Overview
This lesson is designed to be part of a unit to compare and contrast the Oregon-California and Santa Fe Trails. Students will complete the Read Kansas! lesson I-6 “Trade and Travel on the Overland Trails” and I-7 “Life on the Trails.” Then students will focus on the hardships encountered on the Santa Fe Trail. Finally the students will create a Venn diagram to compare and contrast the two trails and write a paragraph to show which trail he/she would choose when traveling to the West. The lesson is designed to take five class periods but can be adjusted to meet individual needs of the classroom and the students. Suggestions for modifications for special education students and extensions for higher level learners and gifted students are included.

Standards
History
Benchmark 1, Indicator 5: The student compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration).

Benchmark 1, Indicator 6: The student describes life on the Santa Fe and Oregon-California Trails (e.g., interactions between different cultural groups, hardships such as lack of water, mountains and rivers to cross, weather, need for medical care, size of wagon).

Kansas College and Career Readiness Standards (Common Core ELA)
Writing
W4.1a - The student introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose.

Objectives
Content:
• The student will identify the main purpose for each trail.
• The student will describe the hardships encountered on the trail.

Skills:
• The student will use a Venn diagram to show similarities and differences between the Santa Fe and Oregon-California Trails.
• The student will make a list of major hardships encountered by travelers on one of the historic trails.
• The student will write an opinion paragraph(s) to describe which trail they would choose to travel West and the reasons for that choice.

**Essential Questions**
• Why did people move?
• Why did people trade with people in other countries?
• What is a hardship?

**Resource Table**

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<th>Image</th>
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<td><img src="image1.png" alt="Image" /></td>
<td><strong>Trade and Travel on the Overland Trails</strong> &lt;br&gt; This lesson compares and contrasts the two trails.</td>
<td>Kansas State Historical Society, <em>Read Kansas!</em> Intermediate I-6 “Trade and Travel on the Overland Trails”</td>
<td>kshs.org/p/read-kansas-intermediate-i-6-trade-and-travel-on-the-overland-trails/14889</td>
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<td><img src="image2.png" alt="Image" /></td>
<td><strong>Life on the Trails</strong> &lt;br&gt; This lesson focuses on the differences in the two trails through the eyes of actual young travelers on the trails.</td>
<td>Kansas State Historical Society, <em>Read Kansas!</em> Intermediate I-7 “Life on the Trails”</td>
<td>kshs.org/p/read-kansas-intermediate-i-7-life-on-the-trails/14890</td>
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<td><img src="image3.png" alt="Image" /></td>
<td><strong>The Kansas Journey</strong> &lt;br&gt; This section of the textbook describes life on the two trails. It also provides students with primary sources associated with both trails.</td>
<td>Chinn, Jennie. <em>The Kansas Journey</em>. Salt Lake City: Gibbs Smith, 2005, p. 60-6.</td>
<td>kshs.org/p/the-kansas-journey/14883</td>
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<td><img src="image1.jpg" alt="Courthouse in Independence, Missouri" /></td>
<td><strong>Courthouse in Independence, Missouri</strong>&lt;br&gt;The reproduction of this engraving first appeared in <em>United States Illustrated</em> and depicts the early settlement of Independence including the courthouse. Located along the Kansas and Missouri border, the town was considered the &quot;Queen City of Trails&quot; because it was departure point for the Santa Fe and Oregon-California Trails.</td>
<td><em>Kansas Memory</em>&lt;br&gt;Courthouse in Independence, Missouri. Item Number: 215612&lt;br&gt;Creator: Meyer, Herrmann J.&lt;br&gt;Date: 1854</td>
<td><a href="kansasmemory.org/item/display.php?item_id=215612&amp;f=">kansasmemory.org/item/display.php?item_id=215612&amp;f=</a></td>
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<tr>
<td><img src="image2.jpg" alt="Carl &quot;Ado&quot; Hunnius diary" /></td>
<td><strong>Carl &quot;Ado&quot; Hunnius diary</strong>&lt;br&gt;Carl J. A. &quot;Ado&quot; Hunnius kept this diary while visiting the Cheyenne and Arapaho tribes in Indian Territory. The diary contains detailed information about the trip and sketches (drawn illustrations) of some of the things he saw during the course of his travels.</td>
<td><em>Kansas Memory</em>&lt;br&gt;Carl “Ado” Hunnius diary. Item Number: 220118&lt;br&gt;Creator: Hunnius, Ado, 1842-1923&lt;br&gt;Date: January 10-24, 1876.</td>
<td><a href="kansasmemory.org/item/220118">kansasmemory.org/item/220118</a></td>
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<td><img src="image3.jpg" alt="Hopkins Ranch" /></td>
<td><strong>Hopkins Ranch</strong>&lt;br&gt;This pencil sketch of the &quot;Hopkins Ranch on Pound Creek, Indian Territory&quot; is taken from the Ado Hunnius diary, page 64.</td>
<td><em>Kansas Memory</em>&lt;br&gt;Item Number: 208721&lt;br&gt;Creator: Hunnius, Ado, 1842-1923&lt;br&gt;Date: 1876</td>
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<td><img src="image1.png" alt="Image" /></td>
<td><strong>Arrival of the Caravan at Santa Fe</strong>&lt;br&gt;This illustration from Josiah Gregg's <em>Commerce on the Prairies</em> depicts a caravan of Americans arriving in Santa Fe, New Mexico. The Santa Fe Trail, opened in 1821 by William Bucknell, served as a freight route and passed through Missouri, Kansas, Oklahoma, Colorado, and New Mexico.</td>
<td><em>Kansas Memory</em>&lt;br&gt;Item Number: 677&lt;br&gt;Date: Between 1844 and 1845</td>
<td><a href="http://kansasmemory.org/item/677/page/1">kansasmemory.org/item/677/page/1</a></td>
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<td><img src="image2.png" alt="Image" /></td>
<td><strong>ReadWriteThink: Student Materials: Venn Diagram</strong>&lt;br&gt;This is an interactive tool that allows students to create Venn Diagrams that contain two overlapping circles, enabling them to organize their information</td>
<td><em>ReadWriteThink Website</em>&lt;br&gt;SmartSource Data Collector&lt;br&gt;Copyright (c) 1996-2008 WebTrends Inc.</td>
<td><a href="http://readwritethink.org/files/resources/interactives/venn/index.html">readwritethink.org/files/resources/interactives/venn/index.html</a></td>
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<td><img src="image4.png" alt="Image" /></td>
<td><strong>The Interactive Santa Fe Trail</strong>&lt;br&gt;This site provides basic information about the Santa Fe Trail and a Historical Timeline from 1821-1872</td>
<td><em>Kansas Heritage Site,</em> “The Interactive Santa Fe Trail. Created by Nancy Sween for Kansas Heritage, 1995.”</td>
<td><a href="http://vlib.us/old_west/trails/sfthist.html">http://vlib.us/old_west/trails/sfthist.html</a></td>
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<td><img src="image1.png" alt="Pioneers" /></td>
<td><strong>Pioneers</strong>&lt;br&gt;This website features projects by students developed for students. Through a series of questions with answers students learn about the pioneers of the 1800s in the United States and how they traveled to the frontiers and began new lives.</td>
<td>Oracle ThinkQuest Education Foundation&lt;br&gt;Last updated 7/19/99</td>
<td>library.thinkquest.org/6400/</td>
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<td><img src="image2.png" alt="Santa Fe Trail" /></td>
<td><strong>Santa Fe Trail</strong>&lt;br&gt;This page provides secondary information concerning the history of the Santa Fe Trail.</td>
<td>Kansas State Historical Society,&lt;br&gt;<strong>Kansapedia</strong>&lt;br&gt;“Santa Fe Trail”, Created July 2011.</td>
<td>kshs.org/kansapedia/santa-fe-trail/12195</td>
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<tr>
<td><img src="image3.png" alt="Through Quivira to El Dorado" /></td>
<td><strong>Through Quivira to El Dorado</strong>&lt;br&gt;A motion picture film showing a reenactment of wagons and other vehicles traveling on the Santa Fe Trail. Highlights include Fort Osage, the Shawnee Indian Mission, the Santa Fe Trail Memorial Highway, Old Castle at Baldwin, the Post Office Oak and Last Chance Store at Council Grove, Fort Zarah, Pawnee Rock, the Treaty of Medicine Lodge, Fort Dodge, the Cimarron Valley, the Point of Rocks, Wagon Mound, and Fort Union.</td>
<td>Kansas Memory&lt;br&gt;Item Number 216313&lt;br&gt;Creator: Charles Howes&lt;br&gt;Produced for the Kansas Statehood Centennial Celebration&lt;br&gt;Date: Between 1960 and 1961</td>
<td>kansasmemory.org/item/216313</td>
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Lesson Plan

Day 1
1. Complete the Read Kansas! lesson I-6 Trade and Travel on the Overland Trails. Follow the sequence of instruction found on page two of the lesson plan. As a class complete Compare and Contrast the Trails worksheet.
2. Save the worksheet for later use.

Day 2
1. Complete the Read Kansas! lesson I-7 Life on the Trails. Follow the sequence of instruction on pages two and three of the lesson plan. Complete the Costs and Benefits of Trail Travel worksheet.
2. Discuss the meaning of hardship and relate to the students how costs of travel were often the same as hardships.
3. Save the Costs and Benefits of Trail Travel worksheet for later use.

Days 3-5
1. Have available the previously completed copies of:
   - Compare and Contrast the Trails worksheet, Read Kansas! lesson I-6
   - Costs and Benefits of Trail Travel worksheet, Read Kansas! lesson I-7 and
   - Marion Sloan’s Journey on the Santa Fe Trail card from the Read Kansas! lesson I-7
2. Review concepts of a trail, similarities and differences of the two trails, costs and hardships of both and primary source documents found in the Read Kansas! reading cards from the previous days’ lessons.
3. Distribute the Hardships Faced by Travelers on Western Trails worksheet. Allow time for the student to list hardships that have been mentioned thus far under the proper headings on this worksheet. Tell students they will use this worksheet to continue adding hardships as the lesson progresses.
4. If you have access to The Kansas Journey, read pages 60-61 to the students. If possible project the images for the students to see. Add new information learned to Hardships Faced by Travelers on Western Trails.
5. Project the engraving Courthouse in Independence, Missouri kansasmemory.org/item/display.php?item_id=215612&f=. Use the visualization technique to place themselves in the time and place of the engraving.
   - Can anyone tell me the name of that town? [Independence, MO]
   - Look at the picture carefully. Imagine that you are one of the people in the picture.
     - What do you see?
     - What do you hear?
     - What do you smell?
     - What are you most excited about seeing or doing in Independence? (Accept all reasonable answers.)
     - What do you think that we will be doing an hour before we reach the courthouse steps and meet our wagon train?
     - What will we be doing when this engraving took place?
Friday January 21st 1876
Got up at 6 o'clock it rained a little but all the horizon was cloudy. for breakfest we had coffee, Bisquits, butter, Beafsteak, Nudley, fried Potatoes., Milk and Custard and Cranberry pie, bought a package of Tobacco 25 cts. paid Mr. John L. Roedke my bill. 2.50 for self, driver & team and for Lunch, Coffe, Sugar 50 cts. at 8.15 A.M I started, it rained already in intervalls Took only 18 readings of instruments not quite to Sand Creek it rained in torrents by very strong North west wind it was very chilly, I wanted to put on my coat but I found out that I had

[page 61] [sketch of animal skin to be tanned]

[page 62]
left the same at Skeleton Ranche, well he is gone I wore him since 1869 christmass, and as I wore him pretty badly on the trip the loss is in reallaty a blessing to me. put on my Indarubler coat and felt as good. The rain came through the wagon cover and cover and our blankets are pretty wet, met teh other man who lost the horses, he found the mule anyhow, saw three coyotes or prairie wolfes on the prairie tasted the water in the Salt Ford, water very salty. at 1.15 we arrived at Pond Cr. or Hopkins Ranche had travelled 20 miles. 2304 feet. This Ranche is Osage Station. I put the coffee pot on the stove and as I heard that there was Indians, Kaws or Kansas, camped near by I asked Mr. Hopkins to go with me, it w was in a bend of the Pond Creek a ¼ of a mile up Creek two tents, we went in the first, the ld man spoke pretty good english, they are very poor it was him 5 squaws 3 children

[page 63]
in an Indian cradle, got some sinew, which they value very high some peated ribbons to wear around the neck some peat chains. they asked very high prices but I think I go them cheap after all, as I can not trade with them, as a trader with goods or sugar or coffee, two cups of sugar = 1 dollar; after all is priced them made lard of skunk and fried skunks in a curious way as the drawing shows they had 5 in this way around the fireplace the kettle was on one pole hanging on a piece of chain, their moccasins are without or nearly so, peatwork. The old man had a pair leggings he asked $12 for it I offered him 7 and tonight he promised to come and talk, a buckskin costs alone 2 dollars, that would be 4 only for the leather. In the other tent I got a Eagle feather 25 cts and a neckchain with claws bone etc, also a headpiece with a feather attached to it 75 cts. There was one man and

What will we be doing in an hour after we leave this place?
2 squaws, he being the son of the old man. There are 15 heads belonging to these two tents, near supper I made for Hopkins a survey of his entire Ranch at supper the Indians came in, U-chie, in front, and all in their very best of clothing, such as they had, it was quite a show, to have the promised talk with Washington, as they named me. They called Billy “Texas Talk”, he wearing a red shirt and speaks so much, we went after handshaking and smoking to Hopkins storehouse, where there is a stove, set around it, had another smoke out of U-chie’s pipe and talked, bought a horn spoon, 25 cts, a musical instrumental flute reed 1 00/100 and a bow string guard, which guards the arm of being hurt from the bowstring by shooting arrows. I said nothing of the leggings he wore, it being the ones which I like to get for the museum. Mr. Hopkins said it seems very doubtful of getting them as it seemed his best. Made them a drawing.

If you were Carl, how would you have felt visiting the Cheyenne and Arapaho peoples? How would you have felt if you were Carl meeting U-chie? Would you have been frightened, excited, or both? What do you think you would have remembered the most about the trading experience if you were Carl? What do you think the Native Americans would have remembered the most? What can we add to the Hardships Faced on the Trails Worksheet from Carl’s diary?

Day 5

1. Review Day 1-4 lessons. See the beginning of Day 4 lesson for a list of materials you need to have available. Today the students will wrap up the lesson on daily life on the Santa Fe Trail. They will imagine arriving at Santa Fe.
• The students will use their Compare and Contrast the Trails worksheet to draw a Venn diagram to illustrate and organize the information learned.
• The student will also use the Hardships Faced on the Trails worksheet and The Kansas Journey textbook to write a paragraph to state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

2. Yesterday we imagined we were already on our journey on the Santa Fe Trail. We saw an engraving that showed what we expect our starting point of Independence, Missouri will resemble (look like). We imagined ourselves already there. We also discussed the hardships that we might expect during our journey. We read a diary section from Carl “Ado” Hunnius that described his encounters with the Cheyenne and Arapaho tribes in the Indian Territory.

3. Today we are going to imagine that we have finished our journey on the Santa Fe Trail because as we have been traveling for two long months. We predict that we will deal with some of the hardships we expect and some that we did not expect. The wagon master will tell us we will be entering Santa Fe soon as we nearing the end of our trip.

4. Now let us imagine what the first glimpses of the town Santa Fe would look like. Do you see it in your mind’s eye?

5. Show the Arrival of the Caravan at Santa Fe illustration from Josiah Gregg’s Commerce on the Prairies that depicts a caravan of Americans arriving in Santa Fe, New Mexico. http://www.kansasmemory.org/item/677/page/1

6. Use the visualization technique with the students to place themselves in the time and place of the engraving.
   • You see in the illustration a group of travelers nearing the end of their journey and getting ready to enter Santa Fe.
     ▪ What do you suppose the travelers see in this illustration?
   • Point out the town of Santa Fe in the background.
     ▪ What do the travelers hear?
     ▪ What do they smell?
   • Imagine you are one of these travelers. Our journey has finally come to an end after sixty long days of hardships on the Santa Fe Trail.
     ▪ What would you feel?
     ▪ Why do you suppose that you and many of the other travelers are raising their hands and hats?
     ▪ What are you all saying?
     ▪ What is the first thing you will look for when you enter the town of Santa Fe?
     ▪ What is the first thing you will want to do when you reach the town’s center?
     ▪ Where will you go?
7. **It will be a glorious day when we all arrive in Santa Fe, won’t it?** Our town elders have asked us to share with them information that we have learned about the Oregon-California Trail and the Santa Fe Trail this Sunday after church services that we have here in our one-room schoolhouse. We are going to be drawing a Venn diagram on our slates and our chalkboard that we can share to let everyone who is traveling with us know about the similarities and differences of the two trails. We have started that process by filling out our Compare and Contrast the Trails worksheet. **Are there any questions about the Venn diagram?**

8. **When we are done with the Venn diagram which will show the similarities and the differences between the two trails, then we will write a paragraph.**
   - We will write a paragraph to show which trail you would choose when traveling to the town of Santa Fe.
   - As you know, most of us will be returning with goods to trade as that is the main purpose of the Santa Fe Trail. A very small number of our neighbors will be traveling on further west to start a new homestead. We will want to let our town elders know why we have chosen the Santa Fe Trail for our journey. **We will want to include what makes this trail our best choice.**
   - **Be sure to support your opinion with facts that will show why the Santa Fe Trail is the right decision.** The town elders will be reading our paragraphs after Sunday services and will be looking at our Venn diagrams to give your opinion paragraphs further support. Let’s show our town just how much we have learned about the journey we are about to take! I’m sure that we will know more about the journey that is coming than maybe one or two of our townspeople. Let’s get busy now as we have a lot to do to share all of our information with the town!

9. The teacher will then need to monitor the students as they are creating the Venn diagrams to compare and contrast the Oregon-California and Santa Fe trails and provide feedback as it is needed. Students will use the **Compare and Contrast the Trails** worksheet they created during the lessons. You may select whether you wish the students make the Venn diagrams on individual chalkboards, whiteboards, construction paper, or on the computer using a Venn diagram template. The following link will provide an interactive template for students to enter the typed information into the Venn diagram format using the ReadWriteThink website:

10. The teacher will need to monitor the students as they are writing their opinion paragraphs to see that each student will:
   - introduce a topic or text clearly
   - state an opinion
   - create an organizational structure in which related ideas are grouped to support the writer’s purpose.
11. Students may use the Hardships Faced on the Trails worksheet, the Compare and Contrast the Trails worksheet, the Venn diagrams, Read Kansas! lessons I-6 and/or I-7 and/or The Kansas Journey textbook to complete this task.

12. Adjust the expectations of each student's paragraph based on his/her abilities, effort, and time you will have to devote to this writing activity. You will also need to decide whether this is a piece of writing that you will take through all stages of the writing process with the students.

Optional Day 6

1. The teacher may show the film Through Quivira to El Dorado which can be found at http://www.kansasmemory.org/item/216313. This is a secondary source which shows a reenactment of wagons and other vehicles traveling on the Santa Fe Trail. Students will see oxen pulling a Conestoga wagon and traveling along some of the sites of the Santa Fe Trail. The film was produced for the Kansas Statehood Centennial celebration in 1961. Among other things, the film highlights Fort Osage, the Shawnee Indian Mission, the Santa Fe Trail Memorial Highway, the Old Castle at Baldwin, the Post Office Oak and Last Chance Store at Council Grove, Fort Zarah, Pawnee Rock, the treaty of Medicine Lodge, Fort Dodge, the Cimarron Valley, the Point of Rocks, Wagon Mound, and Fort Union. It is in three segments and is about 18 minutes long.

Assessment

- Evaluate the students' ability to draw a Venn diagram showing similarities and differences between the Santa Fe and Oregon-California Trails.
- Evaluate the students' list of major hardships encountered by travelers on one of the historic trails.
- Evaluate the students' opinion paragraph(s) to describe which trail they would choose to travel West and the reasons for that choice.

For the Teacher

Background Information for the teacher:
* A History of the Santa Fe Trail  See: http://www.vlib.us/old_west/trails/sfthist.html
* Basic Information about Santa Fe Trail  See: http://www.kshs.org/kansapedia/santa-fe-trail/12195

Visualization Technique Script
Welcome, welcome, welcome students! Let's take a little trip back in time. Today we are going to imagine that we are living during the time period of the Santa Fe Trail. Now as you know, our families have decided to join a wagon train heading to Santa Fe. We are going to be leaving soon for our trip. I know that you have been working very hard at home to pack and get ready for the trip. It is hard to decide what belongings we wish to take on the trip and what we will have to leave behind. Here at school you know that we have been studying and researching more about what we can expect on our journey.
We have learned about a primary source. Remember a primary source is a source that was created at the time of an event or by a person who was present at the event. It is something they created such as reminiscence (remembrance), painting, diary entry, or a drawing. Also objects such as a tool, piece of clothing, or a quilt can be primary sources. The artifacts were made and used by people of that time period when the event took place.

Primary sources help us to better understand how the people of that time lived, communicated, and interacted (or behaved) with one another. Today we are very lucky because we have three primary sources that we can use to learn more about the journey we are about to begin.

Now once we start our journey we know that the trip will not always be easy. We know that we will face some hardships. Please look at your Hardships Faced by Travelers on Western Trails worksheet that we have been creating. We discussed that a hardship is something that is difficult for us to bear. That is not the word bear meaning the grizzly bear animal. Bear is a word that also can mean hard to deal with or hard to live with. Now what hardships will we be facing? (Accept all reasonable answers.)

Next I would like to share with you a section from a diary of a man named Carl “Ado” Hunnius. Carl traveled the Santa Fe Trail while visiting the Cheyenne and Arapaho tribes in Indian Territory. He tells us about trading with the Indians.

- How do you think travelers on the Santa Fe Trail would have felt about trading with the Native Americans for the supplies that they needed?
- What would you have wanted the Native Americans to give you when you traded?
- How do you think the Native Americans felt about the white traders?

6. Let’s read his diary entry to see what Carl “Ado” Hunnius has to say about his experiences trading with the Native Americans. (http://www.kansasmemory.org/item/220118)

Materials Needed:
- Read Kansas! Lesson Plans for I-6 and I-7
- The Kansas Journey Textbook p.60-61
- One copy per student of the Compare and Contrast the Trails worksheet from the Read Kansas! lesson plan p. 4. See page 3 for the teacher’s answer key.
- Overhead projector, projector, HUE camera, or document camera to show primary sources and review previous day’s work
• One copy per student of the Hardships Faced on the Trails worksheet. See page 4 Costs sections of the Read Kansas! lesson plan for possible answers.
• Pencil, eraser, notebook paper, and a dictionary
• Carl “Ado” Hunnius diary ([http://www.kansasmemory.org/item/220118](http://www.kansasmemory.org/item/220118))
  o We are going to use the front cover and pages 60, 62-65 only.
  o Be sure to read the diary excerpt ahead of time so that you can interpret the many spelling errors and the archaic language the author uses. Many ending punctuation marks to sentences are missing, so you will need to know where to pause when reading aloud. Then you will be able to better read or summarize sections of this diary entry to the students.
  o Be aware that in earlier parts of the diary there are some stereotypical references to Native Americans that we would find offensive in our modern times. The sections of the diary that we are using do not include such overt language.
  o Also you may need to remind students that people of that time period called Native Americans, Indians. Today we do not use the term Indians as the native peoples were not from India. If you and your students would feel more comfortable, when you read the diary excerpt, substitute the words Native Americans for the author’s word Indian.
  o Show the title page and the sketch on pages 64 and 68 during the lesson. You may choose to show either the typewritten text or the original cursive text as both are available on the Kansas Memory website.

**Modifications for Individual Student’s Needs:**

**Lower level learners:**
• Provide a paraeducator as a scribe to fill in the two worksheets and write the paragraph as the student dictates his/her answers.
• Give the student that is able to write for himself/herself, but needs assistance keeping up with the class, a partially filled in Compare and Contrast the Trails worksheet and Hardships Faced on the Trails worksheet. Also students could draw their answers to the Hardships Faced on the Trails worksheet and the Venn Diagram rather than write them in words.
• Opinion Paragraph – Provide the students a template to fill out the paragraph parts. [http://www.readingrockets.org/strategies/paragraph_hamburger/](http://www.readingrockets.org/strategies/paragraph_hamburger/)

**Higher level learners / Gifted students:**
• Extend the learning by allowing students to further research the topic through:
  • Santa Fe Trail Webquest: [http://library.thinkquest.org/6400/](http://library.thinkquest.org/6400/)
  • Through Quivira to El Dorado motion film documentary which can be found at [http://www.kansasmemory.org/item/216313](http://www.kansasmemory.org/item/216313)
Answer Key:
- See the Read Kansas! lesson I-6 p. 3 for the answer keys to the Compare and Contrast the Trails worksheet.
- See the Read Kansas! lesson I-7 p. 4 for the answers to the Hardships Faced on the Trail and the attached Word document for the categories in which they should be placed.

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The Kansas Journey
Seventh grade Kansas textbook co. 2005 by Jennie Chinn p. 60-61

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| ![Image of Carl "Ado" Hunnius diary](image1.png) | Carl "Ado" Hunnius diary  
Carl J. A. "Ado" Hunnius kept this diary while visiting the Cheyenne and Arapaho tribes in Indian Territory. The diary contains detailed information about the trip and sketches (drawn illustrations) of some of the things he saw during the course of his travels.  
Creator: Hunnius, Ado, 1842-1923  
Date: January 10 - 24, 1876.  
Picture of front cover of diary. Will use pages p. 60, 62-65, and 68 in the lesson. Pictures are on p. 64, 68. | Kansas State Historical Society, Kansas Memory Item Number: 220118  
Call Number: Carl Julius Adolph Hunnius Papers, MS Collection No. 397, Box 2, Folder: Diary 1876  
KSHS Identifier: DaRT ID: 220118 | [http://www.kansasmemory.org/item/220118](http://www.kansasmemory.org/item/220118) |
| ![Image of Arrival of the Caravan at Santa Fe](image2.png) | Arrival of the Caravan at Santa Fe  
This illustration from Josiah Gregg's Commerce on the Prairies depicts a caravan of Americans arriving in Santa Fe, New Mexico. The Santa Fe Trail, established in 1821 by William Becknell, served as a freight route and passed through Missouri, Kansas, Oklahoma, Colorado, and New Mexico.  
Date: Between 1844 and 1845 | Kansas State Historical Society, Kansas Memory Item Number: 677  
Call Number: HE.56 WAG.COV *12  
KSHS Identifier: DaRT ID: 677 | [http://www.kansasmemory.org/item/677/page/1](http://www.kansasmemory.org/item/677/page/1) |
| ![ReadWriteThink: Student Materials: Venn Diagram](image3.png) | ReadWriteThink: Student Materials: Venn Diagram  
The Venn Diagram is an interactive tool that allows students to create Venn Diagrams that contain two overlapping circles, enabling them to organize their information ... | ReadWriteThink Website SmartSource Data Collector TAG --><!-- Copyright (c) 1996-2008 WebTrends Inc. All rights reserved. --><!-- Version: 8.5.0 --> <!-- Tag Builder Version: 2.0.0 --> <!-- Created: 10/24/2008 6:40:30 PM --> | [http://www.readwritethink.org/files/resources/interactiv es/venn/index.html](http://www.readwritethink.org/files/resources/interactiv es/venn/index.html) |
<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Pioneers Website Many years ago people in the United States traveled to the new frontiers. Although in the 1700s the frontier was the Appalachian Mountains, later with westward expansion the frontier moved to the territories beyond the Mississippi River. Our web page will provide information about the pioneers who traveled not only to Oregon on the Oregon Trail and the Natchez Trace to Texas but all early American Pioneers. We have discovered that all pioneers had many of the same experiences. This page will tell the story of the pioneers and their adventures on the trail to their new lives on the frontiers of North America.</td>
<td>Oracle ThinkQuest Education Foundation</td>
<td><a href="http://library.thinkquest.org/6400/">http://library.thinkquest.org/6400/</a></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Santa Fe Trail Basic Information and a Historical Timeline from 1821-1872</td>
<td>Kansas State Historical Society, Kansapedia</td>
<td><a href="http://www.vlib.us/old_west/trails/sfthist.html">http://www.vlib.us/old_west/trails/sfthist.html</a></td>
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| Santa Fe Trail | **Entry:** Santa Fe Trail  
**Author:** Kansas Historical Society  
**Author information:** The Kansas Historical Society is a state agency charged with actively safeguarding and sharing the state’s history.  
**Date Created:** June 2003  
**Date Modified:** July 2011 | Kansas State Historical Society, Kansapedia                                                                                                           | [http://www.kshs.org/kansapedia/santa-fe-trail/12195](http://www.kshs.org/kansapedia/santa-fe-trail/12195) |
| Through Quivira to El Dorado | **A motion picture film showing a reenactment of wagons and other vehicles traveling on the Santa Fe Trail. The film was produced for the Kansas Statehood Centennial celebration. Among other things, the film highlights Fort Osage, the Shawnee Indian Mission, the Santa Fe Trail Memorial Highway, the Old Castle at Baldwin, the Post Office Oak and Last Chance Store at Council Grove, Fort Zarah, Pawnee Rock, the treaty of Medicine Lodge, Fort Dodge, the Cimarron Valley, the Point of Rocks, Wagon Mound, and Fort Union.**  
**Creator:** Howes, Charles C.  
**Date:** Between 1960 and 1961  
**Use as a follow-up activity if so desired. This is a secondary source as it is from a 1961 reenactment.** | Kansas State Historical Society, Kansas Memory                                                                                                       | [http://www.kansasmemory.org/item/216313](http://www.kansasmemory.org/item/216313) |
Name ______________________

Hardships Faced by Travelers on Western Trails

What is a hardship?
________________________________________________________________________
________________________________________________________________________

1. Transportation
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Terrain (land)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Weather
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Accidents
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Indian Hostilities (attacks, fights)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. River Crossings
________________________________________________________________________
________________________________________________________________________
7. ____________________________________________________________

8. Other Hardships

________________________________________________________________________

________________________________________________________________________
Name ______________________

Hardships Faced by Travelers on Western Trails

What is a hardship? Something that is hard to bear or endure (go through)

1. Transportation
   Conestoga wagons could carry only 2,000-6,000 pounds depending on how many horses, mules, or oxen were pulling the wagon. Wagon wheels would often break. The wagons traveled slowly due to heavy loads. If there were good conditions, they could travel as far as 15 miles per day. No source of electricity, heating, and air conditioning was available. At times only a circle of wagons were your protection from the weather, predators, and Indians.

2. Terrain (land)
   The trail was made of dirt not paved highways. In the early years, some parts of the trail were not clearly marked by wagon ruts, so a guide was needed. The Cimarron Cutoff did not always have a ready supply of water. The route through Colorado would be rougher through foothills and higher elevations with steep mountain trails. Travelers would walk on cactus, sagebrush, and hot sand which wore their shoes out quickly. At times the roads were nearly impassable with mud and floods. Mud could slow the progress to one mile a day.

3. Weather
   Travelers usually made the journey in the spring, summer, and fall. They could face hot temperatures, flooded streams and roads, and violent storms like tornadoes and hailstorms. Lightning could strike the travelers as they often were on the prairie without shelter. Sometimes travelers would go for days with no new water to collect. Once supplies ran out, the situation would become dire.

4. Accidents
   No hospitals or doctors were readily available on the Santa Fe Trail. If a person was in an accident, minimal medical care was available to help him/her. The same was true if a person caught a disease such as cholera or the measles. Medical knowledge in the 1800’s was more primitive than it is today. There were no antibiotics. Accidents could happen with unruly oxen and mules. Wagons could lurch towards an unexpected path where people were in the way and parts could come off the wagon striking them. About 10% of the travelers died.

5. Indian Hostilities (attacks, fights)
Hostile Indians could be encountered who were fighting to keep the travelers out of their hunting grounds. Native Americans sometimes raided the travelers to steal the horses and other livestock. Robberies were known to happen on this path as wagons carried valuable goods. Troops of soldiers would sometimes escort wagon trains to provide protection during parts of the journey.

6. River Crossings
   No modern bridges were built during these time periods. The wagons were heavy and made crossing the muddy rivers difficult. If the river was large, sometimes the wagon would be caulked to make them watertight so that it could be floated across a large river to get to the other side. Not as many people knew how to swim in the pioneer days. People had to be careful crossing the rivers as well.

7. Other Hardships
   No refrigeration was available and food was out in the heat, so food often rotted before the journey was over. The supply of food was scarce as you could only carry a limited amount with you in the wagon, so food was rationed. Animals such as wolves, coyotes, bears, rattlesnakes, and scorpions could be a danger to travelers. Mosquitoes and gnats were often present. Wood was not readily available so buffalo chips were used as fuel.