

Lesson Title: SANTA FE TRAIL - GEOGRAPHY

Lesson Design By: Elmer Gaug, Braymer C-4
GEOGRAPHY, 11th Grade

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TEACHING TRADITIONAL AMERICAN HISTORY PROGRAM

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Mike Lair, Project Director

<http://www.chillihistoryproject.com/>

LESSON OVERVIEW: The changing geographical topography in the 940(+) miles does change a number of times. Considering this statement, students will realize and ask questions about other parts of the U.S.. This lesson will cause students to ask questions about where they live as well and how geography affects them.

ESSENTIAL QUESTIONS:

- What part did geography play in the Santa Fe Trail development?
- What part did geography play in determining the type of transportation used on the Santa Fe Trail: Horse, mule or oxen.
- Has the geography on the Santa Fe Trail changed physically between 1850 and the year 2008?

OBJECTIVES: After completing this lesson the student will be able to:

- Explain how geography was instrumental in the Santa Fe Trail development.
- Explain how geography determine the type of transportation used on the Santa Fe Trail.
- Explain how the physical features have changed on the Santa Fe Trail between 1850-2008.

ASSESSMENT: Within one page discuss an overview of the Santa Fe Trail difficulties geographically.

- 20 points: Correctly identify three possible choices of wagon power. Identify the environmental concerns. Identify how the environment changes in the 940(+) miles. Identify how the landscape is today.
- 15 points: Correctly identify how three of the above were important.
- 10 points: Correctly identify how two of the above was important.
- 5 points: Correctly identify how one of the above was important.
- 0 points: The above was not correctly identified.

The following is an example of a constructed response to the above assessment.

The Santa Fe Trail was a 940(+) mile trip over a number of environmental and physical conditions. These include grasslands, semi-arid terrain and mountain terrain. This would determine whether mule, oxen or horses were used as the draft animals. The trail today does not look the same as in 1850. There are more trees today. These were planted during the WPA days of the Great Depression.

- Evidence of the desired result would be that the student used all of the above and used the information in a constructive manner.
- Did the student provide more information than was required for a good paper?

MATERIALS: The following are texts that can be used.

- AMERICAS'S STORY: Jacobs, Wilder, Ludlum and Brown. Houghton Mifflin Co. c1990. Chp. 16, p377-387.
- WORLD GEOGRAPHY: Swanson. Laidlaw Bros. c1987 Chp. 4 p79-81, 96-100.

CLASS TIME: Four class periods of 47 minutes each, including assessment.

TEACHER INPUT: The following topics and facts are concepts that would help the student understand how the Santa Fe Trail concerns.

- Use a generic map of the U.S. frontier to show the Santa Fe Trail.
- Use a U.S. frontier map to show the various Southwest Indian tribes.
- Point out on the map the launching point of the U.S.-Mexican War.
- Point out how economics was a part of the international trade on the Southwest frontier.
- The student should have knowledge of the Manifest Destiny concept.

ACTIVITIES: The following is an activity that will encourage students to be more involved with the lesson. (this was not figured in as part of the four class periods.)

- Assign students into groups. Each group will brainstorm one of the following topics. A. International trade on the Southwestern frontier. B. Geographical climate/features. C. Military influence on the Trail. D. Decline of the importance of the Trail

- Have the group(s) make a class presentation of 2-5 minutes in length.

CLOSURE: Make a strong point concerning how geography influenced the Santa Fe Trail.