

Cobblestone™

On the Santa Fe Trail

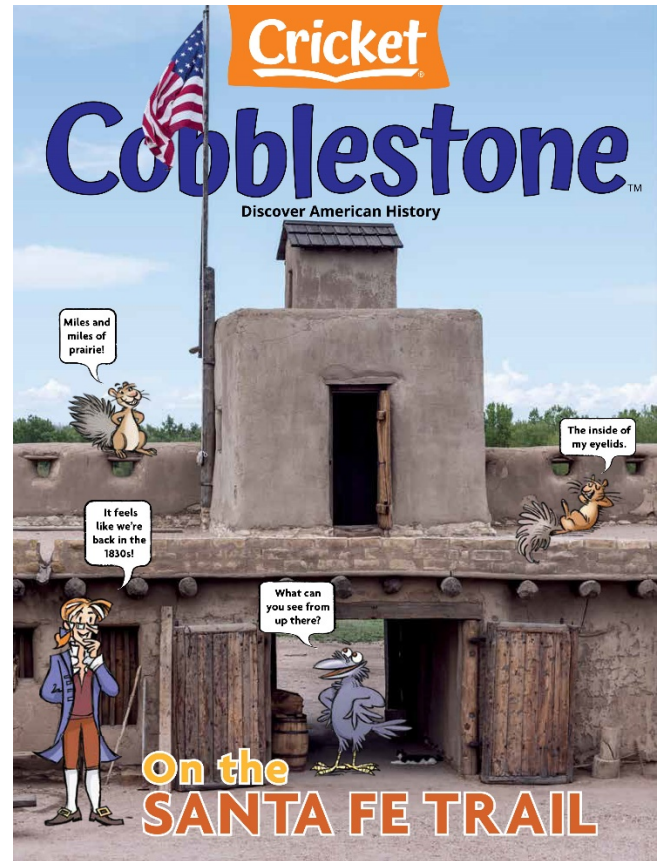
Use the articles, lessons, and activities in this teacher guide to help your students learn about the Santa Fe Trail and its impacts—both negative and positive—on American history.

CONVERSATION QUESTION

What were the impacts of the Santa Fe Trail?

TEACHING OBJECTIVES

- Students will analyze causes and effects.
- Students will identify key events.
- Students will analyze how the cultural characteristics of places change over time.
- Students will write informative texts.
- Students will create a presentation.
- Students will participate in oral presentations.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Pike's Adventure**
Expository Nonfiction, ~940L
- **Becknell Leads the Way**
Expository Nonfiction, ~920L
- **People of the Plains**
Expository Nonfiction, ~950L

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Pike's Adventure

pp. 9–11, Expository Nonfiction

Use this article about Zebulon M. Pike's role in the development of the Santa Fe Trail to give students practice in reviewing causes and effects.



RESOURCES

- Cause-Effect

OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze causes and effects.
- Students will write informative texts.

KEY VOCABULARY

- **frontier** (p. 9) a distant area where few people live
- **stockade** (p. 10) an enclosed area created from a line of tall posts that are set in the ground
- **expedition** (p. 10) a journey, especially by a group of people for a specific purpose, such as to explore a distant place or to do research

ENGAGE

Conversation Question: What were the impacts of the Santa Fe Trail?

Invite students to share what they know about the Santa Fe Trail. Explain that the Santa Fe Trail was a transportation route used from 1821 to 1880. It connected the town of Franklin, Missouri with Santa Fe, New Mexico. Use a short video, available on the internet, to give students more information about the Santa Fe Trail. Then discuss why this trade route might have had an important impact on American history.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. In the 1800s, explorers went west to learn about the American ____.
2. In 1805, a group of explorers went on a(n) _____ that eventually brought them to the Pacific Ocean.
3. The explorers built a _____ around their camp for protection.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What tasks did Pike need to accomplish on his second expedition?
2. Why did the Spanish soldiers arrest Pike and his men?
3. What made Santa Fe seem unimpressive to Pike?
4. Why was the price of goods shipped from Spain to Santa Fe so high?
5. Why do you think Spanish laws forbade foreign trade? Was this law fair? Explain.
6. Why do you think the need for reasonably priced goods in Santa Fe caught people's attention?

SKILL FOCUS: Causes and Effects

INSTRUCT: Review cause-effect relationships and invite volunteers to identify a few cause-effect relationships in the article. Then distribute the *Cause-Effect* worksheet and tell students they will reread the article to analyze the causes and effects of events during Pike's expeditions and complete the worksheet.

ASSESS: Have students work in pairs to complete the worksheet. Then have students gather in small groups to compare ideas.

EXTEND

Language Arts Share with students examples of American history comics. Then have students create a comic strip based on the events described in the article. Tell students to first plan the words and images that they will include in their strips. Then have them create the final strip. Post students' comics in the classroom.

Cause-Effect

Identify the cause and effect of the event listed in the chart below. Then find two other events in the article and list them in the center column. In the chart, describe the cause and effect of each event.

Cause	Event	Effect
	In 1807, Pike and his men were arrested by Spanish soldiers.	

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Becknell Leads the Way

pp. 12–15, Expository Nonfiction

Use this article about the trader who became known as “Father of the Santa Fe Trail” to teach students to connect and synthesize key details.



OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will identify key events.
- Students will create a presentation.

KEY VOCABULARY

- **trader** (p. 12) a person who buys, sells, or exchanges goods
- **uneventful** (p. 13) having nothing exciting, interesting, or unusual happening
- **initial** (p. 14) occurring at the beginning of something

ENGAGE

Conversation Question: What were the impacts of the Santa Fe Trail?

Point out to students that trade, or the buying and selling of goods, relies on different modes of transportation, including road, air, sea, and rail. Continue by explaining that companies that buy and sell goods try to transport those goods as quickly and cheaply as possible in order to make a profit. Ask students to deduce the challenges traders in the early 1800s might have faced in moving their goods out West.

INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What factors motivated Becknell to go out West?
2. Did Becknell expect to return to Missouri with bags of gold? Explain.
3. Why was Becknell surprised to see Mexican soldiers?
4. How did Mexico’s independence from Spain affect the movement of goods and people?
5. Name two ways Becknell’s second trip was different from his first.
6. How might history have been different if Becknell hadn’t found his way to Santa Fe?

SKILL FOCUS: Identify Key Events

INSTRUCT: Remind students that the article describes the trips Becknell took to Santa Fe. During each of the first two trips, he gained knowledge of the routes to Santa Fe and of the dangers that accompanied each route. This knowledge led to the successful creation of the Santa Fe Trail. Have students work in pairs to reread the article and underline key events and challenges that occurred during each trip.

ASSESS: Have partners write a paragraph that summarizes key events that occurred during the first two trips and led to the creation of the Santa Fe Trail. Challenge students to come up with a way to convey this information using a chart, map, diagram, drawing, or another method.

EXTEND

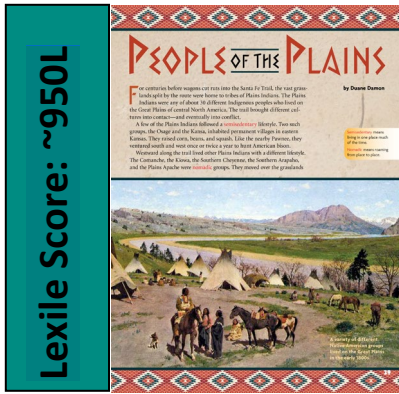
Math/Science Have students conduct research to find out how, exactly, the survey of the Santa Fe Trail was conducted. What methods were used? How long did it take? Who paid for it?

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People of the Plains

pp. 29–31, Expository Nonfiction

Use this article describing interactions between white settlers and traders and Plains Indians to have students analyze change over time.



OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will analyze how the cultural characteristics of places change over time.
- Students will participate in oral presentations.

KEY VOCABULARY

- **indigenous** (p. 29) produced, living, or existing naturally in a particular region or environment
- **conical** (p. 30) shaped like a cone
- **caravans** (p. 31) groups of vehicles such as cars or wagons traveling together

ENGAGE

Conversation Question: What were the impacts of the Santa Fe Trail?

Point out to students that economic development brings economic and social advantages and disadvantages to the people living in an area. Tell students to imagine that a large corporation plans to build its headquarters in your town. Brainstorm how this might impact high- and low-paying jobs, the housing market, traffic flow, the environment, and schools. Then tell students this article describes the impact of the Santa Fe Trail on the Plains Indians who inhabited areas around the trail before, during, and after the Santa Fe Trail was established.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. Party hats, volcanoes, and orange traffic cones have a _____ shape.
2. Settlers headed west often traveled in _____ for safety.
3. Plants that are _____ to an area usually grow very well there.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Compare the semi-sedentary and nomadic lifestyles of Plains Indians. How are these lifestyles similar and different?
2. Why did life revolve around the American bison for many Plains Indians?
3. Did horses improve the lives of Plains Indians? Explain.
4. Why did tension between settlers and Plains Indians increase?

SKILL FOCUS: Change over Time

INSTRUCT: Point out to students that over time, the movement of settlers and traders into the grasslands of the West changed the lifestyle of the Plains Indians living there. Invite a few volunteers to describe some of these changes. Then have students underline details in the article that explain how the lifestyle of Plains Indians changed over time.

ASSESS: Have pairs of students list at least three ways the movement of people on the Santa Fe Trail changed the lifestyle of the Plains Indians. Then have students gather in small groups to discuss their ideas.

EXTEND

Language Arts Have students choose one of the Plains Indian tribes mentioned in the article and conduct research to locate a folktale or legend from this group. Hold a class storytelling festival, with students or groups of students sharing stories by reading them or acting them out. Students should identify which tribe their stories came from. Ask students to note any details in the stories that connect to information in the article.