

**Colorado Springs Pioneers Museum**  
**Health & Wellness: Tuberculosis in the Pikes Peak Region**  
**Ida Gwynn Garvin & Nob Hill Lodge**



**Colorado Academic Standards: 3<sup>rd</sup> and 4<sup>th</sup> Grade**

3<sup>rd</sup> Grade Social Studies

- **History:** 1.1.a; 1.1.b; 1.1.c; 1.2.a; 1.2.b; 1.2.c
- **Geography:** 2.1.a; 2.1.b; 2.1.c; 2.1.d; 2.2.a; 2.2.b; 2.2.c; 2.2.d
- **Economics:** 3.1.a; 3.1.b; 3.1.c; 3.1.d; 3.1.e; 3.2.a; 3.2.b; 3.2.c; 3.2.d; 3.2.e
- **Civics:** 4.1.a; 4.1.b; 4.1.c; 4.1.d; 4.2.a; 4.2.b; 4.2.c; 4.2.d

3<sup>rd</sup> Grade Reading, Writing and Communicating

- **Oral Expression and Listening:** 1.1.a; 1.1.b; 1.1.c; 2.2.a; 2.2.b; 2.2.c; 2.2.d; 2.2.e; 2.2.f
- **Reading for All Purposes:** 2.1.a; 2.1.b; 2.1.c; 2.1.d; 2.1.e; 2.2.a; 2.2.b; 2.2.c; 2.2.d; 2.3.a; 2.3.b; 2.3.c; 2.3.d; 2.3.e
- **Writing and Composition:** 3.1.a; 3.1.b; 3.1.c; 3.1.d; 3.2.a; 3.2.b; 3.2.c; 3.2.d; 3.3.a; 3.3.b; 3.3.c; 3.3.d; 3.4.a; 3.4.b; 3.4.c; 3.4.d; 3.4.e; 3.4.f; 3.4.g
- **Research Inquiry and Design:** 4.1.a; 4.1.b; 4.1.c; 4.1.d; 4.1.e

4<sup>th</sup> Grade Reading, Writing and Communicating

- **Oral Expression and Listening:** 1.1.a; 1.1.b; 1.1.c; 1.2.a; 1.2.b; 1.2.c
- **Reading for All Purposes:** 2.1.a; 2.1.b; 2.1.c; 2.1.d; 2.2.a; 2.2.b; 2.2.c; 2.2.d; 2.3.a; 2.3.b; 2.3.c; 2.3.d; 2.3.e
- **Writing and Composition:** 3.1.a; 3.1.b; 3.1.c; 3.1.d; 3.2.a; 3.2.b; 3.2.c; 3.2.d; 3.2.e; 3.2.f; 3.2.g; 3.3.a; 3.3.b; 3.3.c; 3.3.d; 3.3.e; 3.4.a; 3.4.b; 3.4.c; 3.4.d; 3.4.e; 3.4.f; 3.4.g
- **Research Inquiry and Design:** 4.1.a; 4.1.b; 4.1.c

4<sup>th</sup> Grade Social Studies

- **History:** 1.1.a; 1.1.b; 1.1.c; 1.1.d; 1.2.a; 1.2.b; 1.2.c; 1.2.d
- **Geography:** 2.1.a; 2.1.b; 2.1.c; 2.1.d; 2.1.e; 2.2.a; 2.2.b; 2.2.c; 2.2.d
- **Economics:** 3.1.a; 3.1.b; 3.1.c; 3.1.d; 3.2.a; 3.2.b; 3.2.c
- **Civics:** 4.1.a; 4.1.b; 4.1.c; 4.1.d; 4.2.a; 4.2.b; 4.2.c; 4.2.d; 4.2.e

**Learning Objectives:**

*Students will be able to . . .*

- Give examples of how Tuberculosis brought important changes to Colorado Springs and the lives of Tuberculosis patients, like Ida Gwynn Garvin.
- Use a variety of primary sources such as artifacts, pictures, and documents, to help determine factual information about historical events.
- Compare and contrast the experience of people during the height of the tuberculosis treatment in Colorado Springs to our experiences today with the COVID-19 pandemic.

**Learning Setting:** General education classroom with printouts of sources or large digital display for class, digital platform for e-learning (i.e. Zoom)

**Learning Materials:**

- *Vocabulary List*
- *Background Reading: Teachers*
- *Background Reading: Students*
- *PowerPoint: Main Lesson (background on Tuberculosis, Ida Gwynn Garvin, images of primary sources)*
- *PowerPoint: Additional Activities*
- *Primary Source Analysis Discussion Guide*
- *Primary Source Analysis **Worksheets***
  - *Artifact, Document, Photograph*
- *Reading Comprehension **Worksheet***

**Primary Sources:**

- *Ida’s Letter and Transcription*
- *Photographs*
- *Artifact Image*
- *Nob Hill Lodge Brochure Page*

**Digital Resources:**

- Audio Transcription of Ida Gwynn Garvin Letter:  
[https://www.youtube.com/watch?time\\_continue=47&v=gf76jnyZlol](https://www.youtube.com/watch?time_continue=47&v=gf76jnyZlol) – Dec 26, 1915
  - This is an abbreviated and adapted version of pages 2-5
- PBS Documentary: “The Forgotten Plague: Chapter 1”:  
[https://www.youtube.com/watch?v=6lv0vAWbj74&list=PLrIWLOQMJcDQCpFCq4B\\_v4xP9jGhYNrta](https://www.youtube.com/watch?v=6lv0vAWbj74&list=PLrIWLOQMJcDQCpFCq4B_v4xP9jGhYNrta)
- “T for Tuberculosis” theme in the Story of Us Learning Tool - <http://cspmstoryofus.com/>
- Video Tour of the Colorado Springs Pioneers Museum’s *City of Sunshine* Exhibit:  
<https://www.cspm.org/articles/city-of-sunshine-video-tour/>
- Article: CSPM – “Caring for Tubercular Invalids: Florence Standish R.N.” -  
<https://www.cspm.org/articles/florence-standish/>

**Learning Plan:**

**Step 1:** Prepare Yourself

- Reference background reading for teachers on Tuberculosis and Ida Gwynn Garvin
- Review primary sources
- *Optional:*
  - Explore “T for Tuberculosis” through the [Story of Us Learning Tool](http://cspmstoryofus.com/)
  - Watch the PBS documentary [“The Forgotten Plague: Chapter 1”](https://www.youtube.com/watch?v=6lv0vAWbj74&list=PLrIWLOQMJcDQCpFCq4B_v4xP9jGhYNrta)
  - Make an appointment to visit the CSPM archive and visit the “City of Sunshine” exhibit

**Step 2: Prepare Students**

- Review the Vocabulary List
- Have students read background information on Tuberculosis and Ida Gwynn Garvin
- Review using the PowerPoint slides on Tuberculosis and Ida Gwynn Garvin
- *Optional*: Utilize digital resources listed above

**Step 3: Primary Source Analysis**

- Discuss: What is a primary source?
- Choose sources (documents, photos and/or artifact) and have students complete the associated primary source analysis worksheet **and/or** lead a discussion on each source with the provided questions and guidance. **The letter is the most important source for this lesson.**
  - The letter is five pages long. Each page has great value when understanding Ida's experience as a tuberculosis patient. You can easily spread out each page over the course of a week or assign small groups of students different pages. This could also be done together as a class.

**Step 4: Reading Comprehension & Analysis (for the letter)**

- Have students complete the Reading Comprehension Worksheet and/or lead a discussion using the questions from the worksheet.
- This can be done in place of the Primary Source Analysis Activity for the letter.
- Reading Comprehension Discussion Guide

**Step 5: Review & COVID-19 Comparison Activities**

- Review learning objectives and check for understanding using the provided discussion questions and suggested activities.

**Step 6: *Optional* Additional Activities (this is separate document and PowerPoint you can locate on the [lesson website](#))**

- See suggested activities for additional learning opportunities in science, health and art.

## LEARNING MATERIALS

**Vocabulary List:** These are words students will encounter when reviewing the letter and brochure page. There are also some more general words that will help them during the lesson.

- Artifact: Interesting objects made by people that tell stories about the past.
- Disinfect: Clean to destroy bacteria, like tuberculosis (often using chemicals).
- Disquieted: Worried or anxious.
- Detrimental: Can cause harm.
- Elaborate: Took lots of planning with special details.
- Fumigation: Similar to disinfect – deep clean.
- Malady: Illness

- Primary Source: A first-hand, original account, or evidence about a person, place, object, or an event. Oral histories (interviews with people), objects (artifacts), photographs, and documents such as newspapers, diaries, and journals are primary sources.
- Quartette: A group of four people playing music or signing together.
- Sanatarium/Sanatorium: A hospital for Tuberculosis patients.
- Secondary Source: An account, record, or evidence from an original or primary source. Textbooks are secondary sources.
- Sputum: Thick mucus or spit which tuberculosis patients can have an overabundance of.
- Tuberculosis: A serious disease also known as TB, the White Plague, and consumption.
- Welfare: A health or happiness of a person or group.

## PRIMARY SOURCE ANALYSIS DISCUSSION GUIDE

An image each of the primary sources can be found as a PDF on the website OR the images are included in the lesson's slideshow.

### PRIMARY SOURCE ANALYSIS: DOCUMENTS

#### Activity Options:

- Document Primary Source Analysis Worksheet
- Reading Comprehension Worksheet (for the letter)
- Discussion Questions (below)

#### Activity Guidance:

- Review sections or the entirety of Ida Gwynn Garvin's **handwritten** letter. Challenge students to transcribe (write out what they can read) a small section of the letter. Discuss misspellings, hard to read words, and other interesting things they notice. Look closely at Ida's letter. Take notes on some of the things she says.
- For each page of the letter, key points are **highlighted**.
- Take a look at the provided transcription of the letter (a transcription is a typed version of a handwritten document that is easier to read). You'll notice that there are some words we could not determine!
- *Nob Hill Lodge Brochure Page* – This source is a typed page from the Nob Hill Lodge Sanatorium. Use the discussion questions or document primary source analysis worksheet to interpret this page.

#### Discussion Questions

- What are your first impressions?
- What kind of document is it (letter, ad, newspaper, etc.)? How do you know?
- Read through the document carefully. Make a list of any unusual words or phrases.
- Is there a date on it? If so, what is it?
- Is there a location indicated? What is it?

- Who wrote or created the document? How can you tell?
- For whom was the document written or created? How do you know?
- What is the purpose of the document? What made you think this?
- What do you think the writer thought was the most important information to convey? Why?
- How do you think the author felt when they wrote this document?

### **PRIMARY SOURCE ANALYSIS: PHOTOGRAPHS**

#### **Activity Options:**

- Photograph Primary Source Analysis Worksheet
- Discussion Questions (below)

#### **Discussion**

Look closely at the images of Ida and Nob Hill Lodge.

- General Observations:
  - Discuss what you see: activities, people, places, objects, animals, clothing
- Written Clues:
  - Are there any captions? A date? Location? Names of people?
  - Is there any lettering on signs or buildings?
- Location and Time:
  - What time of year is pictured? Time of day? Cite your evidence.
  - Where was the photograph taken? Cite your evidence.
- People:
  - If people are in the photograph, what do you think is their relationship to one another?
  - Who do you think took the photograph? Why?
- Personal Reactions:
  - What feelings and thoughts does the primary source trigger in you?
  - What questions do you have about the photograph? How could you try to answer them?
  - What is the one thing that you would remember most about this photograph? Why?
  - What questions do you have about the photograph that you cannot answer through analyzing it? Where could you go next to answer these questions?

### **PRIMARY SOURCE ANALYSIS: ARTIFACT**

#### **Activity Options:**

- Artifact Primary Source Analysis Worksheet
- Discussion Questions (below)

#### **Discussion**

Take a look at the image of the object. Answer as many of these questions as you can.

- General Observations:
  - What is it made of? texture and color? clean or dirty? old or new?
  - Is it handmade or made by machine? Where was it made? Who made it?
  - Can it be held? Is it heavy or light?
  - Is it intact, or does it look like parts are missing?
  - Does it make a noise?
- Object Use:
  - Do you have any idea what the object might have been used for?
  - Does it have a practical use or is (was) it used for pleasure?
  - Has it been used? Is it still in use? Has the use changed?
- Appearance:
  - Is it decorated? How is it decorated?
  - Is it nice to look at?
- People:
  - Who May be connected with the Object? What type of person might have used this object?
  - What type of person might have made this object?
  - What does this object tell us about the maker and user? Is this type of object still being made today? Is it still in use? If not, why do you think it isn't used today?
  - Should this object be in a museum collection? Why or why not?
- What questions do you have about the object that you can't answer from just looking at it?

## READING COMPREHENSION & ANALYSIS

Use this worksheet to analyze Ida's letter.

### Activity Options:

- Reading Comprehension Worksheet
- Discussion – Use the questions from the worksheet

## REVIEW & COVID-19 COMPARISON ACTIVITIES

### Discuss:

1. How does Ida's experience with Tuberculosis compare to our experiences with COVID-19?
2. What similarities or differences do you see between how we treated Tuberculosis and how we treat COVID-19?
3. List and describe three primary sources that you think best tell the story of our experience with COVID-19 (objects, documents, photos, etc.)?
  - a. Challenge students to bring in/show examples
  - b. Make a COVID-19 classroom exhibit
  - c. Submit your COVID-19 stories: <http://submit.cspmstoryofus.com/>

### ABOUT THE PRIMARY SOURCES

#### PHOTOGRAPH

Ida Gwynn Garvin Portrait (n.d.)



#### PHOTOGRAPHS

Nob Hill Lodge: The sanatorium where Ida went for treatment for her illness



Located east of the city near present day Memorial Hospital. Registered Nurse Florence Standish opened Nob Hill Lodge in 1912. According to first-hand accounts, Standish offered excellent medical care in a comfortable, home-like environment.



Children at Nob Hill Lodge:  
On her second stay at Nob Hill, Ida's son came with her

#### LETTER

This five page letter was written by Ida Gwynn Garvin, a patient at Nob Hill Lodge, to her mother the day after Christmas in 1915.



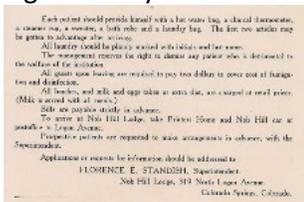
#### ARTIFACT

In her letter, Ida references checking her daughter's sputum. Sputum is a thick mucus or spit that patients ill with pulmonary tuberculosis often have an overabundance of. In 1909 spitting on the street was banned, so **spittoons** were placed in public places to collect sputum. This spittoon dates to around 1920 and was from the Colorado Springs Chamber of Commerce.



#### NOB HILL LODGE BROCHURE PAGE

Page 10 from the 1912 Nob Hill Lodge brochure explaining rules and what patients should expect to bring during their stay.



## REFERENCES

- Colorado Department of Education, “Elementary Primary Source Sets”:  
<https://www.cde.state.co.us/cosocialstudies/pssets#three>
- Smithsonian National Museum of American History, “Engaging Students with Primary Sources”:  
<https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>
- Library of Congress, “Using Primary Sources”:  
<http://www.loc.gov/teachers/usingprimarysources/>
- Photo of children at Nob Hill Lodge from the Pikes Peak Library District Special Collections