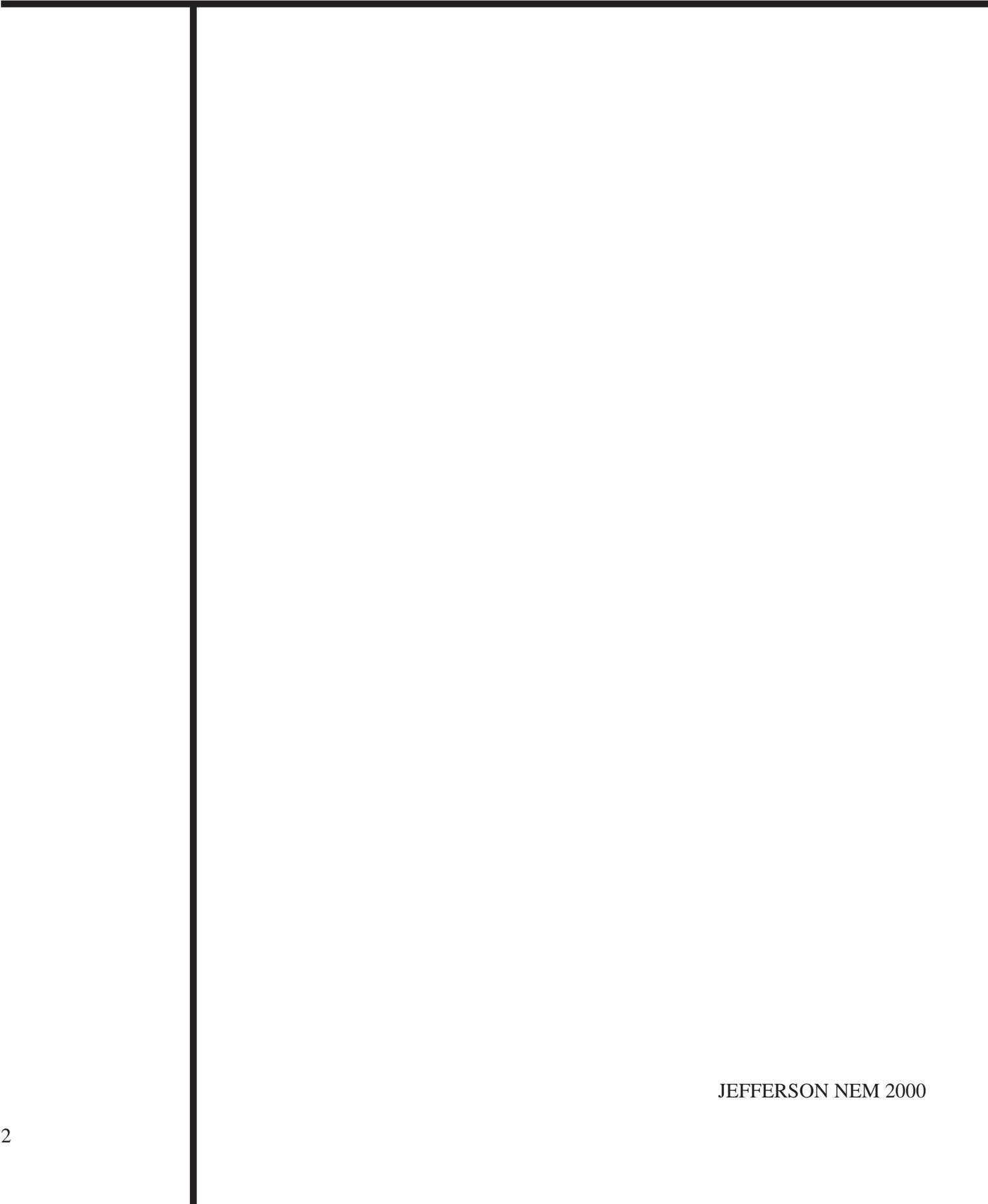

Pre-Trunk Activity

Traveling Trunks are mini-museums. They bring a little bit of history to your classroom. In each trunk, there are photographs, clothing, toys and many other items used in daily living on the western frontier in the 1800s. These artifacts help to tell the story of the past.

Have each of your students prepare a list of contents for their own “Traveling Trunk”. These should be objects or pictures that represent their lives. Have them share with the class why they chose these items.





SEÑOR SANTIÁNGEL'S STORY



On January 6, 1912 New Mexico officially became the forty-seventh state to be admitted to the Union, followed by Arizona several weeks later. The admission of these two states marked the completion of the continental United States. Newspapers throughout the country printed stories about New Mexico and Arizona. St. Louis newspapers ran articles about St. Louis' early Spanish roots. Although the French founded St. Louis in 1764, Spain ruled the city from 1770 to 1804. St. Louis was also involved with the thriving trade business along the Santa Fe Trail. The *St. Louis Reveille* sent a young newspaper reporter by the name of David Appleton to Santa Fe, New Mexico to gather information about the culture of the Southwest. The resulting article was intended to teach the people of St. Louis about this region, the newly acquired part of the United States, yet one of the oldest areas of the country. The following story is based on an interview with an elderly gentleman by the name of Bartolomé Santángel. (Some of the characters are fictional, but their stories are based on real events.)

Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have your students take turns reading the following story to the class. When he/she gets to an item, (the underlined part in the story, i.e. kachina doll) have a representative from that group stand up, show the item, and pass it around. Items should be returned to the trunk after everyone has a chance to touch and look at them closely.

I met an elderly gentleman by the name of Bartolomé Santángel who was born in Palos, Spain and moved to Santa Fe in 1839 when he was nine years old. He was the youngest of four children, three boys and a girl. His father was a wealthy merchant who traded with many ships that brought goods from Africa, the Far East, and the Americas. For years the family business thrived, but by the middle of the 1830s Spain was a declining empire and its economy was failing. Bartolomé's father often talked of the riches in the Americas, so he decided to move his family. They sailed to Vera Cruz, Mexico and loaded their belongings into several carretas. A carreta is a small two wheeled cart pulled by a couple of oxen.

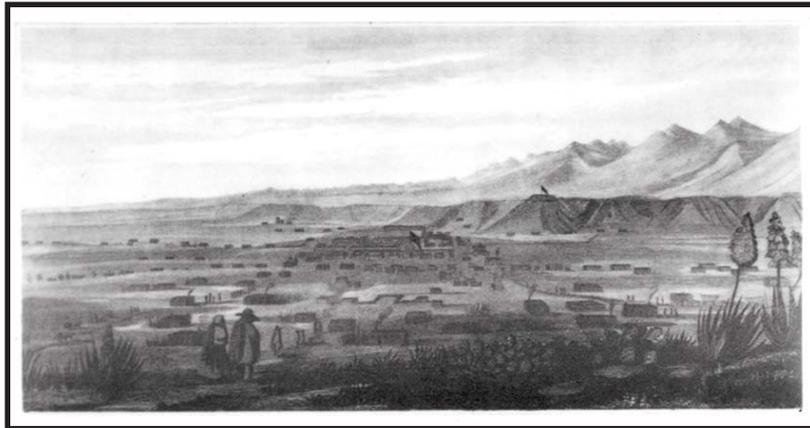


From Vera Cruz they traveled over land to Santa Fe, then part of Mexico, where they settled and began trading with the many merchant caravans that came from Missouri along the Santa Fe Trail. The family business did very well and they bought a ranch. At this point, Señor Santángel stopped talking and excused himself for a minute, while he left the room. He came back carrying a trunk. He explained that inside the trunk were many things that belonged to his family. He thought that I might be interested in looking at these items. The first thing he pulled out of the trunk was an old print of Santa Fe.

Classroom Activity #1:

On a classroom atlas, have students locate Spain, Africa, the Far East, the Americas, Mexico, and Missouri. Have students research methods of transportation available in the 1830s and compare with those of today.

(Use this photo from the trunk.)



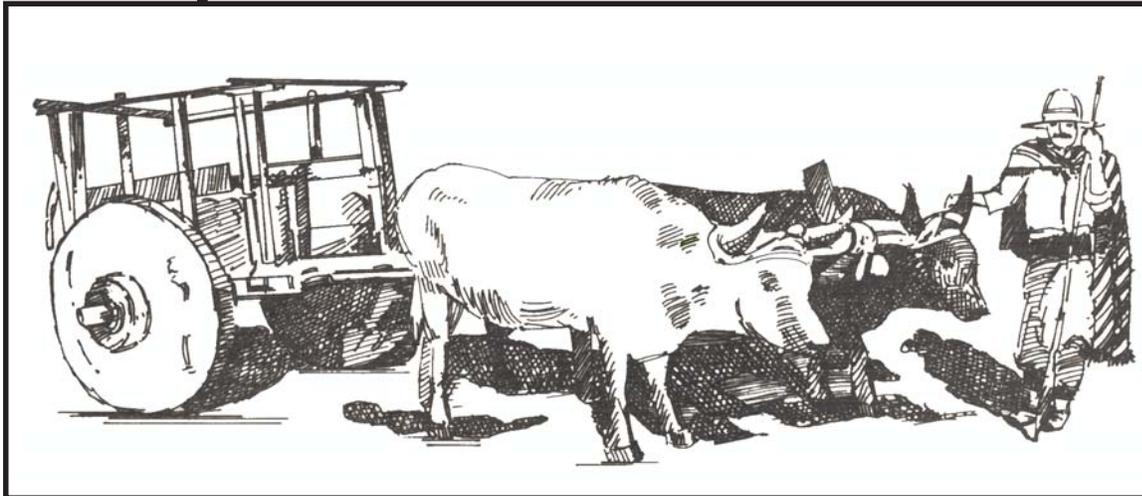
Classroom Activity #2:

Photo Analysis—Santa Fe was established in 1609, making it the third oldest European settlement in the United States. Ask students where they think the oldest and second oldest U.S. settlements are—Saint Augustine, Florida and Jamestown, Virginia. Santa Fe was the northern outpost of the Spanish Empire, built to protect Mexico from other Europeans and Native Americans. Have students use the Internet to find a current photograph and information about Santa Fe. Have students compare the present photographs with the past. Discuss changes in population, construction, technology, and their impact on the environment. What is Santa Fe's major business today? What was its major industry in the 1800s?



The next thing Mr. Santángel pulled out of the trunk was a sketch of one of the carretas that his family traveled in. Bartolome drew this sketch when he was young.

Next, he pulled out a sketch of a large freight wagon. Bartolomé worked with his father and met many of the freight wagons as they pulled into Santa Fe. In 1846 Bartolomé met a large merchant caravan of 150 freight wagons owned by Samuel Magoffin. Samuel and his brother, James, had been trading along the trail since 1825. That was the year that a young Missouri senator, Thomas Hart Benton, persuaded the federal government to officially mark the trail. A few years later, he persuaded the government to provide military escorts. Trading with Santa Fe was very important to Missouri businesses.



(Use this photo from the trunk.)

Classroom Activity #3:

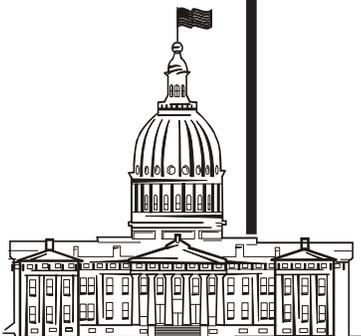
Photo Analysis—Carretas were two-wheeled carts made of wood and pulled by oxen. They were used to haul personal belongings, laundry, timber, trade goods, wool, cannons, and supplies. The wheels screeched loudly, the oxen grunted and moved slowly, and the teamsters (drivers) yelled constantly. Have students make the variety of sounds that might be heard along a rocky, unpaved, dusty road with passing carretas. How does this traffic noise compare to today?

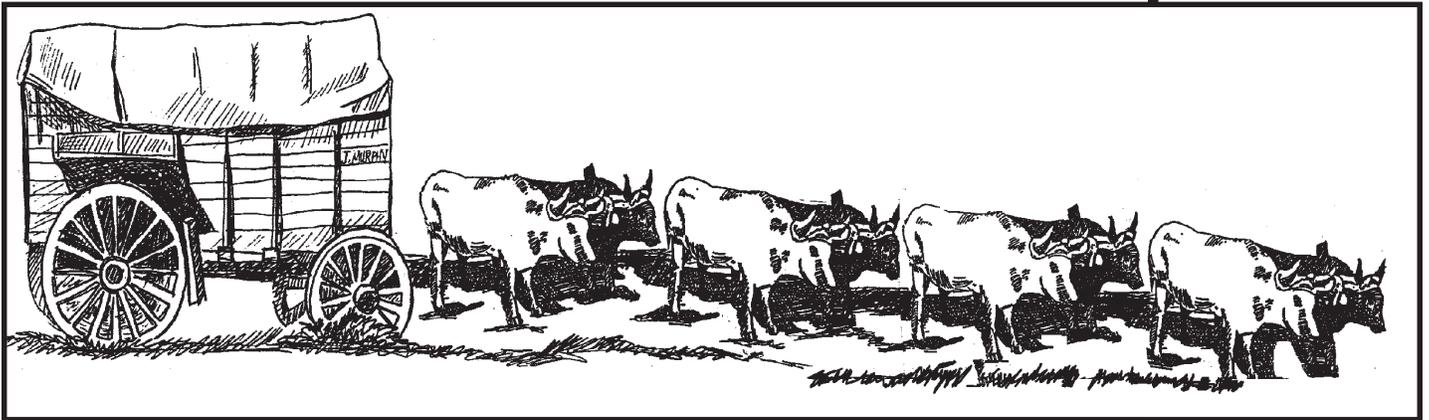


Did You Know?

Senator Thomas Hart Benton made a speech in the Rotunda of the Old Courthouse. He addressed the National Railroad Convention of 1849 trying to persuade them to build a transcontinental railroad beginning in St. Louis. To learn more, visit the Old Courthouse on the Internet at www.nps.gov/jeff

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(Use this photo from the trunk.)

Classroom Activity #4:

Photo Analysis—Large freight wagons like this "Murphy" wagon traveled along the Santa Fe Trail from Independence, Missouri to Santa Fe, Mexico. Although an unpaved road, the Santa Fe Trail was like a commercial highway of today. An Irish immigrant, Joseph Murphy, made these wagons in St. Louis, Missouri. They often had "J Murphy" printed on the side and looked very patriotic with a white canvas cover, blue painted box and red painted running gear. "Murphy" wagons could hold five thousand pounds and were pulled by four pair of oxen. They carried tools, tinware, stoves, glassware, china, saddles, rifles, lumber, grain, supplies, cotton, food, clothing, furniture, and other merchandise. Much of the freight was produced by St. Louis companies or came from companies further east that shipped their merchandise to the St. Louis levee. Compare the "Murphy" wagon to the caretta. What mode of transportation today is used for the same purpose?



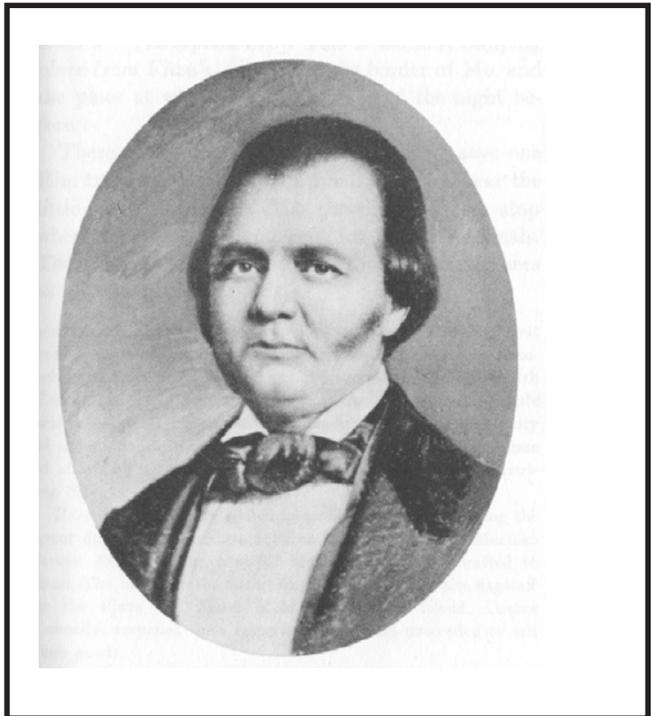
Did You Know?

Horses and longhorn cattle were first brought to the Americas from Spain by Christopher Columbus on his second voyage.

The Magoffins were well known throughout northern Mexico. James was the most popular and many Mexican people called him "Don Santiago", which is a title of honor. "Don" is a title of respect and "Santiago" is Spanish for James. He married into a fine Mexican family from Chihuahua, Mexico. In the summer of 1846, U.S. President James K. Polk appointed James Magoffin to negotiate with Mexican General Manuel Armijo for peaceful American occupation of New Mexico.



While James was negotiating, Samuel Magoffin was leading the caravan of freight wagons. Traveling along with him was his new bride, Susan. She was very young, only eighteen, and enjoying the trip so much that she was writing a daily journal. Samuel treated her like a princess. He provided her with a carriage, house tent, servants, and a noble greyhound dog, named Ring. She was the first female U.S. citizen to travel the Santa Fe Trail and an eyewitness to the New Mexican conquest. Bartolomé pulled out early photographs of Susan and Samuel Magoffin.



(Use these photos from the trunk.)

Classroom Activity #5:

Photo Analysis—Both pictures were taken in 1845. Samuel's family were Irish immigrants who settled in Kentucky. One of Samuel's brothers married Susan's older sister. Susan's family was one of the first and wealthiest families in Kentucky. Look closely at their facial expressions, hairstyles, and clothing. Compare with styles of today. Have students sketch portraits of themselves and write a short description of how they would like to be remembered one hundred years from now.

Next, Bartolomé pulled out of the trunk an old print of Bent's Fort, which was an Indian trading center and a center of civilization on the Santa Fe Trail.

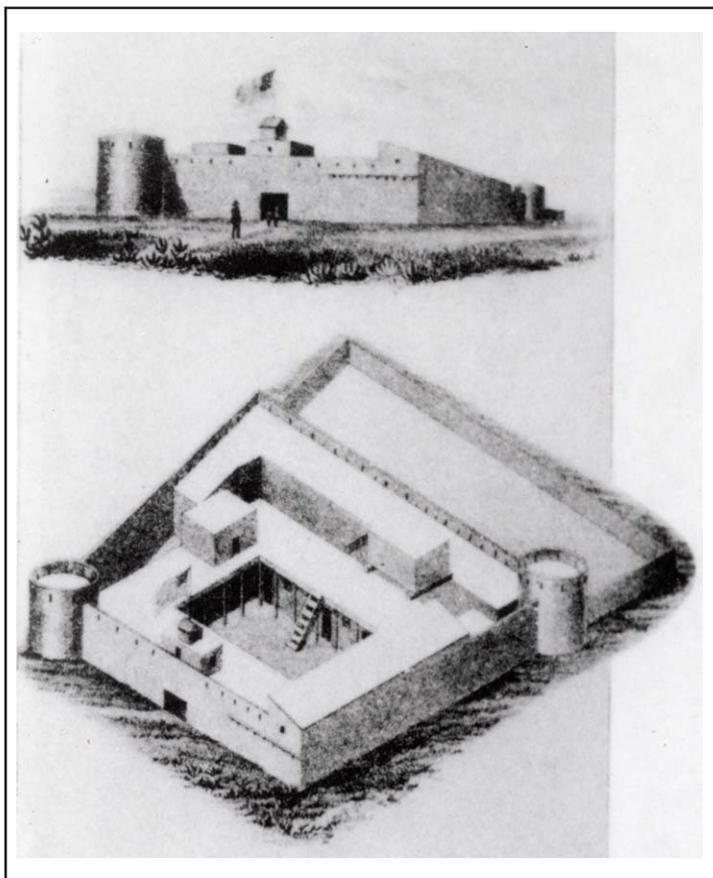


Did You Know?

Many different American Indian cultural groups lived along the Santa Fe Trail: Plains people, desert dwellers, raiders like the Comanches and village Indians like the Hopis.

More and more Euro-American settlers and traders eventually resulted in the removal of some American Indians to reservations, while in the Southwest some reservations were created around lands Indians already inhabited. Learn more about the American Indians and their lifestyles on the Internet at: www.nps.gov

(Use this photo from the trunk.)



Classroom Activity #6:

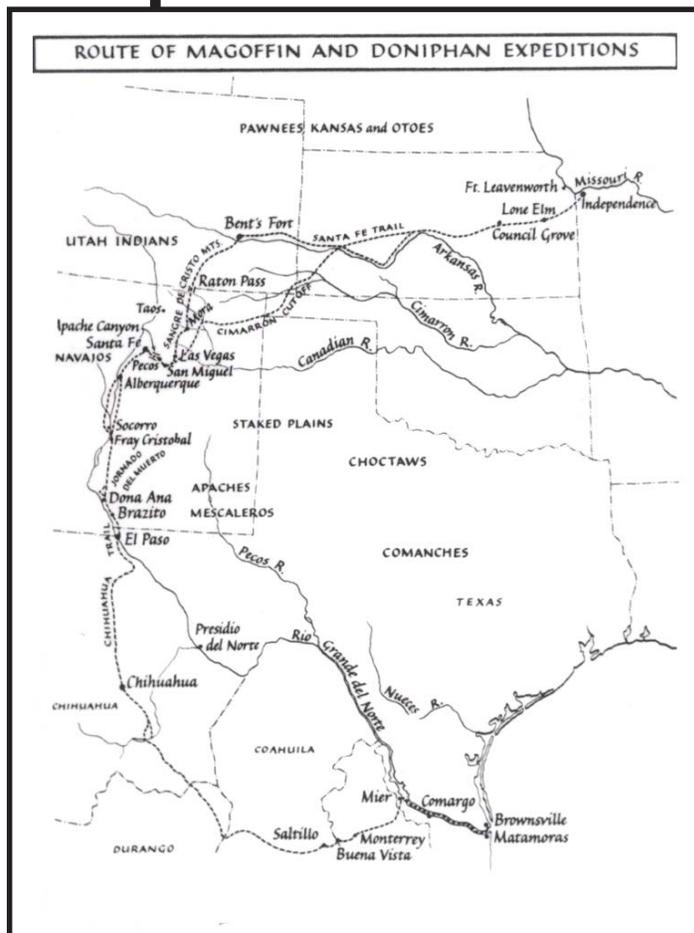
On July 27, 1846 Susan Magoffin wrote a description of Bent's Fort, which today is a national park. Take a virtual tour of Bent's Old Fort National Historic Site on the Internet at www.nps.gov/beol. Ask your librarian for Susan's diary, Down the Santa Fe Trail and into Mexico. Read Susan's description and compare it to the print and the reconstructed fort on the Internet. This site became a national park in 1960, over 100 years after the Magoffins visited. If this site had not become a national park, how might this piece of history be preserved today?



Bartolomé Santángel who told me about the Magoffins, heard that Samuel and Susan traveled all the way to Chihuahua, Saltillo, Monterrey, and Matamoras, and then boarded a steamship for New Orleans and went home to Lexington, Kentucky for a few years. Last he heard, they moved to St. Louis, Missouri.



The next thing Bartolomé pulled out of the trunk was a pair of spurs and a lariat. These things belonged to Ricardo, one of his favorite vaqueros who worked on the ranch. Vaqueros were the first cowboys, named for the Spanish word "vaca" meaning cattle. Spanish missionaries trained American Indians to tend cattle and called them vaqueros. The Spanish missionaries were in the southwest since the early 1600s. They built great cathedrals, universities, roads, shipyards, and cattle ranches. Bartolomé then pulled out a beautiful black suit, decorated with silver braid work. The silver braid was hand stitched along the sides of the black pants and all around the collar and cuffs of the jacket. A bright red sash was also part of the outfit. The outfits were handmade and decorated, so no two designs looked the same. Ricardo wore this fancy vaquero outfit on special occasions.



Classroom Activity #7:

Copy the map for each small group of students. Using a classroom atlas, have students calculate the total distance of the Magoffins trip from Independence, Missouri to Matamoras, Mexico. The Magoffins began their trip in June 1846 and ended in September 1847. Have students calculate the average distance traveled per month, week, and day.

(Use this photo from the trunk.)

Some things remain constant here in New Mexico. One of these is our Native American neighbors. There is an ancient culture—old before the first Spanish conquistadors passed through the area in the 1500s. Señor Santángel smiled as he pulled out a carved wooden doll, called a “kachina”. They are important to the Pueblo Indians, who were descendants of the early Indian cultures of the Southwest.



They believed that kachinas were supernatural beings dwelling in their own world, high up in the mountains to the west. Kachinas were often given to Puebloan children as gifts. Martin, who was the ranch cook, gave this kachina doll to Bartolomé. Martin was an American Indian who had grown up at one of the nearby pueblos. Bartolomé pulled out of the trunk an old print of Pecos pueblo.

Classroom Activity #8:

Many national parks preserve the culture of the pueblo people. Visit Pecos National Historical Park on the Internet at www.nps.gov/peco. This site preserves the ruins of the great Pecos pueblos, a major trade center, and also the ruins of two Spanish colonial missions dating from the 17th and 18th centuries. It also contains sites relating to the Santa Fe Trail. On Saturday, August 29, 1846 Samuel and Susan Magoffin visited the ruins of the Pecos pueblos. Ask your librarian for Susan’s diary, Down the Santa Fe Trail and into Mexico. Read her description and compare it to the Internet site. Pecos was designated a national park in 1965, over 100 years after the Magoffin’s visited. If Pecos had been preserved as a national park in the nineteenth century, how might this have changed what remains today?

(Use this photo from the trunk.)





Did You Know?

The word “pueblo” was originally the Spanish word for an Indian village. It was also used by the Spanish to refer to the type of architecture common among Southwest Indians. The apartment- like, five-story buildings were interconnected by ladders. They were made from adobe (clay) bricks. “Pueblo” can also refer to the people themselves.



Did You Know?

Many national parks preserve the Navajo culture. Visit Navajo National Monument or Canyon de Chelly National Monument on the Internet at www.nps.gov



Señor Santángel took out a clay bowl from the trunk. Martin's wife Renate made this bowl. She was one of the most skilled potters in the Southwest. He also showed me a festive looking rattle that Martin used at the Indian dances, which he and his family attended.

He also shared with me his most cherished possession—a beautiful rug that his wife Maria wove. She was Navajo and was known for the “chief blankets” she wove. When Maria was born, her grandmother rubbed Maria's hands and arms with a spider web so that she would become a fine and tireless weaver. The rug brought back memories of Maria. Bartolomé's voice quivered as a tear rolled down his face. He loved Maria very much and missed her terribly. They had no children, but delighted in Martin's children and grandchildren. We are “la familia” (family). They love the ranch and they will care for the land and the animals long after Bartolomé has left this earth.

Other parts of life have gone through great changes in New Mexico. In 1846 soldiers from the United States came to our country. A war had started in Texas and the Norte Americanos or "gringos", as we called them, wanted our country. Bartolome showed me a picture of a U.S. cavalryman.



(Use this photo from the trunk.)



Did You Know?

The Gateway Arch is part of a national park named Jefferson National Expansion Memorial. It represents the "gateway to the West." Visit this national park on the Internet at: www.nps.gov



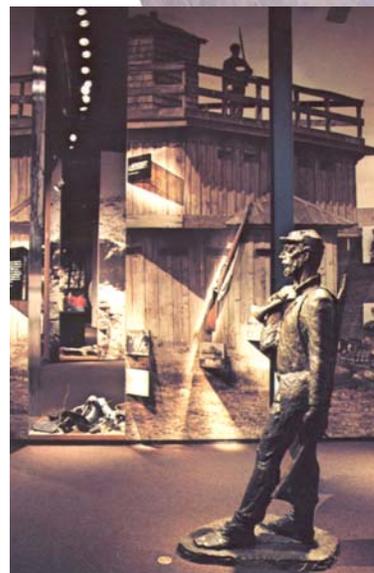
Did You Know ?

Many U.S. soldiers who fought in the Mexican War were trained at Jefferson Barracks in south St. Louis County. Some of these soldiers are buried in the National Cemetery at Jefferson Barracks. Encourage students to visit Jefferson Barracks with their families.



Did You Know?

The Navajo language has not only helped to preserve the Navajo culture but was also used as a U.S. Army code to disguise transmissions from the Japanese during World War II.





Julia Dent Grant



Did You Know?

Ulysses S. Grant married St. Louisan, Julia Dent and lived on an estate, called "White Haven" in St. Louis county before the Civil War. Today this site is a national park. Encourage students to visit Ulysses S. Grant National Historic Site on the Internet at www.nps.gov or visit the park with their families.

The gringos called their need for our land "Manifest Destiny". They said it was the destiny of the United States to stretch from the Atlantic to the Pacific. By 1848 the gringos had defeated the Mexican army and captured the capital in Mexico City. But they said they didn't want all of Mexico, just the northern part. So a treaty made the area now part of the states of California, Nevada, Utah, Colorado, Arizona, New Mexico and Texas part of the United States. These people from the United States ran things differently than the Spanish and Mexicans did. Great changes took place, some good and others bad.

Classroom Activity #9:

Ulysses S. Grant was a U.S. soldier who fought in the Mexican War. He learned many things that later helped him as a General in the Civil War and as President of the United States. In his memoirs, he wrote, "For myself, I was bitterly opposed to the measure, and to this day regard the war which resulted as one of the most unjust ever waged by a stronger against a weaker nation. It was an instance of a republic following the bad example of European monarchies, in not considering justice in their desire to acquire additional territory." Have students read [The Far Battleground](#) by F.M. Parker and [The Dunderhead War](#) by Betty Baker and discuss the following questions. Was the war justified? Why or why not? How would you feel if you were a Mexican ranchero who lost your land to Americans? What might have happened if Mexican officials had agreed to negotiate with President Polk's ambassador? What else could Polk have done to prevent the war? What could the Mexican government have done? How might life be different in Mexico and in the U.S. today if these lands had not become part of the United States?



Did You Know?

On March 1, 1872, President Grant signed legislation creating Yellowstone National Park - the world's first national park.

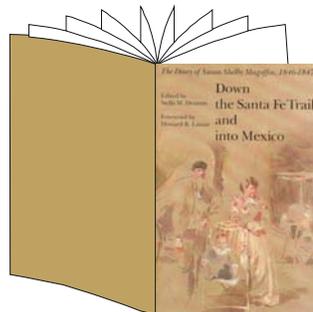
I thanked Senor Santangel for all that he shared. His story is an example of the rich heritage of the American southwest. It is not the story of one people or one culture, but of many, who over the years have blended to form the customs of the region we know as the Southwest.

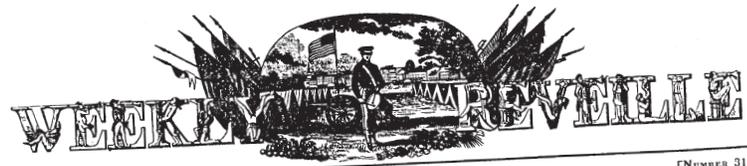
When I returned to St. Louis, Missouri, I tried to locate Susan Magoffin, hoping to interview her about her experiences on the Santa Fe Trail. Bartolome was correct. In 1852 the Magoffins moved to Barrett's Station near Kirkwood, on the outskirts of St. Louis, Missouri where Samuel owned a sizeable estate. Samuel abandoned trading along the Santa Fe Trail to sell real estate and became an elder in the Presbyterian Church. Susan died during childbirth in 1855, only nine years after her trip through the Southwest. She was only 28 years old. Samuel died in 1888. They are buried in Bellefontaine Cemetery in St. Louis, Missouri.

Samuel's brother James, otherwise known as "Don Santiago" was taken prisoner by Mexican authorities during the war. After nine months, he was released from prison. James settled on the American side of the Rio Grande at El Paso del Norte and built a thriving settlement of Magoffinsville, which later became the city of El Paso, Texas. During the Civil War, James sided with the Confederacy, and the Union forces confiscated his property. He died a few years after the war, in 1868. His son, Joseph carried on the family name in the Southwest and became the first mayor of El Paso. Magoffins still live there today.

Classroom Activity #10:

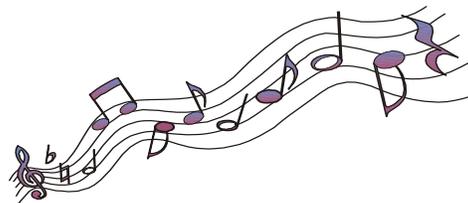
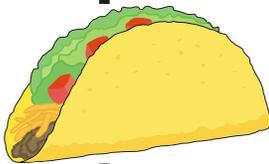
Susan Magoffin's diary was published in 1926 and is very important in studying the Southwest. Ask your librarian for [Down the Santa Fe Trail and into Mexico](#). Read some of Susan's descriptions of the land, the people, and the food. Compare these descriptions of the past with current information available on the Internet. Have students write diary entries and sketch scenes of a recent family trip and share them with the class.





Classroom Activity #11:

Have students imagine they are reporters for the *St. Louis Reveille* newspaper (See Appendix, page 24.) and they must write a front-page article on the Mexican War. Students may use the historic masthead found in the Appendix or create their own. Remind students to include the following elements of an effective news report: a provocative headline; text answering the questions who, what, when, where, why, and how; and an illustration, map, or political cartoon.



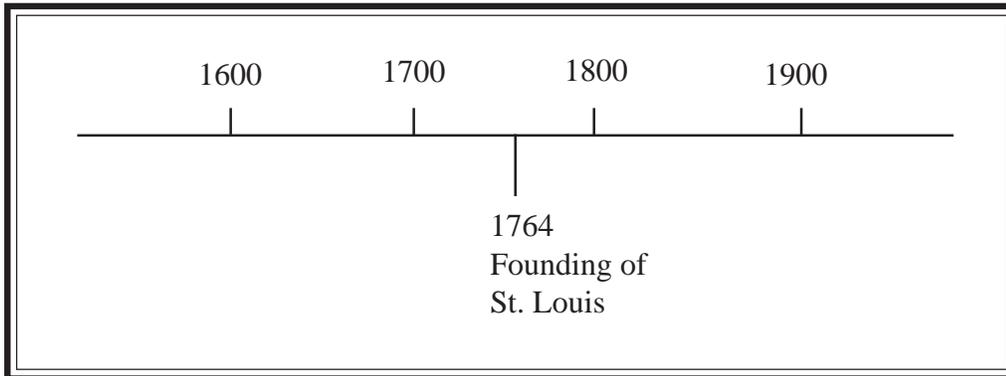
Classroom Activity #12:

Celebrate Southwest Heritage! Ask the language arts teacher to read stories of the Pueblo, Navajo, and Mexican people. Have the music teacher play southwestern music and ask parents to prepare southwestern foods. Have the art teacher introduce pottery and weaving. To see examples of southwestern pottery and baskets, visit *Treasures of the Nation* website at www.cr.nps.gov/csd/treasures/treasures-im.htm

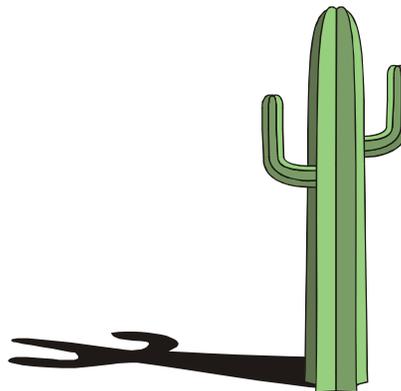


Classroom Activity #13:

Have students make a timeline using events from Bartolome's story. (1609 Founding of Santa Fe, 1764 Founding of St. Louis, 1770 Spanish rule of St. Louis, 1803 Transfer of Louisiana Purchase, 1825 Official marking of the Santa Fe Trail, 1846 Magoffin's expedition and Mexican War, 1848 End of Mexican War, 1849 California Gold Rush, 1853 Gadsden Purchase, 1855 Susan Magoffin's death, 1861 Civil War, 1868 James Magoffin's death, 1888 Samuel Magoffin's death, 1912 New Mexico statehood) Have students research the history of their local community and write stories connecting events in local history to national history. A good place to start is in old cemeteries, such as Bellefontaine Cemetery, Calvary Cemetery and Jefferson Barracks National Cemetery in St. Louis, Missouri. Look for the following gravesites: General William Tecumseh Sherman at Calvary Cemetery, General Stephen Watts Kearny, Senator Thomas Hart Benton, and Samuel and Susan Magoffin at Bellefontaine Cemetery.



(Copy)



Did You Know?

Teaching with Historic Places website has free on-line lesson plans. Check out these easy to use lesson plans at www.cr.nps.gov/nr/twhp

√ SanAntonio Missions: The Spanish Influence in Texas

√ The Old Courthouse in St. Louis: Yesterday and Today.



PARKS AND THE PAST



Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

CLASSROOM ACTIVITY #14:

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 19. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers in the Appendix, page 24.)

Fort Larned National Historic Site was a military outpost established midway along the Santa Fe Trail to protect the mail and travelers. Take a virtual tour of the fort and check out the Learning Zone at www.nps.gov/fols.

Fort Scott National Historic Site was established in 1842 and provided armed escorts for the Santa Fe Trail and soldiers for the Mexican War. Visit it at www.nps.gov/fosc.

To learn more about the importance of national parks, view “Conviction of the Heart” and “The Challenge of Yellowstone” video found in the trunk.

Visit these national parks on the Internet at: <http://www.nps.gov> and use them as resources to teach about the Southwest.



Decision Making:
What is the one job that you would enjoy doing the most? How does what you are learning in school help prepare you for this job? What character traits would help you in these jobs?

Careers Search



S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	F	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



CHARACTER COUNTS



Susan Magoffin met many people along the trail and wrote detailed descriptions of them in her diary. Following are some of the children she met. In small groups, have students analyze the character traits of these children. What are their positive and negative traits? If you were in their situation, what would you do? If you were Susan, how would you handle the situation? How did these children live? How did they earn a living? Do you think these children attended school? Why or why not? Did they play sports? Were their lives similar to yours or different, and in what ways?

“In a little while though I was called up to buy some vegetables from a little *muchacha* (girl), and a cunning piece she was too, knows well how to make her *granos* (small weights), *cuartillos* (close figuring), &c. the idea of her offering me four squashes for one real, (unit of Mexican money) and half a dozen ears of *mais verde* (green corn) for *un real y media* (a real and a half—7 ½ cents). One must look out for themselves, I find if they do not wish to be cheated though only of a few cents, and called *tonta* (stupid), into the bargain.” (Saturday, September 5, 1846)

“This morning I have rather taken a little protégé, a little market girl—Sitting at the window and on the look out for vegetables, this little thing came along with green peas the month of Sept.; she came in and we had a long conversation on matters and things in general, and I found that not more than six years old she is quite conversant in all things. On receiving her pay she bowed most politely, shook hands with a kind *adios* and *me alegro de verte bien* (I am glad to see you in good health), and also a promise to return tomorrow. Just to see the true politeness and ease displayed by that child is truly amazing, ‘twould put many a mother in the U.S. to the blush.” (Tuesday, September 15, 1846)

“Next is a half grown boy with mellons—here he asks me *dos reals por una* (two reals for one) believing me to be like some of my countrymen entirely young in such matters, but he found me different. I looked at him straight till he fell to *un real media* (a real and a half), when I said *hombre* in a long voice, as much as to say man have you a soul to ask so much! And without hesitation he gladly took *una*, the regular market price, and I dare say he will return another time since he was not able to play the cheat, and I am a pretty prompt customer.” (Thursday, September 17, 1846)

“A little Mexican boy of nine or ten years came this morning to mi alma to buy him. His story though affecting is soon told.—Three years since the Apache Indians beside depredations to other families, murdered his father (his mother was then dead) and carried him off prisoner. After three years of hard servitude among them, the little fellow ran off and found his way to the house of an old Mexican, who resides here on the bank of the River in a lone hut the picture of misery. Here this boy has been for two months under the fostering care of the *old compadre* (godfather), but growing weary of this life, which was not better than that with the Indians, he now wishes to be bought with the sum of \$7.00 which he owes the old man for his protection. Tomorrow the money is to be paid & hence forth Francisco is our servant.” (Wednesday, October 28, 1846)



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ADDITIONAL RESOURCES

Now that your students have experienced life in the Southwest, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

INTERNET

Jefferson National Expansion Memorial
<http://www.nps.gov/jeff>

National Park Service
<http://www.nps.gov>

VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700.

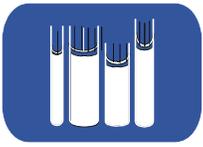
- ◆ Charles Russell – An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)



Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, you could ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!



READING LIST



Grades K-3

- Allert, Kathy. North American Indian Girl and Boy: Paper Dolls in Full Color. Mineola, NY: Dover Publications, Inc., 1992.
- Bruchac, Joseph. Many Nations: An Alphabet of Native America. Bridge-Water Paperback, 1998.
- Heinrichs, A. Tomchek. A New True Book: The Hopi. Chicago, IL: Children's Press, 1987.
- Kennedy, Paul E. North American Indian Design: Coloring Book. Mineola, NY: Dover Publishing, Inc., 1971.
- Nayer, Judy. North American Indians at Your Fingertips. New York, NY: McClanahan Book Company Inc., 1995.
- Osinski, Alice. A New True Book: The Navajo. Chicago, IL: Children's Press, 1992.
- Skrepcinski, Denise, Melissa T. Stock, & Lois Bergthold. Cody Coyote Cooks: A Southwest Cookbook for Kids. Berkeley, CA: Tricycle Press, 1996.
- Smith, A.G. Easy-to-Make Western Frontier Fort. Mineola, NY: Dover Publications, Inc., 1990.
- Spizzirri, Linda. Wildlife of the Southwest. Rapid City, SD: Spizzirri Publishing Inc., 1998.

Grades 4-6

- Baker, Betty. The Dunderhead War. NY: Harper and Row, 1967.
- Bruchac, Joseph & T. Locker. The Earth Under Sky Bear's Feet: Native American Poems of the Land. New York, NY: The Putnam & Grosset Group, 1995.
- Carlson, Laurie. Westward Ho! - An Activity Guide to the Wild West. Chicago, IL: Chicago Review Press, 1996.
- Cobblestone Magazine: "The Legacy of Columbus."
Peterborough, New Hampshire: Cobblestone Publishing, January 1992.
- Cobblestone Magazine: "The Santa Fe Trail."
Peterborough, New Hampshire: Cobblestone Publishing, May 1990.
- Cohlene, Terri. Turquoise Boy: A Navajo Legend. Vero Beach, FL: Watermill Press, 1990.



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- Copeland, Peter F. North American Indian Crafts. Mineola, NY: Dover Publications, Inc., 1996.
- Copeland, Peter F. North American Dances and Rituals. Mineola, NY: Dover Publications, Inc., 1997.
- Parker, F. M. The Far Battleground. NY: New American Library, 1988.
- Ramsey-Palmer, Paige. Young Troopers: Stories of Army Children on the Frontier. Tucson, AZ: Southwest Park and Monuments Association, 1997.
- Smith, A.G. Easy-to-Make Western Frontier Fort. Mineola, NY: Dover Publications, Inc., 1990.
- Spizzirri, Linda. Wildlife of the Southwest. Rapid City, SD: Spizzirri Publishing Inc., 1998.

Grades 7-12

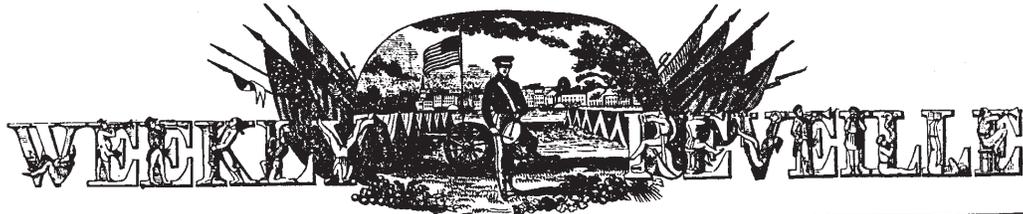
- Cobblestone Magazine: "The Legacy of Columbus."
Peterborough, New Hampshire: Cobblestone Publishing, January 1992.
- Cobblestone Magazine: "The Santa Fe Trail."
Peterborough, New Hampshire: Cobblestone Publishing, May 1990.
- Dutton, Bertha & Caroline Olin. Myths and Legends of the Indians of the Southwest: Hopi, Acoma, Tewa, Zuni. Santa Barbara, CA: Bellerophon Books, 1998.
- Dutton, Bertha & Caroline Olin. Myths and Legends of the Indians of the Southwest: Navajo, Pima, Apache. Santa Barbara, CA: Bellerophon Books, 1998.
- Franzwa, Gregory M. Images of the Santa Fe Trail. St. Louis, MO: The Patrice Press, 1988.
- Hill, William E. The Santa Fe Trail: Yesterday and Today. Caldwell, ID: Caxton Printers, Ltd. 1992.
- Keegan, Marcia. Southwest Indian Cookbook: Pueblo and Navajo Images, Quotes, and Recipes. Santa Fe, NM: Clear Light Publishers, 1987.
- Parkison, Jami. Path to Glory: A Pictorial Celebration of the Santa Fe Trail. Kansas City, MO: Highwater Editions, 1996.
- Turner, Jack. Early Images of the Southwest: The Lantern Slides of Ansel F. Hall. Niwot, CO: Robert Rinehart Publishers, 1998.

Note: Most of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962.





APPENDIX



VOLUME III.]

ST. LOUIS, MONDAY MORNING,

[NUMBER 31.

(Copy)

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Career Search Answer Key

