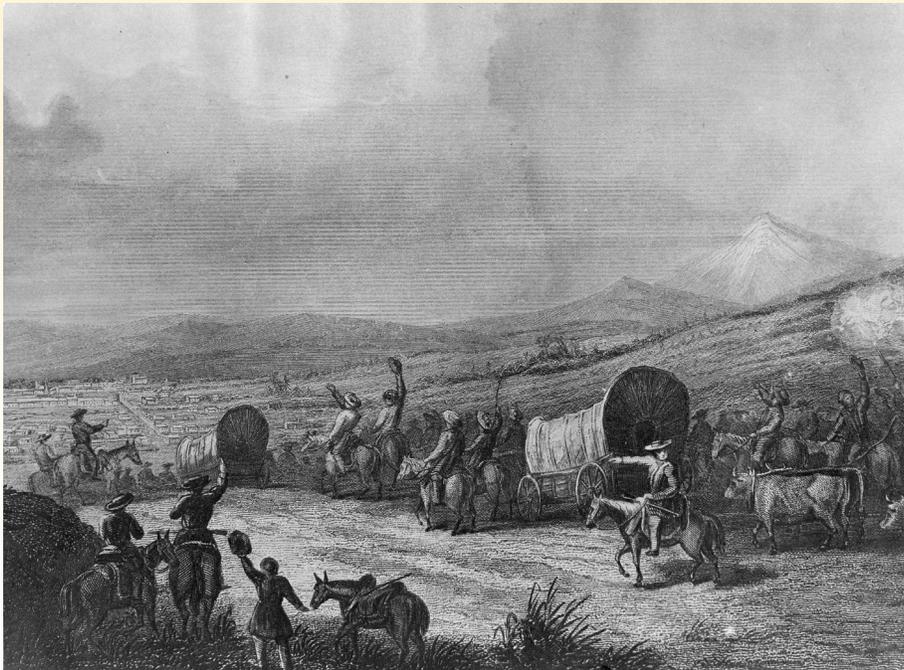


Traveling Resource Trunk

Trading on the Santa Fe Trail



On the cover:

“Arrival of caravan at Santa Fe”

This illustration from Josiah Gregg's *Commerce on the Prairies* depicts a caravan of Americans arriving in Santa Fe, Mexico, from 1844 to 1845. The image is from *Kansas Memory*, item number 677.

The arrival of the caravan was a time of celebration for both the traders and the people of Santa Fe. Traders would stop a distance from the village to prepare for the arrival. They would transfer the goods from smaller wagons to the few larger wagons they had. This was to avoid paying the high tax per wagon. The smaller wagons would then be burned. The traders would bathe. They also put new snappers on the end of their bull whips so that they would sound more impressive. Once all preparations were finished the caravan proceeded to Santa Fe. The Mexicans would celebrate the arrival of the goods by conducting a fandango (dance) for all to attend in the evening,

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This trunk was developed in 2013 by the staff of the Education Division, Kansas Historical Society.

Jennie Chinn, Executive Director

Curriculum Committee:

Mary Madden, director of education

Lois Herr, education coordinator

Marcia Fox, curriculum specialist, author

Joy Brennan, program coordinator

Pam Darling, administrative assistant

Special thanks to:

Bobbie Athon, public information officer

Lisa Hecker, public information officer

Linda Kunkle Park, senior graphic designer

Selected photos on CD provided by:

Ronald J. Dulle, author *Tracing the Santa Fe Trail: Today's Views, Yesterday's Voices*, Mountain Press Publishing Company, Missoula, Montana, 2011

Overview

“Historians see history as a set of problems. Students see history as a set of answers.”* As teachers we know that history is interpretation and that interpretation can change over time as historians choose different data to make their case. This is what makes history exciting—it is the process of finding evidence versus memorizing a set of facts. At the Kansas Historical Society we believe that one way to help students “like” history is to bring them into the process of creating the story. This traveling resource trunk is designed to do just that.

We developed this resource trunk to meet two goals: to teach students how to interpret history using artifacts and primary sources and to teach students about the Santa Fe Trail, particularly the economic trade. The trunk contains high quality reproductions to address these goals. For preservation reasons, we could not include actual historical artifacts. These reproductions, however, are so accurate that they can be used by your students without fear of misinterpretation or creating “wrong stories.” Included within the trunk is a copy of Dave Webb’s *Santa Fe Trail Adventures* activity book. We have tried to correlate many of the trunk items with the trade items mentioned in the book. Teachers are encouraged to use lessons from the book as well as the ones we have provided. Both the activity book and our trunk lessons are written for a fourth grade audience but the trunk is available for loan by any Kansan.

Section 1 introduces students to analyzing and interpreting artifacts through contemporary pieces. If your students have never used primary sources before, this lesson will help them by practicing with artifacts from their world.

Section 2 is designed to introduce students to understanding the past through historical artifacts.

Section 3 provides extension activities.

Section 4 includes two *Read Kansas!* lessons on the topic of the Santa Fe Trail.

Section 5, the appendix, contains a CD with photos some historic and some contemporary, resource chart and reproducible worksheets. The materials on the CD are also available online at ksks.org. Also included in Section 5 are *Santa Fe Trail Adventures* by Dave Webb, *Kansas Kaleidoscope*, “Santa Fe Trail,” Volume 2, number 2, October 1998, and two maps of the Trail.

We are thrilled you have borrowed this resource trunk. We know you will find new and creative ways to use it to teach about the Santa Fe Trail. Please share your lessons and photos of students working with the trunk items with other teachers by submitting them to education@ksks.org. We will post the lessons on our website under the link “Lesson Plans” and the photos under “Share Your Work.” Also, please complete the evaluation form and tell us what we can do to make this and our other educational resources better.

* Sam Wineburg is the author of *Historical Thinking and Other Unnatural Acts* and is on the faculty of the Stanford University School of Education.

Notes on Using a Traveling Resource Trunk

- Traveling resource trunks are loaned within the state of Kansas. They are available on a first-come, first-served basis.
- To assure that trunks reach their next destination in time we ask that they be returned by their scheduled return date. If you are shipping your trunk please allow at least two days shipping time. If you have any questions or concerns about a trunk you are using please contact the Education Division of the Kansas Historical Society, education@kshs.org; 785-272-8681, ext. 431.
- Reservations should be made a minimum of two weeks in advance, although making a reservation earlier may be necessary depending upon the trunk you would like to use and the dates you would like to use it. Reservations are taken for both the current and the next school years.
- Inventory the trunk you borrow when you receive it and before returning it. An inventory sheet is provided in all trunks for this purpose. Notify the Education Division of any missing or broken items not indicated on the inventory sheet you received with the trunk. Trunks should be returned in the same condition that they were received.
- Objects and materials in the trunks are to be used as the instructor sees fit; however, please keep in mind that many students will be using the trunk after you this year and in the years to come.
- The curriculum in this trunk may be reproduced for educational purposes only and must credit the Kansas Historical Society. Reproducing the curriculum for any other purpose is prohibited without written permission from the Kansas Historical Society.

Introduction to Using Primary Sources

All lessons in this trunk are student-centered learning activities that use primary sources, mainly objects. We are not able to provide actual artifacts but these are good reproductions. We recommend that you begin working with the objects by using the “Historical Thinking Activity” lesson in this manual. They may not be easy and they take time. We believe this is time well spent since students can transfer these skills to reading other objects, documents, etc., in future lessons with the ultimate goal of using primary sources to learn history. These are also life skills that enable the student to look beyond the “thing” to the people who made it and the ideas it represents and in so doing broaden their ability to learn about the world around them.

Using artifacts to learn history is fun. We guarantee at least one “oh, wow” moment and probably many more. By the very nature of teaching with reproductions and primary sources, students ask a lot of questions, some very concrete (What is this?) but eventually higher order questions (Why did this happen? How did it affect . . . ? What would it be like today if . . . ?) History will no longer be one fact after another but a scientific-like exploration of the past and ideally a connection to contemporary life issues and problems.

The lessons take the student into the role of historian. They will be using knowledge about the primary sources and the topic to interpret people, places, events, or concepts about the Santa Fe Trail. These skills are analogous to the research, writing, and speaking and listening standards in the Kansas College and Career Ready ELA Standards and are the foundation of the 2013 Kansas History, Government, and Social Studies Standards.

Links to Related Resources

There are a number of excellent websites that address teaching history with primary sources. We highly recommend these websites.

- kansasmemory.org: A digital repository of the collections of the Kansas Historical Society.
- nara.gov: The U.S. National Archives and Records Administration was “established in 1934 by President Franklin Roosevelt, but its major holdings date back to 1775. Many people know the National Archives as the keeper of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. In a democracy, records belong to the people, and for more than seven decades, NARA has preserved and provided access to the records of the United States of America. Records help us claim our rights and entitlements, hold our elected officials accountable for their actions, and document our history as a nation. In short, NARA ensures continuing access to the essential documentation of the rights of American citizens and the actions of their Government.”
- loc.gov: The Library of Congress was established by an act of Congress in 1800. When collections were burned by the British in the War of 1812, former President Thomas Jefferson offered his vast personal collection as a replacement. Since then the library has grown into a world resource with more than 144 million items including books, prints, films, manuscripts, legal documents, maps, and sound recordings.
- santafetrail.org: The mission of the Santa Fe Trail Association is to protect and preserve the Santa Fe Trail and to promote awareness of the historical legacy associated with it. The association was founded in 1986. It works to promote interest in the trail and to preserve its physical traces and landmarks. The website is evolving and will have a section for educators and activities for kids.
- nps.gov/safe/index.htm: The Santa Fe National Historic Trail is one of 19 national historic trails in the National Trails System, which also contains national scenic and recreational trails. The National Park Service administers the Santa Fe National Historic Trail in partnership with other federal, state, and local agencies; non-profit organizations; and private landowners. The website offers a section for teachers and activities for students. This website also includes short videos of portions of the trail.
- teachinghistory.org: A national education clearinghouse of teaching materials, historical content, and best practices.
- historicalthinkingmatters.org: “Historical Thinking Matters provides high school students with a framework that teaches them to read documents like historians. Using these “habits of mind,” they will be able to interrogate historical sources and use them to form reasoned conclusions about the past. Equally important, they will become critical users of the vast historical archives on the web.

Kansas Memory

Kansas Memory offers a variety of Kansas related primary sources online. These include historic photographs, letters, diaries and journals, books and pamphlets, maps, drawings, governors' papers, legislative documents, election returns, and images of artifacts and historical structures. The Kansas Historical Society created *Kansas Memory* to share a portion of its historical collections online. The materials on *Kansas Memory* represent a small fraction of the Kansas Historical Society's collections; materials continue to be made available on a regular basis.

The site is intended for the use of anyone interested in any aspect of Kansas history. However, the primary target audience is middle and high school teachers and students. The "Teacher" page provides links to content selected specifically for teaching Kansas curricular standards. Each indicator should list a variety of items in the Historical Society's collections and curriculum notes. Searching *Kansas Memory* in the "teacher mode" will display special curriculum notes for materials rather than the standard item description.

Finding material to fit your needs is easy on *Kansas Memory*. Use the categories on the left hand side of the screen to browse for items. Each item is linked to multiple categories, and each category may have several sub-categories listed beneath it. For instance, choose the category "Thematic Periods," expand the list, and you will find "Trails 1821-1880." Click on this item and it will place all topics linked to that category at the top of the list. Choosing a second category, "Santa Fe Trail," narrows your search by bringing up items with links to both categories, and so on. The number appearing next to each category, or sub-category, indicates the number of items that will be returned by selecting that category, or sub-category.

Registered users may use My Kansas Memory to save materials in their own personal bookbag, share information, and customize display options. The Education Division has assembled a bookbag entitled KSHSK12EducationResource that contains items associated with the Kansas academic standards. This bookbag is accessible to all *Kansas Memory* users under browse users, and is a good place to start when looking for primary source materials that correlate to the Kansas curricular standards. This bookbag contains several folders, one of which is entitled "Santa Fe Trail Trade Items," which contains many of the images found in the CD.

Visit kansasmemory.org to register, learn about what is available, find out how to access and cite materials, and more. The materials on *Kansas Memory* are designed to be used for educational purposes and are free of charge unless high resolution images are desired.

Historical Background

History of the Santa Fe Trail

(Words in bold and other concepts you may need are defined in glossary.)

The Santa Fe Trail marked its official beginning with the 1821 trip of William Becknell from Franklin, Missouri, to Santa Fe, a small village in northern Mexico. The year was eventful for the Mexicans because they had recently won their independence from Spain. As a result the people living in this remote area would have the opportunity to purchase needed supplies from a place other than Spain. For Missourians suffering the effects of the Panic of 1819, trade with Santa Fe offered an opportunity to recover their losses.

Santa Fe had been founded as the capital of Spanish New Spain in 1610. The villagers living in the far northern part of Spanish territory were almost cut off from the rest of the world. Because of Spanish law it was illegal for the people living in Spanish lands in the New World to manufacture goods or trade with other countries. Supplies the villagers needed came by ship from Spain across the Atlantic Ocean landing at Veracruz (Mexico). Then the supplies were loaded onto pack mules and carts to begin the long 2,000-mile journey through rough and dangerous lands, stopping at villages along the way. Deliveries were made only once every year or two.

In 1806 President Jefferson sent Zebulon Pike to explore the southern portion of the Louisiana Purchase. Pike wandered too far into Spanish territory and was arrested. When he finally was released Pike returned to the United States with stories of the possibility of profitable trade with the Mexicans, especially for **manufactured goods**. Several people jumped at this opportunity to get rich but always found themselves in Spanish jails. News of Mexico's **independence** from Spain in 1821 opened the way for trade.

Many Americans were suffering from the depression brought on by the Panic of 1819. William Becknell of Franklin, Missouri, was one of these men who was deeply in **debt**. To him his only hope seemed to be found in Mexico. He risked everything to make a profit from trade goods. He and his small party arrived with **calico cloth** valued at approximately \$300. It is reported that he returned to Missouri about three months later with nearly \$6,000 in silver coins. Thus began the race to Santa Fe along the nearly 900 mile trail, two thirds of which lay within the borders of present-day Kansas. Successful traders returned with gold, silver coins, wool, and mules.

Profits were good for most of the traders taking the risk, however, within a very few years the little town of Santa Fe was saturated with goods and prices dropped considerably. Thus the Santa Fe Trail extended further into the heart of Mexico. Traders began to conduct business in Juarez, Chihuahua, Durango, Mexico City, and other communities in central Mexico along the southern portion of the trail, called the El Camino Real de Tierra Adentro. Many of merchants on the trail opened stores in Santa Fe and villages further south from which they could sell products year round. Some **merchandise** even found its way west to California. Altogether millions of dollars in cargo passed over the trail, which was rutted by the heavily laden wagons and thousands of work animals.

Throughout its first two decades the Santa Fe Trail was the important **international trade** route between the United States and Mexico. The influx of silver coins, **reales** or **Pieces of Eight**, into Missouri helped end the depression. The coins had the value of an American dollar and were legal tender in the United States until 1857.

Without the convenience of pocket change, people began to cut the reales into eight pieces or bits, thus the nickname "**Pieces of Eight.**"

Not only did the trail physically connect the two countries but it was also an important commercial network between Europe, Asia and North America. Several countries were directly involved in the trade including England, France, Italy, China, and India. Traders from Missouri depended upon merchants, manufacturers and wholesalers in St. Louis, Pittsburg, New York City, Baltimore, and other cities along the East Coast that in turn purchased much of their goods and raw materials from Europe or Asia. Not only manufacturers in the United States but also those in Europe and Asia made money from the trade on the Santa Fe Trail. So did the farmers who grew the raw materials such as cotton and tobacco, the buyers who purchased the products and sold it to manufacturers, the workers in the factories, the owners of the ships, the bankers and men who insured the cargo, the freighters along the trail and many others.

Trade on the Santa Fe Trail was not one sided. Mexicans from wealthy families, many with political connections, would form caravans to travel east to buy American goods. Wagons loaded with wool, furs, hides, and woven items along with herds of mules and sheep were sold in the states. Mexicans often continued their journey by steamboat to St. Louis, up the Mississippi to the Ohio River, and on to cities such as Philadelphia and New York. Here they would make arrangements to purchase merchandise to take back to Mexico. Some even crossed the Atlantic Ocean to London or Paris to obtain the latest goods. These trading trips also served as a way to get their children to the fine boarding schools in the East. Before long there were more Mexican traders on the trail than Americans.

The international trading between Mexico and the United States continued until the **Mexican-American War** (1846-1848) when Santa Fe and the surrounding area became part of U.S. territory. The focus of the trail changed after the war. Large companies of freighters now transported millions of pounds of **military freight** along with trade items to both western forts and the villages of the southwest as our nation expanded. The trail eventually expanded into a mail and stagecoach route as well as a road to the west for settlers, gold seekers and others. The trail officially ended in 1880 with the arrival of the **Atchison, Topeka and Santa Fe Railway** at Lamy station near Santa Fe, but the lure of the story lives on today.

Note: A more thorough history of the trail is found in Webb's *Santa Fe Trail Adventures*, pages 5-8.

Contents of Trunk

Manual

Objects

Trade items going from Missouri to Santa Fe

Dry goods

- lace handkerchief
- women's cotton socks
- parasol
- men's pants
- men's shirt
- suspenders
- men's cotton socks
- top (topper) hat
- men's shoes
- black silk
- calico

Hardware

- iron axe head
- sad iron
- coffee grinder
- padlock
- mule shoe
- ox shoe

Jewelry

- necklace
- hairpins

Miscellaneous

- lemon scented soap
- inkwell and feather quill pen
- slate and slate pencil
- Chinese tea block
- glass bottle
- "Frozen Charlotte" doll
- horn comb
- tobacco twist
- candle mold and candlewick

Sewing notions

- spools of thread
- card of buttons
- brass thimble and stork scissors

Animals

- ox

Trade items from Santa Fe to Missouri

Money

- Pieces of Eight

Animals

- mule
- donkey

Furs and woven items

- beaver pelt
- Churro wool
- jerga
- serape

Object cards (40)

CD Trading on the Santa Fe Trail

- Photographs (The photos are on the CD and can be projected if desired. The ones from Kansas Memory can also be found in the KSHSK12Education Resource bookbag, in folder—Santa Fe Trail Trade Items Trunk. These can be enlarged by clicking on the image.)
- PowerPoints
- Objects
- Resource Chart
- Worksheets
- Glossary
- Recipe for making coffee

Other items in trunk

- *Santa Fe Trail Adventures* activity book by Dave Webb
- *Kansas Kaleidoscope* “ Santa Fe Trail” volume 2, number 2, October 1998
- Map of Santa Fe Trail by National Park Service
- Map of Santa Fe Trail by the Santa Fe Trail Association (laminated)