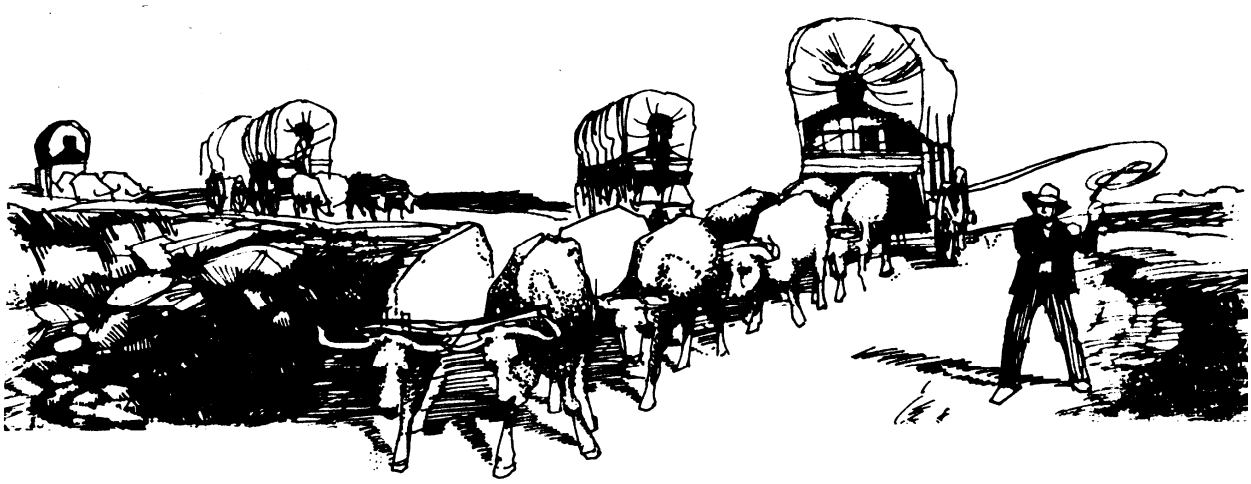
The Santa Fe Trail Traveling Trunk Education and Activity Guide

Bent's Old Fort National Historic Site



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Santa Fe Trail Traveling Trunk
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Introduction

Centuries ago, Spanish explorers marched their way through the Southwest prairies in search of gold and fortune. What they found was an enchanting, unforgiving land. Settlement and later independence from Spain, brought Mexico and the Santa Fe Trail into existence. The Santa Fe Trail brought two different worlds together, the Americans and the Mexicans. The Plains Indians were caught in the middle. The cultures mixed and intermingled bringing change for everyone. For 60 years, the trail was a thread of international trade, cultural exchange and clashes. Technology eventually made the trail obsolete with the development of railroads. The traveling trunk lessons provide the means to explore the people of Santa Fe and Missouri, who they were and how trade changed their lives. The trunk activities are based on actual accounts of American and Mexican traders, teamsters, and wagon masters. The last lesson tells how the American-Mexican War brought about the western expansion of the U.S. to the Pacific Ocean. Today the National Park Service coordinates efforts to preserve, develop and enjoy the Trail.

Activity and Supplement Book Use

The "Education and Activity Guide" book has 10 lessons with a variety of activities. The "Supplement Book" has transparencies and copies of illustration, work and answer sheets, and maps. **You may duplicate pages from the Supplement Book.** Please do not remove anything from the Activity Guidebook. The lesson plans are explained below.

Purpose:

The purpose gives the reasons for the activities and how it is important in telling the Santa Fe Trail story. The lessons follow the history of the trail from exploration in the 1600s to its abandonment in 1880. Extra emphasis is given to the New Mexican culture. It is important for students to know that the Spanish culture was present long before Americans entered the area.

Colorado State Teaching Standards were reviewed before writing the lessons. Using these lessons will fulfill many of the requirements. The listing below shows what is covered in the lesson in relation to the Colorado Teaching Standards for history and geography. Bear in mind that the trunk lessons have much to offer any age group.

Grades K-4

Lesson	History	Geography
1	1.1, 1.2, 4.3, 5.3	1.1, 1.2, 4.4, 4.5, 5.3, 6.1
2	4.1, 4.3	1.1, 1.3, 4.3, 5.3
3	3.2, 4.1,	4.2, 4.3,
4	2.2, 3.2, 4.2	4.2, 4.3, 5.3
5	2.2, 4.1, 4.2	1.3
6	2.2, 4.2	5.2
7	2.2	1.1, 5.2
8	4.3	
9	4.3	
10	1.3, 2.3, 5.3	4.4, 6.1

Grades 5-8

Lesson	History	Geography
1	1.3, 4.3, 5.3	4.5, 5.2, 5.3, 6.1
2	4.1, 4.3	4.3, 5.3
3	4.1	4.3
4	2.2, 4.1, 4.2	4.3, 5.3
5	2.2, 4.1, 4.2	
6	2.2	
7	2.2	5.2
8	4.3	
9	4.3	
10	1.3, 5.3	4.5, 6.1

Time:
The average time to perform each activity for each lesson is recorded here. The time it takes your class to do it could vary depending upon the grade and size of the class.

Objectives:
The "hands-on nature" of the trunk and the variety of activities optimizes the learning potential of these activities. The main objective of the trunk is to allow students hands-on experiences that provoke interest in the Santa Fe Trail. As a result of this they come to better respect our national heritage. The National Park Service through the Parks as Classroom Program established programs like this to foster awareness for the protection and development for our national treasures such as the Santa Fe Trail National Historic Trail

Materials from Trunk:
Objects include trade goods, clothing, tools, booklets, maps, documentary films, and games. All objects should be handled with care. If an item is lost or broken, the school or group will be charged for its replacement. The leader should only remove what is to be used in the current lesson and return what is not being used to trunk. The replicas should be treated with proper respect and handled properly.

The teacher or assistant must be with the students whenever the trunk is open. Take the objects out of the trunk only as they are needed. Keep the clothing off the floor and away from spills and food. The clothing should only be worn indoors. The clothing should be worn by only one student and not passed around class.

When repackaging, use the map included with the Shipping-Receiving Packet to put everything in its place in the trunk.

Teacher Supplied Materials:
Some of the activities call for extra supplies to be supplied by the teacher. Some of these items are found in classrooms.

Activity Plan:
The procedures for development of the activity are simple. If you have limited time, you may want to just read and discuss the activity to the class and not actually perform it.

Extra Activities:
These are extra activities that would enhance the experience. We highly suggest having the students keep journals of their experiences.

Historical Background:
Historic accounts shed light on the most important aspects of the trail's history. Students should read the background before entering into the activities. Many of the work pages are based upon what is read in this section.

Vocabulary:
Words found in diaries and geographical writings occur throughout the lessons. Vocabulary lists follow the background reading.

Pictures:
Illustrations included are accurate representations of scenes, people and places. **Use the Supplement Book pages and transparencies for duplication and display.**

Work Pages:
These include reading comprehension games and exercises, question and calculation pages, and illustrations. An answer key is in the appendix of this guidebook and in the Supplement Book.

Maps:
Use the color transparencies for best viewing.

Santa Fe Trail Game:
This game has pieces such as thimbles and die that are attractive and subject to being misplaced and stolen. Please make sure the pieces are returned to the trunk.

Shipping and Packing Instructions

You are responsible for arrangement and payment for shipping the trunk back to the park. You need to have it shipped out by the 20th of the month. Care for the trunk and its contents while it is at your location. A bill of collection will be issued for lost or broken items. Evaluate the trunk experience on the form enclosed in the trunk. If you have no comment, please still go ahead and indicate the number of groups and individuals that have utilized the trunk and the time it took to complete each lesson.

Lesson 1

Title: Frontier Explorers

Purpose: This lesson introduces students to the southwest frontier and how exploration eventually brought in trade. The three activities in this lesson include the construction of a timeline, map reading, and a question-and-answer page.

The timeline goes from 1504 when Coronado first visited the prairie to 1880 when the trail to Santa Fe became a railroad. For 212 years, Spain ruled over the isolated New Mexican frontier. Mexico's independence from Spain brought on the rush for trade on the Santa Fe Trail.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K – 4	1.1, 1.2, 4.3, 5.3	1.1, 1.2, 4.4, 4.5, 5.3, 6.1
5 – 8	1.3, 4.3, 5.3	4.5, 5.2, 5.3, 6.1

Objectives: At the end of this lesson students will be able to:
- name the reasons for early exploration and settling in the southwest frontier.
- describe the great distances and travel time.
- explain why Santa Fe was in need of goods.
- tell the story of how trail became a trade route to Santa Fe.

Activity

Time:

Materials from Trunk:
Objects: "El Camino Real" Booklet (**1-1**), Santa Fe Trail Brochure (**1-2),** El Camino Real Poster Map (**1-3**), "Santa Fe Trail Adventure Guide" (**1-4**), "Santa Fe Trail Voyage of Discovery"(**1-5**).

Supplement Book: Pictures and transparencies of Coronado (***1P)***, Onate (***1Pb)***, Peralta (***1Pc)***, Becknell (***1Pd)***, Frontier Map (***M1, 2, 3);*** "Timeline Cut-out Sheet" (***1Wa)***, "Frontier Explorers" Work Page (***1Wb***) and Answer Page (***1Wb***)

Teacher Supplied Materials:
Sixteen large sheets of art paper, enough butcher paper to hold the 16 sheets of art paper, tape, markers or crayons, overhead projector
Optional - student journals, map of the United States

Activity Plan: Timeline Construction
- Divide the class into smaller groups.
- Duplicate the "Timeline Cut-out Sheet" ***(1Wa)*** and cut out the events, one per strip.
- Divide the strips among the class and give each group a large sheet of paper and a strip with one date and event for the time line.

-
- Instruct students to copy the date from their slip of paper onto the paper. The number should be large enough to read from across the room.
- Instruct the students to write what occurred during that year in large letters under each date.
- While you read the "**Historical Background"** and show the pictures and maps, have the class come to the front of the classroom with their paper and date in the proper order of events.
- When all of the students have correctly positioned papers along the time line, have each team tape or glue their paper onto the butcher paper thus creating a large time line for display. They could then draw their event on the timeline if time permits. Discuss the events included on the time line. Discuss how many years ago these things happened.
- After the timeline is complete, have students measure the Camino Real and Santa Fe Trails using poster map (1-3) or Transparency map (***M3***). Caravans would make the trek from Veracruz to Santa Fe with carts and wagons traveling 12 miles a day. With stops and diversions along the way, caravans would sometimes take 1-2 years to reach Santa Fe by way of the Camino Real.
- Copy the "Frontier Explorers" Question Work Page (**2Wa**) for a work assignment.
- The booklets "El Camino Real", "Santa Fe Trail Adventure Guide" (1-4) and Santa Fe Trail" history book provide further reading about this historic trade route.

Extra Activities:
- Have students add their own illustration to the large time line that they have created. Use encyclopedia and history books for inspiration.
- Photograph the living time line and include it in a bulletin board.

Historical Background:

The Santa Fe Trail has a history beginning long before white men set foot on the continent. Plains Indians traveled following the paths of the buffalo, using the rivers and streams as campsites. In the 1500's, to the bewildering amazement of the Plains Indians came men dressed in chain mail armor, toting spears and riding horses. Among these men were Francisco Vazques Coronado in 1540 of Spanish Mexico. **(Show Coronado sketch 1Pa.)** He was seeking the Seven Cities of Gold of "Cibola", a place where it was rumored "even ordinary dishes and bowls were made of gold." For days he lured his men through the plains of what is now Kansas, but only found camps of Indians living in mud huts. Spanish missionaries, seeking to teach Christianity, moved north and during their time there, heard more about gold that could be found where the buffalo roamed in the prairies on the north.

Taking these stories seriously was a citizen named Juan de Onate**. (Show Onate sketch 1Pb).** In 1598, under the Spanish government's direction and support, Onate and four hundred Spanish soldiers with eighty-three wagons and seven thousand head of cattle traveled for five months as far north as the San Juan Pueblo, near present day Espanola, New Mexico. There they established a temporary settlement. The Indians they met were forced to submit to the Spanish crown. Onate and his band of men explored in many directions looking for gold and fabled cities. They never found the gold, but they did claim the land as part of the Spanish Empire.

In 1609, Pedro de Peralta with soldiers and families were sent north to establish a capital city for a new Spanish kingdom to be called Nuevo Mexico. (**Show Peralta sketch 1Pc.)** Peralta selected a pleasant valley with good soil for growing crops. He laid out the center of town and ordered the Indians to build adobe buildings. The city of Santa Fe was thus established and the Spaniards were now firmly established in what we now call the American West.

Spain protected the borders of its New Mexican colony from foreign trade. They wanted to have

their citizens buy goods from Spain and not from other countries. Santa Fe was receiving most of its goods by way of the Camino Real trail from Mexico City. By the time the goods got to Santa Fe, there was hardly anything left for trade.

In 1800, Spain sold the Louisiana Territory to France. Three years later, the French sold the largely uncharted territory to the United States. (**Show Frontier Map *M1).*** President Jefferson sent Lewis and Clark to explore the Northwest in 1804, and Zebulon Pike, two years later to explore what would become Colorado and Kansas. Neither expedition was in search of gold; both were to map and explore the vast territory that the U.S. bought from France. It was not long before the Spanish soldiers captured Pike and his men, who had wondered off course into New Mexican territory. After he was released and returned to the United States, Pike reported that Santa Fe was in need of ordinary trade items such as cloth and tools.

At that time, the supplies bound for New Mexico, traveled by ship from Spain and by cart along the 2,000 mile Camino Real Trail (**Show red Camino Real Trail Map *M3)***. Traders would stop at every village on the way and it could end up taking years for the trade goods to reach Santa Fe. Sometimes the citizens of Santa Fe had to wait 2 years for trade goods to arrive from Spain.

Spain protected its colony's borders and it was difficult for any outsiders to visit or bring in trade goods. Some Spanish laws made it illegal for New Mexicans to trade with anyone but Mexican traders. But in 1821, Mexico revolted and broke away from Spain in 1821 unlocking the doors for trade after 200 years of isolation. After 9 years of revolution, Mexico threw out the Spanish laws and set up a New Mexican government.

Even before the news reached the United States, an American named William Becknell arrived in Santa Fe (**Show Becknell Sketch *1Pd)***. On his pack animals were goods he planned to trade with the Indians, but instead, his goods sold quickly and for a 600% profit in New Mexico's capital. He returned to Missouri a rich man. George P. Morgan wrote "My father saw them unload when they returned, and when their rawhide packages of silver dollars were dumped on the sidewalk one of the men cut the thongs and the money spilled out and clinking on the stone pavement rolled into the gutter."

With this began an international and overland Santa Fe Trail trade route that was to last nearly 60 years. (**Show yellow Santa Fe Trail on Map *M3).*** For further reading about the trail the booklets: "Santa Fe Trail Adventure Guide" (**1-4**) and "The Santa Fe Trail" history book (**1-5**) are included in the trunk.

Vocabulary:

boundaries	a place where one country meets another
chain mail	an armor made from small interwoven chain used to protect the body against arrows and spears
citizen	a person of a country
continent	one of the main land masses of the globe
establishment	a place of business
expedition	a journey for a reason
international	something that involves two or more nations
missionaries	a person sent by a church into a newly settled area for religious teachings
pueblo	an Indian village with houses made of mud.
rawhide	raw leather or skin from an animal used for making bags, cases and boxes
territory	a tract of land belonging to someone
Veracruz	a city at the beginning of the Camino Real on the Gulf of Mexico

1Pa Coronado

(Use Supplement Book copy and transparency for duplication and display)

Coronado in search of the Seven Cities of Cibola

1Pb Onate

(Use Supplement Book copy and transparency for duplication and display)

Onate claims part of the frontier for the Spanish Empire

1Pc Peralta

(Use Supplement Book copy and transparency for duplication and display)

Peralta establishes Santa Fe as the capitol of the province

1Pd **William Becknell**

(Use Supplement Book copy and transparency for duplication and display)

One the first successful traders to reach Santa Fe.

Map 1 Frontier Map 1846

(Use Supplement Book copy and transparency for duplication and display)

This is an original map of the frontier. Missouri is shown surrounded in green. Mexico is shown in many colors. Here Texas is shown as claiming all the land to the Rio Grande River.

Map 2

Santa Fe Trail Map
(Useful in All Activities)

(Use Supplement Book copy and transparency for duplication and display)

The colored lines in this map are canals, rivers and trails used to transport goods to and from the frontier. They are as follows:

Blue - rivers - steamboats
Purple - Camino Real - wagon and carts
Red – Santa Fe - wagons
Pink - canals –canal boats

Map 3 Camino Real and the Santa Fe Trail Map

(Use Supplement Book copy and transparency for duplication and display)

Scale

_____

400 miles

The Camino Real trail in red starts at the ocean in Vera Cruz and ends in Santa Fe. The Santa Fe Trail is in yellow. Notice the greater distance goods had to travel by way of the Camino Real.

1Wa

Timeline Cut-out Sheet

(Use Supplement Book copy and transparency for duplication and viewing)

1540
Coronado travels the Great Plains in search of the Seven Cities of Cibloa

1601
Onate's Conquest establishes Spanish rule while in search of gold

1609
Peralta makes Santa Fe the capital city of New Mexico for Spain

1739
The Mallet brothers make first trading venture from Illinois

1776
United States becomes its own country

1803
Louisiana Purchase made by the United States from France

1804
Lewis and Clark set out on their expedition

1806
Zebulon Pike explores the southwest and tells of possible trade

1821
Mexico declares independence from Spain

1821
William Becknell enters Santa Fe to discover trade open with Mexico

1827
Fort Leavenworth built on the Missouri River

1829
First military escort for a trade caravan

1833
Bent's Fort built on the Arkansas River for trade with Indians

1846
The Mexican-American War begins

1848
Mexican-American War ends - land from New Mexico to California becomes part of U.S.

1880
End of the Santa Fe Trail - first railroad reaches Santa Fe

1Wb

"Frontier Explorers" Questions

(Use Supplement Book for duplicating this page)

Name_____

1. Who were the first people to live in the frontier?

2. What was Coronado searching for?

3. What was Juan de Onate searching for?

4. What was Pedro de Peralta searching for?

5. What was the reason for Zebulon Pike's expedition?

6. What did Pike find out about Santa Fe?

7. What is the distance between Vera Cruz and Santa Fe? The distance between Independence, Missouri, and Santa Fe?

8. Wagons could travel 12 miles a day. A car can travel about 450 miles a day. A jet plane can travel at 400 miles per hour. How long would it take for each to travel the distance same distance to Santa Fe?

Camino Real	Santa Fe
wagon_____	wagon_____
automobile_____	automobile_____
jet airplane_____	jet airplane_____

9. Before the Santa Fe Trail, most of the goods the people in Mexico got their goods from what country?

10. What happened in Mexico that allowed traders like William Becknell the chance to trade in Santa Fe?

Lesson 2

Title: Frontier Trade Goods

Purpose: A historical background reading, trade goods, map, and matching game show what the Mexicans and Missourians could offer each other in trade. Students are introduced to the "Great Ameican Prairie" and the need for a trade route.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K - 4	4.1, 4.3	1.1, 1.3, 4.3, 5.3
5 – 8	4.1, 4.3	4.3, 5.3

Objectives: At the end of this lesson, students will be able to:
- locate Santa Fe, Missouri and the plains.
- name at least five trade goods and their places of origin.
- explain the need for a trade route.

Activity:

Time:

Materials from Trunk:

Objects: Buffalo hide piece (**2-1**), comb (**2-2**), silk handkerchief (**2-3**), beads (**2-4**), sheep hide piece (**2-5**), Spanish dollar (**2-6**).

Supplement Book: Pages and transparencies of the Santa Fe Trail map (***M2)***, "Westport Picture" (***2Pa)***, Cart Picture ***(2Pb)***, Trade Goods Matching Game"(***2Wa***) and Answer Page (**2Waa**).

Teacher Supplied Materials:

Overhead projector, duplicates of "Trade Goods Match Game" (***W4)***, student journals

Activity Plan:
- Duplicate the "Trade Goods Match Game" and hand out to the class.
- Read the "**Historical Background**" below. Have them draw lines between the trade goods and the place where it was manufactured.
- Show the map, picture, and trade goods while you read the historical background.

Historical Background:

The Missourians and the people of Santa Fe in the early 1800's were living on the east and west sides of a 900 mile wide prairie. The prairie was like an "ocean". Tall and short grass blew in the wind looking like waves of water. It was a huge expanse of flat open area with no towns, cities or signs of people. Much of the time, there was no good water to drink, the game sometimes scarce and there were no place of shelter from the dry heat, winds, lightening, and winter blizzards. Scattered trees that grew along the riverbanks provided little shelter from the winds and blizzards. Anyone who decided to cross the prairie, would need enough food and supplies to last you for months.

Missourians, on the East, were pressed up against an expansive prairie, waiting to fulfill their dreams of new land and a new chance to make money. The New Mexicans had been living for over 200 years on the southwest side of the prairie along the Rio Grande River. **(Show Map M2)** The prairie was the home of the Comanche, Pawnee, Osage, and Kiowa Indians. They were free to hunt and lived their lives according to the spirits. Forty million buffalo roamed the prairie and the Plains Indians followed the herds and hunted them for food, bones for tools, and hides for tepees and clothing. **(Show buffalo hide (2-1))**. The buffalo were their "grocery, hardware, and clothing stores on hooves." Unless the Indians stayed near the herds, they probably would not survive. The Indian women tanned buffalo furs that could be used for tepee, clothing, tools, and storage.

Steamboats paddled their way up the Mississippi River from New Orleans, Louisiana, to St. Louis, Missouri. From there they paddled up the Missouri River to Independence and Westport, Missouri. **(Show map *M2,* Westport Portrait 2*Pa*)** Pots, pans, cologne (perfume), iron, hairpins, cloth, tools, combs **(Show horn comb (2-2))**, knives, and thousands of other goods were offloaded and stored in the warehouses along Front Street. At the doors of the dark warehouses onlookers would see the men rolling barrels and toting boxes and bags all about, filling the orders for trade companies on the frontier. One would smell Chinese spices, French wine and Cuban tobacco. A clerk wearing a Chinese-made silk handkerchief **(Show handkerchief (2-3))** and white linen shirt made in Massachusetts would write in his ledger book using India ink. Crates of English and U.S. guns, barrels of German brass bells, kegs of Italian, Chinese and European-made beads **(Show glass beads (2-4))** were to be counted. Pennsylvanian made Conestoga wagon or steamboat carried these international goods from here into the frontier.

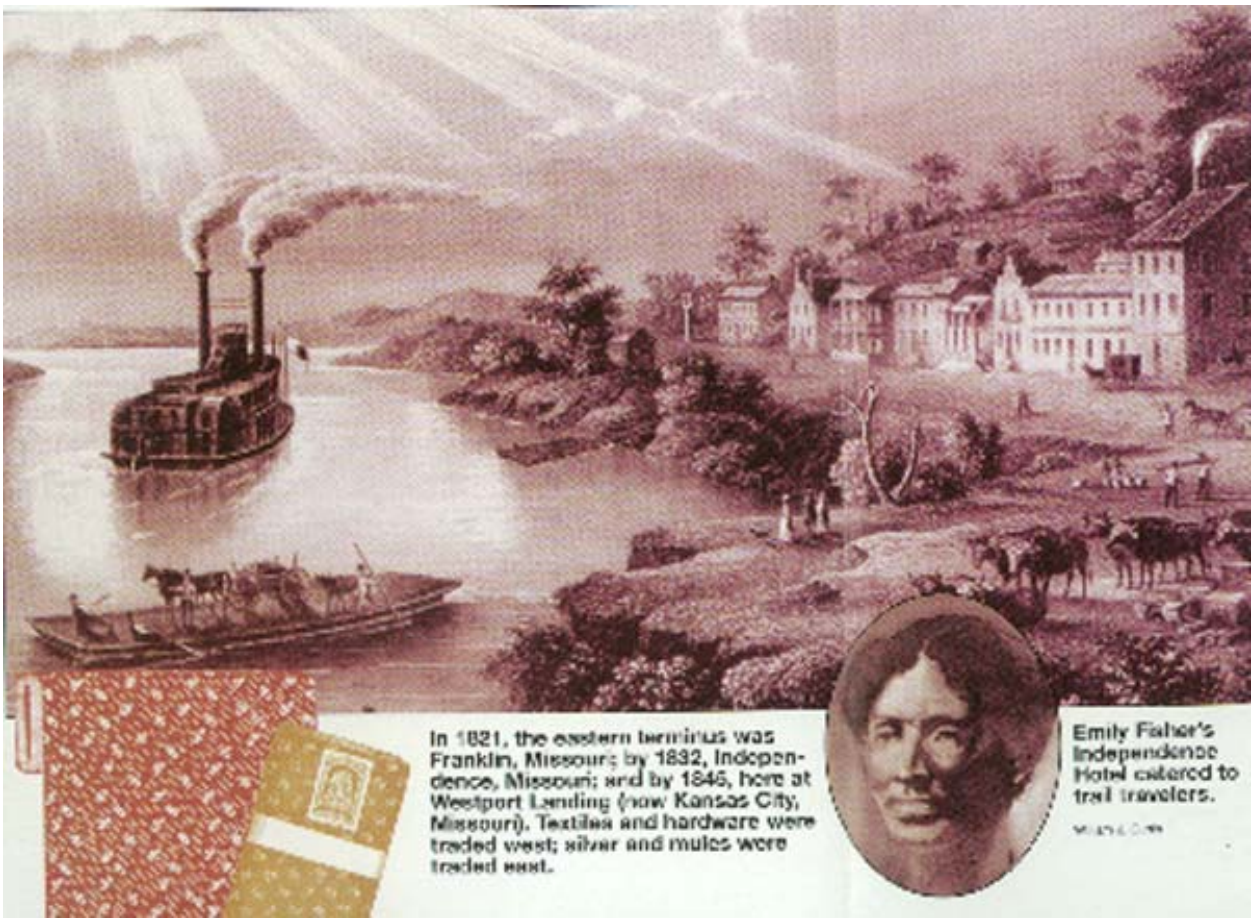
At the other side of the frontier the New Mexican people were living and surviving off the land and herding sheep into the mountains. **(Show sheep hide (2-5))** They wove wool blankets and rugs and mined the silver from the hills. **(Show Spanish dollar (2-6))** Their adobe houses were near the rivers and streams where they could farm and raise fruits and vegetables. They lived off what the earth could produce. Some worked on ranches and bred donkeys with horses producing the sure-footed mule. Manufactured cloth was not always available and so most of them made their clothes out of leather and wool. Iron goods were scarce and most everyone cooked out of clay pots. What few supplies were available came by cart **(Show Cart Pictiure *2Pb*)** from as far away as Mexico City, over a thousand miles away. Santa Fe was like an island in the frontier, far away from any other towns and cities.

Vocabulary:

adobe	a mixture of clay, sand, water and straw used to make bricks and floors
buffalo robes	tanned buffalo furs
frontier	land that forms the furthest extent of a country's settled or inhabited regions
steamboats	large cargo boats with paddles powered by steam.
trade	two people giving something to the other as an exchange
warehouse	a large open building used for storing supplies and materials

2Pa Westport, the eastern end of the Trail

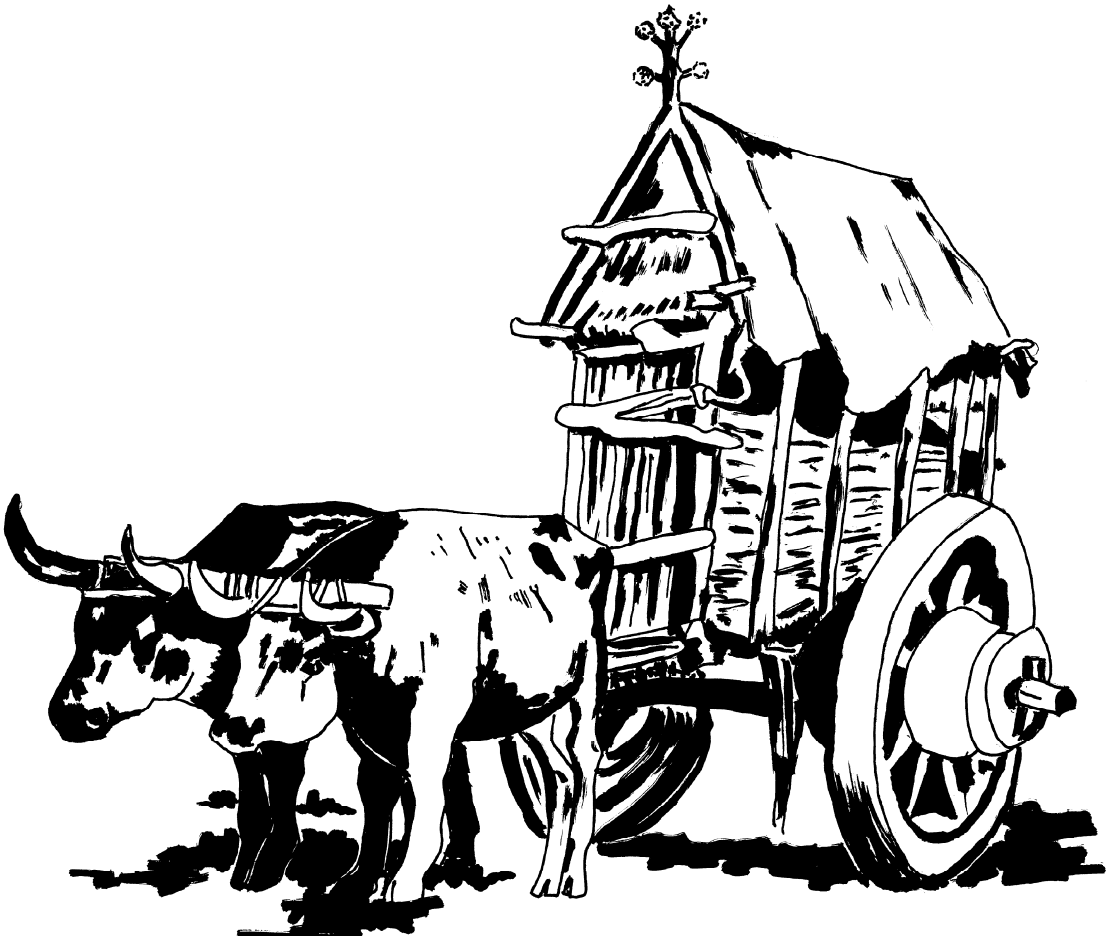
(Use Supplement Book copy and transparency for duplication and display)



Several towns developed along the Missouri River as the steamboats pushed North into more shallow waters.

2Pb Mexican Cart on the Camino Real

(Use Supplement Book copy and transparency for duplication and display)



Typical Mexican cart used to haul goods from Vera Cruz to Santa Fe. The horns of the oxen are tied to the yoke. The yoke is then strapped to the tongue of the cart.

2Wa

Trade Goods Match Game

(Use Supplement Book for duplicating this page)

Name_____

silver	Massachusetts
ready made shirts	China
beads	
mules	Plains Indians
brass bells	
silk handkerchiefs	Mexico
guns	
sheep	Pennsylvania
spices	Germany
wool	
tobacco	United States
Indian blankets	Italy
wagon	
fruits and vegetables	Cuba
buffalo robes	England

Lesson 3

Title: The People of Santa Fe

Purpose: The activities in this lesson include dressing in historical Mexican clothing, reading a Spanish language story, weaving and spinning wool, making adobe bricks and preserving food. These are e some of the important ingredients of a rich and colorful Santa Fe culture. Students will explore some of the daily life work techniques necessary for survival here in the far reaches of the frontier.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K – 4	3.2, 4.1	4.2, 4.3
5 – 8	4.1	4.3

Objectives: At the end of this lesson students will be able to:
- describe the life of the New Mexicans .
- list and describe 5 pieces of typical Mexican clothing.
- identify at least 10 words of Latin origin used in English and Spanish languages.
- describe the process of dyeing, spinning and weaving wool .
- describe food preservation and adobe brick making.

Activity 1 Dress up in Santa Fe Clothes

Time:
Materials from Trunk:
Objects: Men's clothing – Mexican hat (**3-1**), serape (**3-2**), Mexican shirt (**3-3**), breeches (**3-4**), sash (**3-5**), 2 – garters (**3-6**).
Women's clothing – robozo (**3-7**), chemise (**3-8)**, skirt (**3-9**).

Supplement Book: Camino Real Map (**Map *3)***, Men's Clothing (***3Pa)***, Women's Clothing (***3Pb),*** ***"***The People of Santa Fe" Work Page (**3Wa**) and Answer Page (**3Waa**)

Activity Plan:
- Use the clothing descriptions **3Pa** and **3Pb** as a guide and have a boy and girl from the class put on the Mexican clothing
- Read the **"Historical Background"** to the students and show the maps and illustrations.
- After the reading, you may want to begin by having a discussion about the Mexican clothing. You could ask them what they think their clothing looked like and write it on the board.
- After the discussion, have the boy and girl model the clothing in front of the class.
- Read the clothing descriptions below and show the men and women's clothing illustrations **3Pa** and **3Pb**. The clothing could be worn during lesson.

Historical Background:
The Santa Fe Trail story begins with Santa Fe, the city of "holy faith". The Spaniards arrived in 1610 to build a capital city for its New Mexican province. Some came to find gold and silver.

Missionaries came to convert the Native Americans to Catholicism. The Spanish taught the Pueblo Indians how to raise sheep, cut and weave its wool into clothing, carpet, and rugs. They also learned how to make pottery, work iron and silver, and farm. The Pueblo Indians taught the Spaniards how to build houses out of mud called adobe.

Isolated from the rest of the world, they had to survive on what they grew in their gardens. Corn (maize), beans (frijoles), peppers and squash made up most of their diets. The peach, apricot, and apple trees would bear in the wetter years. Chickens, goats, sheep, and cattle were herded and kept for their eggs, milk, and wool. Moccasins, hats and jackets were made of leather from deer and elk.

Vocabulary:

adobe	mud mixed with straw packed into wooden forms to make sun dried bricks
missionaries	religious leaders of the frontier they're to teach their faith
province	country or land outside the capital or largest cities
isolated	far away from other people

3Pa Mexican Man's Clothing

(Use Supplement Book copy and transparency for duplication and display)

Men's Clothing Description

Hat (**3-1**) - Hats were made of leather, straw and or felt covered with an oiled cloth to prevent rain from soaking through. It came in various styles. The wool felt hat like the one being worn was made to wear for riding a horse.

Serape (**3-2**) - Woven and much like a rug, the serape was like an overcoat with a slit for the head to fit through. It is made of tightly woven wool and fairly water repellent. It came primarily in broad-banded tan, brown and gray colors. Horse riders found that the serape would let you work freely with their hands.

Shirt (**3-3**) – Shirts were made mostly of white flax linen, a plant fiber that dates back to prehistoric times. The fiber was separated from other plant tissues of the stem by a complicated process. Linen was a trade fabric brought on the El Camino Real.

Breeches (3-4) (britches) – Breeches were made of wool, cotton or leather. Buttons on the outside of the legs allowed the wearer to open the sides sometimes to the waist. Coins were sometimes used as buttons. Underclothing could show through at the slit. A garter was tied below the knee to hold the pants leg cuff.

Sash (**3-5**) – Colorful wool, satin or cotton sash was worn around the waist to hold up the breeches.
Garters (2 each) (**3-6**) – Garters were long, narrow strips of colored silk, gold or silver thread tied in large bunches around the outside of the pant leg.

Additional clothing usually worn, but not included in trunk:
Jackets were made of wool, twill, corduroy, velveteen, and deer skin. Copper or silver, and sometimes coin buttons were used by the rich.
Botas were worn as an extension of the trousers, they protected the rider and walker from tearing his pant legs on the brush. Made of brain-tanned deer leather with brass colored bobs and silver buttons for decoration.
Moccasins were made from leather with a tie on the front and ankle high sides.
Drawers were white linen under clothes were worn and sometimes it would show through the side

slits of the breeches.

3Pb Mexican Women's Clothing

(Use Supplement Book for transparency, display and duplication of this page)

Teresita Barclay from a water color by Alexander Barclay, November 1833

Women's Clothing Description

A rebozo (**3-7**) was a scarf of cotton, wool or silk, 5 to 6 feet long which serves as a covering for the head and body. Sometimes loosely thrown around the shoulders.

A chemise (**3-8**) was a low necked cotton blouse that may be long or short sleeved. Used as nightclothes.

A skirt (**3-9**) was a short skirt made of scarlet or blue cotton or wool.

Additional clothing usually worn, but not included in trunk:

Moccasins were tall to short leather soled shoes tied with leather strings.

Activity 2

Spanish Language

Time:

Materials from trunk:
Supplement Book: Spanish Language Work Page (***3Wa***) and Answer Page (***3Waa).***

Activity Plan:

- Duplicate the "Spanish Language" Work Page.
- Read aloud the sentences while everyone in the class uses the list of words to fill in the blanks. You will replace English words with commonly used Spanish words.
- Have a discussion about how these words are used today. Spanish explorers used names for places and animals that are still in use today. The costumed boy is the subject used in the language work page.

3Wa Spanish Language Fill the Blank Work Page

(See Supplement Book for transparency and duplication of this page)

Name_____

magnifico	sombrero	rodeos	Americanos	tamales
chocolate	senor	compadre	carros	pronto
gusto	rancho	corral	madres	fiestas
pinata	Rio Grande	adios	hacienda	hombres
caballo	adobe	buenos dias	vaquero	rancho
hombres	mujeres	mira	gracias	fiesta
mulas	mucho	plaza	gran	ricos

Fiesta Time in Santa Fe

[Good Day] _____. My name is [Mr.] _____Antonio Vigil of Santa Fe. I am a [cowboy] _____and live near Santa Fe on a [ranch] _____. I try to break [wild horses] _____ and [mules] _____in the [pen for animals] _____. I live in an [mud] _____[house] _____near the [Grand River] _____. If you cross the [courtyard] _____ you will see where we have our [celebration]_____. I enjoy watching the children come and break the [paper-mache figure with candy inside] _____ and their [mothers] _____clap their hands in delight.

The [celebration] _____ food is what I enjoy the most. I enjoy eating [corn husked and corn meal coated meat and peppers] _____, and [drink flavoring]_____the most. The fiestas are [wonderful] _____. I ride [wild horses] _____in the [animal riding contests] _____ to the [liking] _____of all the [men]_____and [women]_____. During my ride I hear them shout [see this]_____! If perform well, I take off my [hat] _____to their shouts of [wonderful] _____!

I plan to give up [ranch]_____work and become a trader. There is [great] _____danger in my work and would like to become a trader. I hear there is [much]_____money to be made in becoming a trader on the trail to Missouri. A [friend] _____and I plan to buy [wagons]_____ from the [Americans]_____and [quickly]_____. We wish to become [rich businessmen]_____. Well, I must go now. [Thank you] _____and [good bye]_____.

Activity 3

Wool and Weaving

Time:

Materials from Trunk:
Objects: "The Essentials of Handspinning" booklet, spindle, jerga, unspun wool.

Supplement Book: Illustrations below

Yarn Spinning	***3Pc***
Dyed Yarn	***3Pd***
Spanish Loom	***3Pe***
Jerga on Loom	***3Pf***
Jergas of all colors	***3Pg***

Activity Plan:

- Read the Historical Background to the class. Show the unspun wool sample, drop spindle, the handspining booklet, jerga and photos at select times.

Historical Background:

In the spring of 1807, Zebulon Pike, an explorer was sent out by the United States to explore and find the boundaries of the newly acquired Louisiana Purchase, he and his men got lost and entered the New Mexican Territory. The Spanish Soldiers arrested them and began taking them south to prison. He, along with his captured soldiers were being transported by armed guard down the El Camino Real. On March 12th, Pike made the following journal entry:

"Passed the encampment of the caravan going out with about 15,000 sheep for other provinces for which they bring back merchandize. This expedition consisted of about 300 men chiefly citizens escorted by an officer and 35 or 40 troops. They (sheep) are collected Sevilleta and separate there on their return. They go out in February and return in March. A similar expedition goes out in autumn, during the other parts of the year when no citizens travel the road."

This was the first observation by a foreigner of the importance of the sheep trade in the New Mexican economy.

The sheep are sheared of their wool in the spring. **(Show unspun wool sample)** The fleece is sorted according to its quality. The wool from the neck and shoulders of the animal is the best wool. The wool from the back and sides is of a good quality. There is soft wool on the belly with the poor wool found on the tails and legs. The fleece is usually bunched and the hairs are tangled. Before the wool can be spun, the hairs must be separated, fluffed and lined up. It must be combed, teased or carded to straighten out the hairs. **(See page 4 of the wool spinning booklet).** The hairs are straightened by combing in one direction and reversing and combing back the other direction. Teasing is the pulling of the wool fibers apart repeatedly with your fingers until the wool is airy and cloud-like. Teasing wool without carding produces a soft, hairy kind of yarn. **(See page 16).** Carding is the traditional way of preparing wool for spinning. The tools used in this method are carders, two paddles covered with cloth or leather with bent, stiff wires attached. Moving the paddles back and forth stretches and rolls the wool, producing a long coil or roll of fibers. It can now be spun into yarn.

The oily, wavy elastic fibers make woolen fabric naturally strong, water repellent and warm. Wool is lightweight, soft, and easy to spin. **(Show Wool Spinning 3*Pc*).** The wool is twisted to give strength and coarseness. Soft, lightly twisted woolen yarn is used for clothes such as serape, pants, and jackets. Heavy twisted wool is used in rugs. A drop spindle **(Show drop spindle)** was used for centuries in Santa Fe. Another way to spin it is by using a spinning wheel which is no more than a spindle turned on its side. A turning wheel powers it. Seven spinners could produce enough yarn to keep one weaver busy.

Once the yarn is spun, it then has to be dyed. Tree bark, nuts, onion skins, coffee, tea, roots, leaves, flowers, berries, minerals from the ground, and insects could be crushed and used for color. **(Show Dyed Yarn 3*Pd*).** The plant, animal and earth material is boiled in water with rusty nails or salt. This makes the dye permanent. It is then strained through cloth and then cold water added. Natural dyed yarn samples are in the trunk. **(Show dyed yarn samples 3-13b).** The yellow dye came from the wood of the Osage Orange tree, the red from a female insect that lives on the prickly pear cactus and the bluish purple from a tree called Logwood which grows in Mexico.

Looms are used to weave the yarn into a variety of patterns. **(Show Loom 3*Pe*).** The loom in the illustration is those used for 200 years in Santa Fe. It takes many hours to weave a small rug**. (Jerga on Loom 3*PF*)**. The jerga **(Show jerga)** is made of medium twisted wool, natural cream and gray in color. **(Show Jergas of all Kinds 3*Pg*).** The Spaniards used the horizontal looms and taught the Indians how to weave 200 years ago. The Indians developed a vertical loom like the one seen in the illustration.

Vocabulary:

caravan	a traveling group of wagons or carts
encampment	a group of people and their camp
expedition	journey of discovery
fleece	the wool shorn from a sheep
jerga	woven wool rug or overcoat
Louisiana Purchase	the United States purchased land from France in1803 West of the Mississippi River and North of the Arkansas River where most of the Santa Fe trail was later located
serape	rug-like over coat

3Pc Woman Spinning Wool

(Use Supplement Book for transparency, display and duplication of this page)

The wispy wool is spun using a small spinning wheel. She is using a foot pedal that powers the wheel to turn causing the wool to be pulled onto the small shaft. She twists the wool as it loads onto the shaft.

(Photograph courtesy of El Rancho de las Golondrinas)

3Pd **Dyed Yarn**

(Use Supplement Book for transparency, display and duplication of this page)

Spun wool is soaked in natural dyes made of nuts, roots, berries and bug shells to give it the natural colors found in clothing and rugs throughout the world for thousands of years. These colors may not be found in today's modern clothing.

(Photograph courtesy of El Rancho de las Golandrinas)

3Pe **Old Spanish Loom**

(Use Supplement Book for transparency, display and duplication of this page)

This is the type of loom used for centuries in Mexico to produce jergas and clothing. The Spanish taught the Native Americans and today the Navajo and Hopi Indians produce colorful rugs for modern uses.

(Photograph courtesy of El Rancho de las Golondrinas)

3Pg **Jerga on the Loom**

(Use Supplement Book for transparency, display and duplication of this page)

The jerga in the trunk is seen on this loom. It must now be looped over on the ends to prevent it from unraveling.

(Photograph courtesy of El Rancho de las Golondrinas)

3Pg Jergas of all colors and Sizes

(Use Supplement Book for transparency, display and duplication of this page)

Jergas are made in all colors and sizes. The smaller ones could be used for serapes, saddle blankets or sleeping pads. The larger ones as rugs on floors and sleeping covers.

(Photograph courtesy of El Rancho de las Golondrinas)

Activity 4

Yarn Spinning Using a Drop Spindle

Time:

Materials from Trunk:
Object: "The Essentials of Handspinning" booklet (**3-10**), drop spindle (**3-11**), unspun wool

Activity Plan:
- Most yarn made in Santa Fe and Mexico was made using a drop spindle. You can demonstrate how to spin wool using the drop spindle from the trunk and the instructions below. The "Essentials of Handspinning" booklet has more explicit instructions.

Instructions:
Hold of the tip of the shaft with the right hand (if right handed) and the loose wool in the left. Spin the spindle like a top which causes the wool in your left hand to twist. Loose wool may be added to the twisting wool causing both to tie together. The twisted yarn can then be wrapped onto the shaft with enough untwisted wool to catch onto the next batch.

Activity 5

Adobe Brick Making

Time:

Materials from trunk:
Object: Brick mold (**3-14**), adobe sample (**3-15**).

Additional Materials: Clay, sand and dirt, bucket or can, water, straw or grass.

Activity Plan:
- You may use any clay-type soil, but adobe mud (1/3 clay, 1/3 sand, 1/3 dirt) works best. (Show adobe sample (**3-15**). Mix adobe, sand (if you can get it), grass or straw with water. Hair, cloth and manure were sometimes used as a binding agent. They would walk with oxen in a pit or mix the mud with their feet. You could use your fingers for mixing in the bucket or can.
- Take the mud and pack it into the mold **(use the miniature mold (3-14))** and let dry. Once a crack appears around the edge of the brick, raise the mold off the brick. Gently lift the mold off and let dry. Their bricks were much larger – 4" thick, 9" wide and 18" long and weighed about 35 pounds.
- Continue with the reading of the **Historical Background** below.
- Discuss with the class the difficulties of building with adobe.

Historical Background:

They would 'butter" the brick in the wall with wet adobe mud and lay the new brick on top. Some walls were many bricks wide, some churches having walls 8 feet thick. After the walls were up, they would plaster inside and out to cover the bricks. After a hard rainstorm, the mud would wash down, making it necessary to plaster all over again. They would do this with their bare hands. Some would have calluses on their hands 1/4 " thick. They white-plastered the inside of the house with white wash made from flour, gypsum and lime. It would take thousands of bricks to build a house! Big vigas were laid across the walls and the ceilings were made with smaller latias. Then straw or grass was laid on the latias with mud packed down on top of that.

Vocabulary:

latias small poles set together on top of the beams

vigas large poles that support the small latais

Activity 6

Food Preservation

Time:

Materials from Trunk:
Object: Dried fruit and meat samples (**3-16**)

Additional Materials: fruits or vegetables, string, cloth

Activity Plan:

- (Read the following information to the class.) The dry, sunny climate of the southwest was just right for dehydrating (taking the water out) meats, vegetables, and fruits.
- When the drying was completed, it was put into a small container and stored in a cool, dark place. Cans and plastic were not available to keep food fresh and ready to eat. They cut and dried fruit, vegetables and meat and placed it on racks to dry. The dried food was soaked in water before cooking it. **(Show the dried meat, bread and fruit to the class (3-16))**
- Discuss with the students the time and work involved with preserving your foods. There were no refrigerators, no can canned goods, and no microwave ovens. Pass around the dried fruit and blue corn.

Extra Activities:

1. Drying foods – An ear of corn can be par-boiled, dried, shucked and the kernels ground between rocks call “mano” and “metate”. Ground corn was made into tortillas and atole. Pasole was made from hominy corn that was soaked in lye and boiled leaving it soft and white. If you live in a dry climate, you could have the students preserve a fruit or vegetable by using a method below:

Corn - (green) – parboil, roast, dry, husk, and store like grain, called "chicos", soak and then boil it “back to life”.

Tomatoes - halve, dry.

Squash - cut into slices called "rueditas" (little wheels), and hang on strings.

Green Beans - parboil and strung like beads with needle and thread.

Chili - roasts peppers on stove, peel, and hang them by stem to dry, use by immersing in boiling water.

2. You can make miniature brick molds out of balsa wood and make tiny bricks and build a small house or hacienda. Sticks or dowell rods can be used for vigas and latias.

3Wb

The People of Santa Fe" Work Page

All Activities in this Lesson

(Use Supplement Book for display and duplication of this page)

Name_____

1. The Pueblo Indians taught the Spaniards how to do what?

2. What were the crops that were raised near Santa Fe?

3. _____ _____was a valuable fiber for clothes, rugs, and carpets.

4. What were the steps made in the making of wool clothing?

5. What is the name for the rug-like over coat worn by the Mexican men?

6. What was the name of the explorer that was sent by the United States to find the South West boundaries of the Louisiana Purchase?

7. The _____ is used to weave the yarn into a variety of patterns.

8. Adobe is 1/3 _____, 1/3 _____ and 1/3 _____.

9. Why was food dried?

Lesson 4

Title: The Missourians

Purpose: In this lesson a student will dress in men's American clothing and read a script that explains a typical trader's life experience. The second activity involves the use of a detailed painting of a "make believe" steamboat town. A legend describing the parts and buildings can be read and the students can match the description with the structure on a worksheet. In the last activity, students problem solve actual situations that confronted many traders of the time.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K – 4	2.2, 3.2, 4.2	4.2, 4.3, 5.3

Objectives: At the end of this lesson students will be able to:
- name 5 pieces of American trader clothing.
- describe a Missouri steamboat town at the East end of the Santa Fe Trail.

- list 3 things the Americans were in need of that the Mexicans had for trade.
- describe some of the difficulties in shipment of trade goods.

Activity 1 Dress up in Missouri Clothes

Time:
Materials from Trunk:
Objects: American Clothing: top hat (**4-1**), trousers (**4-2**), shirt (**4-3**), vest (**4-4**), braces (suspenders)(**4-5**), Steam Town Painting (**4-6**), paper money (**4-7**), silk handkerchief (**4-8**)
Supplement Book: trader clothing illustration (***4Pa***).

Activity Plan:
- Have one of the boys from the class put on the American clothing.
- Before he enters the room, have class discussion on what they think the clothing will look like and write it on the board.
- Have him enter the room as you read the **"Historical Background"** and **"Clothing Description"** below. Show clothing picture (***4Pa)*** at the designated part of the reading. He could remain in the clothing through the lesson.

Historical Background:
Traders like William Becknell would travel to Missouri River steamboat towns to buy trade goods. These towns were built with the riverboat pilot, the townspeople and the trader in mind. Steamboats needed deep water and to be docked in calm water. The townspeople needed grass for grazing their animals, wood for building and streams for powering mills. Traders wanted good trails, food and a variety of trade goods.

Missouri had plenty of goods but no hard currency like silver. Banks made their own paper money. It could have little value. Silver, gold or something of value was needed to balance out the value of goods. New Mexico had the silver. They also had wool blankets and mules; they were in need of Missouri's trade goods. As a result of this, steamboat towns like Independence and Westport, Missouri sprung up along the Missouri River. Stores, shops, warehouses, taverns, mills and hotels were built to serve everyone's needs.

4Pa Missouri Trader Clothes

(Use Supplement Book for transparency, display and duplication of this page)

Men's Clothing Description

Hat (**4-1**) - the beaver felt top hat was worn at special times. Higher class and the more sophisticated men wore the hat as a sign of sophistication and control. Top hats came in various shapes and sizes.

Trousers (**4-2**) - worn high on the waist, braces held up the trousers. The drop front pants had no zipper and were baggy in the seat to allow seat space so you could sit on the back of a horse. Made of wool of basic colors with buttons of mother of pearl, pewter and bone.

Shirt (**4-3**) - the better-made shirts had drop sleeves with a separate collar that had to be added in for a cravat to cover. Buttons were kept tight to not reveal any skin. Most shirts were made of cotton, linen or calico.

Vest (**4-4**) - the vests were worn to cover up their braces (suspenders). Made of wool, they were usually black, blue, brown or even white.

Braces (**4-5**) - (suspenders) buttoned to the pants and crossed behind the shoulders.

Silk Handkerchief (4-8) Cravat (scarf) - wrapped around the neck with the bow to hide the collar and give a respectable image.

Activity 2 The Missouri Trader's Story

Time:

Materials from trunk:
Object: American Clothing (4-1 – 1-5), paper money (4-7).

Supplement Book: Trader's Story Script (***4Wa)***

Activity Plan:
- Have the "Missourian" (boy) read the following script ***4Wa*** and show paper money.
- Have a group discussion about the story.

4Wa Trader's Story Script

(Use Supplement book for transparency, display and duplication of this page)

"Hello everyone. I am glad to make your acquaintance. I am here today to tell you about my life as a trader. This year being 1840, you will find that we can get a variety of goods from all over the world. Cloth, shoes, clothes, umbrellas, paper, nails, hats, lanterns and thousands of other items are stored in my warehouses in Independence. Something we do not have, however, is hard currency like silver or gold. We depend on the banks and their paper money. Some bank money is worthless. **(Show paper money (4-7)).** Santa Fe has silver. They also have furs that I can ship to the Orient and Europe. The mules from Mexico are sure-footed and make fine draft animals. The Rio Grande blankets are popular just about anywhere.

Our trade goods come in by steamboat up the Missouri River. Most of the cargo is on the first floor. The river can be dangerous. Steamboats have to dodge driftwood and sand bars. Logs can break a hole into the hull and sink the boat in just a few minutes. If the boat is overloaded and the current swift, the steamboat finds itself floating down stream with the current.

When I first became a trader, I was surprised at what I saw here in Independence. I saw "all conditions of mankind: In all costumes: Shawnee and Kansa Indians and wanderers of all other tribes, blanketed, painted, wearing their Presidential medals; Mexicans in bells, slashed pantaloons, and primary colors, speaking a strange tongue and smoking shuck-rolled cigarettes; mountain men in buckskins preparing for the summer trade or offering their services to the emigrant trains; the case-hardened bullwhackers of the Santa Fe Trail in boots and bowie knives, coming in after wintering at the other end or preparing to go out; rivermen and roustabouts, soldiers from Fort Leavenworth, a miscellany of transients whose only motive was to "see the elephant" wherever the elephant might be. Freight poured in from the steamboat landings, the great wagons careened through the streets, day by day the hordes of movers come in from the east, the lowing of herds pulled over the town, the smithies and wagon shops rang with iron, whooping riders galloped their ponies through the mud, the groggeries were one long aria, and out from town the little clusters of tents grew and grew." (Bernard DeVoto's 1840's account of Independence)

We unloaded boxes, barrels, bags and bales of trade goods onto the landing. There I met with a wagonmaster and began to plan for loading of the wagons for the 60 days of travel to Santa Fe.

Vocabulary:

buckskins	clothing made from deer hide
emigrant trains	wagon trains of families heading to the west
groggeries	Liquor or saloon drinks
hordes	large number of people
pantaloons	a man's close fitting trousers or pants
roustabouts	a wharf laborer or deck hand
"see the elephant"	to seek adventure
transients	people who live in one place a short time

Activity 3 What is a Steamboat Town?

Partial view of Steamboat Town

Time:
Materials from trunk:
Object: Steamboat Town Painting (**4-6**).
Supplement Book: "Steam Town" Description (***4Wb)***, "Steam Town" Work Page (***4Wc)*** and Answer Page (***4Wca)***

Activity Plan:
- Show the Steamboat Town poster to the class.
- Either you or the class read the description of the town found below.
- Have them fill out the work page (4wc) using the numbers from the picture.
- Discuss what is seen in the picture – the people, places and things.

4Wb "Steam Town" Description

(Use Supplement book for Transparency, display and duplication of these pages)

Steamboats (23): Sternwheelers with the paddle wheel on the back and side-

wheelers with the paddle wheel on the side can be seen on the river. Some of them can be seen at the landing unloading trade goods for Santa Fe. If you look closely you can see a sunken boat, **driftwood and sandbar**s **(9)** in the river. The further the boats go up the river, the more dangerous it can be. Sand bars and logs can ground or sink your boat.

Small River: A small, fast flowing river pours into the Missouri River. Small dams back up water in the millponds and a race directs the water to a water wheel. The water pours over the wheel, turning the wheel and a shaft that powers the machines. There are three kinds of mills in this picture. A water wheel powered **hammer mill (7)** pounds out bars of iron for wagons, tools and equipment. Across the river a **charcoal and coke kiln (18)** is producing charcoal and coke used to heat the iron rock, melt and cast it into to flat, round and square bars. A gristmill **(1)** near the **wheat (32)** and **cornfields (24)** grinds the grain into flour and meal to make crackers and bread. The mill at the bottom right is a **sawmill (17). Tall hardwood trees (29)** provide the wood the carpenter, blacksmith and wheelwright make into wagons, ox yokes, and houses. Gangs of saw blades rip their way down the length of the log making lumber. Inside the sawmill, saws move up and down like "your feet do when you pump your bicycle pedals".

Cord wood (21): is wood used to fuel your steamboat fires. It is usually stacked along the wharf where it can be loaded onto the boat. It takes piles and piles of wood to keep the steamboat going for a day.

Santa Fe Trail Wagons (25): Wagons can be seen winding their way down the muddy clay trail to the steamboats where they can unload the wool and silver from Santa Fe. You can almost hear the teamster hollering to the oxen "come boys hup!" as they coast into the flats.

Warehouses (mid-center) (28): These large buildings house goods that come off the steamboats and the wagons. The loading dock, much like a deck on a ship, looks like a porch on the front of the warehouse. Men shuffle boxes and roll out the barrels.

School (10): Schools are only found in the larger towns like this. Those that went to school rarely went past 6th grade.

Shop and Smithy (11): Next to the main trail in the bottom left corner is a **wood shop (4)** where outside you can see a cooper (barrel maker) firing a barrel to make the curved wood sides stay in shape. The carpenter is a mechanic and fixes everything from boxes to trunks. The shop is next to the trail and close enough to the town to do repairs on the buildings and yet close enough to the trail to fix the

wagons. A wagon is jacked up with the iron tires fitted to the wheels in the blacksmith shop next door. Mules, horses and oxen take up a majority of the blacksmith's time. He "shoes" the animals to protect their hooves from wearing

out. The "smith" doctors the animals, pulls teeth, repairs wagons, and builds tools and cooking utensils. His shop is next to a **fenced meadow (16)** where he can "pasture" the animals.

Livery (6): Eight to 10 oxen or mules are used to pull the Conestoga wagons. Horses are ridden and used in front of carriages. The livery is next to the corral and provides a place to keep and make the animals ready. A horse is being shod outside the barn. A carriage is making its way to the north of the barn.

Butcher (14): Wild meats such as turkey, deer and fish come from hunters from the countryside. His shop is on the outskirts of town, but yet close enough to the square to catch the customers. You can see a woman looking over a hog. The small building behind the butcher shop is the smokehouse. The butcher salts and dries the meat in a hickory smoke filled room that dries and cures the meat so it can last in warm weather for months and years.

Tannery (20): (Next to butcher shop) Leather hides are used to make saddles, clothing, upholstery, and rugs. The hides are first thrown into pits with tannic acid to cure and then treated to produce soft flexible leather. The tannery is near the corrals and the butcher where the animals are slaughtered and skinned.

Saddle maker (31): The saddle maker cuts, shapes, sews and rivets leather into saddles and tack. His shop is close to the tannery and butcher shops.

Main Town Square (26): The town hall (13) sets in front of the Town Square. The grassy Town Square was a perfect place for celebrations, contests, meetings, marches, drills and grazing of your horse while doing business. **General merchandise stores (12),** doctor's office, **taverns (2)**, **hotels (30)**, bath house, **legal office (27)** and barber shop are within close walking distance of each other. The gunsmith can build you a gun or repair the one you have. The **barber (5)** can give you a shave and a haircut and if you need, a good bleeding to bring on more vigorous and stronger blood.

Houses (22): (near upper left) The workers, families and businessmen live here. A burned down house can be seen near the Town Square. No fire departments exist here in this frontier town. Most buildings would burn to the ground. Lead is mined in Missouri. Hot lead is poured from the top of a **Shot Tower** (8) through a screen, falls to the earth and cools before hitting the ground. The small pellets can then be used as shot for hunting birds and other small animals. The **Cemetery (19) is l**ocated on high rocky ground where the view may be inspiring and the ground too hard to plow. Missionaries from back east would come west to preach and "civilize" white man and Indians at the **Mission Church (15).**

"Steam Town" Work Page

(Use Supplement Book for transparency, display and duplication of this page)

Name_____

Write in the number for each place, person or thing as found in the Steam Town painting below:

_____side wheel and stern wheel steamboats
_____sand bar
_____driftwood
_____cord wood
_____santa Fe Trail wagons
_____charcoal and coke kilns
_____water wheel powered iron hammer mill
_____cornfield
_____water wheel powered grist corn meal and flour mill
_____wheat field
_____water wheel powered saw mill
_____timber cutters cutting hardwood
_____warehouses
_____school
_____wood shop and cooper
_____hay meadow
_____blacksmith shop
_____livery
_____butcher
_____tanner
_____saddle maker and tack shop
_____law office
_____town hall
_____town square
_____tavern
_____hotel
_____general merchandise store
_____barber shop
_____homes of workers and families
_____shot tower
_____cemetery
_____mission church

Activity 4 "Trail Decisions"

Time:

Materials from trunk:
Supplement Book: "Trail Decisions" Work Pages (***4Wd***) and Answer Pages (**4wda**)

Activity Plan:

- Read the **Historical Background** to the students.
- Duplicate the two "Trail Decisions" Work Pages (**4Wd**) and have students problem solve the situations.
- Record the results on the board. The situations have been taken from actual accounts.
- You may want to have class discussion about the work pages.

Historical Background:

Making the right preparations in those days could mean the difference between making or not making money, survival and death. Would you make the right decision when faced with making a choice? You will be confronted with some actual real life situations in the work pages.

"Trail Decisions" Work Pages (2 pages)

(Use Supplement Book for display and duplication of these pages)

Name_____

River Flood

Flooding has caused the Missouri River to go over its banks. Steamboats are having a terrible time trying to make it up the river to Independence. What do you do to insure that you do not loose the money you have invested in your goods? Do your spend $1000.00 to insure your $10,000 worth of goods (10%) or do you save your money and gamble on the steamboat making it to Independence? Explain why you made that decision

Your Answer:

Oxen or Mules?

Each wagon had thousands of dollars worth of trade goods. The animals pulling the wagons must be dependable and able to last 60 days on the trail. Read what the qualities of the mules and oxen are below and have the students decide which they would use and why.

Mules	Oxen
Cost $100 for 2 mules (1 span)	Cost $50 for 2 oxen (1 yoke)
Tough hooves	Softer hooves
Needs expensive harness	Uses cheaper wooden yoke
Work well in heat	Don't work well in heat
Slicker flat hooves that slide	Cleft hoof gets good traction
Pickier about what to eat	Can survive on poor grass
Indians will more likely steal	Indians less likely to steal
Not too tasty	Oxen meat (beef) better tasting
More excitable	Less excitable

Your Answer:

What Kind of Wagon?

Your have heard that the tax collectors in Santa Fe are charging $500.00 for each wagonload of goods entering their country and you will want to make a profit on your goods. You could get a bigger wagon that hauls more goods and pay the same tax. That way you could make more money on your loads. Given the information below, decide which kind of wagon to use. If you make $1000 profit for each ton of goods, which wagon would you use?

Costs:

Conestoga Wagons		Murphy Wagons	
Wagon cost	$500.00	Wagon cost:	$1000.00
4 Yoke of Oxen	$200.00	6 Yoke of Oxen	$300.00
10% Interest on loan	$140.00	10% Interest on loan	$240.00
Teamster pay	$50.00	Teamster pay	$50.00
Goods wholesale	$500.00	Goods wholesale	$800.00
Import tax	$500.00	Import tax	$500.00
	$		$

Trade sales:

Conestoga Wagon	Murphy Wagon
2 ½ tons goods x $1000.00 =$	4 tons goods x $1000.00 = $

Profit:

Conestoga Wagon	Murphy Wagon
Trade Sales – Costs = $	Trade sales – Costs = $

Your Answer:

A wagon can hold only so much

Murphy wagons can haul more, but they are difficult to get. The wagon maker can only make a few each year. There are many people waiting for theirs to be built. As a result of this, many continue to use a Conestoga-type wagon. How could you ship more goods with the same number and size wagons?

Your Answer:

Lesson 5

Title: Get Ready to Travel

Purpose: The historical background provides insight into how the traders prepared their caravans for the long trip down the Trail. Work pages and transparencies illustrate the parts and pieces of the Conestoga wagon, caravans and cargo.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K – 4	2.2, 4.1, 4.2	1.3
5 – 8	2.2, 4.1, 4.2	

Objectives: At the end of this lesson students will be able to:
- Describe the work involved in getting the animals and wagons ready to move.
- List at least three parts of the Conestoga wagon, the caravan, the tools and the cargo.
- Explain how goods were shipped.

Activity 1

"Tales of the Teamster"

Time:
Materials from Trunk:
Objects: Conestoga wagon blue print (**5-1**), ox shoe (**5-2**)
Supplement Book: Oxen and Wagon Sketch (**5Pa**)

Activity Plan:
- Read the Historic Background from below to the students.
- Discuss with the class the work involved in getting the animals and wagons ready to move.
- Have further discussion about the 2400-mile walk each year through mud, dust and cactus. Teamsters drove their oxen, walking alongside them to Santa Fe and back twice a year.

Historical Background:

William Becknell, the first person to trade in Santa Fe, initially used pack mules to haul goods from Missouri. The next year he used wagons. Carts, farm wagons and "dearborn" were found to be too small and unable to carry enough goods to make a good profit. The Conestoga wagon was chosen for use because it could haul 4,000 pounds of goods. The "Pennsylvania Dutch" in Pennsylvania originally built Conestoga or Pittsburgh wagons. The wagon was shipped as a kit down the canals to the Ohio River and from there to the trailhead by steamboat. The Conestoga was a vehicle of great beauty and utility and played a great role in the growth of the American colonies and the opening of the young United States. (**Show Conestoga Wagon Blueprint (5-1).**
Dry goods such as velveteen, shirting, linens, trade cloth and muslin were a very large part of the cargo. Razors, knives, thimbles, scissors, hair pins, beads, glasses, combs, crosses, guns, clothes and cologne were in boxes, bales, bags and barrels. The Mexican government listed some contraband goods. Contraband goods such as gunpowder, tobacco, and iron could not be legally brought into Mexico before the Mexican-American War. All goods entering the country were taxed or heavily taxed.

A caravan was made up of at least 25 to 60 wagons with 1 to 2 men for each wagon. It would take about 4 to 5 yoke of oxen or teams of mule to pull each wagon. An equal number of animals were herded behind to replace the injured animals. **(Show Oxen and Wagon Illustration 5Pa).** Descisions were made between using mules or oxen to pull the wagons. Oxen were cheaper, less likely to be stolen by the Indians, had better traction in the mud and tasted better if eaten. Mules were faster, lasted better in the summer heat and had tougher hooves.

One of the first things that had to be done was to find the men needed to organize, repair and drive the wagons down the trail. It was important that you find a wagonmaster, teamsters, craftsmen, and herders that can travel great distances with the least number of problems. A carpenter and blacksmith could fix the wagons and shoe the horses, mules and oxen. (**Show the Ox Shoe (5-2)**). High water, Indian attacks, broken down wagons and animals, bad weather, dust, mosquitoes, and mud were a part of life on the trail.

Diaries and journals provided them a way to get their mind off the difficult times. The following diary entry tells about the difficulties of getting the new animals hitched and yoked-up. Lewis Garrard in 1846 wrote:

"The way the mules were broken to wagon harness would have astonished the "full-blooded" animals of Kentucky and other horse-raising states exceedingly. It is a treatment none but hardy Mexican, Blas, their heads drawn up to a wagon wheel, with scarce two inches of spare rope to relax the tight noose on their necks, and starved for twenty-four hours to subdue their fiery tempers; then harnessed to a heavy wagon, lashed unmercifully when they did not pull, whipped still harder when they again, did not pull, whipped still harder when they ran into still faster speed, until after an hour's bewilderment and plunging and kicking, they became tractable and broken down - a labor saving operation, with the unflinching motto of "kill or cure".

The diary of James Riley, an oxen driver in 1859 explained:
"*Our corral was formed in the shape of an egg with an opening at each end, the rear end gap about twice the length of the front gap. Our sixty wagons corralled this way would enclose to hold all of the cattle. The outside hind wheel of the trail wagon was chained to the inside front wheel of the second and so on around each half circle.*

All things being ready, Mr. Dixon, (owner of the wagons) called our attention and said,
"Boys, I see that some of you are not up to this kind of work. Now let me give you a little advice. In the first place be quiet. The least noise or excitement the better. Each man will first take his wheel yoke, take out one bow, and put the yoke on your shoulder and bow in right hand. Now, go through and select a good pair of broken oxen for wheelers or tongue cattle.

… Well, by noon we all were hooked up and ready to go. Mr. Dixon now told us that the main thing to do is to keep in the road and if we could not drive our teams and keep them in the road, we would have to herd them in and that it might be necessary to run around your wagon and herd them in for that side. Now Sublette, you may start out that left wing nearest the road. Your extra men can help start each team and leader. When you get far enough to give us room you stop until all are started."

So leader number one goes to his lead steers and says, "Gee bulleys" and starts them on a little swing to get his team straight. He walks back along his team and starts each yoke, then he turns to his leaders and pops his big bull whip over the "off" steer and says, "Come here haw buck", and swings them towards the road. As soon as he is started the next swings his team in behind the front wagon and the pulls out. And so on until all are on the move. I think it took us over an hour to get all strung out that first day."

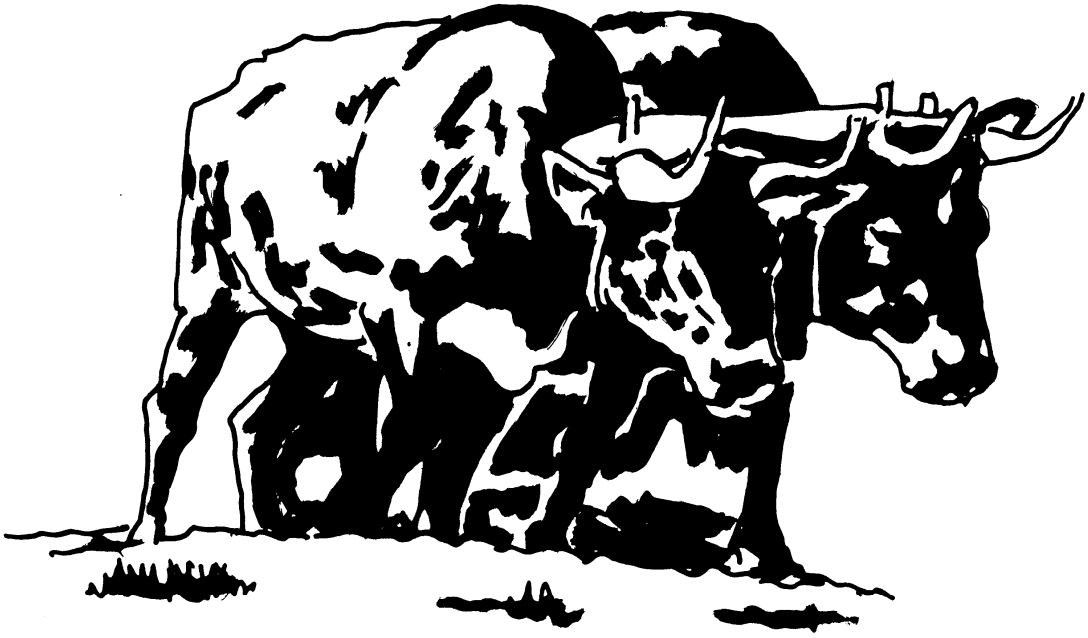
Vocabulary:

blacksmith	worker of iron
carpenter	a worker who builds wagon, tool, barrel, and box parts
cologne	kind of perfume
contraband	trade goods not allowed to be brought into Mexico
corral	a pen to hold animals
craftsmen	any worker who use tools to build or repair guns, wagons, barrels or any other wood, metal or leather device or object
dearborn	a light weight wagon
diaries	a journal written about one's daily experiences
herders	person who drives extra animals behind wagon caravan
linens	clothing made from flax plant fibers
teamster	person who drives the animals that pull the wagon
thimbles	brass finger covering that protects against driving the sewing needle into your finger
tongue cattle	oxen that go in front of wagon and are hitched directly to the tongue of the wagon
wagon master	boss of the wagon caravan
velveteen	smooth, soft, shiny kind of clothing material

5Pa

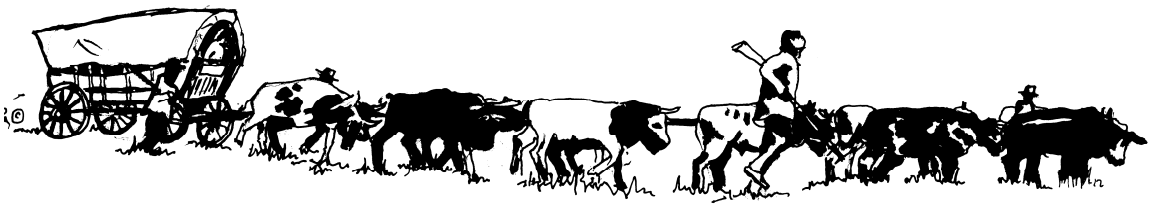
Team of Oxen

(Use Supplement book for transparency, display and duplication of this page)



A yoke of oxen consisted of two steers or cows tied together by a yoke. A u-shaped bow goes around the neck. The animals actually push their breast against the bow. Four or five yoke of oxen pulled each wagon.

Six Yoke of Oxen



The teamster usually stays alongside the lead two oxen. There he commands the lead oxen to turn and the rest of the animals follow.

Activity 2

What makes up a Wagon Caravan?

Time:
Materials from trunk:
Supplement Book: "Caravan" (***5Wa)***, "Conestoga Wagon" (***5Wb)***, "Tools and Cargo Work Page (***5Wc)*** and Answer Page (***5Wca)***

Activity Plan:
- Duplicate the three fill-in-the-blank worksheets **5Wa**, **5Wb** and **5Wc**.
- Read the "Wagon Caravan", "Conestoga Wagon" and "Cargo' descriptions below and have the class fill in the worksheet blanks. The description describes the people, cargo, tools, and wagons that made up a wagon caravan.
- Optional: exhibit the rawhide-covered wood section.

Historical Description: (Text below included on work sheets)

Wagon Caravan (Work Page *5Wa*):
The **Conestoga wagon** was built to carry 4,000 pounds or more of weight on rough trails with boulders, mud holes, ditches and rivers. Oxen, mules or horses were used to pull the wagon. The oxen **yoke** goes on the back of the neck of the ox with the hickory **yoke bows** around the bottom of the neck against the brisket of the animal. The rings tie one yoke to another. The animals are hitched to the wagon tongue using chains. The **wagon master** starts the caravan moving by hollering out "Stretch out!" The **bull whacker** pops his **whip** to start the animals moving and yells "Come boys, hup"! He turns them by calling out "haw" and "gee' for left and right. No one rides in the wagon.

Conestoga Wagon (Work Page *5Wb*):
The **wagon box** was the sides of the wagon and set on top of the bolsters, the large cross member with the two upright pieces. Hickory was used in the **spokes** and **pheloes** - the rocking chair bottom of the wheel because of its tough, but yielding strength. Elm with its twisted fibers could withstand splitting and was used in the wheel **hubs**. The ash wagon **bows** were steam bent into a "U" shape and held the canvas **cover** over the goods to keep them dry. The **axles** were made of white oak, a tough and durable hardwood. Hanging on the axle is a wooden **grease pot** with tar and fat for greasing the axles. The expression "Squeaky wheel gets the grease" comes from this time period. The **coupling pole**, a skinny pole laying on top of both axles, ties the axles together. The **grain box** chained to the back of the wagon box can be unhooked and laid on the **wagon tongue** for feeding the oxen, mules or horses. A **toolbox** on the side of the wagon was where you could find wagon and shoeing tools. Someone could walk along side the wagon and pull the **brake lever**. The **brake shoe** would rub on the wheel and help slow the wagon as it goes down the hill.

Cargo (Work Page *5Wc*):
The heavy **barrels** of sugar, molasses and syrup need to be on the bottom of the load. The **boxes** of tea, guns, cloth and clothes go on top the barrels. The **bags** of salt, lead shot, flour and pepper go on top the boxes. Some tools are carried with the wagons for repairs and maintenance of the wagons. Hardwood **logs** are strapped underneath the axle for replacing the wagon wood parts. The **adze** leaning up against the building and the broad axe are used to square off logs into axles

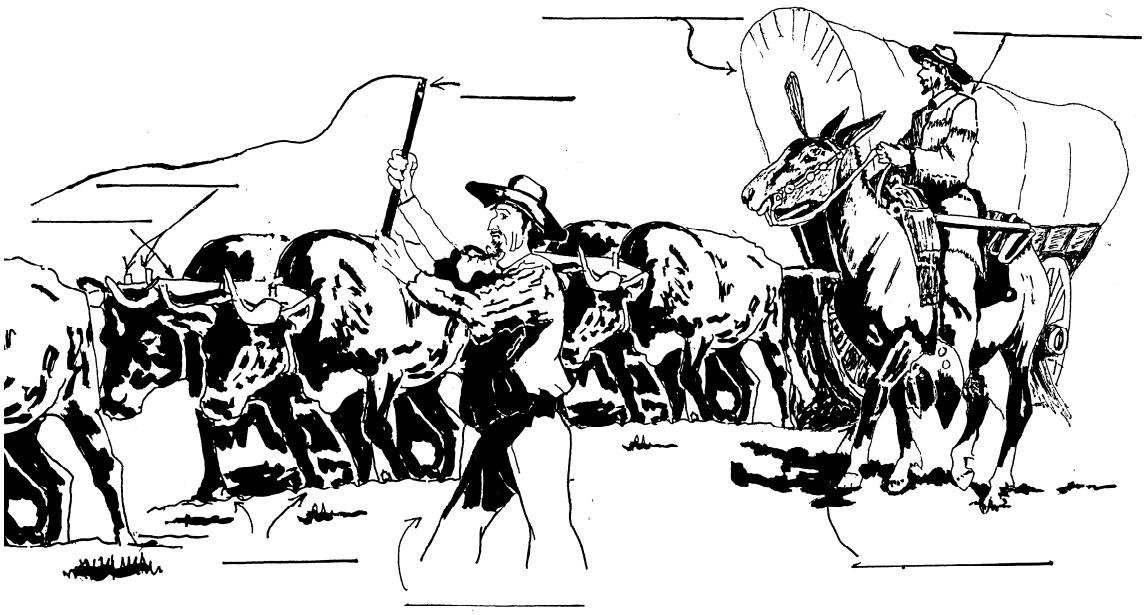
and tongues. The **saw** and **plane** on the loading dock are used to cut and shave the wood. The

wagon jack on the other side of the wagon allows them to jack the wagon up to grease the axles and replace wheels. Below the jack is a piece of **rawhide (show rawhide wrapped wood)** which is untanned hide. It dries hard, but when wet can be wrapped around cracked wood parts. It shrinks when dry and pulls the pieces together again. The **file** underneath the wagon is used to sharpen tools. The **hammer** leaning against the wheel can be used to pound out metal into parts. The **auger** can bore holes and the **drawknife**, shave wood into smaller round pieces. The **mallet**, which looks like a handbell is used to hit the **chisel** and **gouge** into wood to shape cuts and corners. Next to the **horseshoes** and the **oxen shoes** is a **tong** for holding hot metal and a shoer hammer. The hammer leaning against the building is a **rivet hammer**. Rivets are what hold the wagon together. Rivets must be tightened to keep the wagon from falling apart.

Optional Activity:
1. Wagon repairs had to be made sometimes using whatever they could find. When wood split on the wagons, they would sometimes use wet rawhide and wrap it round the wood to bind up splits. It shrinks when it dries. Purchase a rawhide dog bone from the grocery store. Have the class put it in water for an hour or so. Wrap it around a piece of wood and let it dry overnight. The next day you have a tightly bound piece of wood.

5Wa Caravan Worksheet

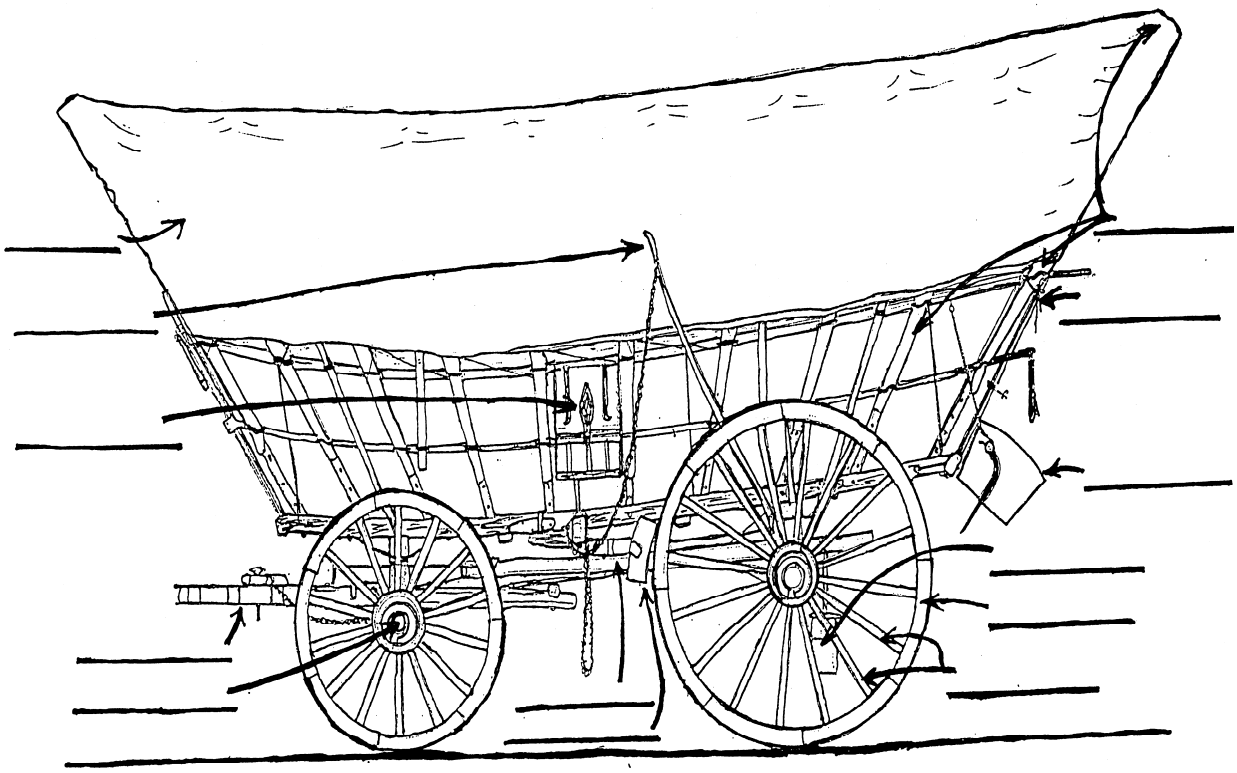
(Use Supplement book for transparency, display and full-sized duplication of this page)



Read the following and fill in the blanks above.
Use the following The **Conestoga wagon** was built to withstand 4,000 pounds or more of weight on rough trails with boulders, mud holes, ditches and rivers. Oxen, mules or horses were used to pull the wagon. The oxen **yoke** goes on the back of the neck of the ox with the hickory **yoke bows** around the bottom of the neck again the brisket of the animal. The rings tie one yoke to another. The animals are hitched to the wagon tongue using chains. The **wagon master** starts the caravan moving by hollering out "stretch out!" The **bull whacker** pops his **whip** to start the animals moving and yells "come boys hup"! He turns them by calling out "haw" and "gee' for left and right. No one rides in the wagon.

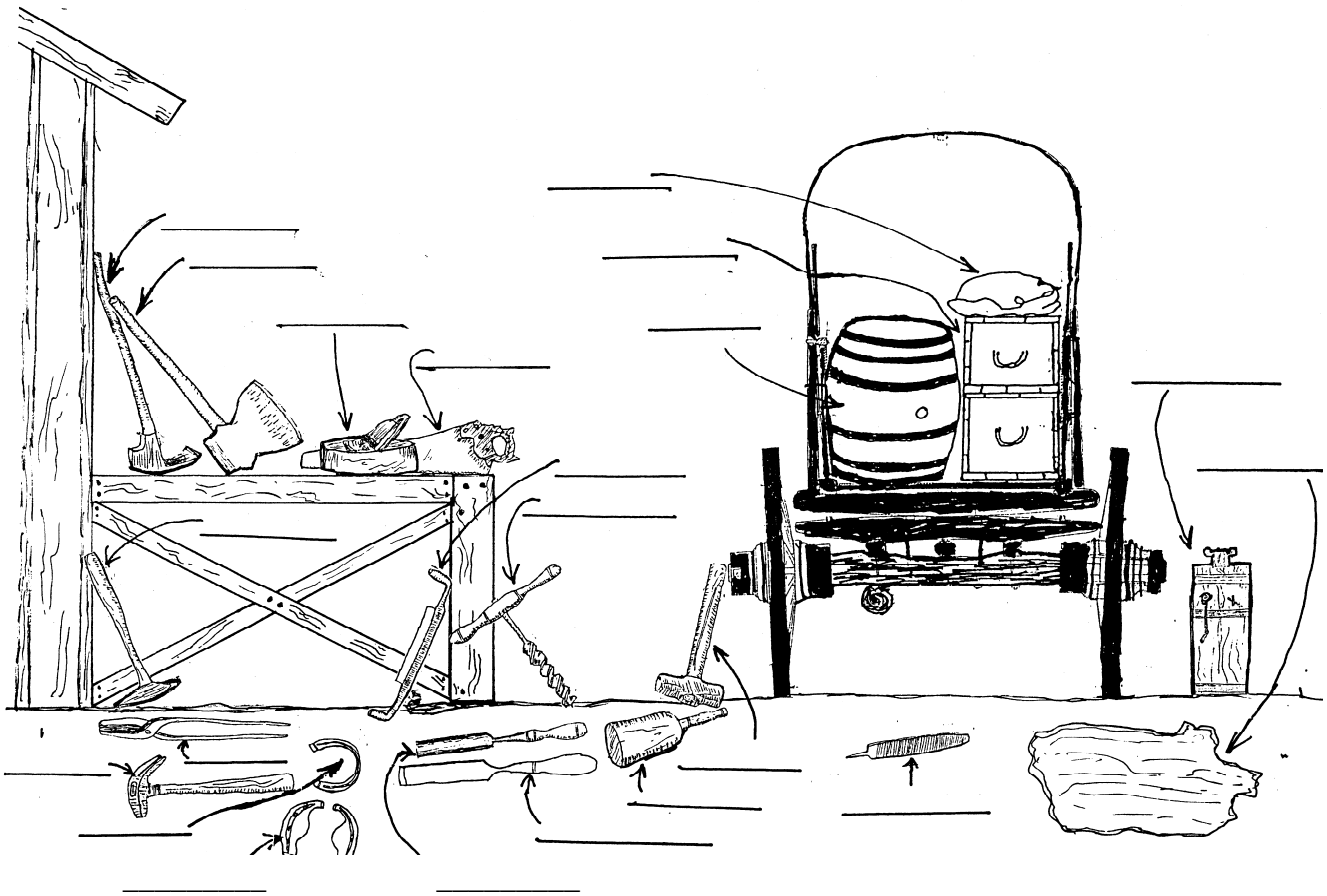
5Wb Conestoga Wagon Work Page

(Use Supplement book for transparency, display and full-sized duplication of these pages)



Conestoga Wagon (Work Page *5Wb*):
The **wagon box** was the sides of the wagon and set on top of the bolsters, the large cross member with the two upright pieces. Hickory was used in the **spokes** and **pheloes** - the rocking chair bottom of the wheel because of its tough, but yielding strength. Elm with its twisted fibers could withstand splitting and was used in the wheel **hubs**. The ash wagon **bows** were steam bent into a "U" shape and held the canvas **cover** over the goods to keep them dry. The **axles** were made of white oak, a tough and durable hardwood. Hanging on the axle is a wooden **grease pot** with tar and fat for greasing the axles. The expression "Squeaky wheel gets the grease" comes from this time period. The **coupling pole**, a skinny pole laying on top of both axles, ties the axles together. The **grain box** chained to the back of the wagon box can be unhooked and laid on the **wagon tongue** for feeding the oxen, mules or horses. A **toolbox** on the side of the wagon was where you could find wagon and shoeing tools. Someone could walk along side the wagon and pull the **brake lever**. The **brake shoe** would rub on the wheel and help slow the wagon as it goes down the hill.

5Wc Trail Tools and Cargo Work Page



Cargo (Work Page *5Wc*):
The heavy **barrels** of sugar, molasses and syrup need to be on the bottom of the load. The **boxes** of tea, guns, cloth and clothes go on top the barrels. The **bags** of salt, lead shot, flour and pepper go on top the boxes. Some tools are carried with the wagons for repairs and maintenance of the wagons. Hardwood **logs** are strapped underneath the axle for replacing the wagon wood parts. The **adze** leaning up against the building and the broad axe are used to square off logs into axles and tongues. The **saw** and **plane** on the loading dock are used to cut and shave the wood. The **wagon jack** on the other side of the wagon allows them to jack the wagon up to grease the axles and replace wheels. Below the jack is a piece of **rawhide (show rawhide wrapped wood)** which is untanned hide. It dries hard, but when wet can be wrapped around cracked wood parts. It shrinks when dry and pulls the pieces together again. The **file** underneath the wagon is used to sharpen tools. The **hammer** leaning against the wheel can be used to pound out metal into parts. The **auger** can bore holes and the **drawknife**, shave wood into smaller round pieces. The **mallet**, which looks like a handbell is used to hit the **chisel** and **gouge** into wood to shape cuts and corners. Next to the **horseshoes** and the **oxen shoes** is a **tong** for holding hot metal and a shoer hammer. The hammer leaning against the building is a **rivet hammer**. Rivets are what hold the wagon together. Rivets must be tightened to keep the wagon from falling apart.

Title: A day In the Life of a Wagoner

Purpose: The first activity explores clues about the past. The "Diary of Lewis Garard" work sheet provides work on reading comprehension. The second activity has directions for making the basic trail foods: Dried meat, hard bread and green coffee. Example of each is in the trunk. The third lesson offers a sample of frontier past times of songs, musical bones, Monte and American card games. Storytelling phrases offer students a chance to use their own imaginations to create a story.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K-4	2.2, 4.2	5.2
5 – 8	2.2	

Objectives: At the end of this lesson the students will be able to:
- name three places they can find historical evidence.
- explain the how diaries, music, and stories can reveal America's past.
- give three examples of hardship suffered on the trail.

Activity 1

Trail Life Hardships

Time:

Materials for trunk:

Supplement Book: "Lewis Garrard Diary" Work Page ***(6Wa)*** and Answer Page (**6Waa**), "Frontier Music" Page ***(6Wb)***

Activity Plan:
- Read the following **"Historical Background"** to the students.
- Duplicate the "The Diary of Lewis Garrard" Work page and distribute to the class. This diary gives a vivid account of trail life.
- Have a discussion about the results of the work page.

Historical Background:

Most of what we know about the daily life of the past can be read in diaries. We can be like a detective and use clues to tell us a number of things. The clues include paintings, diaries and journals, old newspapers, trade ledgers, and artifacts. Artifacts are items that someone either threw away or lost. We can learn a lot about people by what trash they left behind. Bones tell us what you eat, papers what you read and write, worn tools and utensils, wood and iron tell us what work you did and how well you did it. Paintings and sketches show us their clothing, hair style, animals, saddles, guns and facial expressions. The clues help us to better understand what things were like back then. Cameras had not been invented yet.

The diaries tell us trail life was very hard. From the very start of the day, they were faced with getting themselves, their animals and wagons ready and moving. The weather, their health, Indian confrontation, wagon break downs, cold food, dust and mud were all part of their day. They may not eat or drink for a day and they would chew on hard bread and dried meat while moving down

the trail. Their stomachs would shrink. At times the mosquitoes and gnats would keep them awake most of the night. They would stand guard duty over the livestock sometimes getting little sleep. The next day would be most likely the same.

Vocabulary:

artifacts	pieces of objects either old or new that are found digging or searching a particular place. Artifacts can be bones, metal pieces, paper, wood, mud, pollen, china, cooking utensils – almost anything that sheds some light on the daily lives of people.
confrontation	an unfriendly meeting between two or more people or groups.
detective	a person who searches a place for evidence of human activity
sketches	hand-written pictures of a place or thing
utensils	cookware tools such as forks, knife, spoons, pots and pans

6Wa "The Diary of Lewis Garard" Work Page
1846 - somewhere near Cow Creek on the Santa Fe Trail

(Use Supplement Book for transparency, display and duplication of this page)

Name_____

"The day was unusually warm and clear; so that the vertical sunbeams beat down on us with almost scorching intensity; no water was near, and long before night we suffered with thirst. We endeavored until nine or later at night to reach water, but the rapidly failing oxen compelled us to stop without it. Having no water to prepare our food, we made a small bois de vache fire (buffalo chip fire), by which we lit and smoked our pipes in sullen silence. The oxen were turned out to shift for themselves; and several of the thirsty men struck a "bee line" for the river; four or five miles distant. I was too tired to go, and concluded to bear the torment until morning, when I heard Petout's voice (one of the Canadians) calling me. He came and whispered a few words in my ear, and, thereupon, we went to a wagon, where my friend produced a gallon keg of water from the front part. We drank without speaking, and never did water taste sweeter than that long draught. Petout stole the keg from a brother Creole, and, after slaking our thirst, we acted honorably, returning the keg and contents to its place, saying nothing about it.

1. What were seven hardships or difficulties that faced young Lewis?

2. What would you have done in this situation?

3. What words do you find difficult? People in the past used some words we do not use much today.

4. Describe a physical difficulty that you needed to overcome. Be sure to describe the difficulty and the steps you took to overcome it.

Activity 2

Trail Food

Time:

Materials from the trunk:
Objects: Hard bread (**6-1**), green coffee beans (**6-2**), jerked buffalo meat and dried fruit (**6-3**).

Additional Materials: (optional) meat, green coffee beans, flour, salt, water,

Activity Plan:
- Have the students examine the hard bread, dried meat and green coffee beans from the trunk. Then read the historical background below.
- Included below are the recipes for making dried meat, hard bread and roasted coffee beans, the most used foods of the trail.
- You can make dry meat, roast coffee beans on your own using the following recipes or you may want to just read them to the class. Recipes are from the book, Eating up the Santa Fe Trail by Sam Arnold, CU Publisher, 1990

Dried Meat
West-bound travelers on the Santa Fe Trail eventually reached the buffalo. They would hop on their horses and ride into the herds in hopes of getting fresh meat. They would have to dry the meat in order to preserve it for use later. **(Show dried meat (6-3))**. The following are directions for drying meat.

"Cut the meat or have the butcher slice it into thin strips. In earlier times they hung it on wooden racks and let it dry. At home you can place the sliced meat on an oiled rack and place it in the oven. Place cheese cloth on top to keep out the flies. Put a fan at the open door of the oven and leave on overnight. Don't overlap the meat. The next day you have excellent dried meat."

Hard Bread
"Knead flour (4 to 5 cups flour), water (2 cups water), and salt (2 pinches); roll out on greased 12-by-13 inch pan; cut into fifteen pieces, pierce each with sixteen holes. Bake for 30 minutes at 425" F., 15 minutes on each side. Reduce temperature to 200 ' F and bake until all moisture is removed from crackers (approximately 8 to 24 hours. Crackers will not burn in a 200 'F oven so may remain in oven almost indefinitely.)" (**Show hard bread (6-1)**).

Roasted Coffee Beans
"Dry them first in an iron pot over a moderate fire for some hours. After drying 3 to 4 hours, place it on a hot bed of coals, and stir it constantly until roasted enough which is determined by biting one of the lightest colored kernels. If brittle, pronounce the whole done. Place it in the pot with cold water and heat to drinking temperature." (**Show green coffee beans (6-2)).**

Activity 3

Frontier Past Times

Time:
Materials from trunk:
Objects: "Bones" musical instrument with instruction booklet and tape (4 pieces) (**6-4)**

Supplement Book: Bent's Fort Music (**6Wb**)

Activity Plan:
- Read the **"Historical Background"** to the students.
- Included are the words to music (**6wb**) that was sung in the frontier. You may want to "sit around the fire" and sing along. You may want to use the transparency.
- Let the class experiment with the "bones" musical instrument (**6-4**). Instructions have been included.
- Students can build their own stories around the phrases used in the original stories.

Historical background:

Time for pastimes on the trail was limited. Diaries mention a few of the ways the men got their mind off the routine and monotonous work on the trail. There were occasional times such as the mid-day 2-3 hour "nooning time" evenings or during the Sabbath when they relaxed and joined in various pastimes. Some grabbed their jaw harp, a fiddle or a set of bones and together, sang songs, "rousedt out" depression and revived the spirit. Musical clappers made of ox bones were used since medieval times to produce a clicking sound to the beat of the music. The player held a pair in each hand; one "bone" was held between thumb and index finger, a second between index and middle fingers. They were clicked together by flicking the wrist. Some read "Shakespeare" or the Bible while the others listened. Some smoked and told stories of Indian and grizzly bear attacks or dying of starvation. Some stories were fact and some were fiction. Their stories brought pure delight - stories of adventure, comedy and tragedy.

6wb SONGS AT BENT'S OLD FORT

(Use Supplement Book for transparencies, display and duplication of these pages)

Buffalo Gals **Skip to my Lou** **Hunters of Kentucky** **Cielito Lindo**

Las Mananitas **Rosin the Beau** **Home Sweet Home** **Girl I Left Behind**

Old Dan Tucker

Introduction:

Music was an important pastime on the Santa Fe Trail. It connected people of different cultures. Songs could be accompanied by a fiddle, guitar, tin whistle, or flute. Read the words and sing along with the tape and imagine yourself sitting around a campfire with the mountain men, traders, and trappers, and Mexicans.

BUFFALO GALS

One of the most common and popular songs of the era was Buffalo Gals. Buffalo gal was a term for the somewhat rare women who accepted and took on the rough lifestyle of the west. This song combines the longing for female companionship with a lively beat, and likely would have been sung by any of the men at the Fort.

As I was walking down the street,
Down the street, down the street,
A pretty gal I chanced to meet,
Under the silvery moon.

Chorus:
Buffalo gals, won't you come out tonight,
Come out tonight, come out tonight,
Buffalo gals won't you come out tonight,
And dance by the light of the moon.

I asked her if she'd stop and talk,
Stop and talk, stop and talk,
Her feet covered up the whole sidewalk,
She was fair to view. Chorus

I asked her if she'd be my wife,
Be my wife, be my wife,
Then I'd be happy all my life,
If she'd marry me.Chorus

SKIP TO MY LOU

Adults as well as children sang children's songs. This popular game (dance) began in the early 1800's and is still enjoyed by children today.

Lost my partner, what'll I do? (three times)
Skip to my Lou, my darling.

Chorus:
Skip, skip, skip to my Lou.
Skip, skip, skip to my Lou.
Skip, skip, skip to my Lou.
Skip to my Lou my darling.

I'll get another one prettier than you (three times)
Skip to my Lou, my darling.
(Chorus)
Little red wagon, painted blue (three times)
Skip to my Lou, my darling.
(Chorus)
Fly in the sugar-bowl, shoo shoo shoo (three times)
Skip to my Lou, my darling.
(Chorus)
Cows in the cornfield, two by two, (three times)
Skip to my Lou, my darling.
(Chorus)
Skip a little faster, that won't do (three times)
Skip to my Lou, my darling.
(Chorus)

HUNTERS OF KENTUCKY

Political songs were popular in the West. The Hunters of Kentucky recalls a famous battle of the War of 1812 in which Andrew Jackson led a group of Kentucky riflemen to soundly defeat the veteran British troops under General Pakenham. Due to slow communications the battle actually took place two weeks after the U.S. and England had signed an armistice to end the war. The song was written by Samuel Woodworth and set to the tune of "Miss Bailey's Ghost." By George Colman. It became a popular campaign song for Jackson when he ran for president in 1828 and remained popular throughout his presidency (1829-1837). Notice the exaggerated pride of the Kentuckians and disdain for the English, called "John Bull". When introducing this song it would be a good idea to discuss unfamiliar vocabulary and the unique uses of some phrases: "bank was raised," "game is flying", "lead was all the booty".

You gentlemen and ladies fair who grace this famous city, Just listen if you've time to spare, whilst I rehearse a ditty;
And for an opportunity, conceive yourselves quite lucky,
For 'tis not often here you see a hunter from Kentucky.

Chorus: O Kentucky, the hunters of Kentucky,
O Kentucky, the hunters of Kentucky.

We are a hardy, free-born race, each man to fear a stranger,
Whate'er the game we join in chase, despising time and danger,
And if a daring foe annoys, whate'er his strength and forces
We'll show him that Kentucky boys are alligator horses.
(Chorus)
I s'pose you've read it in the prints how Pakenham attempted To make Old Hickory Jackson wince but soon his scheme repented;
For we, with rifles ready cock'd thought such occasion lucky
And soon around the general flock'd the hunters of Kentucky.
(Chorus)
You've heard, I s'pose how New Orleans is famed for wealth and beauty, There's girls of every hue it seems from snowy-white to sooty. So Pakenham he made his brags, if he in fight was lucky, He'd have their girls and cotton bags, in spite of Old Kentucky. (Chorus)
But Jackson he was wide awake, and was not scar'd at trifles For well he knew what aim we take with our Kentucky rifles. So he led us down to Cypress swamp-the ground was low and mucky, There stood John Bull in martial pomp and here was old Kentucky. (Chorus)

A bank was raised to hide our breasts, not that we thought of dying, But that we always like to rest unless the game is flying;
Behind it stood our little force – none wished it to be greater,
For every man was half a horse and half an alligator.
(Chorus)
They did not let our patience tire before they showed their faces We did not choose to waste our fire, so snugly kept our places;
But when so near we saw them wink, we thought it time to stop 'em.
And 'twould have done you good I think to see Kentuckians drop 'em.
(Chorus)
They found, at last, 'twas vain to fight, where lead was all the booty;
And so they wisely took to flight and left us all our beauty.
And now, if danger e'er annoys, remember what our trade is;
Just send for us Kentucky boys, and we'll protect you, ladies.
(Chorus)

CIELITO LINDO

On the Santa Fe Trail and places along the trail, Spanish songs were probably as common as English. This traditional Mexican love song is typical of those of the period and is still popular today. Each verse is written with Spanish words followed by the English translation in brackets. (These songs always sound much better in the native language.) The chorus of each verse simply repeats lines from the verse so the translation is not given again.

iAy! De la Sierra morena, Cielito Lindo, vienen bajando un par de ojitos negros, Cielito Lindo, de contrabando. (Ay! From the Sierra Morena, Ciletio Lindo, they are coming down, A Pair of black eyes, Cielito Lindo – forbidden fruit.)Chorus: iAy, ay, ay, ay! Vienen bajando, un par de ojitos negros, Cielito Lindo de contrabando.

Una flecha en el aire boto Cupido, boto Cupido, y anadando en el aire, Cielito Lindo, bein me ha herido.(Cupid shot, Cupid shot, and arrow through the air, And coming through the air, Cielito Lindo, it has wounded me grievously)
Chorus: iAy, ay, ay, ay! boto Cupido,
y andando en el aire Cielito Lindo, bien me ha herido.

Si porque nos amamos, Cielito Lindo, tienen envidia, mueran los envidiosos, Cielito Lindo, nuestro amor viva. (If because we are in love, Cielito Lindo, they envy us, Let the envious die, Cielito Lindo, our love lives.)
Chorus: iAy, ay, ay ay! tienen evidia,
Mueran los envidiosos, cielito Lindo, nuestro amor viva.

Pajaro que abandona su primer nido, su primer nido si lo encuentre ocupado, Cielito Lindo, bien merecido. (The bird who abandons his first nest, his first nest, If he finds it occupied, Cielito Lindo, it's his own fault.) Chorus: iAy, ay, ay, ay! su primer nido, si lo encuentre ocupado, Cielito Lindo, bien merecido.

Ese lunar que tienes, Cielito Lindo, junto a mi boca, no se lo des a nadie, Cielito Lindo que a mi me toca. (This mole that you have Cielito Lindo, that I'm kissing, Don't let anyone touch it, Cielito Lindo, except me.) Chorus: iAy, ay, ay, ay! junto a mi boca, no se los des a nadie, Cielito Lindo, que a mi me toca.

LAS MANANITAS DEL REY DAVID

In Mexico it is traditional to serenade the person with a birthday at dawn with this song. Birthdays are often celebrated on the saint's day of the patron saint of the individual. Can you picture the family and friends (or admirers) of a young woman at Santa Fe singing with a guitar at dawn to celebrate her birthday? This song is still sung today as a traditional birthday song.

Estas son las mananitas que cantaba el Rey David
Y a las muchachas bonitas se las cantaba asi:
(These are the morning songs, that King David sang,
And to the pretty girls he sang them thus:]
Chorus: Despierta, mi bien despierta, mira, que ya amanecio;
Ya los pajaritos cantan, la luna ya se metio.
(Awake, my love, awake, Look it is already dawn;
The birds are singing and the moon has gone in.)

Que bonitas mananitas, parece que va a llover.
Asi estaba la manana, cuando te empece a querer.
(What a lovely morning, it looks as if it will rain.
The morning was the same when I began to love you.)
(Chorus)

Si el sereno de la esquina me quisiera hacer favor
De apagar su linternita mientras que pase mi amor.
(If the watchman of the corner wished to do me the favor,
He would put out his little lantern while my love passes by.)
(Chorus)

Y ahora, si, senor sereno, Le agradezco su favor,
Y encienda su linternita, que ya mi amor ya paso.
(And now, yes, Mr. Watchman, I thank you for your favor,
You may light your little lantern for my love has passed by.)
(Chorus)

ROSIN THE BEAU

This tune, originaly an Irish drinking song, was popular with the American people with all sorts of words – from political campaign songs to Civil War songs, a Southern folk-hymn, and a comic opera air. It was typical of folk tunes of the period which took new words and a new life depending on conditions or interests of the singer.

I live for the good of my nation, my sons are all growing low, I hope that my next generation will resemble Old Rosin, the Beau. I've travel'd this country all over, and now to the next I will go. For I know that good quarters await me, To welcome Old Rosin the Beau.

When I'm dead and laid out on the counter, The people all making a show,
Just sprinkle plain whiskey and water, on the corpse of Old Rosin the Beau,
I'll have to be buried, I reckon, and the ladies will all want to know,
And they lift up the lid of my coffin, saying, "Here lies old Rosin, the Beau",
Then shape me out two little donochs, place one at my head and my toe,
And do not forget to scratch on it the name of old Rosin, the Beau.
Then let those six trusty good fellows, Oh! Let them all stand in a row,
And take down that big-bellied bottle, and drink to old Rosin, the Beau.

HOME, SWEET HOME

John Howard Payne, an American actor, wrote this ever-popular song when he was in London, to a tune by Henry Bishop. Payne used the song in his opera "Clari, Then maid of Milan" in 1823 and it was published and became popular in the U.S. from that time through the Civil War. It was a source of bittersweet memories for many traveling in the West.

'Mid pleasures and palaces, though we may roam,
Be it ever so humble, there's no place like home!
A charm from the skies seems to hallow us there,
Which, seek thro' the world, is ne'er met with elsewhere;
Home! Home! Sweet, sweet home;
There's no place like home, there's no place like home!

An exile from home, splendor dazzles in vain;
Oh! Give me my lowly thatch'd cottage again;
The birds singing gaily, that come at my call;
Give me them with that peace of mind, dearer than all.
Home! Home! Sweet, sweet home;
There's no place like home, there's no place like home!

How sweet 'tis to sit 'neath a fond father's smile,
And the cares of a mother to soothe and beguile;
Let others delight 'mid new pleasures to roam,
But give me, oh! Give me the pleasures of home.
Home! Home! Sweet, sweet home;
But give me, oh! Give me the pleasures of home!

To thee I'll return, overburdened with care,
The heart's dearest solace will smile on me there;
No more from that cottage again will I roam,
Be it ever so humble, there's no place like home.
Home! Home! Sweet, sweet home;
There no place like home, there's no place like home!

THE GIRL I LEFT BEHIND ME

Like so many songs of the 1800's, this was a captivating tune of Irish origin. It was known to Americans from the Revolutionary War on and was still popular throughout the 1800's.

The dames of France are fond and free,
And Flemish lips are willing,
And soft the maids of Italy,
And Spanish eyes are thrilling;
Still tho' I bask beneath their smile,
Their charms do fail to bind me,
And my heart falls back to Erin's isle,
To the girl I left behind me.

For she's as fair as Shannon's side,
And purer than its water,
But she refus'd to be my bride
Though many a year I sought her;
Yet, since to France I sailed away,
Her letters oft remind me,
That I promised never to gainsay
The girl I left behind me.

She says, "My own dear love come home,
My friends are rich and many,
Or else, abroad with you I'll roam,
A soldier stout as any;
If you'll not come, nor let me go,
I'll think you have resigned me,"
My heart nigh broke when I answered "No,"
To the girl I left behind me.

For never shall my true love brave
A life of war and toiling,
And never as a skulking slave
I'll tread my native soil on;
But were it free or to be freed,
The battle's close would find me
To Ireland bound, nor message need
From the girl I left behind me.

OLD DAN TUCKER

This spirited song by Daniel Decatur Emmett is typical of the lively, humorous songs popular in the West. It is also typical in its portrayal of a larger-than-life Western character.

I come to town the other night,
To hear the noise and see the fight.
The watchman was a runnin' round,
Crying' Old Dan Tucker's come to town.

Chorus: So, git out the way, Old Dan Tucker,
Git out the way, Old Dan Tucker
Git out the way, Old Dan Tucker,
You're too late to come to supper.

Now Old Dan Tucker was a mighty man,
He washed his face in a frying pan,
Combed his head with a wagon wheel,
An' died with a toothache in his heel. (Chorus)

Old Dan Tucker he got drunk,
He fell in the fire an' he kicked up a chunk,
The red hot coals got in his shoe
An' whee-ee! How the ashes flew! (Chorus)

Old Dan Tucker is a nice old man,
He used to ride our darby ram;
He sent him whizzin' down the hill,
If he hadn't got up, he'd lay there still. (Chorus)

Now Old Dan Tucker begun in early life
To play the banjo an' the fife,
He'd play the boys and gals to sleep,
An' then into his bunk he'd creep. (Chorus)

Now Old Dan Tucker is come to town,
Riding a billy goat, leading a hound.
Hound dog bark and the billy goat jump.
Landed Dan Tucker on top of a stump. (Chorus)

Old Dan Tucker he clumb a tree.
His Lord and Master for to see,
The limb it broke an' Dan got a fall,
Never got to see his Lord at all. (Chorus)

Old Dan Tucker is back in town,
Swingin' the ladies all aroun'
First to the right and then to the left,
An' then to the gal that he loves best. (Chorus)

Ol' Dan an' me we did fall out,
An' what do you reckon it was about?
He stepped on my corn, I kicked on the shin,
An' that's the way this row begin. (Chorus)

An' now Old Dan is a gone sucker,
And never can go home to supper;
Ol' Dan he has had his last ride,
An' the banjo's buried by his side. (Chorus)

Excerpts from Frontier Stories

Read and discuss the following phrases to the students. You could have them use their imaginations and build a story around the phrase. These words have been taken from original fact, fiction and adventure stories told by frontiersmen. They are not in any particular order.

"He crawled a few rods (distance measurement)…"

"There is no shaking off this rider…"

"the monster (grizzly bear) had seized him, torn flesh from the lower part of his body…"

"Like a camp keeper serving trappers a feast of beaver tails…"

"They departed and silence reigned around him…"

"Do you always climb a tree that way?…"

"Bridger dropped his gun, and the Indians snatched it up, after which there was nothing to do except run…"

"We had not a thing to eat and were mighty hungry…"

"In an instant all was in confusion…"

"in the narrow rock lizards an' vipers an' copperheads jumped out at me, an' clum on my legs, but I stopt an' shook em' off…"

"But the current was too strong for him, and the bar was about half way between Hawkins and me."

"buffalo berries hung in clusters and in great profusion over him and around his bed which was made soft with dry leave and two blankets…"

"The gratitude of such captives, so delivered, may be imagined"

Lesson 7

Title: Santa Fe Trail Game

Purpose: This game allows students to progress down the Santa Fe Trail and learn from actual accounts what the trail life was like for trade caravans enroute to Santa Fe. Game board experiences were taken from original diaries.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K - 4	2.2	1.1, 5.2
5 – 8	2.2	5.2

Objectives: At the end of this lesson Students will be able to:
- describe the hardships suffered on the trail.
- give examples of difficulties that faced the prairie traveler.
- describe the geography and landmarks on the Santa Fe Trail.

Activity

Time:
Materials for the Trunk:
Objects: Santa Fe Trail Game Board (**7-1**), 4 Game Pieces (brass thimbles) (**7-2**), game board, 4 die (**7-3**).

Supplement Book: 4 – "First 30 days" diaries ***(7Wa)***, 4 – "Mountain Branch" diaries ***(7Wb)***, 4 – "Cimarron Cutoff" diaries ***(7Wc)***, Student Journals Work Page ***(7Wd),*** Caravan Roles Illustration ***(7Pa).***

Activity Plan:
- The Santa Fe Trail Game is based upon actual travel accounts.
- The directions include roles that the students can take on as part of the wagon caravan members.
- You can duplicate the Student Journal found in the supplement book. Students can keep track of their gains and losses and compute their profits after reaching Santa Fe.
- The Game should stimulate some class discussion about trail life. Game instructions explain the rules and procedures.

Santa Fe Trail Game Instructions

The Santa Fe Trial Game provides a fun and exciting way to learn what the Trail was like for trade caravans. The map-playing surface shows landmarks, water holes, and territories. As students advance down the game board trail, they will be faced with the same situations that confronted travelers 150 years ago. Making sound decisions was the difference between life and death, profit and loss. The diaries of travelers help tell the story of what trail life was like in the 1840s.

Game Pieces:
1 - Map game board (**7-1**), 4 – Game pieces (thimbles) (**7-2**), 4 – Dice (**7-3**), 4 – "First 30 days" diaries (**7Wa**), 4 – "Mountain Branch" diaries (**7Wb**), 4 – "Cimarron Cutoff" diaries (**7Wc**).

How the game is played:

1. Divide the class into 4 groups or caravans. Each caravan had 1 wagon master, 1 teamster for each wagon and 10 to 12 herders. You may wish to assign students in each group the roles of wagon master, teamsters (bullwhackers), and herders. Roles are described on page (***7Pa)***.

2. Read the "**Historical Background"** to the class.

3. Use the "First 30 Days Diary" (***7Wa)*** with all groups through to the split in the trail. When their caravan reaches the divide in the trail, each group must decide which way to go: the Mountain Branch or the Cimarron Cutoff. They then will use either the "**Mountain Branch Diary"** ***(7Wb)*** or the "**Cimarron Cutoff Diary"** ***(7Wc)*** the rest of the way.

4. Roll the die to see which group goes first. Each group takes a turn rolling the die and will advance the rolled number of spaces. Have each caravan read and follow their diary's instructions. You can duplicate "Student Journal" Work Page ***(7Wd)*** and the have the students keep a record of their losses and experiences.. All caravans take turns rolling the die around the table. **All groups must <u>stop</u> on spaces that have a name, such as Raton Pass, Pecos Ruins, etc. no matter what the roll**. Each member of the group takes his or her turn reading from the diary. You may not want to read from the diaries if it has been read for that space before.

5. Explain to the students that all spaces represent 1-3 days travel. Most travelers wrote accounts in their diaries every few days. Travel was usually measured in days and not miles. In the game you will have experiences that will stall your caravan such as "Loose next turn". The object is to get to Santa Fe before other caravans so you can claim higher prices for your trade goods. The first caravans will get more in trade for their goods than those arriving later. Once Santa Fe gets its goods, the demand and price goes down.

<u>Historical Background:</u>

There were many starting places of the Santa Fe Trail. The Santa Fe Trail first began in New Franklin, Missouri. But in 1828, the town was flooded out. Steamboat pilots then began landing their boats at sidings near the towns of Arrowrock, Blue Mills, and the Fort Osage. But by 1832, you could find everything you needed at Independence, Missouri. This "Queen City" of the trails and prairies had a good steamboat landing, green pastures for grazing your livestock and a town close for supplies and repairs.

In the early years of the trail, landmarks such as rock outcroppings, rivers and mountains were use to find your way down the trail. But it wasn't long before the wagons marked the trail with wagon wheels plowing through the mud leaving gouged out trails. The game has the original trail landmarks and stops. The Neosho River was the last place on the trail you could find hardwood necessary for wagon repairs. Good campsites with water were at the Diamond Spring, the Arkansas River, and the Lower Spring.

Water and grass was scarce on the Cimarron Cutoff and the war-like Comanche Indians were

usually present. The Mountain Branch had water, grass and wood, but it was slow going over Raton Pass which took more time to travel Supplies and wagon repairs were available at Bent's

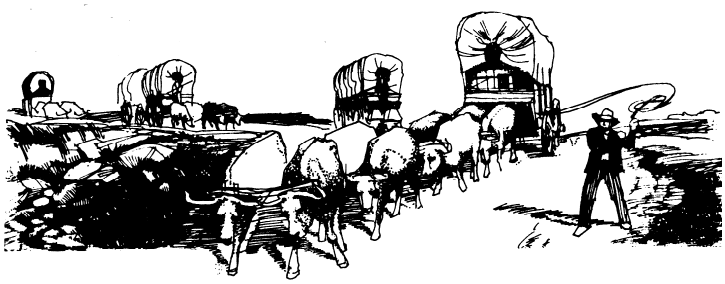
Fort. The two trails joined near Wagon Mound. From there the trail goes by the Pecos Church Ruins and over Glorietta Pass and down to Santa Fe.

7Pa Caravan Roles

(Use Supplement Book for transparencies and duplication of this page)

Wagon master –
The wagon master is either the owner of the trading company or someone selected by him. He would organize the group into smaller groups called "messes" and "reliefs" for cooking and guard duty. The wagon master selected campsites and river crossings and met with the Indians when council was needed. Much of the caravan's success depended on the abilities of the wagon master. His pay was about $120 each month

Teamsters – (bull whacker)
The teamsters chose their oxen from a herd at the beginning of the trip and broke them to drive. He taught them to steer left and right by using commands of "gee" and "haw." He walked alongside the oxen and snapped his bullwhip to get their attention and make them pull harder. His was paid about $50.00 for each month.



Herders -
As they traveled down the trail, oxen, mules and horses encountered many kinds of ailments. . Their hooves would wear out fast and they could go lame from walking and pulling on hard ground. Herders drove extra animals behind the wagons for use when the ones being used became lame, sick, or worn out. Herders earned about $25.00 each month.

7Wa
The "First Thirty Days" Diary

Start at "Steam Town, Missouri"
Everyone starts here. The Missouri River towns of Old Franklin, New Franklin, Arrow Rock, Independence, and Westport were steamboat landings for the Santa Fe Trail. Here wagons, trade goods, oxen and wagons gather and were made ready for the 900-mile trip.

The wagon master shouts, "stretch out" and the caravan of 30 wagons leaves Independence or Westport down the trail to Santa Fe. Each roll of the die advances you down the trail. Read from the diary what happens to your caravan. No matter what you roll, you have to stop at spaces that have names rather than "Day 2,", etc.

Day 2
Some of the "tenderfoot" teamster's wagons are lagging behind. The oxen are not used to pulling together. The shout, "catch up" can be heard from the wagon master. **Lose next turn.**

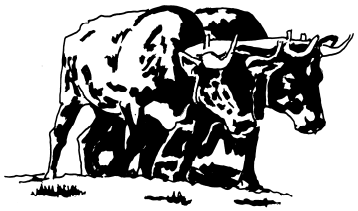
Day 3
A plume of smoke can be seen in the distance. A prairie fire burns across the trail in the distance leaving the trail blackened for miles. **No loss of turn.**

Day 4
You take your "Sappington's" pills to prevent fever. The pills make you thirsty and sick to your stomach. **No loss of turn.**

Day 5
You pull dried meat and hard bread from your pockets and let it soak in your mouth for dinner. The wagon master wants to travel late into the evening. Traveling hard and fast makes you forget how hungry you are. **No loss of turn.**

Day 8
The Neosho River is the last place on the trail you can find oak and hickory wood for wagon parts. You spend a day cutting timber and chaining the logs to the bottom of your wagon. **Lose next turn.**

Day 9
You push on into the evening, double-teaming (adding oxen) to pull the wagons across the high river. The wagon sinks to its hubs in mud. Extra time is spent crossing the river. One wagon load of cloth goods gets wet and stained. **Loss of one wagon of goods and next turn.**



Day 11
The oxen are stubborn and "cold in the yoke". You make up time by working them late. **No loss of turn.**

Day 14
You meet a caravan heading the other way. They tell about loosing several head of horses and mules to the Indians at Pawnee Rock. **No loss of turn.**

Day 15
Mosquitoes and gnats "pester the daylights out of you." **No loss of turn.**

Day 17
The moon is full and weather good. You travel into the evening when it is cooler, traveling farther than usual. **Advance one space.**

Day 18
You are almost out of salt pork and you have to spend a day hunting buffalo – time spent hunting. **Lose next turn.**

Day 20
The buffalo block the trail and the wagons must sit until the huge herd passes. Time spent waiting on buffalo. **Lose next turn.**

Day 22
Indians were seen in the distance along side the caravan. The wagons are driven 4 abreast in case of attack. **No loss of turn.**

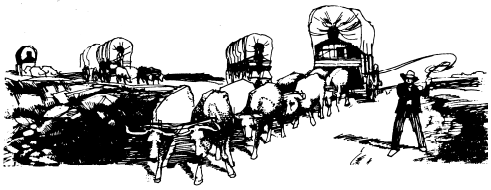
Pawnee Rock
The day is spent at Pawnee Rock, working on wagons, hunting and grazing livestock. That night some Indians raid the camp and are able to run off 7 mules and five oxen. You spend the next day trying to round up the mules. **Loss of 7 mules, 5 oxen and next turn.**

Day 25
The French teamsters sing to their oxen helping make the day more bearable for everyone. **No loss of turn.**

Day 27
The day is spent repairing wagons and yokes; greasing axles, doctoring animals and hunting. **Lose next turn.**

Day 29
The dust is so thick you can taste it! The wagon master puts the lead wagons behind and lets the next one up to the front so we can take turns eating the dust! **No loss of turn.**

Wet/Dry Routes
(Everyone stops here to read this diary and then continues on)
You reach the spot where the Cimarron Cutoff goes southwest. Each group must decide which way to go. The cutoff is shorter, but there is much less water, grass for grazing, fuel for fires and more of a chance for an Indian attack. You will read from either the "Cimarron Cutoff" or the "Mountain Branch Diary". **The group advances onto Day 31 either way.**



7Wb Mountain Branch Diary

The Mountain Branch is the longer way, but it has more water, grass and sometimes has less Indian problems. You could also get your wagons repaired at Bent's Fort and restock your supplies.

Day 31
The Pawnee raid your wagons. You suffer two men hurt and the loss of two wagons of goods. **Loss of 2 wagons of trade goods and next turn.**

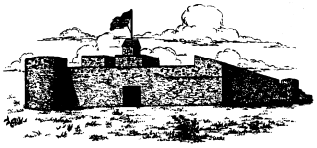
Day 33
The grass is getting shorter and sparse. The oxen nip what little grass they find close to the ground. With less to eat, the oxen become weak and move slower. Four oxen die. **Lose four oxen.**

Day 35
One of the teamsters falls to disease. You make space in a wagon for him and have a herder drive his wagon. **No loss of turn.**

Day 39
You spend 4 hours that night on guard duty. Tired and worn, you travel on. **No loss of turn.**

Day 42
The caravan finally reaches "Big Timbers." This is a place where the cottonwood trees cover the river bottom with lots of grass, game, and shade. You spend an extra day here resting. **Lose next turn.**

Day 44
Wagon wheels are starting to loose their tires. You shim them on the best you can with pieces of barrel hoop. Bent's Fort is not too far away. They have craftsmen there that can fix the wagons. **No loss of turn.**



Bent's Fort
You reach Bent's Fort. The Cheyenne and Arapaho Indians are camped near the fort and enter to trade for blankets, beads, guns, pots, and mirrors. You want to have the fort blacksmith and carpenter repair your wagons. You find good water in the well and have dinner in the dining room. You catch up on your sleep within the protected walls of the fort. **Pay $250.00 for wagon repairs and lose next turn.**

Bent's Fort Crossing
The wagons sink in the sand while trying to cross the Arkansas River. You make your way up river to a better crossing. **No loss of turn.**

The River Crossing
The crossing here is better, but you still have to work the oxen hard to get through. Some cloth gets soaked. The wagons are unloaded to dry the goods. Once across you are now in Mexico. **Lose next turn.**

Day 48
The nearest water is another day away. The animals pull the wagons slower because of their thirst. The caravan travels into the evening to make up for lost time. **No loss of turn.**

Day 49
You reach Timpas Creek. You try drinking the brackish water and quickly spit it out. Everyone pinches his nostrils while drinking to keep from tasting it. The animals moan from their stomach aches. **No loss of turn.**

Day 52
Dust, heat and boredom almost make you faint. You are able to stay awake and the caravan reaches "Hole in the Rock" where there is a small pool of water. **No loss of turn.**

Day 55
The trail has reached the base of the Rocky Mountains. A steep, rocky trail requires that you double team front of the wagons for the pull up the pass. **Lose next turn.**

Day 56
Near the top of the pass, a grizzly bear is seen crossing the rocky slope. **No loss of turn.**

Raton Pass
Near the top of the pass the jagged rocks splinter axles and jostle the goods. Two wagons overturn and burst to pieces. Trade goods roll down the mountainside. You spend time reloading as much as possible onto other wagons. Once over the top of the pass, ropes are used to slow the wagons down. **Lose two wagons and one wagon load of trade goods and next turn.**

Day 59
The trail levels out and your caravan is able to travel in the moonlit night. The caravan makes good time. **No loss of turn.**

Day 60
The boulder fields and sharp rocks are wearing the oxen hooves. You make "booties" out of rawhide and wrap their feet to protect their hooves. **Lose next turn.**

Day 62
Broken axles and wagon tongues occupy the time of men as they rebuild some of the wagons. **Lose next turn.**

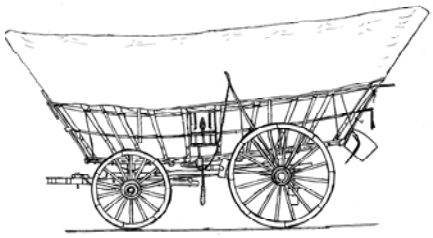
Day 63
The high grassy plains and juniper clad hills offer cooler air and firewood. Your mind wanders and memories of home consume your imagination. That night as you sit around the campfire with wolves howling in the distance, you think of home and better times. **No loss of turn.**

Pecos Church/Ruins
The Pecos Mission ruins can be seen in the distance. Here was one of the largest pueblos in all of New Mexico in the 17th century. It is abandoned with only birds and "wild beast" living in its rooms. **No loss of turn.**

Glorietta Pass
"We enter the big canyon, where the road winds and turns, crossing steep pitches and ravines, over rocks, and around boulders, making short and difficult turns. Double teams are used to make the difficult ascent. At other places the turns are so short that only two or three yoke of cattle can be allowed to pull the load, for danger of turning over into the ravine. One of these difficult passes we call the "S," which required all the skill of the best drivers to get around. Often wagons would be turned over despite all the precautions we use. Six or eight miles a day was considered good traveling" wrote James Josiah Webb. **Lose next turn.**

East of Santa Fe
Before entering Santa Fe, a Mexican official stops the caravan to collect taxes on your trade goods. Four days are spent determining how much you owe. The tax can be hundreds of dollars for each wagon. **Lose $500.00 and next turn.**

Santa Fe
You arrive in Santa Fe! The overloaded and worn wagons rattle and teeter as you enter the Santa Fe plaza. Mexican and Indian women and children walk along side waiting for you to stop. They watch intently as you remove the tailgates and offload the goods. The earlier traders find less competition with many people interested in trading for your goods. Later caravans will make less for their goods because most everyone will already have what they need. Use the "Student Journal" to find out who made the most money on their trade goods.



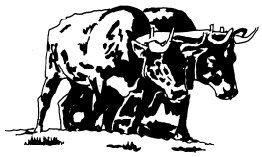
7Wc The Cimarron Cutoff Diary

Day 31
You crossed the Arkansas River the night before. It could have rained overnight leaving you stranded on the wrong side of the river. The water was high enough to wet a wagon of grain. This is the first time you have set foot in Mexican territory! If the U.S. Army had escorted your caravan, they would not go any further than here and you would be on your own. You fill barrels and canteens with water. The closest spring is 60 miles away which is 3 to 5 days away! **Loss of one wagon of goods.**

Day 32
The grass is getting shorter and sparser. The oxen and mules grow hungry and weak. They pull the wagons slower. **Lose next turn.**

Day 34
Your water has nearly run out and the oxen are slowing down. A scout returns from Lower Spring and reports that the spring is nearly dry. **Five oxen lost to thirst. No loss of turn.**

Day 36
You reach Lower spring. The men take shovels and dig around the spring finding little water. Extra time spent trying to find water. **Lose next turn.**



Day 38
A short rainstorm brings much needed drinking water, but four oxen are hit by lightening. **Loss of eight oxen and your next turn.**

Day 39
You try to start a fire using what few buffalo chips you find and cook your dinner. **No loss of turn.**

Day 41
Another thunderstorm with lightening puts on a fine display that night. The lightening put a fright into the oxen. You spend the next day trying to round then up again. Only 2 oxen of the 9 are found. **Lose 7 oxen and next turn.**

Day 43
The Comanches have been following your caravan for days and finally come in close to inspect your wagons. They meet with you and demand gifts. You spend the day with them giving them 3 wagons worth of goods. They found tobacco, coffee, beads and mirrors of most interest. **Loss of 3 wagon's worth of trade goods and next turn.**

Day 44
The Comanche Indians visit again demanding more gifts. You give them another wagon load worth of trade goods. You cannot stop for the night because there is no grass for the animals**. Lose 1 wagon load of trade goods. Move an extra space.**

Day 45
There is no firewood for a fire tonight. Buffalo chips are used to heat the beans. The animals must rest. **No loss of turn.**

Day 47
Water is again scarce. Everyone digs deep into the sand in a dry streambed with their hands finding little water. Five mules and lost that night to the Indians. **Lose 5 mules and next turn.**

Day 49
The animals perk up their ears. Their nostrils flare. That means one thing! Water is near. They can smell it! You reach Santa Clara spring. The animals wade out into the water. You dip your tin cup in and find mud with bugs floating on top and quickly drink it. It's the best water you ever tasted! **No loss of turn.**

Day 50
A mountain in the distance looks like the top of a wagon. "Wagon mound" is a landmark that can be seen for miles. It provides a good camping spot and a place to repair the wagons. A day is spent resetting tires, greasing axles and tightening rivets. **Lose next turn.**

Pecos Mission
The Pecos Mission can be seen in the distance. Near it is one of the largest pueblos in all of New Mexico in the 17th century. It is abandoned with only birds and "wild beasts" now calling it home. **No loss of turn**

Glorietta Pass
"We enter the big canyon, where the road winds and turns, crossing steep pitches and ravines, over rocks, and around boulders, making short and difficult turns, with double teams to make an ascent. At other places the turns are so short that only two or three yoke of cattle can be allowed to pull the load, for danger of turning over into the ravine. One of these difficult passes we call the "S," which required all the skill of the best drivers to get around. And often wagons would be turned over with all the precautions we could use. Six or eight miles a day was considered good traveling," wrote James Josiah Webb, 1844. **Lose next turn.**

East of Santa Fe
Before entering Santa Fe, a Mexican official stops the caravan to collect duties or taxes on your trade goods. Four days are spent determining how much you owe. The tax is $200.00. **Lose $500.00 as taxes and next turn.**

Santa Fe
You arrive in Santa Fe! Mexican women and children watch and wait for your wagons at the plaza, an open area in the center of town. If you are the first trader here, you find many people interested in trading for your goods. Later caravans will find less people interested in their goods and will probably have to sell their goods at lower prices. Use the "Student Journal" to

find out whose caravan made the most profit on their trade goods.

7Wd "Student _____Journal" Santa Fe Trail Game

(Use Supplement Book for transparency, display and duplication of this page)

As you play the Santa Fe Trail Game, keep track of your losses in the table below. Multiply the number of items lost times the costs and add to get total transportation costs and losses.

Trail Record

Number Lost	Item	X Cost	= Amount
	Mules	X $50.00 each	=
	Oxen	X $25.00 each	=
	Wagon loads of goods	X $300.00 each	=
	Wagons	X $200.00 each	=
	Taxes	X $600.00 each	=
	Wagon repairs	X $250.00 each	=
Total Transportation Costs and Losses from Game			**=**

The table below shows what your goods, wagons, mule, oxen, and wages cost in Missouri.

Cost of goods and transportation for your 30 wagons

Item	Cost Each x	Number in Caravan	Item's Total Cost
Wagon	$200.00	X 30	= $6,000.00
Oxen	$25.00	X 240	= 6,000.00
Teamster	$120.00	X 30	= 3,600.00
Trade Goods in Wagon	$300.00	X 30	= 9,000.00
Food	$40.00	X 30	= 1,200.00
Tools, Wood, Iron	$40.00	X 30	= 1,200.00
Wagon Master	$200.00	X 1	= 200.00
Herders	$80.00	X 10	= 800.00
Total Cost for your goods, equipment and wages = $28,000.00			

Perform the calculations below using your record table from the top of the page. Each later caravan will get less for his goods because of there being more goods available.

Caravan	First	Second	Third	Fourth
Santa Fe Income on Trade Goods	$1,800.00	$1,600.00	$1,300.00	$1,000.00
Multiply the number of wagon loads of trade goods left times what each caravan gets for his trade goods	X	X	X	X
Total Income =	=	=	=	=
Subtract Total Cost from Above	**- 28,000.00**	**- 28,000.00**	**- 28,000.00**	**- 28,000.00**
Caravan Income =	=	=	=	=

The losses you had on the trail should now be subtracted from you caravan income to get what you actually made in profit from your trade goods in Santa Fe.

Caravan #

Caravan Income = $
Subtract Total Transportation Costs and Losses - _____
Caravan profit = $

Lesson 8

Title: Bent's Fort – The Castle on the Plains

Purpose: The Historical background and the documentary films provide good background information about the people of Bent's Fort.

Lesson-related Colorado Teaching Standards:

Grade	History
K – 4	4.3
5 – 8	4.3

Objectives: At the end of this lesson the students will be able to:
- recite three ways Bent's Fort was important to the people of the frontier.
- name at least four Indian trade goods

Activity

Time:
Materials for Trunk:
Objects: Documentary films Castle on the Plains (**8-1**), and Trail to Bent's Fort (**8-2**); Bent's Old Fort National Historic Site laminated brochure (**8-3**); Self Guiding Tour Booklet (**8-4**); Reconstructing the Castle of the Plains (**8-5**); Visiting Bent's Old Fort NHS Rack Card (**8-6**).

Activity Plan:
- Read the "**Historical Background**"
- You may want to show part of the documentary films Castle on the Plains (**8-1**) and Trail to Bent's Fort (**8-2**). Both films provide good background information about the Fort's history and its relation to the Santa Fe Trail. The National Park Service reconstructed Bent's Fort in 1976. The process of reconstruction is well covered in the They Came to Build video. The park offers interpretive programs for the public and schools. School tours can be arranged by calling (719) 383-5010. A brochure is included in the trunk.
- The book Bent's Fort Crossroads (**8-3**) and Bent's Old Fort Brochure (**8-4**) have been included for further reading.

Historical Background:

In the decades after the 1803 Louisiana Purchase, even as the earliest explorers crossed the continent, America's economic frontier expanded westward. Trappers went into the Rockies for beaver, Plains Indians showed their willingness to trade buffalo robes, and the first wagons rolled between the Missouri River and Santa Fe, initiating regular commerce with Mexico. When trader Charles and William Bent and their partner Ceran St. Vrain sought to establish a base, they wanted to locate where they could take advantage of all these trades. So in 1833 they built a fort on the north bank of the Arkansas River, the boundary between the United States and Mexico. It was close enough to the Rockies to draw trappers; near the hunting grounds of Cheyenne, Arapaho,

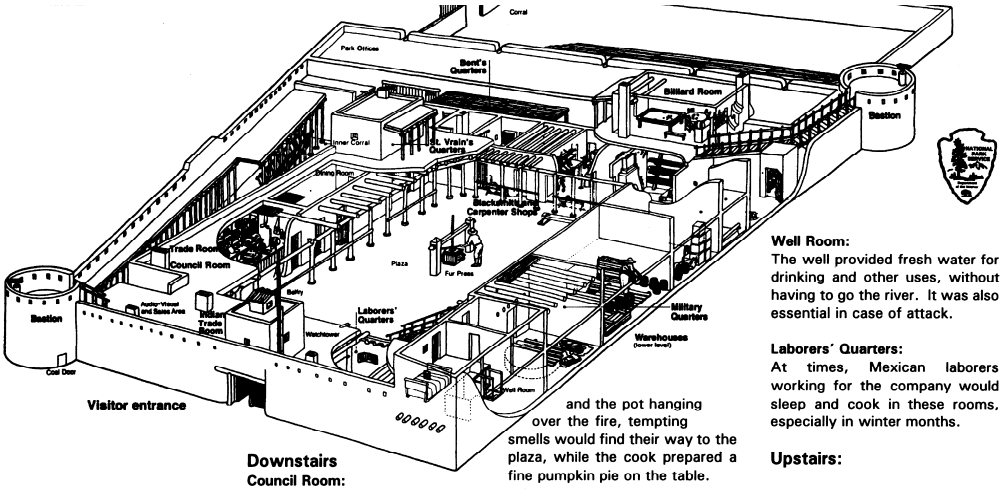
Kiowas, and other tribes; and on the Santa Fe Trail, near a ford across the river.

There were places along the trail where you could find water, firewood for fuel and wild game for hunting. But there was only one place on the trail where travelers could get their wagon

fixed, trade for supplies, find shelter and a place to relax between Missouri and Santa Fe and that was Bent's Fort. Situated on the Mountain Branch of the Trail, traverlers could get fresh oxen, wagon repairs, iced drinks, pumpkin pie, a clean shirt and maybe a game of billiards.

The Bent's Mexican trade grew rapidly as their caravans plied the route from Independence and Westport to company stores in Santa Fe and Taos. Goods such as cloth, hardware, glass, and tobacco were exchanged for silver, furs, horses, and mules. In the early years, thousands of beaver pelts passed through the fort, but as the market for beaver declined in the 1830s the Indian trade became a major part of the business. The fort's traders swapped American and Navajo blankets, axes, firearms, and other items for buffalo robes and horses. Before long the company dominated the Indian trade on the southern plains.

(See Supplement Book for transparency, display and duplication of this page)



Center:
The ***Fur Press*** is in the center of the plaza and was used by the Bent, St. Vrain and Company to press the furs they had purchased or traded for into bales or bundles to be shipped to Missouri.

Left side of Plaza:
The rooms on the left side of the plaza includes the ***Council Room, Trade room, Dining Room, Cook's Quarters*** and the ***Fort Kitchen***.

Across the Plaza:
These rooms include ***William Bent's Quarters, Fitzpatrick's Room***, and the ***Blacksmith*** and ***Carpenter Shops.***

Right side of Plaza:
The rooms on the right side of the plaza are ***Warehouses.*** Beside you, to your immediate right are rooms used as ***Laborers' Quarters*** by Mexicans who worked for the company.

Upstairs:
The single room upstairs on the left side of the Plaza is ***Ceran St. Vrain's Quarters*** and connects to the ***Dining Room*** with a set of stairs inside. The single room across the plaza is the ***Billiard Room.***

The rooms on the right side of the plaza, above the ***Warehouses*** are ***Living Quarters.***

Downstairs

Council Room:
Notice the lack of fine furniture in this room. Yet, William Bent could afford to furnish this room any way he wished. Indians and white men would often meet in this "Council Room," (parlor) it was furnished to be comfortable from the Indians point of view.

Trade room:
"If the Bent, St. Vrain Company doesn't have it, you don't need it." Basic necessities as well as luxury goods could be traded for or bought here. Beaver pelts, buffalo robes or specie were all acceptable for trade.

Dining Room:
Imagine William Bent sitting at the head of the table, with his traders, clerks and honored guests seated with him. The finest cut of roast buffalo is carved and served on fine China, as the men discuss business and news of the day.

Cook's Quarters:
The head cook would have barrels, sacks and crates of foodstuffs stacked high in this room after the supply wagons arrived. In this same room she lived, slept and perhaps kept a pot of coffee or beans warmed over the fire, to be ready at a moments notice, no matter what time of day or night.

Kitchen:
A dinner for several was often prepared over hot coals brought out to the stone floor in front of the fireplace. As food cooked in Dutch ovens, cast iron frying pans and the pot hanging over the fire, tempting smells would find their way to the plaza, while the cook prepared a fine pumpkin pie on the table.

William Bent's Quarters:
The prosperous partner/owner has a fine room, and a fancy fireplace, but where is his bed? Williams' Indian wife, Owl Woman, apparently did not believe a bed to be better than a fine buffalo robe placed over a bed of straw laid on the floor, and William seems to have agreed.

Fitzpatrick's Room:
Indian agent Thomas Fitzpatrick was provided the use of this room as a base of operations. He believed in temperance and the teaching of agriculture to the Indians. At councils he presented the Indians with trade goods, received Indian trade goods in return to maintain goodwill.

Blacksmith and Carpenter Shops:
One might argue that without these shops and the craftsmen to work in them, the Bent St. Vrain and Company would have failed. It was the craftsmen who maintained and repaired the wagons that carried the trade goods and furs back east to St. Louis, and to Santa Fe and Taos, in what was then Mexico.

Warehouses:
Good, secure storage of supplies, trade goods and furs was essential to this successful business enterprise. Boxes, barrels and bales could be stacked to the ceiling, with the contents and location of each written down and recorded in a ledger.

Well Room:
The well provided fresh water for drinking and other uses, without having to go the river. It was also essential in case of attack.

Laborers' Quarters:
At times, Mexican laborers working for the company would sleep and cook in these rooms, especially in winter months.

Upstairs:

Ceran St. Vrain's Quarters:
As the most luxurious sleeping room in the Fort, this room was often used for honored guests or the other owners when they visited the fort. Notice the fine bed, mosquito netting, and extra bed.

Billiard Room:
Who would expect to find a regulation size European Billiard table out here on the frontier? The fact that the Bents went to all the trouble and expense of having a table specially made and shipped out in three pieces by wagon, shows how important entertainment and recreation was to these men on the frontier. Various types of alcoholic drinks were available, with a wide range of prices from expensive, to very expensive, at least by eastern standards. The billiard room often served as the social center for the fort, where men from different backgrounds and cultures met, and sometimes made life-long friends.

Living Quarters:
There are no records to show if guests were charged for accommodations. One comment is made that Bent's kept an "open house." This would imply no charges. Numbers of people varied from 40 to 60 in residence with some of those being invited to eat at the Bent's main table.

Lesson 9

Title: "Santa Fe Plaza Trade Play"

Purpose: This play allows two students to dress up and role-play using a script. The trade situation is typical of the time. The complexity of trade and the cost of doing business are shown in this activity. The scene provides students an example of how trade was conducted in Santa Fe. Each trade encounter and its outcome could be different. Each individual looked at his own needs and demands and produced something the other person wanted.

Lesson-related Colorado Teachings Standards:

Grade	History
K – 4	4.3

Objectives: At the end of this lesson the students will be able to:
- describe the difficulties involved with trade.
- identify the high costs involved with caravan trade to Santa Fe.
- explain what profit is.

Activity

Time:
Materials from trunk:
Object: Mexican and American clothing, Spanish dollar (**2-6**), jerga (**3-12**)
Supplement Book: Santa Fe Trade Play Script ***(9Wa),*** Santa Fe Illustration/Transparency ***(9Pa),*** Trade Work Page ***(9Wb)***, Trade Answer Page (***9Wba***)

Activity Plan:
- Dress two boys in the Mexican and American clothing.
- Read the "**Historical background"** below to the students.
- Have the two role players read from the script and use the objects at the selected time.
- Class discussion could include asking the students what kind of customer would they have been and how was it different it was then as compared to today?
- Duplicate the Trade Work Page and have the class complete the page.

Historical Background:

After sixty days of travel, you find your journey ends with the welcomed sight of the Santa Fe Plaza. You hope to trade your valuable trade goods for furs, mules, silver, Indian blankets. You know you must get enough for your trade goods to pay for what it has cost you to buy the goods and transport them to Santa Fe. You must pay for the wagon, the men's wages, livestock, tools, taxes, and insurance (10% of good's worth in each wagon). Your profit will be what is left once you pay for all of this.

As a Mexican, you may want to trade for what you need and what you could trade to others.
The countryside is filled with people in need of basic items such as cloth, clothes, iron, tools, tinware, and hundreds of other goods. You know what you want. You must already know what values you have in your trade to know how to trade to make a profit.

9Wa Santa Fe Trade Play

(See Supplement Book for transparency, display and duplication of these pages)

Roles:
Trader James – Missouri trader
Jose – Santa Fe trader

Materials needed from trunk:
Mexican clothing
American clothing
Jerga (3-12)
Spanish dollar (2-6)

Scene:
The Santa Fe Plaza (Show Santa Fe Plaza transparency)
The adobe buildings surround the open plaza or courtyard. The Mexican carts are coming and going making loud squeaking noises. You hear the neighing and braying of mules, the sounds of chatter between the people, and dogs barking. Up

rides a vaquero (cowboy) and you hear his animal go by with a strange hollow sounding clop, clop, clop. You look closer and see that the horse has wooden shoes instead of iron shoes. Missouri trader wagons are lined up down the street with the oxen partly standing, some laying with their chains dangling and jingling as they move their heads. The rear gate to the wagon is unlatched. A Mexican walks up the trader begins to speak:

Action: Jose walks over and stands in front of the Missouri trader

Jose (smiling)

"Buenos dias, amigo."

Trader James

"Hello there friend. I have just spent 60 days on the trail and am ready to begin trading. I have the finest goods there are and most everything has survived the rough trail. Come on over and see what I have.

Action: They both walk together toward the wagons (imaginary) wagons.

Jose

"I see you have 12 wagons of goods. Be ready to pay a $500 per wagon import fee when the revenue agent comes. It could take a week to get that settled and paid."

Trader James (frown)

"I have to pay that much! It takes a week? I cannot pay my teamsters for idle time. I must say I had not planned on this much expense and time. How will I pay him the import fee?"

Jose

"You will have to give him some of your goods to pay the tax. You will also have to give him some goods so you can get Spanish Dollars so you can give change to the people you trade with."

Action: Jose pulls out a Spanish Dollar to show the trader. **(Spanish dollar (2-6).**

Jose

"I am interested in seeing what you have. You don't have any gun powder, mule shoes or iron?"

Trader James

"You should know that iron and gun powder are contraband. The Mexican government will not let me bring in those goods. I cannot bring those items into your country."

Action: The trader begins to read a list (imaginary list) to Jose. At near the same time, Jose pulls a slip of paper out of his pocket and begins to read:

Jose

"I want to trade for 400 “varas” of cloth, 7 1/2 dozen combs, 12 boxes of rings, 1 case of looking glasses, 66 dozen knives, and 1 dozen breast pins.

Action: Trader James thinks to himself that Senor Jose must also be a trader. He knows exactly what he wants. That means he will try to trade what I have to someone else for a profit. I must be careful on how I trade with him. A "vara" is the Spanish measurement of 33 inches. That is 3 inches less than the yard we use. I will have 3 inches left over for each yard I trade to him to trade to someone else.

Trader James

"What do you have to trade to me?"

Jose

"I have some silver, mules and Navajo Indian blankets. See this blanket.

Action: Jose' pulls out the jerga **(jerga (3-12))** and gives it to trader James. Trader James hands it back to Jose.

Trader James

"The blanket is of good quality, but the people in Missouri are in dire need of silver and mules. I will trade you 400 varas of cloth and all the rest for 36 mules and 6 ingots of silver."

Jose

"Senor, you do not know the quality of my mules. They are strong and the silver is very pure. I will trade you 20 mules and 4 ingots."

Trader James

"I will not know of the quality of the mules until they have been tried out.

The quality of the silver can only be told by an assayer. There are no assayers here to tell the purity of the silver. If I trade for the silver I risk having poor silver that no one will want. I will trade you 400 varas of cloth and the rest for 30 mules and 6 silver ingots.”

Jose

"I will offer you 24 mules and 5 ingots of silver. That is my final offer."

Trader James

"I first must have my men check the health of the mules, their hooves, how they carry themselves, their mouths. If all the mules are healthy, you will get the cloth."

Jose (Smiling)

"Bueno. Muchas Gracias. Remember that you will have to use Spanish

words with the mules… they were broke and taught using Spanish."

Trader James

"Si Senor. The wagon master here will teach our teamsters Spanish verbal commands so the mules will know what to do, Jose. Since I will use the mules to pull wagons back to Missouri, I would like to trade some of my oxen for your Indian blankets. I will trade you 10 oxen for 30 blankets, the ones with the close weave and bright colors."

Jose

"O no, no Senor, those blankets are worth more that. I will trade 20 blankets for 10 oxen. Your oxen are skin and bones and would need to be set out to pasture for a month to gain back their health. Our people here are in need of healthy oxen now in this season of harvest. Your oxen would not be of use till near the end of harvest."

Trader James

"I will trade you 10 oxen for 25 blankets. Those oxen are stronger than you think. With the better grass you could have them pulling the carts in half a month. I cannot take less for them. Our wagon crew will eat them first."

Jose

"Bueno. I agree."

Action: Jose scratches his head and then says:

" I will give you 25 blankets for the 10 oxen."

Action: James and Jose shake hands. Jose moves away. Trader James then says to himself:

89

Trader James

"Good! I will continue to trade the rest of my goods to others. I wonder if I could trade my extra wagons to someone for more silver? I will not need but a few wagons to haul back what silver I have."

THE END

Conclusion: (Read to students)

Trader James successfully trades his goods and extra wagons for more silver. He returns to Missouri after months of trading. The silver is assessed and found to be of poor quality. He is unsuccessful in getting anyone in the United States to refine it. He sends it to England where they accept it with James making very little on it. The mules are sold for high prices in Missouri. He ends up making a slight profit on his venture to Santa Fe. The story is based on true events that took place with trade in Santa Fe.

Vocabulary

contraband	goods illegally brought into another country
livestock	the oxen, mules and horses used with the caravan
profit	what money or trade you receive over the cost of goods
wages	teamsters, wagonmaster, and herders pay
vaquero	Mexican cowboy
vara	spanish measurement of 33 inches. It is 3 inches less that the English 36-inch yard.

9Wb "Santa Fe Plaza Trade Scene" Questions

(Use the Supplement Book for transparency, illustration and duplication of these pages)

Name_____

1. How much tax does trader James have to pay?

2. How much is 400 yards of cloth as compared to 400 vara of cloth?

3. The Mexican Eagle dollar was worth about $.92 in American Money. That

means that the American dollar was worth how much in Mexico?

4. List what trade risks there are in this play.

5. The following is the Bill of Sale for Jose's purchase. Have the students complete this and Trader's James's returns for what he got from Jose. Have the students compare to see how much more James got from the trade than Jose.

Jose's Trade Goods Costs

Quantity	Item	Unit Cost	Total Cost
400 Yards	Bleached Shirting Cloth	$.45/Yard	
7 1/2 Dozen	Fine Ivory Combs	1.26/Doz.	
1 Dozen	Breast Pins	$1.00/Doz.	
12 Boxes	Rings	$2.50/Box	
1 Case	Looking Glasses	$5.00/Case	
66 Dozen	Knives	$2.00/Doz	
		Total	

Trader's James's Returns in Missouri

Quantity	Item	Selling Price	Total Price
53 pounds	Silver - 848 ounces	$1.47/ ounce	
25 Each	Indian Blankets	$4.50/each	
24 Each	Mules	$50.00/ each	
		Total	

6. Trader James wagons, animals, supplies, oxen and men's wages cost $1,503.00. How much profit did trader James make?

7. If you were in trader's James place, would you make the same trip to trade again next year?

Lesson 10

Title: The American-Mexican War and the Trail Today

Purpose: The power point presentation with narration offers a look into the Mexican-American War. The second half of the power point presentation shows the trail today.

Lesson-related Colorado Teaching Standards:

Grade	History	Geography
K - 4	1.3, 2.3, 5.3	4.4, 6.1
5 – 8	1.3, 5.3	4.5, 6.1

Objective: At the end of this lesson students will be able to
- Explain the reasons and results of the Mexican American War.
- Describe what parts of the trail can still be seen today.

Activity

Time:

Materials from Trunk:
Objects: Power Point CD (**10-1**), 1846 frontier map (**10-2**).

Supplement Book: Narration text ***(10Wa)***

Additional Materials: Carousel slide projector

Activity Plan:
- Read the **"Historical Background"** below before starting the slide program.
- Use the 1846 map to show the boundaries of Mexico and the United States and the routes taken by the United States "Army of the West".
- Show the slides and provide narration.

The second half of the slide program has pictures of the Trail today. Buildings, historic sites, landmarks and wagon ruts remain for you to see along what is now the Santa Fe Trail National Historic Trail. The National Park Service and the Santa Fe Trail Association coordinate efforts to preserve, develop, and enjoy the Trail and provide technical and limited financial support to trail projects.

Historical Background:

In the 1840s, the Republic of Texas claimed land west to the Rio Grande River. Mexico denied this and border conflicts went on for several years. The Texans would raid the Mexican traders and Mexicans took Texans who ventured into Santa Fe captive. In 1846, the United States declared war on Mexico. Colonel Stephen Watts Kearney led the "Army of the West" down the Santa Fe Trail, marching his troops clear to the Pacific Ocean. Eventually, all that land in the Southwest north and west of the Rio Grande River became part of the United States.

After the war, the Trail trade and military freighting boomed. Mail and stagecoach traffic came with the California Gold Rush of 1849. The railroad reached Santa Fe in 1880. Freight could be hauled much cheaper by rail. After 60 years of use, the Santa Fe Trail became part of the roadbed for the railroads. It brought together two very distant worlds who cooperated and sometimes clashed. The Indians were caught in the middle and were changed forever. Today you may visit parts and pieces of the trail such as buildings, landmarks, historic sites, and wagon ruts. Most of the trail is on private property and you must get permission to visit those places.

The power point program narration text is on the next page.

"Mexican - American War and the Trail Today" Slide Program

Part 1: Mexican – American War

Slide 1 (Plaza Scene)
The American traders continued to ship trade goods into Santa Fe while other Americans moved into what is now Texas. They were invited by the Mexican Government to settle in the area and become Mexican citizens. The Americans that moved in wanted the Mexican government to offer roads, schools and a good justice system.

Slide 2 (Santa Anna)
The Mexican government refused and told the Americans they would be not allowed to do what they wanted. The Americans declared themselves independent only after several battles with the Mexican army. Texas became its own country and claimed all the land to the Rio Grande. Mexico denied this. The "Texans" pressed the United States into admitting their country into the United States.

Slide 3 (President Polk)
After 20 years of worsening relationships, the U.S. and the Republic of Mexico declared war on each other in the spring of 1846. President James K. Polk had won the presidency in 1844 and he said that the U.S. must acquire all the land of the Oregon country, Texas and parts of northern Mexico.

Slide 4 (News of war)
The news of war spread quickly.

Slide 5 (Map of expansion)
The people were rallied by the cry of "Manifest Destiny" which meant that they felt that it was their right to see that the United States' would take claim to all the land from Missouri Southwest to the Pacific ocean.

Slide 6 (Dragoons)
The regular soldiers of the United States were called Dragoons. Their brilliant uniform was chosen by Congress to be flashy and colorful to impress the Indians. They had escorted trade wagons down the Santa Fe Trail during times of Indian conflicts.

Slide 7 (Mounted Dragoons)
When Dragoon soldiers first started out, they walked and marched on patrols. Later, they became famous for their abilities to ride horses in close formation doing various combative moves.

Slide 8 (Poster)
The United States had a very small army and was in need of help. They announced the need for Volunteers. Posters were hung in the meeting places advertising the need for brave and patriotic men to rally to the call to fight the war with Mexico.

Slide 9 (Volunteer posing)
Farmers, farmer's sons, store keepers, doctors, and lawyers came to the call. Some came for the adventure, others for the excitement. These volunteers found themselves in for more than what they had bargained for. Most were in plain clothes with their shotguns and deer rifles coming west for the excitement.

Slide 10 (Soldier sitting)
The Dragoons had to wear their hot wool jackets so as to identify whose army they were with. Some men died from not eating the right kinds of foods. They were eating mostly dried meat and hard bread. Scurvy, dysentery, heat stroke were making some of the men sick and some were dying.

Slide 11 (Bent's Fort)
The soldiers eventually made it to Bent's Fort. Bent's Fort was a privately owned trading post used by the owners to trade with the Indians. The army began using the fort to house their sick and store their supplies.

Slide 12 (Bent's caravan heads to Missouri)
Trader's wagons were here waiting for the Army to go onto Santa Fe. They would follow and continue their trade with the Mexicans as soon as the army opened the way again.

Slide 13 (Soldiers in camp)
The Army performed practice saber, cannon, and marching drills in the camps down river from the fort. They marched over Raton Pass into Las Vegas, New Mexico.

Slide 14 (Las Vegas, New Mexico)
Here Colonel Kearny announced from a roof top to the Mexicans that the Americans were there to free them from their bondage and not to fear. He also said the Americans were not gong to harm them. The Americans were told that the Mexican Army would fight them when they reach Santa Fe.

Slide 15 (Army leaving Las Vegas)
The Army continued on.

Slide 16 (Santa Fe Plaza)
There was no Mexican Army. They rode into the Santa Fe Plaza without firing a single shot. But the story does not end there. Other American forces in places further in Mexico fought against a raging Mexican Army.

Slide 17 (Vera Cruz)
In places like Vera Cruz,

Slide 18 (Monterey)
Monterey,

Slide 19 (Los Angeles)
Los Angeles,

Slide 20 (Mexico City)
and even to the Halls of Montezuma near Mexico city. It was not long before the Americans had control of Mexico. Nicholas Trist for the United States, negotiated a peace treaty between the two countries.

Slide 21 (Treaty of Hidalgo)
On February 2, 1848, the Treaty of Hidalgo was signed that brought what is now California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico into the United States.

Slide 22 (Sutters Mill)
After the Mexican – American War, trail trade and military freighting boomed! Gold was discovered in California at Sutter's Mill. It was not long before gold seekers and emigrants, mail service and stagecoaches were pouring down the trail. The railroads reached Santa Fe in 1880 and the Santa Fe Trail was no longer needed because freight could now be hauled by rail.

Part 2: The Trail Today

Slide 23 (Old Franklin, Missouri)
Remember Steam Town, Missouri? This slide shows Old Franklin, Missouri, on the Missouri River. This is near where the Santa Fe Trail first started. This is where William Becknell rode his mule into town and while unlading his mule, spilled silver on the ground. People saw this and learned from him the treasures to be found with trade in Santa Fe.

Slide 24 (Boone's Lick)
Across the river is Boone's Lick where you could get salt from a spring.

Slide 25 (Tabo Cr. crossing)
Wagons would sink to their hubs in the mud at the Tabo Creek crossing. Several rivers would have to be crossed and much time spent dragging the heavy wagons through the mud.

Slide 26 (Fort Oasge)
Fort Osage was built before the Santa Fe Trail existed. It was a trading post and furs would come in from the upper reaches of the Missouri River by keel boat.

Slide 27 (Westport, Missouri)
Steamboat sprung up further up the river with time. Independence and Westpoort became the most important steamboat towns.

Slide 28 (B13 Bingham-Waggoner House, Independence, Missouri)
Traders built their homes here at Independence and Westport on the eastern end of the trail.

Slide 29, 30 (Minor Park and Grand Pass Missouri)
Here at Grand Pass you can still see the gullies worn out by wagons long ago.

Slide 31 (Shawnee Mission)
Shawnee Mission was an important Indian reservation. This is an original mission building.

Slide 32 (Prairie Village, Kansas)
Here at Prairie Village, Kansas, the wagon ruts again come into view.

Slide 33 (Fort Leavenworth)
Fort Leavenworth was the only military fort on the trail during the early years of the trail. The Army would sometimes escort trade caravans. The "Army of the West" started from here on their travel to Santa Fe for War with Mexico.

Slide 34 (Neosho River)
The last place on the trail you find hardwood growing on the trail was along the Neosho River. The logs and poles were strapped to the bottom of the wagon and the wood shaved into wagon parts.

Slide 35 (Pawnee Rock)
Pawnee Rock, the hill in this slide, was a landmark, camping place, and hiding spot for white men and Indians. Here Susan Magoffin and others carved their names into the rock to celebrate their accomplishment of making it this far.

Slide 36, 37, 38 (Charlie's, blowout and Dodge City ruts)
Through part of what is now Kansas, the trail can now be seen as blowouts and swales. Wind and rain has blown and washed the ruts into wide swathes and washes.

Slide 39 (Middle Spring)
Water was scarce at times. Here at Middle Spring you can almost imagine seeing the oxen, mules, and men fighting over the mud and bug infested water in this little spring.

Slide 40 (Point of Rocks)
Landmarks were a joy to see in their day. Anything to break up the monotony of flat ground and constant dust. Landmarks consisted of rocky points, hills, rivers and mountains. Here is what they called "point of rocks." Other rocky hills on the Trail had the same name.

Slide 41 (Autograph Rock)
Here you see at what is called Autograph Rock with carvings of travelers on the Trail. It was a common way of recording your presence and letting others know where you have been and where you are going. Today we call it graffiti. No longer can we afford to destroy natural and man-made things by carving our names.

Slide 42 (McNee's Crossing)
Here at McNee's crossing, they would dig with their bare hands in search of water.

Slide 43 (Dolittle Rance, NM)
Over time, the high plains wagon ruts have turned into a swale and wash.

Slide 44 (Rabbit Ears)
The two mounds in the distance were called Rabbit Ears.

Slide 45 (Wagon Mound)
Beyond this Trail marker is what they called Wagon Mound. This hill could be seen from 50 miles away . They would camp here and wrote that they enjoyed the slightly cooler mountain air here in the summer.

Slide 46 (Bent's Fort)
The Mountain branch of the Santa Fe Trail was a safer route over Raton Pass. You could also get supplies, fresh livestock and have your wagon repaired Bent's Fort.

Slide 47 and 48 (Hole in the Rock)
The Mountain Branch had its own problems as well. Here at "Hole in the Rock" Susan Magoffin wrote that you could find good drinking water here. In most other places near here, the water was alkali and brackish and if you drank it too fast, it would give you a bellyache. Some would pinch their nostrils as they drank to keep from throwing up.

Slide 49 (Raton Pass)
Double teams of oxen would pull the wagons up and over this rugged pass.

Slide 50 (Pecos)
Further on at Pecos was an abandoned Pueblo Indian church ruins was visited by many travelers.

Slide 51 (Apache Ridge)
Diaries mention Glorietta Pass with its many curves and rocky ledges.

Slide 52 (Santa Fe)
Santa Fe still looks much as it did for 300 years. Imagine Conestoga wagons traveling down this street. Teamsters would holler and yell in joy over reaching the end of the 900-mile trail. Just around the bend in this picture is the plaza where traders unloaded their goods and people came to market and trade their fruits, vegetables, and animals.

Slide 53 (Boggsville)
You can visit many of the sites by taking an auto tour. Trail signs like this one mark the auto tour route that parallels the Trail. Not all sites are open for public use. Buildings, historic sites, landmarks and wagon ruts remain for you to see along what is now the Santa Fe Trail National Historic Trail. The National Park Service and the Santa Fe Trail Association continue to coordinate efforts to preserve, develop, and enjoy the Trail.

Appendix A

Answer Keys

1Wba "Frontier Explorers" Answer Sheet

(Use Supplement Book for transparency, display, and duplication of this page)

1. Who were the first people to live in the frontier?

   The Plains Indians.

2. What was Coronado searching for?

   The lost city of Cibola.

3. What was Juan de Onate searching for?

   Gold.

4. What was Pedro de Peralta searching for?

   A place to build a capital city.

5. What was the reason for Zebulon Pike's expedition?

   To find the boundaries of the Louisiana Purchase.

6. What did Pike find out about Santa Fe?
   Santa Fe was in need of trade goods.

7. What is the distance between Vera Cruz and Santa Fe? The distance between Independence, Missouri and Santa Fe?
   About 2,000 miles. About 900 miles

8. How long would it take the following ways to travel the Camino Real from Vera Cruz to Santa Fe? From Missouri to Santa Fe?

Camino Real	Santa Fe Trail
Wagons_____167 days__	Wagons_____75 days__
Automobile___4 1/2 days_	Automobile___2 days__
Jet Airplane___5 hours_	Jet Airplane __2 Hours

9. Before the Santa Fe Trail, most of the goods the people in Mexico got were goods from what country?
   Spain by way of the El Camino Real

10. What happened in Mexico that allowed traders like William Becknell to trade

in Santa Fe?
Mexico became independent from Spain.

2Waa Trade Goods Match Game Answer Sheet

(Use Supplement Book for transparency and duplication of this page)

silver	Massachusetts
ready made shirts	China
beads	
mules	Plains Indians
brass bells	
silk handkerchiefs	Mexico
guns	
sheep	Pennsylvania
spices	Germany
wool	
tobacco	United States
Indian blankets	Italy
wagon	
fruits and vegetables	Cuba
buffalo robes	England

3Waa Spanish Language Answer Sheet

(Use Supplement Book for transparency and duplication of this page)

magnifico	sombrero	rodeos	Americanos	tamales
chocolate	Senor	compadre	carros	pronto
gusto	rancho	corral	madres	fiestas
pinata	Rio Grande	adios	hacienda	hombres
caballo	adobe	buenos dias	vaquero	rancho
hombres	mujeres	mira	gracias	fiesta
mulas	mucho	plaza	gran	ricos

Fiesta Time in Santa Fe

Script:

[Good Day] **Buenos dias** . My name is [Mr.] **Senor** Antonio Vigil of Santa Fe. I am a [cowboy] **vaquero** and live near Santa Fe on a [ranch] **rancho** . I try to break [wild horses] **caballos** and [mules] **mulas** in the [pen for animals] **corral**. I live in an [mud] **adobe** [house] **hacienda** near the [Grand River] **Rio Grande**. If you cross the [courtyard] **plaza** you will see where we have our [celebration] **fiestas** . I enjoy watching the children come and break the [paper-mache figure with candy inside] **pinata** and their [mothers] **madres** clap their hands in delight.

The [celebration] **fiesta** food is what I enjoy the most. I enjoy eating [corn husked and corn meal coated meat and peppers] **tamales**, and [drink flavoring] **chocolate** the most. The fiestas are [wonderful] **magnifico**. I ride [wild horses] **caballo** in the [animal riding contests] **rodeos** to the [liking] **gusto** of all the [men] **hombres** and [women] **mujeres**. During my ride I hear them shout [see this] **mira**! If perform well, I take off my [hat] **sombrero** to their shouts of [wonderful] **magnifico**!

I plan to give up [ranch] **rancho** work and become a trader. There is [great] **gran** danger in my work and would like to become a trader. I hear there is [much] **mucho** money to be made in becoming a trader on the trail to Missouri. A [friend] **compadre** and I plan to buy [wagons] **carros** from the [Americans] **Americanos** and [quickly] **pronto**. We wish to become [rich businessmen] **ricos**. Well, I must go now. [Thank you] **gracias** and [good bye] **adios**.

3Wba "The People of Santa Fe" Answer Sheet

All Activities

(Use Supplement Book for transparency, display and duplication of this page)

1. The Pueblo Indians taught the Spaniards how to do what?

   How to build houses out of mud.

2. What were the crops that were raised near Santa Fe?

   Corn, beans, squash, chili peppers

3. _Sheep wool__was a valuable fiber for clothes, rugs, and carpets.

4. What were the steps made in the making of wool clothing and rugs?

   Sheep shearing, carding, dying, spinning, and weaving.

5. What is the name for the rug-like over coat worn by the Mexican men?

   Serape

6. What was the name of the explorer that was sent by the United States to find the South West boundaries of the Louisiana purchase?

   Zebulon Pike

7. The __loom__ was used to weave the yarn into a variety of patterns.

8. Adobe is 1/3 _clay__, 1/3 __sand___ and 1/3 __dirt__.

9. Why was food dried?

   To preserve the food for storage

4Wca "Steamboat Town" Answer Sheet

(Use Supplement Book for transparency, display and duplication of this page)

_____23____side wheel and stern wheel steamboats
_____9____sand bar
_____3____driftwood
_____21____cord wood
_____25____Santa Fe Trail wagons
_____18____charcoal and coke kilns
_____7____water wheel powered iron hammer mill
_____24____cornfield
_____1____water wheel powered grist corn meal and flour mill
_____32____wheat field
_____17____water wheel powered saw mill
_____29____timber cutters cutting hardwood
_____28____warehouses
_____10____school
_____4____wood shop and cooper
_____16____hay meadow
_____11____blacksmith shop
_____6____livery
_____14____butcher
_____20____tanner
_____31____saddle maker and tack shop
_____27____law office
_____13____town hall
_____26____town square
_____2____tavern
_____30____hotel
_____12____general merchandise store
_____5____barber shop
_____22____homes of workers and families
_____8____shot tower
_____19____cemetary
_____15____mission church

4Wda "Trail Decisions" Answer Sheets

(Use Supplement Book for transparency, display and duplication of these pages)

River Flood

Flooding has caused the Missouri River to go over its banks. Steamboats are having a terrible time trying to make it up the river to Independence. What do you do to insure that you do not loose your money you have invested in your goods? Do your spend $1000.00 to insure your $10.000 worth of goods (10%) or do you gamble that the steamboat will make it to Independence without problems?

What Happened:
The waters were raging. Near Lexington, Missouri a steamboat hauling goods ran into faster water and it found it actually being pushed downstream faster than it could go up. The riverboat pilot shouted down the tube to the engine house "full steam ahead". They closed all safety valves and the steamboat slowly advanced against the current. After moving only a few feet, the steam boiler exploded with parts of the steamboat thrown into the air. It sank with all the goods going to the bottom. If your insured your goods, you collect all that you lost, if not, you loose all you had.

Oxen or Mules?

Each wagons had thousands of dollars worth of trade goods. The animals pulling the wagons must be dependable and able to last 60 days on the trail. Read what the qualities of mules and oxen are below and decide which to use and why.

Mules	Oxen
Cost $100 for 2 mules (1 span)	Cost $50 for 2 oxen (1 yoke)
Tough hooves	Softer hooves
Needs expensive harness	Uses cheaper wooden yoke
Work well in heat	Don't work well in heat
Slicker flat hooves that slide	Cleft hoof gets good traction
Pickier about what to grazes	Can survive on poor grass
Indians will more likely steal	Indians less likely to steal
Not too tasty	Oxen meat (beef) better tasting
More excitable	Easier going

What Happened:
The kind of animal you used depended mostly on how much money you had to spend on your livestock. The mules from Santa Fe were used to pull the wagons to Missouri and sell for a profit. Oxen were used for the return trip to Santa Fe and where they could be sold for a profit.

What Kind of Wagon:

Your have heard that the tax collectors in Santa Fe are charging $500.00 for each wagonload of goods entering their country. You want to get a profit on your goods there. You could get a bigger wagon that hauls more goods and pay the same tax as you would on a smaller wagon. You would make more money. Given the information below, have the students decide which kind of wagon they would use. If you make $1000 profit for each ton of goods, which wagon would you use?

Costs:

Conestoga Wagons		Murphy Wagons	
Wagon cost	$500.00	Wagon cost:	$1000.00
4 Yoke of Oxen	$400.00	6 Yoke of Oxen	$600.00
10% Loan Interest	$140.00	10% Loan Interest	$240.00
Teamster pay	$50.00	Teamster pay	$50.00
Goods wholesale	$500.00	Goods wholesale	$800.00
Import tax	$500.00	Import tax	$500.00
	$2090.00		$3190.00

Trade sales:

Conestoga Wagon — 2 ½ tons goods x $1000.00 =$2500.00

Murphy Wagon — 4 tons goods x $1000.00 = $4000.00

Profit:

Conestoga Wagon — Trade Sales – Costs = $410.00

Murphy Wagon — Trade sales – costs = $810.00

What happened:

Your profit is $810.00 for the Murphy wagon and only $410.00 with the smaller Conestoga wagon. How could you make more money from your investment? You could haul wool and blankets from Santa Fe to Missouri and sell them there for a profit. You could sell the oxen and wagons in Santa Fe and drive Mexican mules to Missouri (origin of the "Missouri Mule"), making a profit at both ends of the trail.

A Wagon can hold only so much

Murphy wagons will haul more, but it is difficult to find one. The wagon maker can only build a few each year. There are many people waiting for them to be built. As a result of this, many traders continued using a Conestoga-type wagon. How could you ship more goods with the same number and size wagons?

Answer or what happened:

Many traders made three round trips to Santa Fe a year. The Murphy wagon would

haul more, but it was harder to pull and traveled slower. One year one trader was able to make 4 round trips to Santa Fe and back, a distance of 3600 miles!

6Waa "The Diary of Lewis Garard" Answer Sheet

(Use Supplement Book for transparency, display and duplication of this page)

3. What were 7 hardships or difficulties that faced young Lewis.
   Traveled late – until nine PM or later – darkness
   No water – closest was 5 miles away
   Tired – I was too tired to go and get water even though I was thirsty.
   Heat – scorching hot – sunbeams beat down
   Oxen – failing and worn down
   No fire wood – used buffalo chips instead of wood for fire
   No dinner – no water to use to prepare it

2. What would you have done in this situation?
   This is up to the student's discretion.

4. What words do find difficult? People in the past used some words we do not use today.
   This is up to the student's discretion.

5. What frontier-like experiences have you had?
   This is left up to the student's discretion

7Wda "Student Journal" Santa Fe Trail Game Answer Sheet

(Use Supplement Book for transparency, display and duplication of this page)

As you play the Santa Fe Trail Game, keep track of your losses in the table below. Multiply the number of items lost times the costs and add to get total transportation costs and losses.

Example: **Trail Record**

Number Lost	Item	X	Cost	=	Amount
6	Mules	X	$50.00 each	=	$300.00
4	Oxen	X	$25.00 each	=	100.00
2	Wagon Loads of goods	X	$300.00 each	=	600.00
2	Wagons	X	$200.00 each	=	400.00
1	Taxes	X	$600.00 each	=	600.00
1	Wagon repairs	X	$250.00 each	=	250.00
Total Transportation Costs and Losses from Game				**=**	**$2,250.00**

The table below shows what your goods, wagons, mule, oxen, and wages cost.

Cost of goods and transportation for your 30 wagons

Item	Cost Each x	Number in Caravan	Item's Total Cost
Wagon	$200.00	X 30	= $6,000.00
Oxen	$25.00	X 240	= 6,000.00
Teamster	$120.00	X 30	= 3,600.00
Trade Goods in Wagon	$300.00	X 30	= 9,000.00
Food	$40.00	X 30	= 1,200.00
Tools, Wood, Iron	$40.00	X 30	= 1,200.00
Wagon Master	$200.00	X 1	= 200.00
Herders	$80.00	X 10	= 800.00
Total Cost for your goods, equipment and wages =			**$28,000.00**

Perform the calculations below using your record table from the top of the page. Each later caravan will get less for his goods because of there being a larger supply and less demand with the arrival of goods.

Caravan	First	Second	Third	Fourth
Santa Fe Income on Trade Goods	$1,800.00	$1,600.00	$1,300.00	$1,000.00
Multiply the number of wagon loads of trade goods left times what each caravan gets for his trade goods	X	X	X	X
Total Income =	=	=	=	=
Subtract Total Cost from Above	**- 28,000.00**	**- 28,000.00**	**- 28,000.00**	**- 28,000.00**
Caravan Income =	=	=	=	=

The losses you had on the trail should now be subtracted from you caravan income to get what you actually made in profit from your trade goods in Santa Fe.

Caravan #

Caravan Income = $

Subtract Total Transportation Costs and Losses - _____

9Wba "Santa Fe Plaza Trade Scene" Answer Sheets

(Use Supplement Book for transparency, display and duplication of these pages)

1. How much in taxes did trader James have to pay?
   $500.00/wagon

2. How much more is 400 yards of cloth as compared to 400 vara of cloth?
   400 yds. X 36 inches= 1440 inches 400 vara X 33 inches = 1320
   1440 – 1320 = 120 inches

3. The Mexican Eagle dollar was worth about $.92 in American Money. That means that the American dollar was worth how much in Mexico?
   $1.00 divided by $.92 = $1.08

4. List what trade risks there are in this scenario.
   dollar differences
   language differences
   measuring standards
   many costs to consider
   taxes
   contraband goods
   quality of silver and livestock

5. The following is the Bill of Sale for Jose's purchase. Have the students complete this and Trader's James's returns for what he got from Jose. Have the students compare to see how much more James got from the trade than Jose.

Jose's Trade Goods Costs

Quantity	Item	Unit Cost	Total Cost
400 Yards	Bleached Shirting Cloth	$.45/Yard	$180.00
7 1/2 Dozen	Fine Ivory Combs	1.26/Doz.	$ 9.45
1 Dozen	Breast Pins	$1.00/Doz.	$ 12.00
12 Boxes	Rings	$2.50/Box	$ 30.00
1 Case	Looking Glasses	$5.00/Case	$ 5.00
66 Dozen	Knives	$2.00/Doz	$132.00

		Total	$368.45

Trader's James's Returns in Missouri

Quantity	Item	Selling Price	Total Price
53 pounds	Silver - 848 ounces	$1.47/ ounce	$1246.56
25 Each	Indian Blankets	$4.50/each	$ 112.50
24 Each	Mules	$50.00/ each	$1200.00
		Total	$2559.06

6. Trader James trade goods, wagons, animals, supplies, oxen and men's wages cost $1,803.00. How much profit did trader James make?
   $2559.06 - $1803.00 = $756.06

7. If you were in trader's James place, would you make the same trip to trade again next year?
   Each student can offer his or her thoughts about next year's trip.