

Lesson Title: Rollin' On the Santa Fe Trail
Lesson Designed By: Jackie Wyant, Trenton R-IX,
Special Education/Life Skills, 5th Grade,
Social Studies, June 2008

Teaching Traditional American History Program

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<http://www.chillihistoryproject.com>

Lesson Overview: In this lesson, students will become familiar with the insight pioneers of the Santa Fe Trail experienced. The students will travel the trail through research; express their journey in written and verbal form of their adventures as pioneers of the Santa Fe Trail.

Objectives:

Missouri Social Studies Grade Level Expectations (GLE)

- (6) Knowledge of relationships of the individual and groups to institutions and cultural traditions. (5E) Effect of personal and group experiences on perceptions.
- Identify how personal and group experiences influence people's perceptions and judgments of events.

Missouri Communication Arts (Writing) Grade Level Expectations (GLE)

- (3) Write effectively in various forms and types of writing. (A) Narrative and descriptive writing.
- Write a personal narrative that chronicles a sequence of three or more events
 - Includes sensory detail and dialogue

Materials and References:

- Ginger Wadsworth, Marion Sloan Russell, and James Watling – *Along the Santa Fe Trail: Marion Russell's Own Story* (Excerpts at the teacher's discretion for time allowed)
- Dave Webb – *Santa Fe Trail Adventures*
- Computers for each student
- Construction Paper
- Hole Punch
- Yarn (various colors)
- Flip Charts
- Poster Board
- Markers
- Crayons
- Colored Pencils

Class Time: Five - fifty minute class periods to include Social Studies and Communication Arts will be needed to complete this activity.

Teacher Input and Activity:

Class 1 – Social Studies - Explain to the students that pioneers took out to an unknown land as we know today as the Santa Fe Trail to develop trade and commerce. The trail was not an easy trail to travel with many unforeseen dangers. Website addresses will be provided for researching locations of interest on the journey, as well as obstacles experienced for the students to work through to complete their journey. This activity will also carry over to Communication Arts with writing narratives to inform others (fellow students) about their journey and how history was made in traveling the Santa Fe Trail.

Class 2 – Communication Arts – Explain to the students that much information was provided through journals and diaries of the travels of the trail. During research of the Santa Fe Trail, students will communicate what they have learned about their travel through drawings, journal/diary entries, danglers, etc. to inform others. Each group will present before the class what they have experienced.

The beginning of the Santa Fe Trail began not far from here in Franklin, Missouri with an advertisement by William Becknell in the *Missouri Intelligencer*. Becknell's advertisement was seeking men willing to invest in a trading expedition to the West. The Trail soon became a highway of trade connecting the southwest area of Santa Fe, New Mexico with eastern trade centers.

Encourage the students to gather and write information gathered from the readings from *Along the Santa Fe Trail: Marion Russell's Own Story* by Ginger Wadsworth, Marion Sloan Russell, and James Watling and *Santa Fe Trail Adventures* by David Webb, along with various resources available in the classroom from National Park Services, internet sources, and pictures of landmarks of the Santa Fe Trail.

Directions:

- 1) Divide students into groups of students per grouping.
- 2) Have students draw from basket names of influential trail travelers and various landmarks along the trail to research.
- 3) Gather resource information and have students write out either in journal/diary entries or various types of display such as organizational diagrams, danglers, drawings, etc.
- 4) Mount all displays prepared by student groups around the room for students to present verbal reports to other class members.





Closure: The class will discuss how the experiences of the Santa Fe Trail developed trade and commerce between Missouri and New Mexico. They will also express the obstacles encountered on their journey.

Assessment: This project is worth 100 points. Points will be awarded for neatness, grammar, originality and the content relating to the Santa Fe Trail. The scoring rubric is attached for grading.








Extension: Internet websites and various documents from National Parks Service will be on display for the students to view and use as resources, as well as photographs of various landmarks taken

from the Santa Fe Trail. A number of resource books (listed below) will also be made available for students to review during free time during the day.

Resource Books:

-  Lewis and Papa: Adventures On the Santa Fe Trail by Barbara Joosse and John Van Zykle
-  Emily and the Santa Fe Trail by Evelyn A. Barthflow
-  Following the Santa Fe Trail: A Guide for Modern Travelers by Marc Simmons
-  The Santa Fe Trail Activity Book: Pioneer Settlers in the Southwest by Walter D. Yoder

Internet Sites of Interest:

-  <http://www.kansasheritage.org/research/sft/sft.html#today>
-  <http://www.santafetrailresearch.com/>
-  <http://www.santafetrail.org/>
-  <http://www.santafetrailcenter.org/Education.htm>
-  <http://www.kshs.org/places/pawrhist.htm>
-  <http://www.nps.gov/archive/safe/fnl-sft/webvc/vchome2.htm>
-  <http://education.nmsu.edu/webquest/wq/sft/sftrail.htm>

Directions: Print out labels on plain paper and cut accordingly. Place in basket for students to draw out two per group. This will determine the research for the students to conduct.

Marion Sloan Russell

William Becknell

William Bent

Kit Carson

Francis X. Aubry

Fort Larned

Fort Union

Anna Maria Morris

Susan Magoffin

William Mathewson

Antonio Jose' Chavez

Fort Riley

Rollin' On the Santa Fe Trail

CATEGORY	20	15	10	5
Research	Researched information thoroughly.	Researched information with some missing information.	Researched information but lacking viable information.	Did not research information to the full extent. Gave unnecessary information.
Originality	Demonstrated own ideas and uniqueness.	Demonstrated own ideas and some uniqueness.	Demonstrated own ideas.	Did not demonstrate own ideas or uniqueness.
Neatness	Work is neat and easy to read.	Work is somewhat neat and easy to read.	Work could use improvement on neatness.	Work is basically not legible due to neatness.
Grammar	Used good grammar in both written and verbal presentation.	Few grammar errors in both written and verbal presentation.	Numerous grammar errors in both written and verbal presentation.	Numerous grammar errors in both written and verbal presentation.
Presentation	Presented researched information with great confidence and knowledge of material.	Presented researched information with confidence and knowledge of material.	Presented researched information with some confidence and knowledge of material.	Presented researched information, but was lacking confidence and knowledge of material.
Cooperative Learning	Exhibited exceptional skills in working with members in the group.	Worked well with members of the group.	Worked well with members of the group, but did more independent learning.	Did not work with the group. All learning and research was done independently.

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