



# **Americans Move West: The Santa Fe Trail**

**Denver Public Schools**

**In partnership with Metropolitan State College of Denver**

**El Alma de la Raza Project**



# Americans Move West: The Santa Fe Trail

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Grades 6–8

Implementation Time  
for Unit of Study: 3 weeks

**Denver Public Schools**

El Alma de la Raza Curriculum  
and Teacher Training Program

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El Alma de la Raza Series

# Americans Move West: The Santa Fe Trail

## Unit Concepts

- The Santa Fe Trail as a trail of commerce and communication
- Manifest Destiny
- The Santa Fe Trail today

## Standards Addressed by This Unit

### Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

### History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW2)

## Introduction

From the time of the landing of Columbus, European powers left their mark on the settlement of the North American continent. The Spanish claimed their domain in the southeast and the west, the English on the eastern seaboard, and the French throughout the continent. As population and knowledge grew, so did the desire and need for more land. It was with this hunger for expansion that many roads were set out across the continent: the Mormon Trail, the Oregon Trail, and the Santa Fe Trail. The Santa Fe Trail was an important route linking the west and the east long before it became famous as the wagon trail from Independence, Missouri, to Santa Fe, New Mexico. The trail thrived as a trade route for 59 years, from 1821 until the last section of railroad line was completed in 1880, but it had been used almost from the time of the Spanish conquest of Mexico in 1521.

When the Spanish settlers began pushing north, the trail now known as the Santa Fe Trail, was first crossed by Europeans. The journey began as early as 1528, when Don Panfilo Narvaez landed in what is now Tampa Bay, Florida. It was his mission to conquer and control a new kingdom. This goal was never realized, but he did send a mission of explorers inland; four of whom survived. Two of these explorers, Alvar Cabeza de Vaca and Esteban (or Estebanico), a Moroccan, were the first to write descriptions of the buffalo, or “humpbacked cow”, and the plains Indians.

The next Europeans on the scene were again Spaniards; Antonio de Mendoza and Francisco Vasquez Coronado. Mendoza was the governor of Northern Mexico and viceroy of New Spain. He had the power to commission expeditions to explore Spain’s newly conquered territory. When Cabeza de Vaca and Esteban arrived in Mexico, Esteban’s grand stories of golden cities and fabulous kingdoms tempted Mendoza. Mendoza and Esteban related the tales to Coronado, who sent Esteban out to find these riches. Esteban traveled as far north as the Zuni pueblos on the lower Rio Grande, and then reported back to Coronado that he had found “the greatest thing in the world,” when in reality he had just found the homes of the Zuni. Coronado, wanting to believe these were the Seven Golden Cities of Cibola, headed north. Meanwhile, Esteban wore out his welcome with the Zuni who proceeded to kill him.

It was in 1540 when Mendoza eventually sent Coronado out with 300 adventurous Spaniards and 800 Indians to conquer this area. With much pomp, circumstance, and dress, the troops set out, but were soon disillusioned. The march to Cibola, or Hawikuh, was hot and difficult. The forces pushed north into what is now Pecos, southeast of Santa Fe, to spend the winter. Here Coronado met El Turco, an Indian from an eastern tribe. El Turco told Coronado that the golden cities he so wanted were farther to the east in a land called Quivira. Coronado probably went as far east as what is now Dodge City, Kansas, crossing the Arkansas River and the future Santa Fe Trail, on this quest doomed to failure. Coronado returned ragged, battered, and empty-handed. He did not know what impact his search for Cibola would have on New Mexico and the Santa Fe Trail.

Many missionaries and explorers came after Coronado, but it was not until 1598, when Don Juan de Oñate conquered New Mexico. In 1609, two years after Jamestown was settled by the English, the capital of New Mexico was moved from a little town on the Rio Grande to Santa Fe. The Spaniards who settled New Mexico knew that more land lay to the east. Long before the Santa Fe Trail came into its heyday, the Spanish saw its potential for trade, as did the settlers in the east. Both the French and the English were drawn to the west, and the Santa Fe Trail was rediscovered from the east.

## Implementation Guidelines

It is recommended that this unit be taught in grade 6 with the history of the Western Hemisphere, or in grade 8 to go along with American History and the expansion west. The lessons begin at the knowledge level and continue through to the evaluation level.

## Instructional Materials and Resources

- Lesson 1     *Tree in the Trail* by Holling
- Lesson 2     Maps of the trails that led to the west  
                  Atlases
- Lesson 3     *The Santa Fe Trail* by Duffus  
                  *The Story of America* by Garraty
- Lesson 4     *Down the Santa Fe Trail and into New Mexico* by Magoffin  
                  *Commerce of the Prairies* by Gregg  
                  *The Santa Fe Trail* by Duffus  
                  *Los Capitalistas* by Boyle
- Lesson 5     *The Comanche and The Apache* videos
- Lesson 6     Road maps of the United States

## Lesson Summary

- Lesson 1      Along the Santa Fe Trail ..... page 5  
This is a teacher-directed lesson where students listen to the story *A Tree in the Trail*. Their listening is directed by a worksheet that they answer as they listen. The students then write a paragraph on the events that shaped the Santa Fe Trail. The teacher also leads discussion and lectures about specifics on the trail.
- Lesson 2      Mapping the Santa Fe Trail ..... page 18  
This lesson focuses on a map of the Santa Fe Trail. Students label the map with landmarks and locations, then answer questions based on the map and complete an activity on distances.
- Lesson 3      Cause and Effect Time Line of the Santa Fe Trail 1806-1881 ..... page 27  
This lesson requires students to research events concerning the trail and determine the cause and the effects of each.
- Lesson 4      People of the Santa Fe Trail ..... page 31  
This lesson focuses on the various people who traveled on the trail. Students use a variety of materials, including encyclopedias, secondary and primary sources, and the Internet, to determine when these people traveled and why.
- Lesson 5      Indians of the Santa Fe Trail ..... page 37  
Students view two videos of Indian tribes who were affected by travel on the Santa Fe Trail. Students complete worksheets on the videos and write a compare and contrast essay on how the tribes were affected and reacted.
- Lesson 6      The Santa Fe Trail Today ..... page 46  
In this lesson, students use the maps from Lesson 2 to plot the course of the Santa Fe Trail on a current road map. They compare the two routes and create a travel guide.

# LESSON 1: Along the Santa Fe Trail

## What will students be learning?

### STANDARDS

Students will read and understand a variety of materials. (R1)

Students read and recognize literature as a record of human experience. (R6)

### BENCHMARKS

Students adjust reading strategies for a variety of purposes.

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

### OBJECTIVES

Students will be introduced to the Santa Fe Trail by listening to a fictional story about the trail.

Students will record the events of the story.

Students will visualize the events of the story.

### SPECIFICS

Through this lesson the students should understand that the Santa Fe Trail had been used as a trail long before any American called it the Santa Fe Trail. In the story *A Tree in the Trail*, it clearly illustrates that the path traversing the land had been used by American plains Indians long before Europeans landed in the New World. After the arrival of the Spanish, and then the French and English, many explorers and entrepreneurs used the path as well.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Read aloud

Guided reading/listening

Drawing/visualizing

Discussion

Lecture

### PRELIMINARY LESSON PREPARATION

Read the story *A Tree in the Trail*. Review the topics and the notes for the lecture and discussion. Make copies of the worksheet and writing assignment for the students.

### ACTIVITIES

Ask the students who may have witnessed the events in American history. (Obvious answers are people who were alive when the events happened.) Ask the students to imagine what an inanimate object might report about an event (for example, the flag that flew over the capitol as the British sacked Washington in the War of 1812). Continue the discussion by asking such questions as what a river or rock might report on the events that happened during the arrival of settlers in the Ohio Valley or near the Mississippi River.

Lead into the next activity, which is about *A Tree in the Trail*. Tell the students they will be listening to a story about events surrounding a tree during the settlement of the west. Hand out the worksheets and tell the students that as you read the story, they are to answer the questions on their papers. Read the story, stopping to ask questions for understanding. Show the pictures as you choose, but remember one of the activities later will be for them to draw a picture of the what the plaza at Santa Fe might have looked like when the Americans and Mexicans arrived. Collect their worksheets for grading.

After you have finished the story, have the students write a paragraph about events in the story. Review their paragraphs and collect them for assessment.

Finish the lesson by telling the students they are going to be studying the American settlement of the west and the trails that were used to bring people across the continent, and more specifically the Santa Fe Trail. Tell them that they will be studying the geography and places of the trail, the travelers who crossed the trail, the events that shaped it, the Indians who lived near it, and the Santa Fe Trail today.

RESOURCES/MATERIALS

One copy of *A Tree in the Trail*

ASSESSMENT

Use the following as guides for assessing students' worksheets and writing assignments.

**A Tree in the Trail Worksheet — Assessment**

For the worksheet, answers 1 through 38 are concrete responses. It is easiest to use a percentage on this portion, and then translate it to a 4 through 1 scale if you prefer that format. For question #39 on the worksheet, where students are asked to draw the scene as the Mexicans and Americans arrive at the plaza in Santa Fe, a rubric of 4 through 1 is more advisable. Use the following criteria for scoring:

<u>Rubric Points</u>	<u>Description</u>
4 .....	The picture includes elements of people, transportation, and types of buildings. The number and types of examples should be varied, but includes at least three or more of each element. The picture is neatly done and the student used color or shadowing to enhance the drawing.
3 .....	The picture includes people, transportation, and types of buildings, but only two of each element are represented. The picture is neatly done and the student used color or shadowing to enhance the drawing.
2 .....	The picture includes people, transportation, and types of buildings, but only one of each element is represented. The picture is fair and the student used some color or shadowing to enhance the drawing.
1 .....	The picture does not include all the elements of people, transportation, or types of buildings. The picture is poor in quality and the student did not use varied techniques in the drawing to enhance its appeal.

**Writing Assignment — Assessment**

Use the following criteria to assess the writing assignment. Details should include the use of the trail for buffalo hunting, the arrival of the Spanish, use of the trail by the French, and the arrival of the Americans. To receive the full 10 points on details, the student must explain these points clearly.

<b>Element</b>	<b>Points Possible</b>
1. Are sentences complete? .....	2
2. Is the paragraph at least five sentences long? .....	4
3. Is the spelling correct? .....	2
4. Is the punctuation correct?.....	1
5. Is the capitalization correct? .....	1
6. Was the assigned topic addressed?.....	1
7. Do details support the topic? .....	10
8. Is the assignment neatly presented? .....	1
9. Were endnotes used correctly? .....	3
	<b>TOTAL 25</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 5

## Worksheet: *A Tree in the Trail*

*Answer the questions as you listen to the story.*

1. At the beginning of the story, what Indian tribe does the young boy belong to?

---

2. Where did he find the tree?

---

3. What were the boy and his uncle doing when he found the tree?

---

4. How did the tribe make a living?

---

5. How did the tribe's men and boys kill buffalo?

---

6. Where did the tribe head once the meat was dried and packed?

---

7. What animal was introduced to the Great Plains?

---

8. At this point in the story, what three people or groups of people visit the tree?

---

9. How did the tree become known as an island of peace in a sea of war?

---

*(continued)*

Name \_\_\_\_\_

Page 2 of 5

## Worksheet: *A Tree in the Trail*

*(continued)*

10. What two Indian tribes are mentioned here in the story?

---

11. How did the Comanches come to respect the tree?

---

12. How did the French enter into the story of the tree?

---

13. Who followed the French westward?

---

14. What did the mountain men tell the people in the cities along the Mississippi River?

---

15. How did the Americans enter into trade on the plains?

---

16. Who were Buck Smith and Jed Simpson?

---

17. Where did these two camp?

---

18. How did the tree save Jed and Buck?

---

19. What did wagon men know the tree as?

---

*(continued)*

Name \_\_\_\_\_

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## Worksheet: A Tree in the Trail

*(continued)*

20. What job did Jed Simpson eventually hold?

---

21. What was the usual departure city?

---

22. Where would they usually collect the wagons?

---

23. What did Jed and Buck bet on?

---

24. How did the tree finally die?

---

25. How did Jed keep the tree alive?

---

26. What did Jed find in the tree that retold history?

---

27. What gift did Jed put on the yoke?

---

28. What were the three groups of people at Independence, Missouri?

---

*(continued)*

Name \_\_\_\_\_

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## Worksheet: *A Tree in the Trail*

*(continued)*

29. Where was the last stand of hardwoods found on the trail?

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30. How did the tree continue to protect Jed's wagon train?

---

31. What river did the trail follow?

---

32. Where did Jed stop to decide on his route?

---

33. What route did they decide to take?

---

34. How did the yoke bring many Indian tribes together?

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35. What hazards did the trail hold from Bent's Fort to Santa Fe?

---

36. What was the mood of the story as the travelers entered Santa Fe?

---

37. What government official lived in the plaza?

---

38. How was the young lady like the sapling tree?

---

*(continued)*

Name \_\_\_\_\_

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## **Worksheet: A Tree in the Trail**

*(continued)*

39. Draw the scene of what you think the plaza at Santa Fe looked like when the Americans and Mexicans arrived. Include at least three examples of each of the following elements: people, transportation, and buildings. Make your drawing as visually appealing as possible, by using color, shadowing and other drawing techniques.

## TEACHER'S COPY

### Worksheet: *A Tree in the Trail*

Answer each question as you listen to the story.

1. At the beginning of the story, what Indian tribe does the young boy belong to?  
**Kansas**

2. Where did he find the tree?  
**between some rocks**

3. What were the boy and his uncle doing when he found the tree?  
**scouting for buffalo**

4. How did the tribe make a living?  
**buffalo hunting**

5. How did the tribe's men and boys kill buffalo?  
**They ambushed them at the watering hole.**

6. Where did the tribe head once the meat was dried and packed?  
**east to the woodlands**

*\*\*\*Discussion on type of tribe and time frame (see page 16)*

7. What animal was introduced to the Great Plains?  
**the horse**

*\*\*\*Lecture on Coronado (see page 16)*

8. At this point in the story, what three people or groups of people visit the tree?  
**Dakota (Sioux) warriors, a Spanish priest, 50 Spanish settlers**

*\*\*\*Discuss the change in the mood of the story (see page 16)*

9. How did the tree become known as an island of peace in a sea of war?  
**The son of the Indian who saved the tree in the beginning told the story of the tree and gave it a new sign, a peace pipe.**

10. What two Indian tribes are mentioned here in the story?  
**Comanche and Pawnee**

11. How did the Comanches come to respect the tree?  
**two braves were killed there while trying to kill two Pawnee**

12. How did the French enter into the story of the tree?  
**fur trade**

13. Who followed the French westward?  
**The Americans**

*\*\*\*Lecture about the European control of the continent to 1803 (see page 16)*

*(continued)*

## TEACHER'S COPY

### Worksheet: *A Tree in the Trail*

*(continued)*

14. What did the mountain men tell the people in the cities along the Mississippi River?  
**The French had made a lot of money selling merchandise to the Spanish in New Mexico.**
15. How did the Americans enter into the trade on the plains?  
**Enterprise — They took wagons full of merchandise west and undersold merchants already there.**
16. Who were Buck Smith and Jed Simpson?  
**two men who joined a caravan for their first trip on the trail**
17. Where did these two camp?  
**Cow Creek**
18. How did the tree save Jed and Buck?  
**They were being pursued by Arapaho, and they ran to the hill with the tree and the Indians turned away.**
19. What did wagon men know the tree as?  
**Old Post Office**
20. What job did Jed Simpson eventually hold?  
**wagon master**
21. What was the usual departure city?  
**Independence, Missouri**
22. Where would they usually collect the wagons?  
**Council Grove**
23. What did Jed and Buck bet on?  
**if the tree was still alive**
24. How did the tree finally die?  
**tornado**
25. How did Jed keep the tree alive?  
**by making an ox yoke**
26. What did Jed find in the tree that retold history?
  - **stone arrowheads Indians used before they got iron**
  - **a sliver of steel from the early Spanish**
  - **iron arrowheads that came about after trade with the Americans**
  - **a lead ball from the French**

*(continued)*

## TEACHER'S COPY

### Worksheet: *A Tree in the Trail*

(continued)

27. What gift did Jed put on the yoke?  
**a set of silver bells**
28. What were the three groups of people at Independence, Missouri?  
**1) Negroes, merchants, and French from New Orleans; 2) Americans from the east; and 3) Indians.**
29. Where was the last stand of hardwoods found on the trail?  
**Council Grove**
30. How did the tree continue to protect Jed's wagon train?  
**by the story he told of making the yoke**
31. What river did the trail follow?  
**Arkansas River**
32. Where did Jed stop to decide on his route?  
**Cimarron Crossing**
33. What route did they decide to take?  
**Bent's Fort**
34. How did the yoke bring many Indian tribes together?  
**Bent invited tribes to see it**
35. What hazards did the trail hold from Bent's Fort to Santa Fe?  
**deserts, Raton Pass**  
*\*\*\*Lecture on "raton" meaning mouse in Spanish (see page 16)*
36. What was the mood of the story as the travelers entered Santa Fe?  
**excitement**
37. What government official lived in the plaza?  
**the governor of New Mexico**
38. How was the young lady like the sapling tree?  
**straight and slender**
39. Draw the scene of what you think the plaza at Santa Fe looked like when the Americans and Mexicans arrived. Include at least three examples of each of the following elements: people, transportation, and buildings. Make your drawing as visually appealing as possible, by using color, shadowing and other drawing techniques.  
**(Drawings should show the things that would be on the plaza, such as adobe buildings, people trading, wagons, oxen.)**

## Lecture/Discussion

### Based on *A Tree in the Trail*

#### ***Discussion on type of tribe and time frame***

These events probably happened sometime in the 1400s before the arrival of the Spanish on the continent. The Kansas tribe was a plains tribe that was semi-sedentary. They had semipermanent settlements to the east. You can contrast this lifestyle to other Indians such as the Eskimo, Inca, Maya, and Iroquois.

#### ***Lecture on Coronado***

Give the students the information from the introduction about Panfilo Narvaez and Coronado. It will probably be a review for your students from earlier in the year, but reinforce the Spanish exploration of the continent and the settlement of the west. Remind them that while the English were still trying to get a foothold in North America, the Spanish had already become well established. Santa Fe and Jamestown were settled at approximately the same time. Also, have students think about and verbalize again what changes the Europeans would have brought to the Indians, especially the introduction of the horse. Lead the discussion to a comparison of the horse for the plains tribes and a car for a teenager; in both cases, it is a new form of transportation enabling people to travel much farther, much faster.

#### ***Discuss the change in the mood of the story***

The mood of the story has become more frenzied and violent. Ask the students why they think this is happening. Possible answers are the arrival of foreigners, overcrowding, a new way of living (the horse) and the competition it brought, and fear of the new and unknown.

#### ***Lecture about the European control of the continent to 1803***

Show the overhead of North America and have the students review where different people had control (French, Spanish, English, American, and Indian). Then review how the Americans gained control of the west through the Louisiana Purchase. The Louisiana Purchase was precipitated by President Jefferson's fear of the French occupation of New Orleans. He sent his minister, Robert Livingston, to France to purchase New Orleans and West Florida. Napoleon agreed to sell the land to the United States in 1803, and as a result the United States gained the land west of the Mississippi to the Rocky Mountains, more than doubling the size of the nation.

#### ***Lecture on "raton" meaning mouse in Spanish***

What other names in the Southwest did we get from the Spanish (Colorado, Mesa Verde, Pueblo, Las Cruces, Rio Grande)?

## Writing Assignment: The Santa Fe Trail (based on *A Tree in the Trail*)

**Due:** \_\_\_\_\_

Write a paragraph with the following topic sentence. Your paragraph should be at least five sentences long. Write in complete sentences using correct spelling, capitalization, and punctuation. Make sure your points support the topic. Use information from *A Tree in the Trail* and any outside sources you need to support your ideas. Cite your sources with endnotes.

Topic Sentence:  
**Many events shaped the Santa Fe Trail.**

Your assignment will be graded on the following elements. A total of 25 points is possible.

Element	Points Possible
1. Are sentences complete? .....	2
2. Is the paragraph at least five sentences long? .....	4
3. Is the spelling correct? .....	2
4. Is the punctuation correct?.....	1
5. Is the capitalization correct? .....	1
6. Was the assigned topic addressed? .....	1
7. Do details support the topic? .....	10
8. Is the assignment neatly presented? .....	1
9. Were endnotes used correctly? .....	3
<b>TOTAL</b>	<b>25</b>

## LESSON 2: Mapping the Santa Fe Trail

### What will students be learning?

#### STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. (G2)

#### BENCHMARKS

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students know how and why people define regions.

#### OBJECTIVES

Students will identify trails that brought Americans west.

Students will locate places and landmarks along the Santa Fe Trail.

Students will learn the pros and cons of taking the different routes of the Santa Fe Trail.

#### SPECIFICS

There were several trails that headed west, bringing Americans to settle there. The Mormon Trail led settlers out of Illinois into Utah. The Oregon Trail brought people from the crowded east into the uncharted territory of Oregon and then down into California.

The Santa Fe Trail was a unique trail that served many purposes. The Santa Fe Trail was first used by Indians for buffalo hunting. Then the early Spanish explorers used the trail in search of gold and other riches. It was also used by French fur traders and mountain men.

In the 1820s, the trail opened as a road of commerce between the United States and Mexico with William Becknell's historic, as well as lucrative, trip into Santa Fe. Although the trail had been used for centuries, first by the Indians and then by the Spanish and other European mountain men, this was the first time the trail had been used successfully by Americans to trade with New Mexico. When Becknell reached Santa Fe he was welcomed by the Mexicans rather than arrested like those who came before him. Trade along the trail lasted for about six decades, and in that time it was a trail of commerce, a supply line for the U.S. Army, a mail route, and a road for adventurers, gold seekers, settlers, and many others. It was a cultural link between Mexico and the Old World ideas of colonial empires and the United States and the New World ideas of democracy. It was also a road that led to the destruction for the plains Indians' way of life.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Lecture

Note taking

Mapping

PRELIMINARY LESSON PREPARATION

Review the story *A Tree in the Trail*. Also review details about the Oregon Trail and the Mormon Trail. Obtain a map from the 1820s to the 1860s that shows the California, Oregon, and Mormon Trails. Make copies of the map and worksheets (which include a map of the Santa Fe Trail) for students.

ACTIVITIES

Begin a discussion by asking students to remember places that were mentioned. Ask them why landmarks were so important to travelers going west. Review chapter 23 in *A Tree in the Trail*, and lead a discussion regarding Jed Simpson’s decision about which route to take.

Tell the students that in this lesson they will be mapping the sites of the Santa Fe Trail. On the map, have students label the trail shown and fill in the dates of operation as you lecture briefly about the trail. Use *The Story of America* to refresh any details about the trails. Then have the students do the site location activity and the worksheet.

RESOURCES/MATERIALS

*A Tree in the Trail*

*The Story of America*

*Commerce of the Prairies*

Class sets of maps and road atlases

Copies of the mapping activity and extension activity worksheets for students

ASSESSMENT

Use the following rubric assessment to evaluate the students’ work for the mapping activity.

<u>Rubric Points</u>	<u>Description</u>
4 .....	The map is neat in appearance. The trail and cities are clearly marked in black as indicated in the directions. At least 18 of the 22 locations are identified and labeled correctly on the map.
3 .....	The map is neat in appearance. The trail and cities are clearly marked in black as indicated in the directions. At least 16 of the 22 locations are identified and labeled correctly on the map.
2 .....	The map is poorly done and not indicative of appropriate grade-level work. The trail or the cities are marked in black, however some of the locations may not be in the appropriate area. Only 14 locations have been identified and labeled on the map.
1 .....	The map is below grade-level acceptable work. The trail is not marked and the cities are difficult to identify. Only 12 locations have been identified and labeled on the map.
0 .....	The map is unacceptable and well below grade-level work. Less than 12 locations have been identified on the map. The student will be required to redo the activity.

Use the Teacher’s Copy of the Santa Fe Trail Mapping Activity to check for correct answers and completeness of the fill-in-the-blank activity.

## Lesson Extension

Research the following areas: Pawnee Rock; Cimarron River (and William Becknell’s story about thirst there); and Council Grove.

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 3

## The Santa Fe Trail Mapping Activity

Attached is a map of the Santa Fe Trail. Most of the rivers have been named for you. Locate and label the places on the list given here. Draw in the rivers or color over them if they are already on the map in blue. Draw in the mountains using this symbol  $\wedge$  in brown. Use black to mark the cities and the trail.

### Places to locate and label:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Independence | <input type="checkbox"/> Missouri River |
| <input type="checkbox"/> Blue Mills              | <input type="checkbox"/> Fort Osage     |
| <input type="checkbox"/> Round Grove             | <input type="checkbox"/> Neosho River   |
| <input type="checkbox"/> Council Grove           | <input type="checkbox"/> Kansas City    |
| <input type="checkbox"/> Arkansas River          | <input type="checkbox"/> Pawnee Rock    |
| <input type="checkbox"/> Marias des Cygnes River | <input type="checkbox"/> Cimarron River |
| <input type="checkbox"/> Fort Leavenworth        | <input type="checkbox"/> Fort Union     |
| <input type="checkbox"/> Fort Larned             | <input type="checkbox"/> Fort Dodge     |
| <input type="checkbox"/> Bent's Fort             | <input type="checkbox"/> Wagon Mound    |
| <input type="checkbox"/> Chouteau's Island       | <input type="checkbox"/> Diamond Spring |
| <input type="checkbox"/> Fort Riley              | <input type="checkbox"/> Raton Pass     |

After you have finished labeling your map, answer these questions.

1. What are natural landmarks?

---

2. Why were they important to travelers?

---

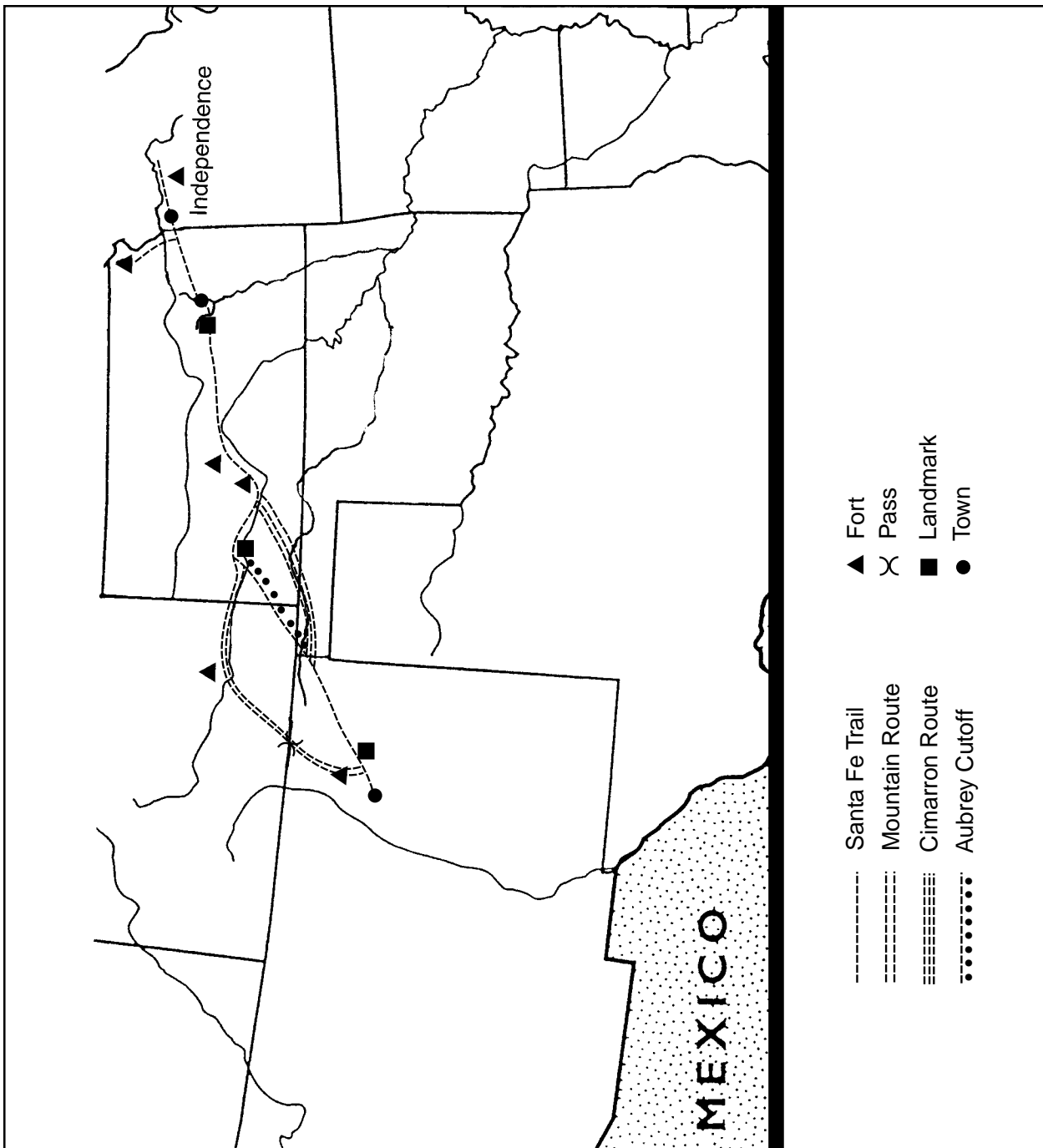
*(continued)*

Name \_\_\_\_\_

# The Santa Fe Trail Mapping Activity

(continued)

See page 1 of this handout for instructions and a list of locations to label on the map below.



Name \_\_\_\_\_

Page 3 of 3

## The Santa Fe Trail Mapping Activity

*(continued)*

**Now complete the following paragraph:**

The eastern end of the trail began in \_\_\_\_\_, Missouri, along the \_\_\_\_\_ River. In eastern Kansas, and into Colorado the trail followed the \_\_\_\_\_ River. The traders who followed this route followed the Mountain Route. It crossed the Colorado-New Mexico border at \_\_\_\_\_. Other travelers took a shorter route along the Cimarron River then into the panhandle of Oklahoma and then into New Mexico. Council Grove was an important campground on the \_\_\_\_\_ River. There were many forts built along the routes including \_\_\_\_\_, \_\_\_\_\_ and Fort \_\_\_\_\_ which was located near the intersection of the Wet and Dry Routes. \_\_\_\_\_ Fort was a trading post located on the Mountain Route. The trail landmark, \_\_\_\_\_, is east of Fort Union near the Canadian River. Pawnee Rock is a famous landmark in Kansas near the big bend of the \_\_\_\_\_ River. \_\_\_\_\_ washed away many years ago. It was west of the Caches, and named for a French trapper.

## TEACHER'S COPY

### The Santa Fe Trail Mapping Activity

After you are done labeling the map answer the following questions.

1. What are natural landmarks?  
**streams, rivers, hills, mountains, large rocks, etc.**
2. Why were they important (are important) to travelers?  
**They provided markers on an unmarked highway.**

**Now complete the following paragraph:**

The eastern end of the trail began in **Independence**, Missouri along the **Missouri** River. In eastern Kansas, and into Colorado the trail followed the **Arkansas** River. The traders who followed this route followed the Mountain Route. It crossed the Colorado-New Mexico border at **Raton Pass**. Other travelers took a shorter route along the Cimarron River then into the panhandle of Oklahoma and then into New Mexico. The southern routes divided at the Caches, the more northerly route was known as the Wet Route and the more southerly, the Dry Route. Council Grove was an important campground on the **Neosho** River. There were many forts built along the routes including **Fort Dodge**, **Fort Leavenworth**, and Fort **Larned** which was located near the intersection of the Wet and Dry Routes. **Bent's** Fort was a trading post located on the Mountain Route. The trail landmark, **Wagon Mound**, is east of Fort Union near the Canadian River. Pawnee Rock is a famous landmark in Kansas near the big bend of the **Arkansas** River. **Chouteau's Island** washed away many years ago. It was west of the Caches, and named for a French trapper.

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 2

## Santa Fe Mapping — Extension Activity

Use this table, taken from *Commerce of the Prairies* by Josiah Gregg, to answer the questions that follow.

Miles from Independence	Miles between Points
0	Independence ..... —
17	State Line..... 17
35	Round Grove ..... 18
65	Narrows ..... 30
95	110 Mile Creek ..... 30
143	Big John Spring ..... 48
145	Council Grove..... 2
160	Diamond Spring ..... 15
175	Lost Spring ..... 15
187	Cottonwood Creek ..... 12
212	Turkey Creek..... 25
229	Little Arkansas River ..... 17
249	Cow Creek ..... 20
265	Arkansas River ..... 16
273	Walnut Creek..... 8
288	Pawnee Rock ..... 15
292	Ash Creek ..... 4
298	Pawnee Fork ..... 6
331	Coon Creek ..... 33
367	Caches..... 36

Miles from Independence	Miles between Points
387	Cimarron Crossing ..... 20
437	Sand Creek ..... 50
445	Cimarron River ..... 8
481	Middle Spring..... 36
507	Willow Bar ..... 26
525	Upper Spring ..... 18
530	Cold Spring ..... 5
555	McNees Creek ..... 25
575	Rabbit Ear Creek ..... 20
583	Round Mound ..... 8
610	Point of Rocks ..... 27
630	Upper Canadian Creek .. 20
652	Wagon Mound ..... 22
657	Santa Clara Spring ..... 5
679	Rio Mora ..... 22
699	Las Vegas ..... 20
716	Ojo de Bernal Spring ..... 17
722	San Miguel ..... 6
745	Pecos Village..... 23
770	Santa Fe..... 25

Answer the following questions using the chart above.

1. What is the trailhead of the Santa Fe Trail? \_\_\_\_\_
2. What mileage marker does it have on the chart? \_\_\_\_\_
3. How many miles of trail were between 110 Mile Creek and Independence? \_\_\_\_\_
4. The average rate of travel was 15 miles per day. How many miles would a wagon train travel in 7 days? \_\_\_\_\_

(continued)

Name \_\_\_\_\_

Page 2 of 2

## Santa Fe Mapping — Extension Activity

*(continued)*

5. What river would a caravan have just crossed after 30 days of travel?

\_\_\_\_\_

6. Most caravans gathered at Council Grove. How far from Independence is Council Grove?

\_\_\_\_\_

7. Water was scarce between the Arkansas River and the Cimarron River. How many miles was that, and, at 15 miles a day, how many days' travel?

\_\_\_\_\_

8. How many days' travel was it from Cow Creek to Council Grove? \_\_\_\_\_

9. What was the mileage between Wagon Mound and Santa Fe? \_\_\_\_\_

10. At the average rate of 15 miles per day, how many days would it take to travel from Missouri to Santa Fe? About how many months was that?

\_\_\_\_\_

## TEACHER'S COPY

### Santa Fe Mapping — Extension Activity

1. What is the trailhead of the Santa Fe Trail?  
**Independence, Missouri**
2. What mileage marker does it have on the chart?  
**0**
3. How many miles of trail were between 110 Mile Creek and Independence?  
**95**
4. The average rate of travel was 15 miles per day. How many miles would a wagon train travel in 7 days?  
**105**
5. What river would a caravan have just crossed after 30 days of travel?  
**Cimarron River**
6. Most caravans gathered at Council Grove. How far from Independence is Council Grove?  
**145**
7. Water was scarce between the Arkansas River and the Cimarron River. How many miles was that, and, at 15 miles a day, how many days' travel?  
**180 miles, 12 days**
8. How many days' travel was it from Cow Creek to Council Grove?  
**7 days**
9. What was the mileage between Wagon Mound and Santa Fe?  
**118**
10. At the average rate of 15 miles per day, how many days would it take to travel from Missouri to Santa Fe? About how many months was this?  
**51 days, a little more than 1-1/2 months**

## LESSON 3:

# Cause and Effect Time Line of the Santa Fe Trail 1806-1881

### What will students be learning?

#### STANDARDS

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

#### BENCHMARK

Students use chronology to organize historical events and people.

#### OBJECTIVES

Students will identify the major reasons for each of the events affecting the Santa Fe Trail.

Students will identify the effects of each event.

Students will use a variety of research materials to learn about these events.

#### SPECIFICS

Once Americans began to push west the prevailing thought was that it was a God-given destiny that the United States would expand to its natural boundaries — the Pacific Coast, the Gulf of Mexico, and even farther north. In 1845, John L. O’Sullivan wrote, “It is our manifest destiny to overspread the continent allotted to us by Providence for the free development of our yearly multiplying millions.” This belief led to the idea among most Americans that nothing or no one should stand in their way, which in turn led to the addition of vast new territories, wealth, and landscape features to the United States. This lesson should focus on the ideas of Manifest Destiny and how the events listed played a major part in this idea.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Research

Class discussion

Cause and effect

#### PRELIMINARY LESSON PREPARATION

Gather American history resource materials for students to use. Recommended resource materials are any American history texts written on various reading levels depending on your students reading levels, encyclopedias, picture books with captions, etc. Read the chapter “El Viagero Pike” in *The Santa Fe Trail* by Duffus to get a clear picture of Pike’s feelings about exploring the west and Manifest Destiny. Be sure to discuss with the class the concept of cause and effect, making sure they understand that many times in history there is more than one cause or one effect of an event. Make copies of the time line worksheet.

#### ACTIVITIES

Students should use resource books to complete the causes and effects of the events listed on the time line.

RESOURCES/MATERIALS

Time line

*The Story of America* by Garraty

*The Santa Fe Trail* by Duffus

*The Santa Fe Trail* by Alter

Encyclopedias

ASSESSMENT

Use the following rubric assessment to evaluate the students work for the map activity. This activity is higher-level thinking, so allow students some latitude in your evaluation.

<u>Rubric Points</u>	<u>Description</u>
4 .....	The student has completed eight (8) of the cause and effect boxes correctly. The answers may vary slightly, yet if the general idea is there, give credit to the student.
3 .....	The student has completed six (6) of the cause and effect boxes correctly. The answers may vary slightly, yet if the general idea is there, give credit to the student.
2 .....	The student has completed four (4) of the cause and effect boxes correctly. The answers may vary slightly, yet if the general idea is there, give credit to the student.
1 .....	The student has shown little effort in completing the assignment and has answered less than four (4) boxes correctly. Review with the student the cause and effect concept and allow for a redo assignment.

Name \_\_\_\_\_

Date \_\_\_\_\_

Page 1 of 1

## Santa Fe Trail Time Line

Complete the time line showing cause and effect of each event.

Cause	Event	Effect
	1803 The Louisiana Purchase	
	1806 Zebulon Pike goes into New Mexico	
	1810-1821 Mexican Independence	
	1821 William Becknell first trades in New Mexico	
	1822 William Becknell takes the Cimarron Route	
	1827 Fort Leavenworth established	
	1829 U.S. troops escort trains on the trail	
	1835 Bent's Fort opened	
	1846-1848 Mexican-American War	
	1846 Colonel Stephen Watts Kearny took control of Santa Fe	
	1849 California Gold Rush Mail service to New Mexico	
	1880 The AT&SF Railroad reaches New Mexico	

# TEACHER'S COPY

## Santa Fe Trail Time Line

Complete the time line showing cause and effect of each event.

Cause	Event	Effect
France/Napolean needed money	1803 The Louisiana Purchase	Land added to the United States
Louisiana Purchase	1806 Zebulon Pike goes into New Mexico	Pike was arrested, taken to Santa Fe and then Chihuahua. Assessed the situation as to future trading
Desire for self rule	1810-1821 Mexican Independence	Mexicans look for new trade partners, settlers
Becknell had financial problems	1821 William Becknell first trades in New Mexico	Went back to Missouri with many times his initial investment, more wanted to go west to make their fortune.
Desire for quicker route	1822 William Becknell takes the Cimarron Route	People now had two routes to choose from
Indian attacks	1827 Fort Leavenworth established	More Americans in west; exposure to vast lands; increased Indian tensions
Indian attacks	1829 U.S. troops escort trains on the trail	Increase trade, security, military
Need for meeting place	1835 Bent's Fort opened	Provided a venue for cultural and material exchanges between Indians, mountain men, etc.
American settlement in Western territory	1846-1848 Mexican-American War	Addition of the southwest to the U.S.
U.S. entered Santa Fe	1846 Colonel Stephen Watts Kearny took control of Santa Fe	Land became effectively the U.S.
Discovery of gold	1849 California Gold Rush Mail service to New Mexico	Massive immigration into New Mexico
Expansion of railroad	1880 The AT&SF Railroad reaches New Mexico	Santa Fe Trail fades into history

## LESSON 4: People of the Santa Fe Trail

### What will students be learning?

#### STANDARD

Students know how to use the processes and resources of historical inquiry. (H2)

#### BENCHMARKS

Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

Students know how to interpret and evaluate primary and secondary sources of historical information.

#### OBJECTIVES

Students will identify travelers on the Santa Fe Trail and the reasons for their travels.

Students will visualize events on the trail.

Students will graph data on trading in Santa Fe of non-Hispanics and Hispanics.

#### SPECIFICS

Commercial traffic along the Santa Fe Trail began long before the official opening of the trail by William Becknell. Remember that in *A Tree in the Trail*, travel began as far back as the Indian hunters of the plains. There were many people from adventure seekers to merchants to wives who traveled along the path. Each person had his or her own reason for traveling.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Reading

Time line

Research

Teacher-led discussion

#### PRELIMINARY LESSON PREPARATION

Gather resource books for the students to use. Many are listed in the Instructional Materials and Resources section of this unit. Make copies of the chronology chart and Traders of the Santa Fe Trail worksheet for students.

#### ACTIVITIES

Pair the students into learning groups. Discuss various reasons people travel in general. Tie this into the same being true for the Santa Fe Trail. Then have the students organize the list of people who traveled the trail into chronological order and record the reasons they were traveling. After the groups have completed this activity, each student should choose one individual to draw a scene fitting, "A Day in the Life of a Trail Traveler."

The next activity will require the teacher to take 1860's and 1870's census information from Appendix 3 and 4 of *Los Capitalistas* by Boyle. Students will compile the information into tables comparing the information. Then they should construct graphs for each category. These graphs will facilitate a discussion as to the age of the traders, their net wealth, and their recorded occupations.

RESOURCES/MATERIALS

- The Santa Fe Trail* by Judy Alter
- Los Capitalistas* by Susan Calafate Boyle
- The Santa Fe Trail* by R.L. Duffus
- Commerce of the Prairies* by Josiah Gregg
- Down the Santa Fe Trail* by Susan Shelby Magoffin

ASSESSMENT

Use the following rubric to assess the Travelers on the Santa Fe Trail worksheet. Three areas on the worksheet can be graded: chronological order, dates, and reason for travel. Chronological order and dates coincide with one another, and reason for travel may be slightly different than the answers provided on the Teacher's Copy.

**Chronology and Dates:**

<u>Rubric Points</u>	<u>Description</u>
4 .....	At least nine (9) of the dates and chronological order numbers are correct.
3 .....	At least eight (8) of the dates and chronological order numbers are correct.
2 .....	At least six (6) of the dates and chronological order numbers are correct.
1 .....	More than five (5) of the dates and chronological order numbers are incorrect and need to be corrected. Allow the student to try the assignment again for a higher score.

**Reasons for Travel:**

<u>Rubric Points</u>	<u>Description</u>
4 .....	At least nine (9) of the reasons for travel are similar (within reason) to the Teacher's Copy answer.
3 .....	At least eight (8) of the reasons for travel are similar (within reason) to the Teacher's Copy answer.
2 .....	At least six (6) of the reasons for travel are similar (within reason) to the Teacher's Copy answer.
1 .....	More than five (5) of reasons for travel are incorrect or simply not filled out. Discuss with the student (one-on-one) the concept of having a reason to travel.

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Travelers on the Santa Fe Trail

Arrange the following people into chronological order and provide the reasons for travel.

Chron. Order (1-10)	NAME	DATES	REASON FOR TRAVEL
	Zebulon Pike		
	William Becknell		
	Josiah Gregg		
	Mariano Yrisarri		
	Kit Carson		
	William Bent		
	Antonio Jose Chavez		
	Felipe Chavez		
	Mary Dodson Donoho		
	Susan Shelby Magoffin		

One you have completed the chart above, pick one individual listed on the chart and draw a scene fitting, "A Day in the Life of a Trail Traveler," based on that individual.

## TEACHER'S COPY

### Travelers on the Santa Fe Trail

Arrange the following people into chronological order and provide the reasons for travel.

Chron. Order (1-10)	NAME	DATES	REASON FOR TRAVEL
1	Zebulon Pike	1806	Exploration of the southern part of the Louisiana Purchase
2	William Becknell	1821	Business ventures
3	Josiah Gregg	1831	To improve health, trail historian
10	Mariano Yrisarri	1850	Owner of many stores in Santa Fe, brought a lot of merchandise into Missouri
8	Kit Carson	1840	Scout, mountain man, Indian agent
4	William Bent	1832	Trader, built fort
7	Antonio Jose Chavez	1843	Trader (was massacred on the trail)
6	Felipe Chavez	1834	Mexican merchant, provided financial backing for others
5	Mary Dodson Donoho	1833	Traveled with husband, ran hotel
9	Susan Shelby Magoffin	1846	Traveled with husband

One you have completed the chart above, pick one individual listed on the chart and draw a scene fitting, "A Day in the Life of a Trail Traveler," based on that individual.

**TEACHER:** Have students share their drawings with the class.

Name \_\_\_\_\_

Date \_\_\_\_\_

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## Traders of the Santa Fe Trail

Complete the table below using the information from Appendices 3 and 4 of *Los Capitalistas* for the years 1860 and 1870. Then, use the information to create graphs. Compare the information as to the ethnicity of most traders, who had the most wealth, what age groups were more active, and what changes occurred over the 10 years between 1860 to 1870.

1860	Age	Hispanic	Non-Hispanic
	20	_____	_____
	30	_____	_____
	40	_____	_____
	50	_____	_____
	60+	_____	_____
1870	Age	Hispanic	Non-Hispanic
	20	_____	_____
	30	_____	_____
	40	_____	_____
	50	_____	_____
	60+	_____	_____
	<b>Assets</b>		
	\$0-10,000	_____	_____
	20,000	_____	_____
	30,000	_____	_____
	40,000	_____	_____
	50,000	_____	_____
	60,000	_____	_____
	70,000	_____	_____
	80,000	_____	_____
	90,000	_____	_____
	100,000+	_____	_____
	<b>Occupation</b>		
	merchant	_____	_____
	retailer	_____	_____
	farmer	_____	_____
	manufacturer	_____	_____
	grocer	_____	_____
	dealer	_____	_____
	store clerk	_____	_____
	trader	_____	_____

**TEACHER'S COPY****Traders of the Santa Fe Trail**

Complete the table below using the information from Appendices 3 and 4 of *Los Capitalistas* for the years 1860 and 1870. Then, use the information to create graphs. Compare the information as to the ethnicity of most traders, who had the most wealth, what age groups were more active, and what changes occurred over the 10 years between 1860 to 1870.

1860	Age	Hispanic	Non-Hispanic
	20	47	28
	30	54	50
	40	31	33
	50	10	9
	60+	11	1
<b>1870</b>	<b>Age</b>	<b>Hispanic</b>	<b>Non-Hispanic</b>
	20	41	27
	30	62	34
	40	40	35
	50	11	8
	60+	4	8
	<b>Assets</b>		
	\$0-10,000	88	119
	20,000	13	16
	30,000	9	6
	40,000	2	6
	50,000	2	5
	60,000	2	1
	70,000	2	3
	80,000	—	—
	90,000	—	1
	100,000+	3	3
	<b>Occupation</b>		
	merchant	50	127
	retailer	2	2
	manufacturer	1	—
	grocer	4	6
	dealer	10	19
	store clerk	9	2
	trader	—	1

## LESSON 5: Indians of the Santa Fe Trail

### What will students be learning?

#### STANDARD

Students know how to use the processes and resources of historical inquiry. (H2)

#### BENCHMARK

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.

#### OBJECTIVE

Students will identify the different ways the Comanche and Apache responded to American settlement of the west.

#### SPECIFICS

There were many Indian tribes living in the area west of the Mississippi who were affected by the movement along the Santa Fe Trail: the Osage, Kansas, Pawnee, Kiowa, Kiowa-Apache, Comanche, Jicarilla-Apache, Ute, and many others. Some of the tribes were peaceful and accepting of the Americans moving west, while many others posed a serious threat to the wagon trains that moved through.

Of the Indians the travelers encountered, some were sedentary tribes, such as the Kansas and Osage, who lived in permanent homes made of earth or wood and animal skins. They grew crops such as corn, beans, and squash, which they supplemented with buffalo and other meats. The Osage and Kansas both signed treaties with the United States to ensure the safety of the American travelers.

As the travelers continued west, they encountered the nomadic Comanches, Kiowas, Cheyennes, Arapaho, and Apache. These tribes hunted buffalo, which was their main source of food, on a regular basis near the Santa Fe Trail. As the Santa Fe trade grew, so did the conflicts between these Indians and the Americans. The traders encroached on the hunting ground of the Indians, and the clash of cultures ultimately ended in violence.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Viewing

Listening

Writing

#### PRELIMINARY LESSON PREPARATION

Preview the videos. Make copies of the writing assignment and video quizzes for students.

ACTIVITIES

Show the students the two videos from the Chelsea House collection, *The Apache* and *The Comanche*. Students will complete the video quizzes. Go over the answers with them. The students will then write the a paragraph comparing and contrasting the Apache and the Comanche.

RESOURCES/MATERIALS

The two videos, *The Comanche* and *The Apache*

ASSESSMENT

Use the following Performance Task Assessment List to assess students' writing assignments.

<b>Element</b>	<b>Points Possible</b>
1. Are sentences complete? .....	2
2. Is the paragraph at least five sentences long? .....	4
3. Is the spelling correct? .....	2
4. Is the punctuation correct?.....	1
5. Is the capitalization correct? .....	1
6. Was the assigned topic addressed? .....	1
7. Do details support the topic? .....	10
8. Is the assignment neatly presented? .....	1
9. Were endnotes used correctly? .....	3
<b>TOTAL</b>	<b>25</b>

## Writing Assignment: Compare/Contrast the Comanche and Apache tribes

Due: \_\_\_\_\_

Write a paragraph with the following topic sentence. Your paragraph should be at least five sentences long. Write in complete sentences using correct spelling, capitalization, and punctuation. Make sure your points support the topic. Use information from the videos and class resources to support your ideas. Cite your sources with endnotes.

Topic Sentence:  
**While the Comanche and Apache had similar experiences with American settlement, the two tribes evolved differently. How and why?**

Your assignment will be graded on the following elements. A total of 25 points is possible.

Element	Points Possible
1. Are sentences complete? .....	2
2. Is the paragraph at least five sentences long? .....	4
3. Is the spelling correct? .....	2
4. Is the punctuation correct? .....	1
5. Is the capitalization correct? .....	1
6. Was the assigned topic addressed? .....	1
7. Do details support the topic? .....	10
8. Is the assignment neatly presented? .....	1
9. Were endnotes used correctly? .....	3
<b>TOTAL</b>	<b>25</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

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## VIDEO QUIZ: *The Apache*

1. How long do the Apache say they have lived in America?

---

2. What groups of Apache were there?

---

3. What do they call their creator?

---

4. What type of homes did the Apache live in?

---

5. What side is the door always on?

---

6. Why do they keep the fire burning?

---

7. What are the characteristics of a chief?

---

8. Who are other important people in Apache society?

---

9. Since the Indians felt they couldn't own the land, how did they respond to the Americans?

---

10. What was one of the ways the Americans defeated the Indians?

---

11. Who was Geronimo?

---

12. Why did the Americans take Indian children away from their families and send them to schools?

---

*(continued)*

Name \_\_\_\_\_

Date \_\_\_\_\_

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## VIDEO QUIZ: *The Comanche*

1. What does it mean to be Comanche?

---

2. What were the Comanche first known as?

---

3. Where did they first come from?

---

4. By what year had the Comanche moved south?

---

5. What two things did they build to protect them from the heat?

---

6. What kinds of decisions did the tribe council make?

---

7. Where did the horse come from?

---

8. What changed when the horses came?

---

9. Why was military success so important to the Comanche?

---

10. What happened in 1835 and 1836?

---

11. What happened in Texas in 1836, and how did it affect the Comanche?

---

*(continued)*

Name \_\_\_\_\_

Page 2 of 2

## VIDEO QUIZ: The Comanche

*(continued)*

12. What organization was formed in 1836?

\_\_\_\_\_

13. What was this organization's purpose?

\_\_\_\_\_

14. What happened to the Comanche during the Gold Rush?

\_\_\_\_\_

15. Where did they meet in 1867?

\_\_\_\_\_

16. When did the surrender of the Comanche happen?

\_\_\_\_\_

17. Who led the surrender?

\_\_\_\_\_

18. What did the Americans think the Indians should learn to do?

\_\_\_\_\_

19. Where were Comanche children sent, and why?

\_\_\_\_\_

20. What did the Comanche do during World War II?

\_\_\_\_\_

21. What did the term they used for bombers mean?

\_\_\_\_\_

22. Why do they have powwows?

\_\_\_\_\_

## TEACHER'S COPY

### VIDEO QUIZ: *The Apache*

1. How long do the Apache say they have lived in America?  
**Since time in morning**
2. What groups of Apache were there?  
**Kiowa, Jicarilla, Mescalero, Apache**
3. What do they call their creator?  
**the giver of life**
4. What type of homes did the Apache live in?  
**wickiup (or wikiup)**
5. What side is the door always on?  
**east**
6. Why do they keep the fire burning?  
**So love will keep going in the family.**
7. What are the characteristics a chief?  
**to be good listeners and to give good advice**
8. Who are other important people in Apache society?  
**holy men and women**
9. Since the Indians felt they couldn't own the land, how did they respond to the Americans?  
**They welcomed the Americans and shared the land.**
10. What was one of the ways the Americans defeated the Indians?  
**They killed off the buffalo.**
11. Who was Geronimo?  
**a medicine man**
12. Why did the Americans take the Indian children away from the families and send them to schools?  
**to kill the culture**

## TEACHER'S COPY

### Video Quiz: *The Comanche*

1. What does it mean to be Comanche?  
**to be proud and powerful**
2. What were the Comanche first known as?  
**the lords of the southern prairie**
3. Where did they first come from?  
**the mountains of Wyoming and Montana**
4. By what year had the Comanche moved south?  
**1700**
5. What two things did they build to protect them from the heat?  
**arbors and tepees**
6. What kinds of decisions did the tribe council make?  
**decisions about war, peace, and hunting**
7. Where did the horse come from?  
**from the Spanish**
8. What changed when the horses came?  
**They raided more, hunted faster and farther, created conflict, and traded more.**
9. Why was military success so important to the Comanche?  
**because it ensured control of large herds and hunting grounds**
10. What happened in 1835 and 1836?  
**Americans forced eastern Indian tribes west into Comanche land.**
11. What happened in Texas in 1836, and what effect did it have on the Comanche?  
**won independence from Mexico and took Comanche land**

*(continued)*

## TEACHER'S COPY

### Video Quiz: The Comanche

*(continued)*

12. What organization was formed in 1836?

**the Texas Rangers**

13. What was this organization's purpose?

**to fight the Indians**

14. What happened to the Comanche during the Gold Rush?

**Since more were dying from disease they increased their raiding to try to maintain existence.**

15. Where did they meet in 1867?

**Medicine Lodge Creek**

16. When did the surrender of the Comanche happen?

**1875**

17. Who led the surrender?

**Kawana Parker**

18. What did the Americans think the Indians should learn to do?

**assimilate or adopt white American way of life**

19. Where were Comanche children sent and why?

**to church schools — to break down the strength of the families and kill off the Comanche language and culture**

20. What did the Comanche do during World War II?

**acted as translators for the American military**

21. What did the term they used for bombers mean?

**pregnant airplane**

22. Why do they have powwows?

**to express their spirit**

## LESSON 6: The Santa Fe Trail Today

### What will students be learning?

#### STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know how to use the processes and resources of historical inquiry. (H2)

#### BENCHMARKS

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.

#### OBJECTIVES

Students will identify the Santa Fe Trail along today's highways.

Students will name modern towns through which the trail would have gone. Students will compare distances of the two trails.

Students will compare hazards and roadblocks that would be present in the 1800s and today.

#### SPECIFICS

Today the Santa Fe Trail is a national historic trail with many landmarks and historical sites. In 1976, the Daughters of the American Revolution secured federal funds to remark the sites of the trail. Today, people can relive the glory days of the trail by visiting the sites. By plotting the trail along a modern highway map, students will become much more aware, and hopefully enthusiastic, about the sites.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Mapping

Research

#### PRELIMINARY LESSON PREPARATION

Obtain road maps of the United States. Make copies of the writing assignment for students.

#### ACTIVITIES

Using their first map of the Santa Fe Trail (from Lesson 2), have the students compare the route of the trail with today's highways. Have them trace the trail along the highways. As they are tracing the route on a modern road map, have them mark the towns through which it passes. Discuss the comparison of the distances. Discuss hazards present in the 1800s with hazards of today. Discuss which were more dangerous and why. Then assign students to prepare a vacation guide for the Santa Fe Trail. Use the assignment sheet included.

RESOURCES/MATERIALS

Highway maps of the United States

ASSESSMENT

Road Map Activity — Assessment

Use the following rubric to assess the road map activity. Students should mark the highway map by locating and labeling sites and then connecting the dots. In many areas, the route drawn will parallel modern highways.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Between seven and 10 sites are marked in each of the following states: Missouri, Kansas, Colorado, and New Mexico.
3 .....	Either five or six sites are marked in each of the following states: Missouri, Kansas, Colorado, and New Mexico.
2 .....	Either three or four sites are marked in each of the following states: Missouri, Kansas, Colorado, and New Mexico.
1 .....	Only one or two sites are marked in each of the following states: Missouri, Kansas, Colorado, and New Mexico.

Writing Assignment: Santa Fe Trail Vacation Guide — Assessment

Use the following Performance Task Assessment List to evaluate students' writing assignments.

<b>Element</b>	<b>Points Possible</b>
1. Does the guide include the departure point? .....	5
2. Does it include points to stop along the way? .....	10
3. Does it include roads to be traveled? .....	10
4. Does it include round-trip mileage? .....	10
5. Does it include three sites to be visited? .....	30
6. Is the guide neatly presented? .....	5
7. Does the guide include illustrations, pictures and maps? .	10
8. Is the spelling correct? .....	10
9. Is the grammar correct? .....	5
10. Is the punctuation correct? .....	5
	<b>TOTAL 100</b>

## Writing Assignment: Santa Fe Trail Vacation Guide

DUE: \_\_\_\_\_

Design a vacation guide for a Santa Fe Trail. Include the following in your guide: the location of departure, stops along the way, roads to be taken, and round-trip mileage. Also include a minimum of three historic sites and their locations, and what the sites offer to tourists. These sites can be museums, historic houses, the trail itself, or any place you think would be interesting. Your guide should be neatly done and appealing to a prospective traveler. It should include pictures, illustrations, and maps as enhancements. Use correct spelling, grammar, and punctuation.

Your assignment will be graded on the following elements. A total of 100 points is possible.

<b>Element</b>	<b>Points Possible</b>
1. Does the guide include the departure point? .....	5
2. Does it include points to stop along the way? .....	10
3. Does it include roads to be traveled? .....	10
4. Does it include round-trip mileage? .....	10
5. Does it include three sites to be visited? .....	30
6. Is the guide neatly presented? .....	5
7. Does the guide include illustrations, pictures and maps? .	10
8. Is the spelling correct? .....	10
9. Is the grammar correct? .....	5
10. Is the punctuation correct? .....	5
	<b>TOTAL 100</b>

## UNIT ASSESSMENT

### How will students demonstrate proficiency?

#### PERFORMANCE TASK

Have students choose between two options — write a research paper or create a historical journal — and then complete the activity.

### Option 1: Research Paper on Manifest Destiny-American Expansion

Students are to write a research paper to include the following:

- correctly constructed title page;
- five-paragraph essay;
- clearly stated thesis statement of their own creation;
- a minimum of five quotes with correctly formatted endnotes;
- use of at least one of each kind of supporting material (expert opinion, statistics, real examples);
- use at least three types of sources (textbook, novel, encyclopedia, periodical);
- at least one map, graph, or illustration with a caption;
- correct spelling, punctuation, and sentence construction; and
- correctly formatted page of works cited.

#### SUGGESTED TOPICS

- The Santa Fe Trail
- Mountain Men Who Used the Santa Fe Trail
- American Merchants of the Santa Fe Trail
- Indians Displaced by the Santa Fe Trail
- Medicines Used on the Santa Fe Trail
- Myths and Legends of the Trail
- Routes of the Santa Fe Trail

### Option 2: Create a Historical Journal

Pretend you are traveling west on the Santa Fe Trail sometime between 1821 and 1881. Select one of the following projects to document or illustrate your travels:

- Write a journal with a minimum of 10 entries.
- Illustrate a journal with a minimum of six captioned illustrations.
- Prepare a tape with a minimum of three oral histories.
- Compose a spiritual or folksong commemorating your trip (both music and lyrics).

Your project must be as historically accurate as possible. You may wish to make your paper appear old, write with a historical tool or in a historical script, use Indian symbols, speak in historically correct dialect, or illustrate scenes that reflect the appropriate time and place. Whichever project you choose, it must provide dates and places.

ASSESSMENT

**Option 1: Research Paper — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	The paper is correctly formatted, has a correctly constructed title page and correctly formatted bibliography. The paper has a clearly written thesis statement with supporting material. There is a minimum of five work citations used correctly throughout the paper. The student uses correct spelling, punctuation and sentence construction. There is a map, graph, or illustration to enhance the paper.
3 .....	The paper is correctly formatted, has a correctly constructed title page and correctly formatted bibliography. The paper has a clearly written thesis statement with supporting material. There is a minimum of three work citations used correctly throughout the paper. There is a maximum of three errors in spelling, punctuation, and sentence construction. There is a map, graph, or illustration to enhance the paper.
2 .....	The paper is correctly formatted, has a correctly constructed title page and correctly formatted bibliography. The paper has a thesis statement, but it may not be clear or not well-supported. There is a minimum of two work citations used correctly throughout the paper. There is a maximum of six errors in spelling, punctuation, and sentence construction. There is a map, graph, or illustration to enhance the paper.
1 .....	The paper is correctly formatted, has a correctly constructed title page and correctly formatted bibliography. The paper has a vague thesis statement, or none at all, and is not well-supported. There is a minimum of one work citation used correctly in the paper. There is a maximum of 12 errors in spelling, punctuation, and sentence construction. There is a map, graph, or illustration to enhance the paper.

**Option 2: Historical Journal — Assessment**

<u>Rubric points</u>	<u>Description</u>
4 .....	The journal/song is based on the required situation. The project contains the required number of entries. The project is historically correct. The project is creatively presented.
3 .....	The journal/song is based on the required situation. The project contains no less than 80 percent of the required number of entries. The project is historically correct. The project is creatively presented.
2 .....	The journal/song is based on the required situation. The project contains no less than 70 percent of the required number of entries. The project is somewhat historically correct. The project is creatively presented.
1 .....	The journal/song is based on the required situation. The project contains less than 60 percent of the required number of entries. The project is not historically correct. The project is plainly presented.

## Annotated Bibliography

### Books

Alter, Judy. *The Santa Fe Trail*. New York: The Children's Press, 1998.

This book provides very basic information about the Santa Fe Trail. It is written at a lower reading level and is therefore excellent for younger readers.

Boyle, Susan Calafate. *Los Capitalistas*. Albuquerque, NM: University of New Mexico Press, 1997.

This is an essential text, providing information about traders along the Santa Fe Trail. It includes traders' perceptions about the different cultures encountered.

Duffus, R.L. *The Santa Fe Trail*. Albuquerque, NM: University on New Mexico Press, 1999.

This book provides a history of the Santa Fe Trail. Originally published in 1930, it is considered to be a standard work on the trail. It is fun and easy to read and provides a basic time line of the Santa Fe Trail, but it is for adult readers.

Gregg, Josiah. *Commerce of the Prairies*. Norman, OK: University of Oklahoma Press, 1954.

This is an essential text for information about what was traded along the Santa Fe Trail. It includes commodities, amounts, prices, and much more.

Holling, Clancy. *A Tree in the Trail*. Boston: Houghton Mifflin Company, 1970.

This is a fabulous book for introducing the Santa Fe Trail. It chronicles the life of a tree from the time a young Indian boy discovers it, to its demise or rebirth as you may look at it. It will take a class period to read it, but it will hook the students.

Magoffin, Susan Shelby. *Down the Santa Fe Trail and into New Mexico*. Edited by Stella M. Drumm. Lincoln, NE: University of Nebraska Press, 1982.

This book is the diary of Susan Shelby Magoffin, long thought to be the first American woman to cross the Santa Fe Trail.

Simmons, Marc. *Along the Santa Fe Trail*. Albuquerque, NM: University of New Mexico Press, 1986.

This illustrated book gives a contemporary view of the Santa Fe Trail. It has many references to diaries, journals, and newspaper accounts of the trail in its heyday. It is easy to read and an excellent resource for teaching about the Santa Fe Trail.

### Videos

Schlessinger Media. *The Apache*. Indians of North America Video Collection, September, 1993.

This video provides an introduction to the history and culture of the Apache Indians.

Schlessinger Media. *The Comanche*. Indians of North America Video Collection, September, 1993.

This video focuses on the history and culture of the Comanche Indians.

## About the Author

Leni Arnett was born in Denver, Colorado, and raised in the mountain town of Dillon, in the heart of the Colorado ski country. Being at the crossroads both in geography and time, Leni encountered many different people and ideas that shaped her goals of working with a diverse group of people. After graduating from Summit County High School, Leni moved to Boulder, Colorado, to pursue an education in anthropology. She graduated from the University of Colorado with a bachelor's degree in anthropology and archeology. Her focus in anthropology was on Latin America and the southwest United States.

Leni has worked for the Denver Public Schools since 1984. Her first assignment was at Cole Middle School, which she found to have a wealth of diversity. However, after her first eight years of teaching she became restless and yearned to try something new. It was in 1992 that she made a short-lived career change, working with a neurologist. It didn't take long for her to realize that her true calling was in teaching, and she returned to the classroom in 1995.

She has spent 12 of her 13 teaching years in the middle school, and is now working in both middle and high school in the unique setting of the Denver School of the Arts. She teaches geography and American history, integrating the arts and academics.