

# Santa Fe Trail - Come Join the Adventure

Lesson Design : Lori Keller

Minnie Cline Elementary - Savannah R-III School District

4th grade Social Studies

June 2008

Teaching American History Program  
Funded by U.S. Department of Education

Mike Lair, Project Director

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

Lesson Overview: After studying basic information about the Santa Fe Trail, Students will make a tri-fold brochure persuading new traders to join the wagon train to Santa Fe.

These tri-fold brochures will include:

- \* Reason to Join (stated on the front cover with an illustration)
- \* Sites that will be seen (including a map with illustrations)
- \* A list of items that can be traded in Mexico (with illustrations)
- \* A list of supplies that need to be taken (with illustrations)
- \* A list of possible dangers that could be faced (with illustrations)

All illustrations should be in color.

The entire tri-fold brochure should be neatly organized, and colorful. Students should make good use of their paper space, not leaving too much white paper.

Essential Question: What are some sites you would see; items you would trade; supplies you would need; and dangers you would face while traveling the Santa Fe Trail?

Objectives: After completing this lesson the student will:

Have a better understanding of the Santa Fe Trail including: sites seen, items traded, supplies needed, and dangers faced.

GLE 3a: Knowledge of Continuity and change in the history of Missouri and the United States.

F. (SS3 1.6, 1.8) Summarize the events of Westward Expansion, and Missouri as a jumping off point to the West.

Assessment: Use the following scoring guide to grade the brochures:

### Making A Brochure : Join the Santa Fe Trail

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Teacher Name: **Lori Keller**

Student Name: \_\_\_\_\_

CATEGORY	5	3	1	0
<b>Reason for Joining</b>	Reason for joining the wagon train for Santa Fe was reasonable and complete.	Reason was not complete.	Reason was not reasonable.	No reason was given.
<b>Front cover</b>	Front cover included the reason for joining and an illustration.	Front cover was missing either the reason for joining or the illustration.	Front cover was very unorganized and/or not colored.	Front cover was not attempted.
<b>Dangers of the Trail</b>	5 dangers of the trail were listed along with 3 illustration.	Dangers were listed, but did not include illustrations.	Dangers were not reasonable.	No dangers were listed.
<b>Supplies needed</b>	10 supplies were listed, along with 5 illustrations.	Supplies were listed, but did not include illustrations.	Supplies were not reasonable.	No supplies were listed.
<b>Trade items</b>	5 trade items were listed, with 3 illustrations.	Trade items were listed, but did not include illustrations.	Trade items were not reasonable.	No trade items were listed.

<b>Sites seen on Trail</b>	5 sites were listed with 3 illustrations.	Sites were listed, but did not include illustrations.	Sites were not reasonable.	No sites were listed.
<b>Map of Trail</b>	Map was complete, neat, included sites and illustrations.	Map was not complete. Or illustrations were not colored.	Sites or illustrations were not provided. Or sites were not reasonable.	No map was included.
<b>Colorfulness</b>	All illustrations were neatly colored.	2-9 illustrations were not colored, or coloring was not neat.	More than 10 illustrations were not colored.	No color was used.
<b>Spelling</b>	Less than 4 spelling mistakes.	5-10 spelling mistakes.	11-15 mistakes.	More than 15 mistakes.
<b>Neatness/organization</b>	Brochure was extremely neat and well organized.	Brochure could have used some more time to ensure neatness.	Brochure was unorganized and not well planned.	Brochure was extremely unorganized and messy.

**Materials:**

- \*map of Santa Fe Trail (either one large on the SmartBoard, or individual copies for students)
- \*paper for Brochure
- \*markers, colored pencils, or crayons

**Teacher Input:**

- \* This project could be completed individually or in partners.

**Class Time: 2- 50 minute class periods.**

Begin with brainstorming ideas about content, layout, and illustrations. Once students show a rough draft, give them their "final copy" paper and let them begin. Give them plenty of time to work neatly and completely.

Enrichment: Following this lesson, students could present their brochure by role playing as William Becknell trying to persuade traders to join him by showing them his brochure information.

Students could also role play reporters interviewing William Becknell about joining the Santa Fe wagon train. They could ask questions of the information in the brochure for Becknell to answer.