

Curating a Santa Fe Trail Collection

Overview

Students access previous knowledge about the Santa Fe Trail, select five items provided from the Traveling Trunk online resource cards (link provided), and analyze how these items can be used to understand two-way trade on the Santa Fe Trail.

Standards

KHGSS Standard (2020)

Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.

Benchmark 3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.

ELA Reading Informational Text Standard (2017)

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

ELA Writing Standard (2017)

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Objectives

Content

1. The student will identify that trade moved both east and west along the Santa Fe Trail.

Skills

1. The student will analyze primary sources about the Santa Fe Trail.
2. The student will use conclusions formed about the Santa Fe Trail in an interpretive project.

Essential Questions

What types of trade goods were transported on the Santa Fe Trail?

Assessments

1. Analyze an assortment of primary sources and choose five of them to interpret trade on the Santa Fe Trail.
2. Create an interpretive project exploring both east and west bound trade on the Santa Fe Trail.

Activities

Previous Knowledge: Students will know the purpose of the Santa Fe Trail as a nineteenth century trail of commerce from the Kansas City area to Santa Fe.

Advance Preparation: Access the items students will work with in this lesson and determine the best way to present them that will allow students to work with them. The objects are from - "Trading on the Santa Fe Trail" a traveling resource trunk created for use with a fourth-grade audience. For this lesson use the object photos and the object card information. Both can be found at:

<https://www.kshs.org/p/trading-on-the-santa-fe-trail-cd-contents/18274>.

1. Access prior knowledge. Ask students to share information about the Santa Fe Trail. Create a summary of what is shared in a central location. The list should contain basic information, such as, 1) it is a trail of commerce and trade, 2) the route is between Kansas City and Santa Fe, and 3) trade went both ways on the trail.
2. Assign students to review the collection of Santa Fe Trail trade items and to choose five items that represent trade moving both east and west along the trail. For example: the parasol, sad iron, and calico fabric are manufactured items that move west to Santa Fe and the pieces of eight and mule are items that moved east out of Santa Fe. Information on the object cards will assist with this.

Traveling resource trunk objects are located at:

<https://www.kshs.org/p/trading-on-the-santa-fe-trail-cd-contents/18274>

3. Each student should use his/her collection to create a piece of interpretive material such as a blog post, podcast, PowerPoint, etc. The interpretive piece should
 - include information about each item, and
 - use the objects to illustrate that trade on the Santa Fe Trail moved in two directions.

For example: Together the parasol, sad iron, and calico fabric are manufactured items that traveled west on the trail. Mules were an important trade good that moved east from Santa Fe to the United States. Pieces of eight were silver coins minted by Spain in the Americas and used as currency by traders on the Santa Fe Trail. Together these items represent two-way trade along the Santa Fe Trail.