

## Self-Guided Learning Packet • Parent/Teacher Guide • GRADES 9-12



### STORY OF US

1. Provide (1) example of someone who migrated to Colorado from another country and (1) example of someone who migrated to Colorado from another state. Name one thing each individual is remembered for. **Example: Julia Archibald Holmes – came from Kansas and was the first recorded woman to climb Pikes Peak; Jim Bofanda – came from Canton, China and was a well-respected businessman who imported goods from Asia.**
2. What is a suffragist? How did the Bloomer Girl costume contribute to the suffragist movement? **A suffragist fought for women’s rights, particularly suffrage (women’s right to vote). The Bloomer Girl costume sought to eliminate restrictive clothing for women, which they thought to be mentally and physically unhealthy.**

**What year was the city of Colorado Springs founded? 1871**

### UNA FAMILIA GRANDE

1. Where was the Conejos Neighborhood located? What is there today? **South of Colorado Avenue, north of the Martin Drake Power Plant - Replaced with America the Beautiful Park.**
2. Read the “Change” label. List (2) major events that brought change to the neighborhood. Were these changes positive or negative? Provide an example.  
**Example: Martin Drake Power Plant - Negative because it blocked the neighborhood off and raised health concerns; America the Beautiful Park: Both because the neighborhood is gone, but it draws families together to play, share picnics and have fun.**
3. Visit the Rio Grande Market Display. List (2) items that were sold at the store. Do you see something that you use/eat today in the case? What did this store mean to the community? **Varies. The store was a community gathering place where they could get all of the necessary supplies.**

**What year did Severiano “Sam” Melena immigrate to Colorado? 1910**

### EVIDENCE: GENERAL PALMER

Find (3) examples of primary sources in the exhibit. Explain for each: What makes this a primary source? What story does it tell about Palmer and his family? **Example: Palmer’s letter to his wife Queen - Original document from the time Palmer lived tells us about his work and family relationship.**

**What year did Palmer join the Kansas Pacific Railway? 1865**

### 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) – i.e. better living; tired of the south**

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.**

**What year did Juanita Hairston file a Civil Rights suit against the Ute Movie Theater? 1944**

## 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, she 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.

**What year was the height of Tuberculosis treatment in Colorado Springs? 1917**

## CULTURAL CROSSROADS

1. Examine the objects in the exhibit and provide (1) example of evidence of intertribal trade: **Look for shells or other natural materials like feathers that came from different areas of the continent.**
2. 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.**
3. Find the beaded blanket strip. What patriotic symbol do you see? Read the label and explain the significance of the object’s design: **After American Indians were forcibly removed to reservations in the nineteenth century, sacred ceremonies 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. 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.”**
4. Examine the contemporary objects in the **Living Cultures** case. Native people in Colorado are actively preserving their languages, traditions and history. How do these objects demonstrate this? **Native artists have found creative ways to combine contemporary culture (Nike logo, cell phone case) and their traditional culture (bead work).**

**What year did Southern Ute representatives mark the Ute Pass Trail route? 1912**

## 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. Have them record their ideas.