

## BEFORE YOUR VISIT



Confirm you are still coming!  
Email [meg.yevara@coloradosprings.gov](mailto:meg.yevara@coloradosprings.gov)



Show your students the pre-visit video



Break students into **THREE** evenly divided groups prior to your arrival. Assign each group a color.  
*Nametags are helpful!*



### **REQUIRED: 4 ADULT CHAPERONES**

3 GROUP LEADERS AND 1 EXTRA (a teacher) to rotate between groups (manage behavior; provide restroom breaks)



**Please do not bring more than 10 chaperones  
OR additional children (i.e. student siblings)**

### **Communicate the following to your chaperones:**

- Chaperones are expected to manage student behavior
  - Provide guidance on your expectations
- Students should never be left unattended
  - Even when museum volunteers are present
- Time you've allotted for your visit
- When and where to meet at the end of your visit
- Chaperones and teachers are expected to remain engaged with the program:
  - no cell phone use
  - no additional children (student siblings)

## COLORADO SPRINGS PIONEERS MUSEUM



### **FREE ADMISSION**

If you would like to make a donation to support CSPM (recommend \$2 per student) visit our school donation page.

**CLICK TO DONATE**



### **LUNCH IN THE PARK**



We do not have indoor facilities. Your group is welcome to enjoy lunch in the park surrounding the museum.

## WHEN YOU ARRIVE

- Send a teacher in **FIRST** to sign-in at the Front Desk and receive instructions.
- Have students enter the building **single file with quiet voices**. All large bags, food, and drinks must be left in the bins behind the front desk. Inform staff if you have a bag with emergency medical supplies.
- We will guide your students to the Division 1 Courtroom on the upper level of the building for their introduction. **All adult chaperones will meet outside of the courtroom for a separate introduction.**
- Each chaperone will receive a map detailing the location of the stations and exhibits.

### **!! PLEASE NOTE**

- We do not recommend visiting other exhibits/spaces at the conclusion of your program.**
  - Please encourage students to come back with their families.**
- Please do not assign additional activities during the program (i.e. photography, worksheet)
- Out of courtesy to other visitors we will not visit the **Early Childhood** or **Family Fun Space**.
- 50% of the Story Exhibit:** Students must be closely supervised. Please do not touch the art.

# LOCATION & PARKING

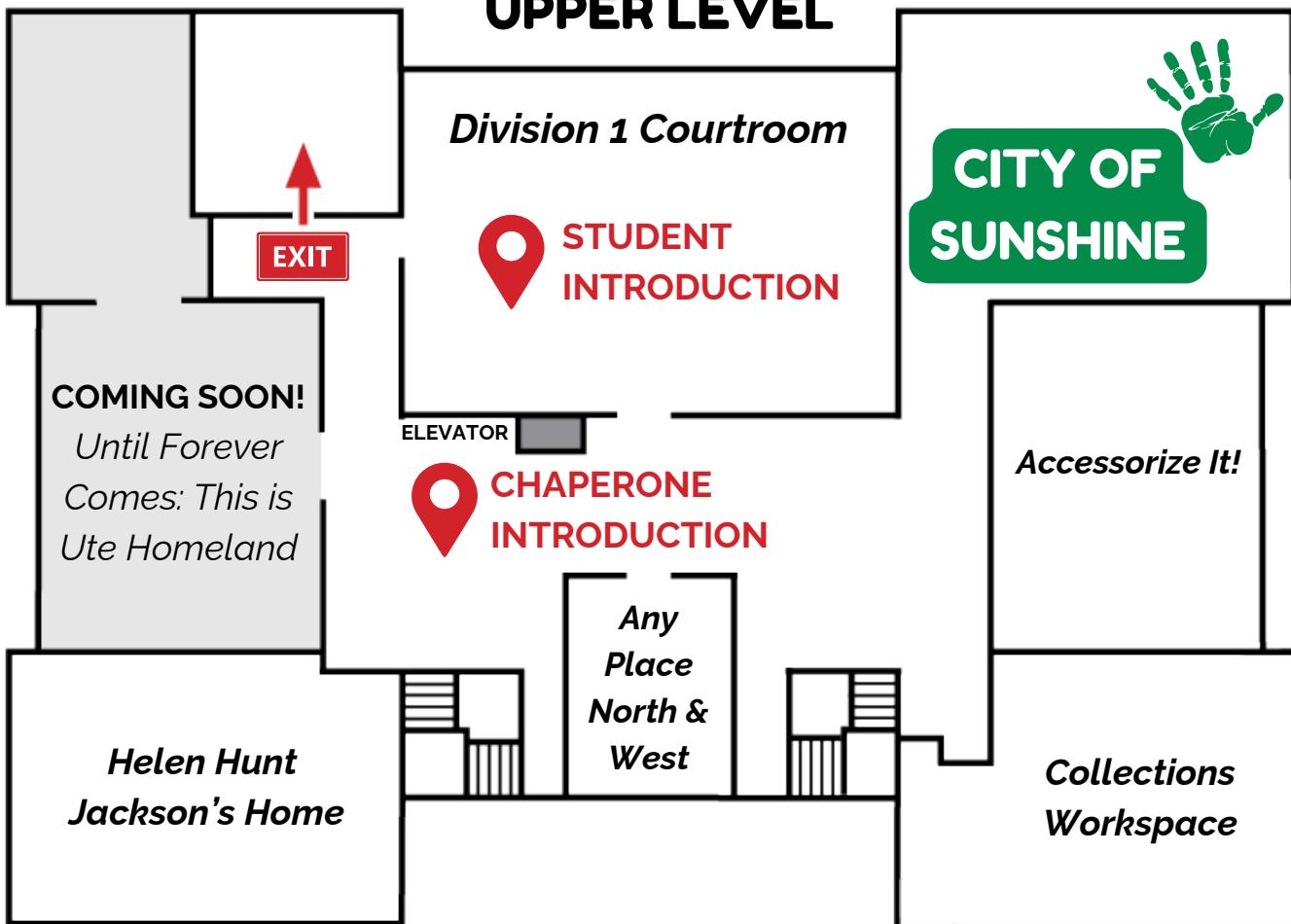
- There is no designated parking area for buses. Most buses drop-off students on the west side of the building on **Tejon** and park at the metered spaces on **Vermijo** or **Nevada**.
- **Smaller Vehicles:** Metered parking around the museum, or City Administration Parking Garage located at 130 South Nevada.



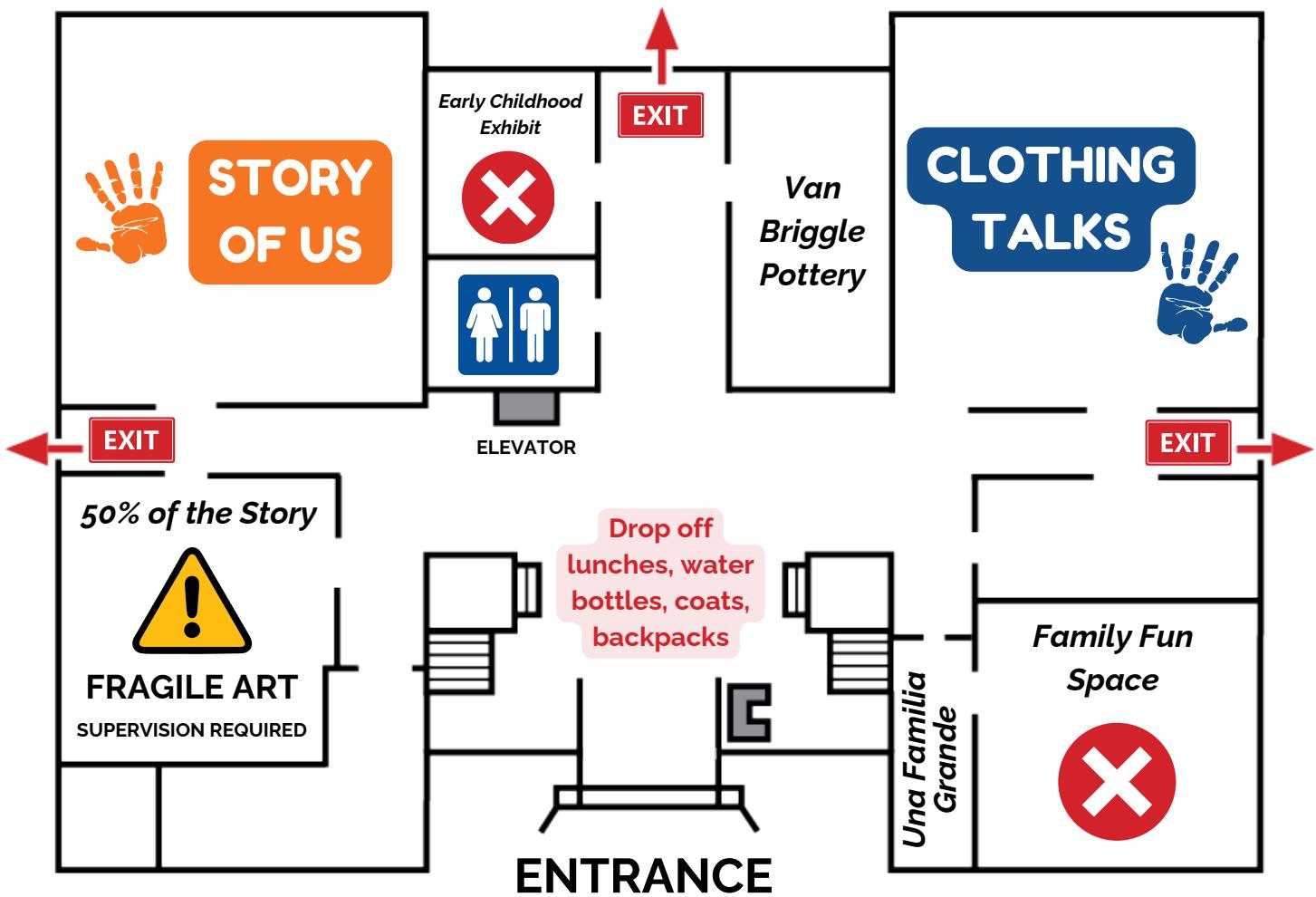
**We are located at 215 S. Tejon Street. Enter via Tejon Street.  
There is an accessibility entrance on the SW corner of the building.**



# UPPER LEVEL



# MAIN LEVEL



# PROGRAM OVERVIEW



## HANDS ON HISTORY PROGRAM ~ 2 HOURS

During your visit students will be welcomed as a group, and then rotate between three interactive stations: City of Sunshine, Clothing Talks, and The Story of Us. Each station is 30 minutes with a few minutes between for transition.

## HANDS ON HISTORY STATIONS



### CITY OF SUNSHINE

GR.3 History: 1.1.b; 1.1.c; 2.2.a; 2.2.b; 2.2.c

GR.4 History 1.1.a; 1.1.b; 1.1.c; 2.2.b; 2.2.c; 2.2.d

Explore our city's relationship with health and disease. Learn how the "City of Sunshine" drew, and continues to draw, people from all over the country as a healthful resort town. Understand what Tuberculosis is, how it was treated and why thousands of "seekers" came to Colorado Springs searching for a cure.



### CLOTHING TALKS

GR.3 History: 1.1.b; 2.2.a; 2.2.b; 2.2.c

GR.4 History 1.1.a; 1.1.b; 1.1.c; 1.1.d; 2.2.a; 2.2.b; 2.2.c; 2.2.d

The COS@150 exhibit uses 150 objects to explore 150 years of fascinating local history since our founding in 1871! At this station, students will explore the exhibit and focus on the unique clothing items as examples of primary sources that help us to determine factual information about our community's history.



### STORY OF US

GR.3 History: 1.1.b; 2.2.a; 2.2.b; 2.2.c

GR.4 History 1.1.a; 1.1.b; 2.2.b; 2.2.d

The Story of Us is the Story of YOU! In small groups the students rotate between four stations where they will discover the stories of a local explorer, activist, entrepreneur, and storyteller. Through images, facts, and a hands-on activity they will consider their own place in local history.

**If you have any questions please contact the Program Coordinator, Meg Yevara, at 719-385-5631 or [meg.yevara@coloradosprings.gov](mailto:meg.yevara@coloradosprings.gov).**

# PRE & POST VISIT ACTIVITY IDEAS

## PRESENT & DISCUSS: MUSEUM PRE-VISIT VIDEO

Share this **5 minute** video with your students in advance of your visit. The video shows them what to expect, Museum Etiquette 101, and includes several prompts for class discussions. **LINK:** <https://youtu.be/ZNoLRoeCy8k>

ACCESS THE VIDEO



## EXPLORE CSPM'S VIRTUAL RESOURCES

- [The Story of Us: The Pikes Peak Region from A - Z](#), allows users to explore the history and geography of the area using 21st Century technology.
- [Explore Colorado Spring's 150 years of history through objects with the COS@150 digital exhibit](#).
- Check out the museum's [educational resources](#).

## DISCUSSION: Is it important to protect and preserve objects, buildings, and stories from our past? Why?

Lead your students through a discussion of this question. Before becoming a museum in 1979 the city proposed tearing down the El Paso County Courthouse. Other historic buildings, such as the Burns Theater, had already been demolished. A group of community members came together to fight to keep the Courthouse standing. Why is it important to protect buildings like this courthouse? Do your student's opinions change after their visit?

## PRE-VISIT ACTIVITY: WRITING PROMPTS

Once you discuss what a museum, artifacts, and a collection are have your students write about what kind of museum they would start. What stories would the tell? What artifacts would they put on display? What kind of programs would they offer at their museum? You can also have them draw pictures of their museum.

## POST-VISIT ACTIVITY: WRITING PROMPTS

We love to hear about your visit! An excellent writing activity is to have your students write letters to the museum. They can share what stations they liked best, what artifacts they found most interesting, and a few things they learned. We share these letters with our Museum Director and the volunteers that lead your program.

**If you have any questions please contact the Program Coordinator, Meg Yevara, at 719-385-5631 or [meg.yevara@coloradosprings.gov](mailto:meg.yevara@coloradosprings.gov).**