

PRE-VISIT PACKET



Thank you for scheduling a **History Detectives Outreach Program**! Our team is thrilled to visit your school and guide your History Detectives ("In Training") through a series of missions.

HOW TO PREPARE

PROGRAM GUIDELINES

YOUR SCHOOL'S VISITOR POLICY

- You are required to provide detailed information on how the Museum's staff and volunteers should prepare for the visit at least two weeks prior to the scheduled program (e.g. bring driver's licenses).

ADULT SUPERVISION

- At least one teacher or school staff member are required to be in **each classroom at all times**. We also welcome the support of parent helpers if they are available. **We will need the active participation and support of teachers, staff, and any volunteers throughout the duration of the program.**

CLASSROOM MANAGEMENT

- Please inform our staff/volunteers of any classroom management techniques you successfully utilize with your students (e.g. "clap once if you can hear me"). Classroom teachers are responsible for student behavior and are required to support our staff/volunteers at all times. **Providing each student with a nametag is helpful for our staff and volunteers.**

SAFETY

- Our staff and volunteers will rely on your teachers and staff to inform us of any safety procedures (i.e. shelter in place). If at any time a member of our team feels unsafe we will end the program.

TECHNOLOGY

- **Program Website:** www.cspm.org/outreach
 - Prior to the CSPM's arrival, please ensure you can successfully open the website above in each classroom. This site has everything you need for the program: Introductory Video, Station Overview, Teacher & Student Surveys, and more.

COMMUNICATION

- Please send a final confirmation, via email, 24 hours prior to your scheduled program. Please contact us as far in advance to make any changes to your program and provide any important updates (e.g. visitor policy).

HOW TO PREPARE

PROGRAM OUTLINE

Programs will last between 1 hr and 45 min (3 stations) & 2 hr and 15 min (4 stations) *Not including set-up and clean-up time



The program is designed for students to rotate between participating classrooms. We can work with up to four classrooms. If you only have one or two participating classrooms, it is helpful if you can find extra spaces for the activities, but not required.

**20
MIN**

Our staff and volunteers will arrive 20 minutes prior to the start of your scheduled program to check-in at your front office and begin setting up our stations.*

*We appreciate each teacher taking the time to review the **CLASSROOM ARRANGEMENT** guidelines to prepare their space for our visit. Please determine in advance which station will be in which classroom.

**7
MIN**

While we complete set-up, we ask that each teacher shows their students the **Introductory Video** (7 min).

**30
MIN**

Each station (3 to 4) is 30 minutes long. Depending on the distance between participating classrooms, please also allow a few minutes for rotation/transition between each station.

**10
MIN**

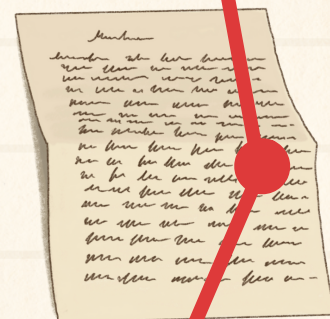
We appreciate up to 10 minutes to pack-up our program supplies at the end of the program. We'll also ask that the teachers complete a brief paper survey at this time if possible.

HOW TO PREPARE

CLASSROOM ARRANGEMENT BY STATION

ARTIFACTS, DOCUMENTS, & PHOTOGRAPHS:

- Please arrange your classroom so that students are divided into even groups (**preferably 5-6 groups of 3-4 students each**).
 - Each activity has some reading involved, so ensuring each team has a strong reader will be helpful.
- Ensure that students have something to write with so they can complete their notebook pages.
- While we setup, please show the **Introductory Video** (7 min).
- We ask that teachers, staff and parent helpers work with the small groups during each activity. We also appreciate help with stamping the notebooks and assisting CSPM staff/volunteers with activity preparation and clean-up.
- **ARTIFACTS:** We will need table space around the classroom to setup artifacts and corresponding labels. We will also pre-set a small bag (with puzzle pieces) out for each group.
- **DOCUMENTS:** We will need floor space around the classroom to setup the newspaper pages. We will pre-set magnifying glasses for each group. During the chronology activity, it is helpful to have a stretch of floor space where students can form a line holding their dates.
- **PHOTOGRAPHS:** We will need table space at the front of the classroom to setup photo packets and several artifacts. We will also pre-set a cipher decoder at each student's desk .



PROBLEM-SOLVING STATION:

Note that this station is only for schools with (4) classrooms.

- If the CSPM does not have enough staff/volunteers, we will ask the classroom teacher to lead this station. Later in the packet, you'll find detailed instructions.
- For the **Save Fred** activity, students will work in pairs.
- For the **The Yeti & The Detective** activity, you'll work all together and need some floor space to sit in a circle.



PROBLEM SOLVING STATION 25 MINUTES

This station is only for groups with **four** classrooms. If CSPM does not have a volunteer/staff member to lead that activity, we will ask for a teacher to lead using the instructions below.

SAVE FRED

Set-Up: Divide students into pairs. Set up the activity at each station before starting. For each team, place a gummy Life Saver on their table. The plastic cup goes on top of the life saver, and the worm goes on top of the cup. Provide each team with (4) paper clips.



Set the scene with Fred's story. On top of your cup (a.k.a. Fred's boat), you'll see our friend Fred. Fred has been traveling all over the world and has had a lot of fun in his boat! Under Fred's boat is his life saver – not a great place for a live saver! This is BAD, because he is a worm and worms cannot swim very well! He should always have his life saver on anytime he is on the water.

Fred has gotten himself into quite the predicament! As you can see, his boat has tipped over and his life saver is now under the boat. **Can you use your problem-solving skills help save Fred?**

Your Mission: Save Fred! Using only (4) paper clips, and **not** using your hands, you need to get Fred into his life saver, turn his boat right side up, and put him in his boat. Remember, Fred is a worm and we do not want to hurt him. Do not poke or stab Fred with the paper clips. You can twist and bend the paper clips to make them easier to use. **Save Fred and help him continue his grand adventure!**



*We recommend throwing away the candy used for the activity. You will be provided with additional Life Savers and are welcome to give each student (1) to eat at the end of the program.

THE YETI & THE DETECTIVE

Have students sit on the floor in a circle. Choose (1) student to be the DETECTIVE and have them step out of the classroom while you choose a YETI. To choose the YETI, have students close their eyes while you walk around and tap a student on the shoulder. That person is the YETI and should not tell anyone else.

When everyone opens their eyes, bring back the DETECTIVE and have them stand in the middle of the circle to begin trying to figure out who the YETI is. The DETECTIVE should pay close attention to any movement. Meanwhile, while the DETECTIVE isn't looking, the YETI will quickly blink twice at another student. That student will have to freeze and fall onto their backs. The YETI will continue to quickly blink twice at other students, with the goal of freezing everyone.

When the DETECTIVE thinks they know who the YETI is, they guess. They get (3) guesses and then they are out. The YETI becomes the next DETECTIVE.

***If you have time at the end, discuss what problem solving skills students had to use for each activity.**

HOW WILL THIS PROGRAM SUPPORT MY STUDENT'S LEARNING?

The History Detective Outreach program was developed in alignment with Colorado Academic Standards and supports 21st century skills that will contribute to student's future success; critical thinking, effective communication, creativity, problem solving, perseverance, collaboration, and information literacy.

COLORADO ACADEMIC STANDARDS

Third Grade; Standard 1. History

- 1.b. Use a variety of primary sources such as artifacts, pictures, and documents, to help determine factual information about historical events.
- 2.a. Compare past and present situations and events.
- 2.b. Give examples of people, events, and developments that brought important changes to a community or region.
- 2.c. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.

Third Grade; Reading, Writing, and Communicating

- Standard 2.2. Apply strategies to fluently read and comprehend various informational texts.
- Standard 4.1. Gather, interpret, and communicate information discovered during short research projects.

Fourth Grade; Standard 1. History

- 1.a. Draw inferences about Colorado history from primary sources such as journals, diaries, maps, etc.
- 1.b. Identify cause-and-effect relationships using primary sources to understand the history of Colorado's development.
- 1.c. Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado.
- 2.c. Describe both past and present interactions among the people and cultures in Colorado.
- 2.d. Describe the impact of various technological developments.

Fourth Grade; Reading, Writing, and Communicating

- Standard 2.2. Apply strategies to comprehend and interpret informational texts.
- Standard 4.1. Use a variety of resources to build and communicate knowledge related to open-ended research questions.

COLORADO ESSENTIAL SKILLS

- **Information Literacy:** Articulate the most effective kinds of historical sources to access information needed for understanding historic events.
- **Self-Advocacy:** Ask questions to develop further understanding of reliability of various kinds of historical sources.
- **Collaboration/Teamwork:** Recognize how members of a community rely on each other and interact to influence the development of their communities.