

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?

Helen Hunt Jackson House

List one of her books she was well-known for writing:

Example: Ramona, Century of Dishonor, Nelly's Silver Mine

Nature: Pinecone, leaves pressed into fireplace cover, historic photos of home show many live plants, and more

Research on American Indian Issues in CA: Large pinecone from Redwood Forest in CA, Native American basketry and other items

Travel: Items from her travels around the home – rugs, objects, “Spain” book on desk, her book – “Bits of Travel,” and more

COS@150

The COS@150 exhibit is organized chronologically from 1871 (the year our city was founded) to today. Explore the exhibit and choose (3) objects to complete the activity below: Help your students explore the exhibit and locate objects that are interesting to them. Read the associated label or even scan the QR code on the exhibit case to find a longer narrative on each story. Discuss what story they think that object tells. Are objects powerful story tools and evidence of the past? Why or why not?

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.