

Colorado Springs Pioneers Museum

Field Trip Justification Guide



The Colorado Springs Pioneers Museum (CSPM) is located downtown in the beautifully restored 1903 El Paso County Courthouse. We exist to build a last connection to the Pikes Peak region by preserving and sharing our cultural history.

We invite K-12 students to visit the museum and participate in our educational, standards-based **Hands on History program**. Below each of the five station options for student field trips are listed along with objectives and applicable history standards.

If you have further questions call the Program Coordinator at 719-385-5631 or email mpoole@springsgov.com.

Hands on History Program Stations

Station	CITY OF SUNSHINE
Description	Explore our city’s relationship with health and disease. Learn how the “City of Sunshine” drew, and continues to draw, people from all over the country as a healthful resort town. Understand what Tuberculosis is, how it was treated and why thousands of “seekers” came to Colorado Springs searching for a cure.
Objectives	<ul style="list-style-type: none"> Gain a basic understanding of what TB is, how it was treated, and why people were treated here Use photos, artifacts, and scientific images/ instruments to support your understanding
Grades & Standards 2 nd 3 rd 4 th	<ul style="list-style-type: none"> 2nd History 1.1.a Identify community and regional historical artifacts and generate questions about their function and significance 3rd History 1.1.b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence 3rd History 1.2.a. Compare past and present situations and events 4th History 1.1.b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships
Station	CULTURAL CROSSROADS
Description	Many American Indian people have called this area home, among them: Ute, Cheyenne, Arapaho, Comanche, Kiowa, and Apache. Students will examine historic objects from our American Indian collection and distinguish local from traded materials. We’ll learn how trade and interactions between different tribes and nations influenced the region noted for being a Cultural Crossroads.
Objectives	<ul style="list-style-type: none"> Identify a variety of historic materials used by American Indians in the Pikes Peak region to construct items needed for their everyday lives Distinguish local materials from materials that come from a different part of the united states, or different part of the world (trade) Identify at least five different cultural groups that interacted through trade and participate in a simulated trade activity
Grades & Standards 2 nd 3 rd 4 th	<ul style="list-style-type: none"> 2nd History 1.1.a Identify community and regional historical artifacts and generate questions about their function and significance 3rd History 1.2.d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region 4th History 1.1.c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado 4th 1.1.d. Identify and describe how major political and cultural groups have affected the development of the region 4th History 1.2.b. Describe interactions among people and cultures that have lived in Colorado

Station	ORDER IN THE COURT
Description	Step back in time to the historic 1903 El Paso County Courthouse. Compare past and present situations, people, and events in the Pikes Peak region through the architectural details and technological developments in the Division 1 Courtroom.
Objectives	<ul style="list-style-type: none"> Compare and contrast the details from the Division 1 Courtroom to similar buildings and rooms from today. Discover different types of technology throughout the courtroom and compare and contrast to technology we use today.
Grades & Standards 2 nd 4 th	<ul style="list-style-type: none"> 2nd History 1.2.b. Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation 4th History 1.2.b. Describe the impact of various technological developments. Topics to include but not limited to the state of Colorado, including changes in mining technology; changes in transportation; early 20th century industrial changes; and mid- to late 20th century nuclear and computer technological changes
Station	TRAILBLAZERS
Description	Do you ever wonder why people live in a particular place? How they got there and why they came? These concepts are creatively explored in Trailblazers. Through an interactive timeline activity students discover why and when people came to live in the Pikes Peak Region over time.
Objectives	<ul style="list-style-type: none"> Build a timeline that explores important dates, events, people, and places in Pikes Peak regional history that brought changes to the region. Learn about these dates in the context of national history. Add sources like photos and objects to the timeline to support our understanding of the past.
Grades & Standards 2 nd 3 rd 4 th	<ul style="list-style-type: none"> 2nd History 1.1.c. Explain the information conveyed by historical timelines 2nd History 1.1.e. Create timelines to understand the development of important community traditions and events 2nd History 1.2.a. Organize the historical events of neighborhoods and communities chronologically 2nd History 1.2.c. c. Give examples of people and events, and developments that brought important changes to the community 2nd History 1.2.e. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities 3rd History 1.2.b. Chronologically sequence important events in a community or region 3rd History 1.2.c. Give examples of people and events, and developments that brought important changes to a community or region 4th History 1.1.a. Construct a timeline of events showing the relationship of events in Colorado history with events in United States and world history 4th History 1.1.b. Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships 4th History 1.2.b. Describe interactions among people and cultures that have lived in Colorado
Station	THIS OLD HOUSE
Description	You can learn a lot about a person from their home! Helen Hunt Jackson was a famous author and activist for American Indian rights who moved to Colorado Springs in 1873. Explore her (actual!) home and discover what we can learn from the many historical sources inside.
Objectives	<ul style="list-style-type: none"> Discover three important facts about HHJ and use historical sources to support this understanding (job, interests, life in CS, etc.) Compare and contrast the life of HHJ and the objects in her home to life today (life in CS) Write a postcard
Grades & Standards 2 nd 3 rd	<ul style="list-style-type: none"> 2nd History 1.1.d. Identify history as the story of the past preserved in various sources 3rd History 1.1.b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence 3rd History 1.2.a. Compare past and present situations and events