

Self-Guided Learning Packet • Parent/Teacher Guide • GRADES 6-8

At each exhibit we ask the student to find and write down one date (just the year) and a corresponding event. At the end of the packet they will add these events to a timeline and reflect on which event they think had the greatest impact on our region.



EVIDENCE: GENERAL PALMER

What is your student most drawn to? Have a conversation about the story each source tells us.

Military Service: **Example – Palmer’s Civil War Medal of Honor – he was a General in the Civil War and recognized for his brave service with this medal**

Family Life: **Example – The photo of Palmer and his daughter riding a bike – Palmer liked spending time and having fun with his family**

Work Life: **Example – Palmer’s journal with a record of his many different business investments – Palmer was busy and a hard worker**

STORY OF US

The answers to the questions can be found throughout the text panel for each letter.

Discuss: Why is it important to remember each of these individuals and their stories?

- **J: James Bofanda – Canton China, Curio Shop (imports from China and Japan)**
- **B: Bloomer Girl – Kansas, Women’s Rights**
- **R: Riding Master – Missouri, English style horseback riding**

CITY OF SUNSHINE

Colorado Springs marketed itself as the ideal location for “chasing the cure” and recovering from Tuberculosis. List (2) features of our region that attracted health seekers: **Examples: Climate, High Altitude, Fresh Air, Less People, Sanatoriums (hospitals), Sunshine**

We now know that Tuberculosis needs oxygen and moisture to thrive and spread. These two things are in short supply at high altitude and in an arid climate.

Located at the entrance, TB hut and exit there are stories of TB patients. Focus on the stories of the people listed below and describe how gender, class, and/or ethnicity affected their access to treatment.

- **Sophie Rath Thomas – As a single, unwed mother, Thomas had limited access to money, and therefore could not “chase the cure”. Instead she worked at Elite Laundry to support herself and her children.**
- **Sedley B. Jones - As an African American in Colorado, Jones had limited job opportunities. He had to work to support his family and therefore could only “chase the cure” part-time.**
- **Dr. Samuel Edwin Solly - As a white successful male doctor, Solly had access to the best treatments and facilities at the time.**

ANY PLACE THAT IS NORTH AND WEST

During the Great Migration millions of Black citizens fled the South and moved to northern and western cities such as Colorado Springs. What caused this migration? **In the first case on the left you'll see a list of reasons from the *Chicago Commission on Race (1917)* – better living; tired of the south; etc.**

Historically, what challenges/limitations did African Americans face in Colorado Springs? Provide (2) examples and support your examples with a primary source. **Example: work limitations; reference the image of the Black waiters at the hotel**

Discuss: Do people of color still face any of these challenges/limitations today?

PIKES PEAK REGIONAL HISTORY

Choose (3) examples of **art** from the cases. Draw or describe each art piece.

Example: Small statue of Zebulon Pike – for whom Pikes Peak is named after.

Why do you think art is an important primary source and record of the past? **Discuss and have your student write down their ideas. Does art provide a different perspective of the past? Is art as reliable of a source since it is a creative expression?**

CULTURAL CROSSROADS

Examine the objects in the exhibit and provide (1) example of evidence of trade between American Indians in this region and a tribe from a different region.

Look for shells or other natural materials like feathers or stone that came from different areas of the continent.

Examine the objects and provide (1) example of evidence of trade between American Indians and Europeans. **Look for manufactured materials like metal or glass beads.**

Find the beaded blanket strip with the American flag design. Why were large celebrations encouraged to be held on the Fourth of July after American Indians were forcibly removed to reservations? **After American Indians were forcibly removed to reservations in the nineteenth century, sacred ceremonies such as the Sun Dance and the Bear Dance were banned by the Federal Government in an effort to strip American Indians of their language, culture and traditions. However, reservation officials encouraged large celebrations on the Fourth of July and other patriotic holidays. As a result, American Indian women made elaborate dresses and decorative elements that featured the American Flag. American Indian peoples worked within these restricted parameters to continue their traditions under the cloak of “patriotic celebration.”**

TIMELINE ACTIVITY

After your student enters the dates and events from each exhibit on the timeline have a discussion about which event (already listed or ones they add) they think had the greatest impact on the Pikes Peak region.