

LESSON TITLE: CHARATERS OF THE SANTA FE TRAIL

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AMERICAN HISTORY
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Lesson Overview:

This lesson will explore what it was like to travel or live on the Santa Fe Trail through the study of primary sources (diaries and journals) of historical people. Students will take on the role of one historical person of the Santa Fe Trail and research what life was like for that person. Students will be placed in groups to create a skit about their character's life and present the skits before the entire class.

Essential Question:

What was life like on the Santa Fe Trail?

Objectives:

- ✓ To learn about people, events and the way of life along the Santa Fe Trail
- ✓ To learn about the roles ordinary citizens played in Westward Expansion
- ✓ To learn to analyze what historians can learn from primary source material
- ✓ To learn as writers how to incorporate factual material into theatrical productions

Assessment:

- ✓ Students will research and write a biography about a character of the Santa Fe Trail
- ✓ Students will work in groups to create a skit about their character's life on the Santa Fe Trail
- ✓ Students will perform their skits before the entire class

Materials:

- ✓ Handout 1: list of historical people on the Santa Fe Trail with websites
- ✓ Handout 2: scoring guide for written biography
- ✓ Handout 3: scoring guide for skit writing and performance

Class Time:

Four to five class periods

Procedure:

Day 1 - give students some background information about the Santa Fe Trail and assign or have them pick their character.

(Background Information)

From the 1821 to 1880, the Santa Fe Trail was an important travel route. Along with the Oregon and Chisholm Trails, it is one of the 'big three' trails of United States history. During its sixty years, the Santa Fe Trail was mainly a commercial route. It carried goods and promoted trade between what was first the Southwestern Spanish Provinces, then became independent Mexico, and later was a U.S. territory.

Before 1821, early American explorers and mountain men made the trip to Santa Fe, pronounced san tuh FAY, on horseback with small strings of pack horses. Their route to this Spanish Provincial capital followed a

winding path of both Indian and game trails. Under Spanish rule, open trading with the United States was forbidden. However a few goods were smuggled into Santa Fe to be traded secretly.

In 1821, Mexico gained independence from Spain and trade barriers were removed. That same year, William Becknell and four other men traveled from Franklin, Missouri for a distance of 1,203 miles to open trading between the US and Mexico in Santa Fe. In the next twenty years, about 80 wagons and 150 people traveled the trail each year. Suspicion and tension between the United States and Mexico escalated and finally erupted into the Mexican-American War in 1846. The Santa Fe Trail carried soldiers and supplies to New Mexico and beyond. The war ended in 1848 with the Treaty of Guadalupe Hidalgo.

Santa Fe then became part of US territory. Military forts such as Fort Union, Fort Larned and others were established along the trail to control Indian conflicts and protect travelers. In the 1850's and 1860's, traffic on the Santa Fe Trail burgeoned. The US Civil War again brought increased military operations along the trail and led to the decisive Union victory at Glorieta Pass, New Mexico. By the late 1860's, more than 5,000 wagons traveled the trail each year. Merchants pushed enormous trains of freight wagons loaded with manufactured goods westward. In Santa Fe these were traded for burros, furs, gold, horses, and silver. The 'Old Spanish Trail' was extended westward to connect Santa Fe to Los Angeles. However the completion of the railroad to Santa Fe in 1880 brought a swift abandonment. Today the Santa Fe Trail route still has some 200 miles of visible ruts and traces; witness to the long-gone traffic and commerce.

Day 2 -3. Have students research their character and write a brief biography.

Day 3-4. Put students in groups of 4 or 5. Have them begin writing their skits and planning their performance.

Day 5. Each group will perform their skit before the class

HANDOUT 1 : HISTORICAL CHARACTER LIST

KIT CARSON:

http://www.pbs.org/weta/thewest/people/a_c/carson.htm
<http://www.desertusa.com/mag99/jan/papr/kitcarson.html>
<http://www.sangres.com/history/kitcarson.htm>

CHARLES BENT:

<http://www.newmexicohistory.org/filedetails.php?fileID=548>
<http://www.sangres.com/history/bentstvrain.htm>
<http://www.history.com/this-day-in-history.do?action=Article&id=4403>

WILLIAM BENT:

http://www.pbs.org/weta/thewest/people/a_c/bent.htm
<http://www.coloradovacation.com/history/bents-fort.html>
<http://www.sangres.com/nationalparks/bents.htm>

WILLIAM BECKNELL:

<http://www.bicknell.net/sftrail.htm>
<http://www.tshaonline.org/handbook/online/articles/BB/fbe17.html>
<http://www.xmission.com/~drudy/mtman/html/becknell.html>
http://www.kansasgenealogy.com/history/captain_william_becknell.htm

"UNCLE DICK" WOOTTON:

<http://www.sangres.com/history/uncledick.htm>
www.coloradohistory.org/kids/wootton.pdf
<http://www.santafetrailsenicandhistoricbyway.org/sitetrin.html> ; WOOTTONS TOLL ROAD

SETH HAYES:

<http://www.kansasheritage.org/families/sethhays.html>
<http://www.kancoll.org/books/cutler/morris/morris-co-p7.html>
http://www.lyoncountymuseum.org/index.php?module=pagemaster&PAGE_user_op=view_page&PAGE_id=14

SUSAN MAGOFFIN:

books.google.ca/books?isbn=0826212220...
<http://www20.inetba.com/filterpress/readingroom6.ivnu>
<http://www.12travelers.org/Welcome/SelectedTravelers/SusanShelbyMagoffin/tabid/210/Default.aspx>

MARION SLOAN RUSSELL:

<http://members.fortunecity.com/foolsandnew/id54.htm>

JULIA ARCHIBALD HOLMES:

<http://www.rideintohistory.com/julia.htm>

DONA TULES:

<http://www.justalice.com/Website/dona.htm>
<http://www.santafebotanicalgarden.org/subpages/OrtizBaxterFeb06.html>
<http://www.herencia.com/dtules.html>

FRANCOIS CHOUTEAU:

<http://www.umkc.edu/WHMCKC/PUBLICATIONS/Chouteau/Dodd%20Article.htm>
www.kchistory.org/cgi-bin/showfile.exe?CISOROOT=/Biographies&CISOPTR=14&filename=15.pdf
www.kcmo.org/planning/townkans/defining.pdf

THOMAS BOGGS:

<http://www.santafetrailsenicandhistoricbyway.org/boggsville.html>
<http://www.sangres.com/history/boggsville.htm>

RUMALDA LUNA BOGGS:

<http://www.sangres.com/history/boggsvillewomen.htm>

AMACHE OCHINEE POWERS:

<http://www.sangres.com/history/boggsvillewomen.htm>

MEREDITH MILES MARMADUKE:

<http://famousamericans.net/meredithmilesmarmaduke/>

DR. JOHN SAPPINGTON:

<http://www.mostateparks.com/sappingtoncem/geninfo.htm>
http://www.westporthistorical.org/newsletter/2002_09/page3.html
<http://whmc.umsystem.edu/Mohist/may15.html>

HANDOUT 3: SCORING GUIDE FOR SKIT PERFORMANCE

ORAL PRESENTATION OF PLAY:

	EXCEPTIONAL	ADMIRABLE	ACCEPTABLE	AMATEUR
CONTENT	An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis varied use of materials	Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation	A great deal of information is not clearly connected to the thesis	Thesis is not clear; information included that does not support thesis in any way
COHERENCE AND ORGANIZATION	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	Most information presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed	Concept and ideas are loosely connected; lacks clear transitions; flow and organization is choppy	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentaion
CREATIVITY	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention	Some originality apparent; good variety and blending of materials/media	Little or no variation; material presented with little originality of interpretation	Repetitive with little or no variety;
MATERIAL	Balanced use of materials; properly used to develop thesis; use of media is varied and appropriate	Use of materials not as varied and not as well connected to thesis	Choppy use of materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis	Little or no use of materials too much of one, not enough of another
SPEAKING SKILLS	Poised, clear articulation; proper volume; steady rate; good posture and eye contact, enthusiasm; confidence	Clear articulation but not as polished	Some mumbling; little eye contact; uneven rate; little or no expression	Inaudible or too loud; no eye contact; rate too slow/fast; speaker/s seemed uninterested and/or used monotone
AUDIENCE RESPONSE	Involved the audience in the presentation; points made in creative way; held the audience's attention throughout	Presented facts with some interesting "twists" held the audience's attention most of the time	Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination	Incoherent; audience lost interest and could not determine the point of the presentation
LENGTH OF PRESENTATION	Within two minutes of allotted time +/-	Within four minutes of allotted time +/-	Within six minutes of allotted time +/-	Too long or too short; ten or more minutes above or below the allotted time

HANDOUT 2: SCORING GUIDE FOR WRITTEN BIOGRAPHY

	DISTINGUISHED	PROFICIENT	LIMITED	UNSATISFACTORY
CONTENT				
Introduction	Attitude is defined: thesis is clearly focused; subject is significant	Thesis is clear: provides direction for diary entries	Unclear; not creative	Introduction is incomplete, ineffective, or missing
Idea Development	Interesting; sophisticated; insightful	Clear and thoughtful	Simplistic; uneven in quality; lacking in relevance	Absent of ineffective
Support or Evidence	Detailed; accurate; convincing	Sufficient and accurate	Uneven	Vague, missing, or inaccurate
Word Choice	Engaging and powerful choice of words	Appropriate to task	Uneven	Limited, monotonous, inappropriate
Conclusion	Extends; connects comments on topic/s	Purposeful and perceptive	Summarizes previously stated information	Absent, incomplete, or unfocused
ORGANIZATION				
Topic Sentences	Clearly related to thesis comprehensive; incorporates effective transitions	Comprehensive and logical	Provides bland restatement of thesis; narrow or inaccurate	Absent
Paragraph	Contributes to an effective argument; reinforces the content	Demonstrates a clear plan	Ineffective or inconsistent	Random
Transitions	Effective and varied	clear and functional	Mechanical	Absent
MECHANICS				
Sentence Structure	Complete; varied; interesting	Complete and correct	Variety is present; some errors are evident	Repetitious; fragments and run-ons are frequent
Punctuation/ Spelling	Error-free	Present but do not interfere with meaning	Careless or distracting	Block meaning
Voice	Distinctive; appropriate to task and audience	Clear and authentic	Mechanical	Unclear