



HANDS ON HISTORY PRE-VISIT GUIDE

Thank you for planning a visit to the **Colorado Springs Pioneers Museum!** During the **Hands On History Program** your group will explore exhibits and visit volunteer facilitated interactive stations throughout the museum. Please use this guide to prepare for your visit to the museum.

BEFORE YOUR VISIT

1. Send a **final confirmation** email to mpoole@springsgov.com 24 hours prior to your field trip.
2. Break your **entire** group into THREE OR FOUR evenly divided groups **prior to your arrival** (3 groups if you choose 3 stations - 4 groups if you choose 4 stations). Name tags are helpful! *As a reminder, we do not allow more than 60 students per visit. Please plan two separate visits for groups larger than 60.*
3. Assign **1 adult PARENT chaperone (chaperones must be 18+) per group (3-4 parent chaperones TOTAL). TEACHERS will rotate between groups to manage behavior and provide restroom breaks.** Please do not bring more than the requested number of chaperones OR additional children (i.e. student siblings).
Communicate the following to your chaperones:
 - Expectations for behavior management: museum staff and volunteers need your support!
 - Students should never be left unattended (even when museum volunteers are present).
 - Chaperones and teachers are expected to remain engaged with the program. No cell phone use.
 - How much time you've allotted for your visit.
 - Instructions for when and where to meet at the end of your visit.

WHEN YOU ARRIVE



- **We are located at 215 S. Tejon Street.** Use the Tejon Street west entrance. There is an accessibility entrance on the SW corner of the building.
- Please send your group leader to sign-in at the Front Desk and to receive any instructions **before** your group enters the building. You will be greeted by a staff member.
- If you arrive before 10am please ring the doorbell to the right of the entrance.
- **Have students enter the building single file with quiet voices.** All large bags, food, and drinks must be left in the black bins behind the front desk. Inform staff if you have a bag with emergency medical supplies.
- We will guide your students to the **Division 1 Courtroom** on the upper level of the building for their introduction. All adults (teachers and parent chaperones) will meet outside of the courtroom by the elevator for a separate introduction. You may choose to have an adult stay with your students.
- Each chaperone will receive a map detailing the location of the stations and exhibits. You will spend 25 minutes at each station and will have a couple minutes to rotate to your next station.
- Due to the small size of our *Early Childhood Exhibit* **we do not permit school groups to visit this space.** Please encourage students to come back with their families.
- Please no ink pens, crayons, markers, etc. Save additional student activities for after the program.

PARKING/ADMISSION/LUNCH

1. There is no designated parking area for buses. Most buses drop-off students on the east side of the building on Nevada and park at the metered spaces. For smaller vehicles metered parking is available around the museum, or you may utilize the City Administration Building Parking Garage located at 130 South Nevada Street. There is also often free parking located on east Vermijo.
2. Admission to the museum is **free**, but we appreciate a \$1 donation per student.
3. As we do not have indoor facilities, your group is welcome to enjoy lunch in the park surrounding the museum.



PROGRAM DETAILS

During your visit students will be welcomed as a group, and then rotate between **THREE OR FOUR** interactive stations: **City of Sunshine**, **Cultural Crossroads**, **The Story of Us**, **Snapshot of History**, and **Trailblazers**. Each station is 25 minutes with a couple minutes between for transition. You can choose to stay up to 30 minutes at the end of the program to explore on your own in small groups and take turns riding the elevator. Below is a description of each station.

CITY OF SUNSHINE – 3rd level, City of Sunshine exhibit

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.



CULTURAL CROSSROADS – 3rd level, Cultural Crossroads exhibit

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**.



THE STORY OF US – Main Floor, The Story of Us exhibit

How do historians learn about the past? Students will practice their historical thinking skills as we work together to examine photographs, artifacts, and documents, use our five senses, and practice our oral history interview skills. We'll focus on four unique stories of people that migrated to the Pikes Peak region and left a lasting impact: the first documented woman to climb Pikes Peak – Julia Archibald Holmes, a Chinese immigrant and business owner – James Bofanda, and an African American horse riding master and entrepreneur – Charles Collins.



SNAPSHOT OF HISTORY – Main Floor, Behind the Lens exhibit

The story of the Pikes Peak region's past is preserved in photographs! Students will work together to build a timeline of artifacts and photographs to understand how our community and photographic technology have changed over time. We'll then imagine the photographs have come to life and use our senses to analyze the story of different regional images.



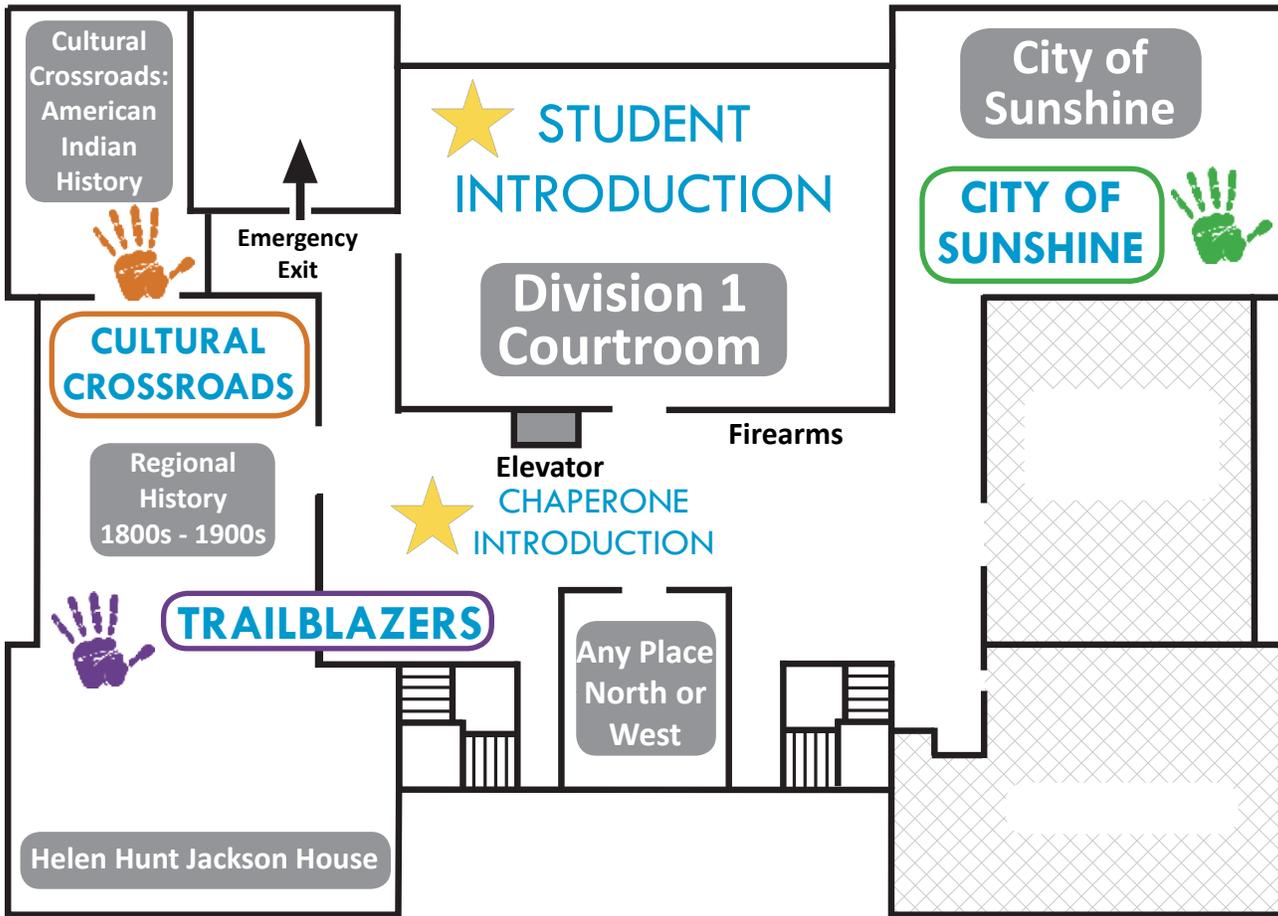
TRAILBLAZERS – 3rd level, Regional History exhibits

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.

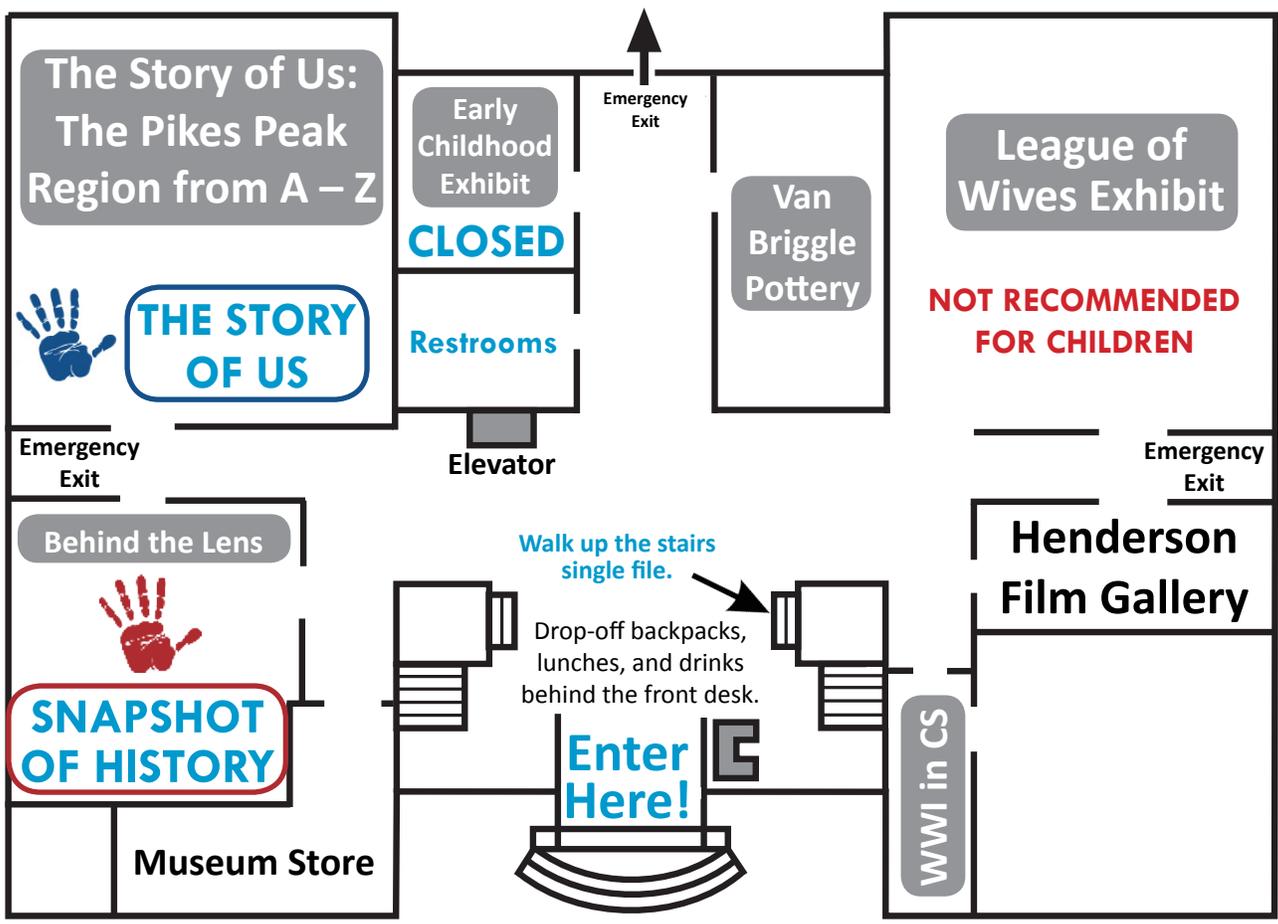


If you have any questions please contact the Program Coordinator, Meg Poole, at 719-385-5631 or mpoole@springsgov.com.

UPPER LEVEL



MAIN LEVEL



Tejon Street Entrance

The handprint symbol marks the locations of the interactive cart stations.



PRE & POST VISIT ACTIVITY IDEAS

Here are some ideas to prepare for your visit and to reflect on your time at the museum with students:

PRESENT & DISCUSS: MUSEUM VISIT SLIDESHOW (PDF)

In your confirmation email you will receive a link to a PDF document that includes a slide presentation with images and information to prepare your students for their visit. We encourage you to show this to your class and discuss the different topics included in the slides: Preparing for your visit, museums, artifacts, collections, and more.

PREPARATION: POST-STATION ACTIVITIES

If you have an additional task for your students to complete during your visit (i.e. researching a local history topic for a project) we encourage teachers to visit the museum in advance of your field trip to plan. After the rotation between stations you are welcome to explore the other exhibits in small groups. Many teachers will task their students with answering specific questions or looking at specific exhibits. Anything you can do to keep your students on task will improve your time at the museum.

DISCUSSION: *Is it important to protect and preserve objects, buildings, and stories from our past? Why?*

Lead your students through a discussion of this question. Before becoming a museum in 1979 the city proposed tearing down the El Paso County Courthouse. Other historic buildings, such as the Burns Theater, had already been demolished. A group of community members came together to fight to keep the Courthouse standing. Why is it important to protect buildings like this courthouse? Do your student's opinions change after their visit?

PRE-VISIT ACTIVITY: WRITING PROMPTS

Once you discuss what a museum, artifacts, and a collection are have your students write about what kind of museum they would start. What stories would they tell? What artifacts would they put on display? What kind of programs would they offer at their museum? You can also have them draw pictures of their museum.

POST-VISIT ACTIVITY: WRITING PROMPTS

We love to hear about your visit! An excellent writing activity is to have your students write letters to the museum. They can share what stations they liked best, what artifacts they found most interesting, and a few things they learned. We share these letters with our Museum Director and the volunteers that lead your program.

**If you have any questions please contact the Program Coordinator,
Meg Poole, at 719-385-5631 or mpoole@springsgov.com.**