests the youngster should be encouraged.

## II. Inventory your collection

- A. Arrange all treasures on a flat surface
  - 1. Arrange in similar classes
    - a. Paper items
    - b. Lures
    - c. Things made of wood, etc.
- B. Create a list of the items
  - 1. List by categorie, i.e.:
    - a. Hand tied flies
    - b. Postcard
    - c. Angling trophies
    - d. Tackle boxes
    - e. Pair of boots
  - 2. Record items on cards

## **INVENTORYING** your collection

Divide your group into small work groups of 3 or 4 members. Give each group about eight of your objects to work with as their collection.

Tell them they are creating a fishing museum. First, ask them to write on an index card or paper a **LIST** of all the **OBJECTS** in their "collection."

Based on the types of objects in their museum's collection, ask each group to make up a name for their museum. What is the museum's purpose? Who would visit such a museum? Encourage them to be creative and think of zany names. It doesn't have to be realistic. (An example might be: "The Smelly Bait Museum" whose purpose is to collect bait-related items and actual bait. Visitors can only attend at night with flashlights.) Have fun!

## III. Catalog and classify your collection

A. Cataloging objects

Have the group practice **CATALOGING OBJECTS** by describing and measuring them. If you have enough reference books for each group, have each group use books to identify and describe the objects. Use measuring devices (rulers, tape measures, scales) to measure each object. Use the categories described below. Older teens can help each group.

B. Storing your collection

Gather the entire group together again and show them some **STORAGE TECHNIQUES**. Bring in the original boxes in which items were purchased, bring in acid-free tissue paper, and demonstrate how to store items safely, away from light, dust, moisture and heat. If you have an example of a fishing item that has been damaged due to improper storage, show it to the group and use it as a point of discussion of what not to do with valuable fishing gear. Have each member practice rolling a small object in tissue paper.

C. Creating a display

Working in teams again, have your members cooperatively **CREATE A DISPLAY** of the objects in their "collections." Each museum can create a sign and a few labels for the objects using markers and cardboard. Encourage them to think of creative ways of displaying an item using easily found materials (to display a fishing cap, how about putting it on a soccer ball draped with a cloth, rather than simply laying it on a table?).

D. Have each museum group visit all the other groups' museums.

Bringing the activity home. Now that your group has practiced putting together a "museum" of fishing items, have them turn to their own personal possessions and do the same activity at home individually or in small groups at the next club meeting. They can work on each step with each other as helpers and mentors. Share reference books and other equipment.

**Summary Activity**

Participating youth will catalog their tackle boxes and other fishing gear and organize them into a "fishing" museum type display.

**Lesson Narrative**

Collecting objects that relate to another hobby or interest is a fascinating hobby in itself. You don't need to go out and purchase expensive antique fishing tackle to do this project.

If you have already tried fishing, you probably have a few items at home that you used on your trip. Start with your own experiences with fishing and search for things to put in your collection.

### ***What to Collect***

The most obvious things would be tackle, rods, reels, and other objects used to catch fish. Think about other, less obvious items, like a post card you bought, the hat or shirt you wore when you went fishing, or the photograph of you and your catch. Also consider: fishing newsletters, books and magazines, travel brochures and guides, the packaging from lures you bought, ticket stubs, trophies, a pin or key ring from a bait shop, a bait bucket, scoops, and even advertisements and calendars from bait shops, charter fishing boats, or tackle manufacturers. Something brand new that you save now may some day become a valuable antique!

### ***Inventory Your Collection***

Set all your treasures on a table and begin writing down what you have. Sort like things together (paper items, lures, things made of wood, etc). Make a list of what you have (2 tied flies, 1 postcard, 5 trophies, 2 tackle boxes, 1 pair boots).

### ***Catalog and Describe Your Collection***

For each object, write down on an index card or piece of paper (or use a database or spreadsheet program on a computer if you have one) the following categories:

object name	other names for object
object type	owner's name
owner's address	maker's name
maker's address	date collected
where collected	price paid
date made	where made
date(s) used	where used
how used	description of object
materials	dimensions: height, width, length
sources used	

Using the categories, describe each object in your collection. Use a measuring tape to measure the height, width, and length. Ask a parent, 4-H leader, or other fishing source for help in identifying and describing your objects.

### ***Storing Your Collection***

Now that you've gathered your collection, how will you store all of it? Depending on the sizes and types of objects, you will need an assortment of storage boxes. A simple, low-cost method of storing objects is in old shoe boxes. Wrapping objects in acid-free tissue paper and then placing them in boxes offers protection against scratching and effects of acid in the boxes. You could also consider purchasing acid-free boxes from museum supply companies. To store your objects in a way that also displays them, consider using glassed shadow boxes, or arranging them on a wall or a shelf. Keep any display away

from direct sunlight and heat. Keep flat paper items, like catalogs and brochures, laying flat.

### ***Creating a Display***

To display your collection at a 4-H club meeting or other temporary event, keep your idea simple. For example, select a few objects that relate to each other and choose a theme (such as "my ice fishing trip" or "kinds of lures.") For an easy way to display objects, simply arrange objects on a table. Use decorative paper, fabric or small boxes as background for your objects. Avoid using glues or dry mounting or any other process you can't undo; you might damage your collection.

### **Exhibit or Sharing Suggestions:**

1. When all club members have completed a small collection of their own fishing memorabilia, have each member bring in his or her "Museums in a Tackle Box" to share at a club meeting. Create a club fishing museum with the individual collections and invite parents, families, and other 4-Hers to visit the museum at a meeting.
2. See "Creating a Display" described above.
3. Put your "Museum in a Tackle Box" on the Internet or World Wide Web and enjoy sharing with others through the computer.
4. When entering your collection or exhibit in a county fair, choose a different focus or theme to your collection each year. (ie: this year, rods and reels, next year, fishing photographs)
5. When displaying objects that are handmade, consider photographing and interviewing the maker and including the photographs and tape-recorded interview as part of your display.

### **Community Service and "Giving Back" Activities:**

1. Help your local museum to identify, catalog, clean, or exhibit their fishing-related collections.
2. Consider making an exhibit of your collections as part of a National Hunting and Fishing Day celebration or at a similar event.
3. Get involved with a local angling group and any collectors in that group.

### **Extensions or Ways of Learning More:**

1. Visit a museum and take a tour of their archive or collection area. Ask questions of the curator on proper storage methods.
2. Help a tackle dealer organize some of the fishing items that are important to the local area and help organize a display.
3. Make tackle or other equipment using traditional or historical methods.
4. Try collecting fishing license stamps or postage stamps depicting fish or fishing-related activities.
5. Consider making a larger collection of something that interests you. Keep that collection cataloged and stored properly.
6. Go to a local flea market or swap meet and try to locate some fishing memorabilia that interests you.

**Links to Other Programs:**

This project is clearly related to other aspects of the 4-H Sportfishing program, like collecting insects or photographs of local fishes. It can also link to sewing projects or woodworking projects though making storage bags or boxes. Other 4-H activities like *Heritage and Horizons* (New York) or the family keepsakes activities in *Family Folklore* (Michigan), or collection and collecting projects in other 4-H areas can also be productive and interesting.