



Friends of the Tubac Presidio and Museum, Inc.

1 Burruel St, Box 4162 • Tubac, AZ 85646 • 520.398.2252 • Fax 520.398.2685 • www.tubacpresidio.org

Tubac Presidio STEAM School Activities

Our suggested STEAM (Science, Technology, Engineering, Art, and Math) activities give your students the opportunity to learn about the vast and exciting history of the Santa Cruz and Pima County region in a fun, hands on way. Teachers can Choose activities from the list below. For large groups the Presidio recommends splitting the students up into smaller groups with chaperones. Each group can work on different activities, and then rotate after 20 minutes (the time will depend on how many of the activities teachers choose to do). The presidio will provide the setting, we ask that the school provides paper and pencils for their students.

Module 1:

Designing Your Own Transportation: In Otero Hall, gather students around the Ambulance. Students will be asked to consider *engineering, technology* and the *design* of various means of transportation using the Ambulance as an example.

1. Ask students to compare materials and technology available in 1858 versus today to design a vehicle of their own.
2. Ask students to draw their vehicle and label its parts to communicate their idea of their transportation concept.
3. Ask students what their ideal means of travel would be?
4. What materials would they need to construct their mode of transportation?
5. Where would they find these materials?
6. Would this mode of transportation get them from Cincinnati to Tubac?
7. How long would it take? Etc.

Module 2:

Visual Thinking Strategies: In Otero Hall: Using the paintings in our Calvacade of History collection, choose two or three and ask students to examine them,

without giving them the titles or history of the painting. Encourage students to discuss events depicted in each painting. Questions to ask:

1. What do you see happening in the picture?
2. What makes you say that?
3. What can we think/find/speculate about the events in the pictures?
4. What emotions do you see on the faces of the people in the paintings?'

Teachers and chaperones should take the role of facilitator rather than information giver in this module. The purpose is not to discuss stylistic traits or form of the paintings, but to encourage students to think about art in a critical way while learning to speak, listen, respect and engage in group discussions. Students should not be given the title or history of the painting, instead students will be encouraged to discuss ideas going on in each painting that will help students practice critical thinking, with the goal of teaching empathy and tolerance.