

## **HIT THE TRAIL**

Would you be able to plan a journey along the Oregon Trail? Find out if you and your partner would survive a cross-country trip to start a new life on the west coast.

### **Kansas College and Career Ready Standards for Social Studies:**

- Standard 1: Choices have consequences

Prior to the lesson, please divide students into pairs and give each team a piece of paper and a pencil to record their score. There is no other advanced preparation.

**Pre and post activities have been provided for your convenience. They are not mandatory, however utilizing these activities with your students will allow you to earn PDP points based on your participation in the IDL lesson.**

# Program Connection Information

***Please use an external microphone (conference style) rather than the integrated one in the computer for the audio for your class and locate it centrally in the room. It can be difficult for the Greenbush teacher to hear the students using the computer microphone and therefore it reduces the interactive nature of the lesson. It is fine to use the computer webcam for your video source.***

All classes will take place using Zoom desktop video. If your building is already set up to use a desktop video application with a computer, simply open a browser and enter <https://zoom.us/j/3662120241> in the URL space. You may need to download Zoom launcher software (free download) if you don't already have it. This needs to be done in advance of the lesson.

If using a Polycom video conferencing unit (or any legacy type video conferencing unit) to connect to a ZOOM conference, make sure the unit is in "encrypted mode" then dial the following IP on the internet: 162.255.37.11 or 162.255.36.11 and once connected, they will ask for a MEETING ID: enter 3662120241 (for Sharon at Science Center).

It's always a good idea to touch base with your district technology facilitator prior to your program to make sure all systems/equipment are in place and operational and that there aren't any firewalls in place that might prevent you from connecting to Zoom.

Once you connect, you will enter a Zoom waiting room. Your Greenbush teacher will admit you into the final meeting room.

If you have questions, please call Sharon Bertolio at Greenbush, 620-724-6281, or email at [sharon.bertolio@greenbush.org](mailto:sharon.bertolio@greenbush.org) (best method of contact).

# Optional Pre Visit Lessons

# Why Did People Travel on the Santa Fe and Oregon Trails?

Teri Fulton  
July 28, 2011  
4th Grade

## **Overview:**

The purpose of this lesson will be to have students understand that people travelled through Kansas in the mid 1800's using the Santa Fe and Oregon/California trails for specific purposes. The student will be able to identify the trails on a map using geographic skills and make critical decisions while viewing photographs and drawings of the time period. Finally, the student will be able to identify the main idea of the lesson and write about their findings. This lesson will take one class period of approximately 60 minutes.

## **Standards:**

Geography:

4.1.1 (A) applies geographic tools, including grid systems, symbols, legends, scales, and a compass rose to construct and interpret maps.

History:

4.2.4 (A) identifies and compares information from primary and secondary sources

4.2.5 (A) compares and contrasts the purposes of the Santa Fe and Oregon-California Trails (e.g., commercial vs. migration).

Common Core R.7 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## **Objectives:**

Content:

- The student will identify the specific reasons people travelled through Kansas on the Santa Fe and Oregon Trails

Skills:

- Identify both trails on an original map using geographic skills
- Look at original photographs and paintings and make critical decisions about where each group is travelling based on their knowledge of the trails




## **Essential Questions:**

Why do people travel?

## Lesson plan

1. The teacher will present information from *The Kansas Journey* (pages 60-63) using an Elmo or similar projection technology or will use other material to introduce the Santa Fe and Oregon Trails to the students.
2. Students will all get copies of the worksheet *Crossing Kansas* and as a small group, they will read and discuss the important purposes for both the Santa Fe and Oregon Trails (commerce and emigration).
3. The teacher will show a copy of the early Kansas map and distribute copies to each small group of students so that they can use skills learned in geography to read a Legend and find both trails on the maps. (First item on Resource List)
4. Teacher will show a photograph or painting on the Elmo and model how to read a photograph or painting.
5. The teacher will pass out five photographs and painting (Resource List) to each small group of four students. The teacher could find additional resources on the Kansas Memory or Library of Congress websites.
6. The students will look at photographs and paintings of early travelers and decide which trail the people in the photos and paintings will most likely take. They will read the photographs and painting, as modeled, and make critical decisions based on which trail they think the piece represents, putting each work under the correct heading, Santa Fe-Commerce, Oregon-Emigration. Conversation will be monitored anecdotally by the teacher and the teacher will pose questions to direct stalled conversations. Their decisions will be made by using their prior knowledge and observations from Reading the Photographs and Paintings. It is expected that students will discuss their reasoning with each other as the teacher circulates around classroom and notes individual participation.
7. Students will then gather and discuss, as a class, their findings and reasoning about the categories of each photograph.
8. As an assessment, students will fill out the attached "Big Idea" sheet (see attachment).

## Item Resource Chart

| Image   | Description   | Citation   | URL  |
|---|---|--|--|
|    | <p>Detailed map of Early Kansas</p> <p>Kansas: early routes, old trails, historic sites, landmarks, etc. –</p>  | <p>Kansas Historical Society.<br/>Kansas Memory.<br/>www.kansasmemory.org.</p> | <p><a href="http://www.kansasmemory.org/item/208625">http://www.kansasmemory.org/item/208625</a></p> |
|    | <p>Emigrant Camp and Wagon Train</p> <p>A painting by Henry Worrall. Born in 1825 in Liverpool, England, Worrall came to Kansas in 1868 for health reasons. A self-taught artist, he became a regular contributor to eastern journals, such as "Harper's Weekly" and "Frank Leslie's Illustrated Newspaper." Worrall's illustrations have been described as "journalism in pictures."</p> <p>Creator: <a href="#">Worrall, Henry</a><br/>Date: 1890</p> | <p>Kansas Historical Society.<br/>Kansas Memory.<br/>www.kansasmemory.org.</p> | <p><a href="http://www.kansasmemory.org/item/677">http://www.kansasmemory.org/item/677</a></p>       |
|  | <p>Arrival of the Caravan at Santa Fe</p> <p>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, opened in 1821 by William Bucknell, served as a freight route and passed through Missouri, Kansas, Oklahoma, Colorado, and New Mexico.</p> <p>Date: Between 1844 and 1845</p>  | <p>Kansas Historical Society.<br/>Kansas Memory.<br/>www.kansasmemory.org.</p> | <p><a href="http://www.kansasmemory.org/item/677">http://www.kansasmemory.org/item/677</a></p>       |

| Image   | Description  | Citation   | URL  |
|---|--|--|--|
|    | <p>Cattle fording the Smoky Hill River at Ellsworth, Kansas. On the old Santa Fe crossing 508 miles west of St. Louis, Mo.</p> <p>A stereograph showing cattle crossing the Smoky Hill River at Ellsworth, Kansas. Visible in the stereograph is a covered wagon. From Alexander Gardner's series, Across the Continent on the Union Pacific Railway, Eastern Division.</p> <p>Creator: Gardner, Alexander, 1821-1882<br/>Date: 1867</p> | <p>Kansas Historical Society. Kansas Memory. www.kansasmemory.org.</p>   | <p><a href="http://www.kansasmemory.org/item/145">http://www.kansasmemory.org/item/145</a></p>   |
|    | <p>The Oregon Trail in South Pass, 1852</p> <ul style="list-style-type: none"> <li>• Date Created/Published: c1930.</li> <li>• Medium: 1 photographic print.</li> <li>• Summary: Shows long line of covered wagons, people, cattle and horses.</li> </ul>  | <p>Library of Congress<br/><a href="http://hdl.loc.gov/loc.pnp/cph.3a51186">http://hdl.loc.gov/loc.pnp/cph.3a51186</a></p>   | <p>"(<a href="http://www.loc.gov/rr/print/195_copr.html">http://www.loc.gov/rr/print/195_copr.html</a>)"</p>   |
|  | <ul style="list-style-type: none"> <li>• Title: On the Oregon Trail / W.H. Jackson.</li> <li>• Creator(s): <a href="#">Jackson, William Henry, 1843-1942</a>, artist</li> <li>• Date Created/Published: c1930.</li> <li>• Medium: 1 photographic print.</li> <li>• Summary: Photo of drawing of stage coach, covered wagons, cowboys and horses on a plain.</li> </ul>   | <p>Library of Congress<br/><a href="http://www.loc.gov/pictures/static/data/media/925/92517705/92517705/gallery.jpg">http://www.loc.gov/pictures/static/data/media/925/92517705/92517705/gallery.jpg</a></p> | <p><a href="http://www.loc.gov/pictures/static/data/media/925/92517705/92517705/gallery.jpg">http://www.loc.gov/pictures/static/data/media/925/92517705/92517705/gallery.jpg</a></p> |

## Assessment

The student will fill out a “Big Idea” sheet giving their ideas of the main idea of the lesson. Teacher will move on or re-teach depending on the results of this assessment.

## For the Teacher

The teacher will find background information about the trails stated very succinctly in *The Kansas Journey*, pages 60-63.

### Background Information for Teachers

- William Becknell is often credited with being the father of the **Santa Fe Trail**
- He decided to haul goods from Kansas City to Santa Fe to sell
- First he used pack mules eventually going wagons, increasing amounts and profit
- The Santa Fe Trail made money for *entrepreneurs*
- Sighting the Pawnee Rock, travellers knew they were halfway to their destination
- Travel on this trail took people through Indian homelands and hunting grounds
- The **Oregon Trail** moved people travelling west for a better life.
- It took six months to make the trip and was a 2,000 mile journey
- Small wagons were used to transport their supplies
- Over 1,000 pounds of food were necessary to make the journey
- Travel on this trail was seasonal starting in late April so arrival would be before winter

Make copies of heading sheets for Oregon Trail – Emigration and Santa Fe Trail – Commerce.

Make copies of the “Big Idea” worksheet.

Make copies of the “Crossing Kansas” worksheet.

Reading the photographs and paintings means that the students will use their observation skills along with magnifying glasses to look carefully at the photos and paintings and write down the things that they see in the works which would indicate either commerce or emigration.

## Answer Key

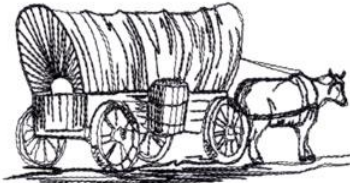
The reason for travel on the Santa Fe Trail was primarily for commerce.

The reason for travel on the Oregon Train was primarily for emigration.

These answers, in the students’ own words, will appear on their “Big Idea” sheet.



Big Idea Assessment Sheet



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Based on today's lesson, the most important information I learned was that

# SANTA FE TRAIL - COMMERCE

# OREGON TRAIL - EMIGRATION

## Crossing Kansas Worksheet

In the early 1800's, people traveled through Kansas to trade or settle in the West. Long before air travel and interstate highways, people traveled west on trails. Two great trails of the 19th century went through Kansas. The Santa Fe Trail was primarily a commerce route, connecting the United States to Mexico. The Oregon-California Trail was an emigrant trail, carrying families west to find prosperity and new lives.

**Daily Life on the Santa Fe Trail  
Fourth Grade**

**Developed for  
Library of Congress Midwest Region  
“It’s Elementary: Teaching with Primary Sources” 2011**

**By Randi Arensman  
Pauline South Intermediate, Auburn-Washburn, USD #437  
Topeka, KS**

**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:**



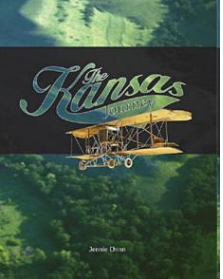
- The student will use a Venn diagram to show similarities and differences between the Santa Fe and Oregon-California Trails.


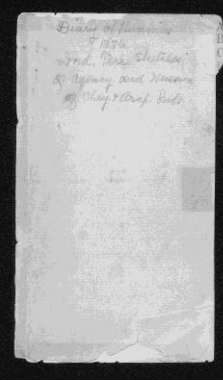

- The student will make a list of major hardships encountered by travelers on one of the historic trails.
- The student will write an opinion paragraph(s) to describe which trail they would choose to travel West and the reasons for that choice.



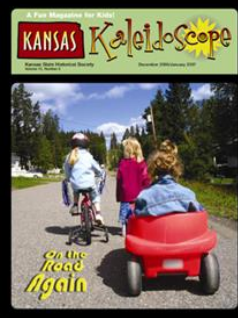

### Essential Questions

- Why did people move?
- Why did people trade with people in other countries?
- What is a hardship?




### Resource Table

| Image   | Description   | Citation   | URL  |
|---|---|--|--|
|    | <p><b>Trade and Travel on the Overland Trails</b><br/>This lesson compares and contrasts the two trails.</p>  | <p>Kansas State Historical Society, <i>Read Kansas!</i> Intermediate I-6 “Trade and Travel on the Overland Trails”</p> | <p><a href="https://kshs.org/p/read-kansas-intermediate-i-6-trade-and-travel-on-the-overland-trails/14889">kshs.org/p/read-kansas-intermediate-i-6-trade-and-travel-on-the-overland-trails/14889</a></p> |
|   | <p><b>Life on the Trails</b><br/>This lesson focuses on the differences in the two trails through the eyes of actual young travelers on the trails.</p>                         | <p>Kansas State Historical Society, <i>Read Kansas!</i> Intermediate I-7 “Life on the Trails”</p>                      | <p><a href="https://kshs.org/p/read-kansas-intermediate-i-7-life-on-the-trails/14890">kshs.org/p/read-kansas-intermediate-i-7-life-on-the-trails/14890</a></p>   |
|  | <p><b>The Kansas Journey</b><br/>This section of the textbook describes life on the two trails. It also provides students with primary sources associated with both trails.</p> | <p>Chinn, Jennie. <i>The Kansas Journey</i>. Salt Lake City: Gibbs Smith, 2005, p. 60-6.</p>                           | <p><a href="https://kshs.org/p/the-kansas-journey/14883">kshs.org/p/the-kansas-journey/14883</a></p>   |

| Image   | Description   | Citation   | URL   |
|---|---|--|---|
|    | <p><b>Courthouse in Independence, Missouri</b><br/> The reproduction of this engraving first appeared in <i>United States Illustrated</i> and depicts the early settlement of Independence including the courthouse. Located along the Kansas and Missouri border, the town was considered the "Queen City of Trails" because it was departure point for the Santa Fe and Oregon-California Trails.</p> | <p><i>Kansas Memory</i><br/> Courthouse in Independence, Missouri. Item Number 215612<br/> Creator: Meyer, Herrmann J.<br/> Date: 1854</p>           | <p><a href="http://kansasmemory.org/item/display.php?item_id=215612&amp;f=">kansasmemory.org/item/display.php?item_id=215612&amp;f=</a></p> |
|   | <p><b>Carl "Ado" Hunnius diary</b><br/> 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.</p>   | <p><i>Kansas Memory</i><br/> Carl "Ado" Hunnius diary. Item Number: 220118<br/> Creator: Hunnius, Ado, 1842-1923<br/> Date: January 10-24, 1876.</p> | <p><a href="http://kansasmemory.org/item/220118">kansasmemory.org/item/220118</a></p>   |
|  | <p><b>Hopkins Ranch</b><br/> This pencil sketch of the "Hopkins Ranch on Pound Creek, Indian Territory" is taken from the Ado Hunnius diary, page 64.</p>   | <p><i>Kansas Memory</i><br/> Item Number: 208721<br/> Creator: Hunnius, Ado, 1842-1923<br/> Date: 1876</p>   | <p><a href="http://www.kansasmemory.org/item/209721">http://www.kansasmemory.org/item/209721</a></p>  |

| Image   | Description   | Citation   | URL   |
|---|---|--|---|
|    | <p><b>Arrival of the Caravan at Santa Fe</b><br/> This illustration from Josiah Gregg's <i>Commerce on the Prairies</i> 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.</p> | <p><i>Kansas Memory</i><br/> Item Number: 677<br/> Date: Between 1844 and 1845</p>   | <p><a href="http://kansasmemory.org/item/677/page/1">kansasmemory.org/item/677/page/1</a></p>   |
|    | <p><b>ReadWriteThink: Student Materials: Venn Diagram</b><br/> This is an interactive tool that allows students to create Venn Diagrams that contain two overlapping circles, enabling them to organize their information</p>   | <p>ReadWriteThink Website<br/> SmartSource Data Collector<br/> Copyright (c) 1996-2008<br/> WebTrends Inc.</p>                 | <p><a href="http://readwritethink.org/files/resources/interactives/venn/index.html">readwritethink.org/files/resources/interactives/venn/index.html</a></p>                       |
|  | <p><b>On the Road Again, Kansas Kaleidoscope,</b><br/> This issue has important information about the Santa Fe Trail and the Oregon-California Trail. Learn how they shaped the history of Kansas and the United States.</p>  | <p>Kansas State Historical Society,<br/> <i>Kansas Kaleidoscope</i>,<br/> December 2006 / January 2007 "On the Road Again"</p> | <p><a href="http://kshs.org/p/kansas-kaleidoscope-december-2006-january-2007/16260#supplement">kshs.org/p/kansas-kaleidoscope-december-2006-january-2007/16260#supplement</a></p> |
|  | <p><b>The Interactive Santa Fe Trail</b><br/> This site provides basic information about the Santa Fe Trail and a Historical Timeline from 1821-1872</p>  | <p>Kansas Heritage Site,<br/> "The Interactive Santa Fe Trail."<br/> Created by Nancy Sween for Kansas Heritage, 1995.</p>     | <p><a href="http://vlib.us/old_west/trails/sfthist.html">http://vlib.us/old_west/trails/sfthist.html</a></p>  |



| Image   | Description  | Citation  | URL   |
|---|--|---|---|
|    | <p><b>Pioneers</b><br/> 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.</p>  | <p>Oracle<br/> ThinkQuest<br/> Education<br/> Foundation<br/> Last updated<br/> 7/19/99</p>   | <p><a href="http://library.thinkquest.org/6400/">library.thinkquest.org/6400/</a></p>                         |
|    | <p><b>Santa Fe Trail</b><br/> This page provides secondary information concerning the history of the Santa Fe Trail.</p>   | <p>Kansas State<br/> Historical<br/> Society,<br/> <i>Kansapedia</i><br/> “Santa Fe Trail”,<br/> Created July<br/> 2011.</p>  | <p><a href="http://kshs.org/kansapedia/santa-fe-trail/12195">kshs.org/kansapedia/santa-fe-trail/12195</a></p> |
|  | <p><b>Through Quivira to El Cerado</b><br/> 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, the Old Castle at Baldwin, the Post Office Oak and Last Chance Store at Council Grove, Fort Zarah, Shawnee Rock, the Treaty of Medicine Lodge, Fort Dodge, the Cimarron Valley, the Point of Rocks, Wagon Mound, and Fort Union.</p> | <p><i>Kansas Memory</i><br/> Item Number<br/> 216313<br/> Creator: Charles<br/> Howes<br/> Produced for the<br/> Kansas<br/> Statehood<br/> Centennial<br/> Celebration<br/> Date: Between<br/> 1960 and 1961</p> | <p><a href="http://kansasmemory.org/item/216313">kansasmemory.org/item/216313</a></p>                         |

## 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=](http://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?*

- *What will we be doing in an hour after we leave this place?*

Diary of Carl "Ado" Hunnius 1876

Page 60

Friday January 21st 1876

Got up at 6 o'clock it rained a little but all the horizon was cloudy. for breakfast we had coffee, Bisquits, butter, Beefsteak, 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

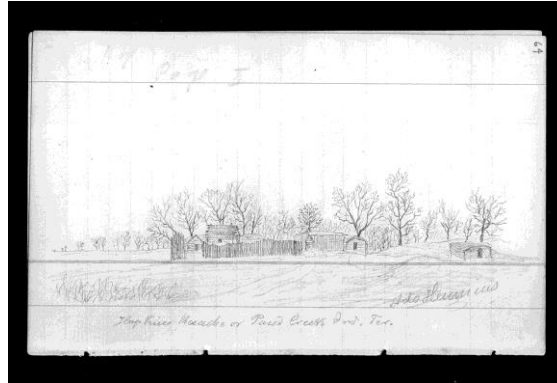
[page 61] [sketch of animal skin to be tanned]

[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 was in a bend of the Pond Creek a ¼ of a mile up Creek two tents, we went in the first, the Id man spoke pretty good english, they are very poor it was him 5 squaws 3 children

[page 63]

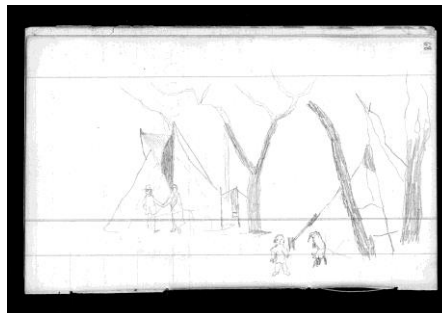
in an Indian cradle, got some sinew, which they value very high some peated ribbons to wear around the neck some peat chains. they asked very high prices but I think I go them cheap after all, as I can not trade with them, as a trader with goods or sugar or coffee, two cups of sugar = 1 dollar; after 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 leggins 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



[page 64][sketch]

[page 65]

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



[page 68] [sketch of Indians]

*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?*

- *What will you do?*
  - *How will your heart feel?*
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:  
<http://www.readwritethink.org/files/resources/interactives/venn/index.html>
  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 1-6 and/or 1-7 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](http://www.kansasmemory.org/item/216313) 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](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>

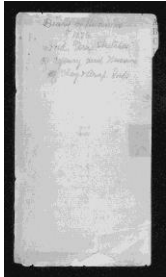
##### Visualization Technique Script

*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> )
  - We are going to use the front cover and pages 60, 62-65 only.
  - 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.
  - 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.
  - 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.
  - 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:

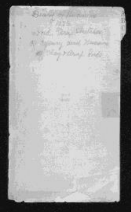

- Extend the learning by allowing students to further research the topic through:
- Kansas Kaleidoscope, December 2006/January 2007 On the Road Again issue It may be ordered at: <http://www.kshs.org/p/kansas-kaleidoscope-december-2006-january-2007/16260#supplement>
- Santa Fe Trail Webquest: <http://library.thinkquest.org/6400/>
- Through Quivira to El Dorado motion film documentary which can be found at <http://www.kansasmemory.org/item/216313>


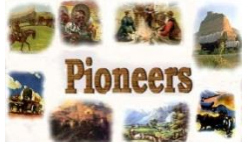

**Answer Key:**


- 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.

**Resource Table**

| Image   | Description  | Citation   | URL  |
|---|--|--|--|
|    | <p>Read Kansas! Intermediate - I-6 Trade and Travel on the Overland Trails</p>   | <p>Kansas State Historical Society, Kansas Memory</p>  | <p><a href="http://www.kshs.org/p/read-kansas-intermediate-i-6-trade-and-travel-on-the-overland-trails/14889">http://www.kshs.org/p/read-kansas-intermediate-i-6-trade-and-travel-on-the-overland-trails/14889</a></p> |
|    | <p>Read Kansas! Intermediate - I-7 Life on the Trails</p>  | <p>Kansas State Historical Society, Kansas Memory</p>  | <p><a href="http://www.kshs.org/p/read-kansas-intermediate-i-7-life-on-the-trails/14890">http://www.kshs.org/p/read-kansas-intermediate-i-7-life-on-the-trails/14890</a></p>   |
| <p><u>The Kansas Journey</u></p>  | <p>Seventh grade Kansas textbook co. 2005 by Jennie Chinn p. 60-61</p>   | <p>Chinn, Jennie. <u>The Kansas Journey</u>. Salt Lake City: Gibbs Smith, 2005.</p>  |  |
|  | <p>A copy of an engraving of the courthouse in Independence, Missouri. The reproduction first appeared in "United States Illustrated" and depicts the early settlement of Independence and its courthouse. Located along the Kansas and Missouri border, the town was considered the "Queen City of Trails" because it was the point of departure for the Santa Fe, Oregon and California Trails. Creator: Meyer, Herrmann J. Date: 1854</p> | <p>Kansas State Historical Society, Kansas Memory<br/>Item Number: 215612<br/>Call Number: FM 8<br/>KSHS Identifier: DaRT ID: 215612</p> | <p><a href="http://www.kansasmemory.org/item/display.php?item_id=215612&amp;f=">http://www.kansasmemory.org/item/display.php?item_id=215612&amp;f=</a></p>   |

| Image  | Description  | Citation  | URL  |
|--|--|---|--|
|   | <p><b>Carl "Ado" Hunnius diary</b><br/>           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.<br/>           Creator: Hunnius, Ado, 1842-1923<br/>           Date: January 10 - 24, 1876.<br/>           Picture of front cover of diary. Will use pages p. 60, 62-65, and 68 in the lesson.<br/>           Pictures are on p. 64, 68.</p> | <p>Kansas State Historical Society, Kansas Memory Item Number: 220118<br/>           Call Number: Carl Julius Adolph Hunnius Papers, MS Collection No. 397, Box 2, Folder: Diary 1876<br/>           KSHS Identifier: DaRT ID: 220118</p>   | <p><a href="http://www.kansasmemory.org/item/220118">http://www.kansasmemory.org/item/220118</a></p>   |
|  | <p><b>Arrival of the Caravan at Santa Fe</b> This illustration from Josiah Gregg's <i>Commerce of the Prairies</i> depicts a caravan of American immigrants on the Santa Fe Trail, New Mexico. The Santa Fe Trail, a major trade route, passed through Missouri, Kansas, Oklahoma, Colorado, and New Mexico.<br/>           Date: Between 1844 and 1845</p>  | <p>Kansas State Historical Society, Kansas Memory Item Number: 677<br/>           Call Number: HE.56 WAG.COV *12<br/>           KSHS Identifier: DaRT ID: 677</p>   | <p><a href="http://www.kansasmemory.org/item/677#page/1">http://www.kansasmemory.org/item/677#page/1</a></p>   |
| <p>ReadWriteThink: Student Materials: Venn Diagram</p>                             | <p>ReadWriteThink: Student Materials: Venn Diagram<br/>           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 ...</p>   | <p>ReadWriteThink Website<br/>           SmartSource Data Collector<br/>           TAG --&gt;<br/>           &lt;!-- Copyright (c) 1996-2008 WebTrends Inc. All rights reserved. --&gt;<br/>           &lt;!-- Version: 8.5.0 --&gt;<br/>           &lt;!-- Tag Builder Version: 2.0.0 -&gt;<br/>           &lt;!-- Created: 10/24/2008 6:40:30 PM --</p> | <p><a href="http://www.readwritethink.org/files/resources/interactives/venn/index.html">http://www.readwritethink.org/files/resources/interactives/venn/index.html</a></p> |

| Image   | Description   | Citation   | URL  |
|---|---|--|--|
|    | <p>Kansas Kaleidoscope, December 2006/January 2007 On the Road Again<br/>This issue has important information about the Santa Fe Trail and the Oregon-California Trail. Learn how they shaped the history of Kansas and the United States</p>   | <p>Kansas State Historical Society, KSHS Publications, Kansas Kaleidoscope, December 2006 / January 2007 issue On the Road Again</p> | <p><a href="http://www.kshs.org/p/kansas-kaleidoscope-december-2006-january-2007/16260#supplement">http://www.kshs.org/p/kansas-kaleidoscope-december-2006-january-2007/16260#supplement</a></p> |
|  <p>"educational page about the pioneers of the 1800s in the United States and how they traveled to the frontiers and began new lives"&gt;</p> | <p>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.</p> | <p>Oracle ThinkQuest Education Foundation</p>  | <p><a href="http://library.thinkquest.org/6400/">http://library.thinkquest.org/6400/</a></p>   |
|    | <p>Santa Fe Trail Basic Information and a Historical Timeline from 1821-1872</p>  | <p>Kansas State Historical Society, Kansapedia</p>   | <p><a href="http://www.vlib.us/old_west/trails/sfthist.html">http://www.vlib.us/old_west/trails/sfthist.html</a></p>   |

| Image  | Description  | Citation  | URL  |
|--|--|---|--|
| <p><b>Santa Fe Trail</b></p>  | <p><b>Entry:</b> Santa Fe Trail</p> <p><b>Author:</b> Kansas Historical Society</p> <p><b>Author information:</b> The Kansas Historical Society is a state agency charged with actively safeguarding and sharing the state's history.</p> <p><b>Date Created:</b> June 2003</p> <p><b>Date Modified:</b> July 2011</p>   | <p>Kansas State Historical Society, Kansapedia</p>    | <p><a href="http://www.kshs.org/kansapedia/santa-fe-trail/12195">http://www.kshs.org/kansapedia/santa-fe-trail/12195</a></p> |
|                              | <p>Through Quivira to El Dorado<br/>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.</p> <p>Creator: <a href="#">Howes, Charles C.</a><br/>Date: Between 1960 and 1961</p> <p>Use as a follow-up activity if so desired. This is a secondary source as it is from a 1961 reenactment.</p> | <p>Kansas State Historical Society, Kansas Memory</p> | <p><a href="http://www.kansasmemory.org/item/216313">http://www.kansasmemory.org/item/216313</a></p>                         |



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

\_\_\_\_\_  
\_\_\_\_\_

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7. 

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8. Other Hardships  

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**Answer Key (Answers will vary.)**



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.

# Optional Post Visit Lesson

# Pack Your Wagon

## An Oregon Trail lesson in group decision making, and what impacts our choices

### **For Teachers:**

This lesson can be done as part of the "Wagons Ho!" exhibit at the National Historic Oregon Trail Interpretive Center, or it can be done in the classroom using only the attached materials. If done at the Interpretive Center, the full scale packable wagon can be used with large foam blocks labeled for each of the items on the packing list. This may require some pre-organization to assign groups.

### **Included in this Lesson Plan:**

- Background historical information
- Background primary source documents related to Oregon Trail pioneers and supplies they used
- A Pack Your Wagon activity list worksheet which can be used individually or for a group activity, and requires some math and discussion, and recording with a pencil
- Follow up discussion and brief essay work sheet

### **This activity will help develop:**

- critical thinking
- ability to develop and express reasoned decisions and competing arguments
- using dialog to develop and express a particular point of view
- understanding how technology, scarcity and emotions affect decisions
- comparing past to present, especially family life and technology
- analyzing purchases and supply choices, and the differences between needs and wants
- an understanding of co-operation versus conflict in solving a dilemma
- simple math skills in calculating, estimating and adjusting
- understanding primary sources in researching history

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More background historical information and suggested bibliographical sources are available on our website: **[oregontrail.blm.gov](http://oregontrail.blm.gov)**

# Background

**This activity is about choices that need to be made in planning a venture.**

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The venture here is the Oregon Trail Journey undertaken by pioneers in the 1840's through 1860's. They were migrating to the western part of the continent for many different reasons, but most wanted new opportunities and to change their lives for the better.

## Basics of Life on the Trail

- Thousands of people traveled each year from May to October going west about 15 miles per day.
- There were no hotels; they were camping the entire way.
- There were no grocery stores or supply stores – the Trail passed by a few trading posts, and there were a few opportunities to trade with Native Americans, but mostly you had to pack all your food and supplies for the family in a wagon. You might be able to do a little trading, hunting, or gathering along the way.
- The pioneers had to be outdoors in all kinds of weather.
- They were leaving old homes behind, and they would have to build new homes when they arrived in Oregon in the fall. Many knew they would never see friends and family ever again.
- Pioneers had to take care of health and safety themselves, although others in a wagon train might help.
- Pioneers did not know for certain if they would be able to buy tools and supplies for their new life when they arrived in Oregon.
- There was not much for entertainment – maybe reading, music, visiting with friends, games.
- Pioneers had to be creative and adaptable in finding solutions to their problems.

You are going to fill out a list of what to take, and what to leave. The list has several items to consider, but you are limited by how much you can take total.

*(See Activity, Page 5)*

# What to Take?

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Here are some writings about supplies that people used on the Oregon Trail. They are primary sources of information, as they were written by people who actually lived during that time, and experienced the Oregon Trail. These are printed as written by the pioneers, and you may notice the spelling and grammar is sometimes confusing!

*“Father built a large box in the home-made wagon and put in a lot of dried buffalo meat and pickled pork. He had made over a hundred pounds of maple sugar which we took along instead of loaf sugar. He also took along plenty of corn meal....He laid in a plentiful supply of home twist tobacco. Father chewed it and Mother smoked it...in an old corn-cob pipe.”*

Benjamin Bonney, who traveled the trail at age 7 in 1845, and wrote this memory of the trip years later when he had grown up.

*“June 21<sup>st</sup>, 1852... to day five men direct from oregon they gave us the privelage of writing home last night we had music and dancing it makes it seem quite like home to hear the Accordion which Cecelia plays most every evenings...”*

Diary of Parthenia Blank, pioneer to Oregon

*“through all the winter preceding the April morning when the final start was made, the fingers of the women and girls were busy providing additional stores of bedding and blankets, of stockings and sunbonnets, of hickory shirts and gingham aprons that the family might be equipped for the trip, and not left destitute in case of failure to reach the goal in season, or of opportunity to replenish the stores from the meager and high-priced stocks of a new country.”*

Catherine Scott Coburn who traveled the Oregon Trail at age 13 in 1852, and wrote this memory in 1890 when she was 51 years old.

*“our outfit consisted of two yoke of oxen costing \$117.50, a wagon costing about \$80.00, our bedding consisting of buffalo robes and blankets, about 600 pounds of provisions, consisting of sacks of flour, one barrel of hardtack, a few boxes of Boston biscuit, some bacon, coffee, sugar, dried apples, etc. cooking utensils, two revolvers and a rifle.”*

William Smedley, a pioneer to Oregon in 1862 who traveled with companions David Culp and James Hall. James had made the trip across the plains about a decade earlier, and lived in California for many years. Smedley wrote this in 1911.

*Mr. Sawyer bought his wagon and two mules and some of the supplies which we would need on our long and tedious journey across the western plains, in Louisville. He bought two more mules, and the steamer stopped at his father's farm in Hancock county, Ky., to take these animals aboard. At St. Louis we changed on to a small Missouri-river steamboat, and came up that river to St. Joseph. Here it was necessary to lay in the remainder of our supplies, so Mr. Sawyer bought a single-horse carriage for my use and one more mule...*

*This is not the first trip for Mr. Sawyer. He was in the great California rush of '49, and went over with a large pack train. In this train was one wagon loaded with medicine, to be used in case of sickness. He drove this wagon all the way himself,... He knows just what we will need on this trip and has made his purchases accordingly.*

Diary of Francis Sawyer, 21 when she crossed the plains with her husband Thomas Sawyer. They started for Oregon, but changed their minds while on the trip and went to California.

*Mr. Editor; Subjoined you will find a list of the principle articles necessary for an outfit to Oregon or California, which may be useful to some of your readers. It has been carefully prepared from correct information derived from intelligent persons who have made the trip.*

*The wagons should be new, made of thoroughly seasoned timber, and well ironed and not too heavy; with good tight beds, strong bows, and large double sheets. There should be at least four yoke of good oxen to each wagon - one yoke to be considered as extra, and to be used only in cases of emergency. Every family should have at least two good milk cows, as milk is a great luxury on the road.*

*The amount of provisions should be as follows; to each person except infants:*

*200 pounds of bread stuff (flour and crackers)*

*100 pounds of bacon*

*12 pounds of coffee*

*12 pounds of sugar*

*Each family should also take the following articles in proportions to the number as follows:*

*From 1 to 5 pounds tea*

*From 10 to 50 pounds rice*

*From 1/2 to 2 bushels beans*

*From 1/2 to 2 bushels dried fruit*

*From 1/2 to 5 pounds saleratus*

*From 5 to 50 pounds soap*

*Cheese, dried pumpkins, onions and a small portion of corn meal may be taken by those who desire them. The latter article, however, does not keep well.*

*No furniture should be taken, and as few cooking utensils as are indispensably needed. Every family ought to have a sufficient supply of clothing for at least one year after their arrival, as everything of that kind is high in those countries. Some few cattle should be driven for beef, but much loose stock will be a great annoyance. Some medicines should also be found in every family, the kind and quantity may be determined by consulting the family physician.*

*I would suggest to each family the propriety of taking a small sheet-iron cooking stove with fixtures, as the wind and rain often times renders it almost impossible to cook without them, they are light and cost but little. All the foregoing articles may be purchased on good terms in this place.*

*Article in St. Joseph, Missouri Gazette, March 19, 1847.*

*April 7, 1852...Bade adiew to home and started amid snow and rain for the land of gold. Our outfit consists of two light strong wagons drawn by oxen and cows, one yoke of heavy oxen for wheelers and a lighter yoke for leaders, with one or two yokes of cows between. We have two saddle horses and a drove of twenty dairy cows, a good sized tent and a sheet iron camp stove which can be set up inside, making it warm and comfortable, no matter what the weather outside. We have a plentiful supply of provisions, including dried fruits and vegetables, also a quantity of light bread cut in slices and dried for use when it is not convenient to bake. Our stove is furnished with a reflector oven which bakes very nicely. Our clothing is light and durable. My sister and I wear short dresses and bloomers and our foot gear includes a pair of light calf-skin topboots for wading through mud and sand.*

*Diary of Eliza Ann McAuley, age 17, who crossed the plains in 1852 with her older brother and sister and two unrelated friends to meet up with their father who was in California.*

# Pack Your Wagon

**Supply List – You will look over the list and decide what YOU are going to take to Oregon on a five month wagon trip.**

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**Consider these questions as you choose:**

- 1) What would be the most important things you would take, and why do you consider them the most important?
  
  
  
  
  
  
  
  
  
  
- 2) Which of these would bother you the most? Why?
  - Being hungry
  - Being cold and wet
  - Not having favorite and meaningful personal belongings
  - Not feeling safe
  - Being stranded
  
  
  
  
  
  
  
  
  
  
- 3) Wagons usually carried supplies for 4 or more people. The wagons were pulled by mules or oxen, and if you loaded your wagon too heavily, it would injure or kill your animals. You can only load up to 2,400 pounds.
  - On the list, choose what you would include, up to 2,400 pounds total.
  - When you have your list, get in a group with others and debate until you all can agree what goes in the wagon. You may have to convince the others why to keep your favorites – so be ready with your reasons!

# Pack Your Wagon

Take no more than 2,400 lbs. with you, stacked no higher than the sides of the wagon

*you'll need this much food a family of four...*

## FOOD SUPPLY:

| Item             | Weight<br>(in Lbs.) | Lbs.<br>Packed |
|------------------|---------------------|----------------|
| Apple Vinegar    | 25                  | _____          |
| Bacon            | 400                 | _____          |
| Beans            | 200                 | _____          |
| Coffee           | 80                  | _____          |
| Dried Apples     | 80                  | _____          |
| Flour            | 500                 | _____          |
| Hardtack         | 200                 | _____          |
| Lard             | 200                 | _____          |
| Salt             | 50                  | _____          |
| Sugar            | 40                  | _____          |
| Rice             | 200                 | _____          |
| Water            | 100                 | _____          |
| Whiskey          | 40                  | _____          |
| <b>Subtotal:</b> |                     | _____          |

## DRY GOODS AND SUNDRIES:

| Item                       | Weight<br>(in Lbs.) | Lbs.<br>Packed |
|----------------------------|---------------------|----------------|
| Bedroll                    | 15                  | _____          |
| Blacksmithing Tools        | 200                 | _____          |
| Books                      | 75                  | _____          |
| Medicine                   | 10                  | _____          |
| Cast Iron Stove            | 300                 | _____          |
| Chair                      | 20                  | _____          |
| Cookware & Eating Utensils | 75                  | _____          |
| Granny's Clock             | 15                  | _____          |
| Gun Making Tools           | 200                 | _____          |
| Keepsakes                  | 40                  | _____          |
| Lead Shot                  | 25                  | _____          |
| Mirror                     | 15                  | _____          |
| Gunpowder                  | 80                  | _____          |
| Tent & Gear                | 150                 | _____          |
| Tools                      | 50                  | _____          |
| Toys                       | 15                  | _____          |
| <b>Subtotal:</b>           |                     | _____          |

**TOTAL WEIGHT OF YOUR PACKED WAGON:**

*(must be 2,400 lbs. or less)*

*If you packed all of these items in your wagon, it would weigh 3,400 pounds!  
Can you afford to take a second wagon?*



# **Pack Your Vehicle Today**

**After you've done the Pack Your Wagon Activity, consider  
how you might do things differently today.**

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If you and your friends, or family, plan a trip of two weeks or more in a car, how might these choices affect what you take along?

Will you be camping each night, or staying in a hotel or in a home? How does this affect what you take along?

Will you be eating in restaurants or take your own meals? What do you need to take along for these choices?

What do you know about where you are going? If you don't know anything, are you more likely to find out by researching or by asking others for their advice? How do you find the best information?

If someone tries to sell or give you something to take along on your trip, what is most likely to make you decide to take it along?

# Then and Now

**The Oregon Trail pioneers had to deal with very different circumstances than modern day travelers.**

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Which of the following do you think makes a big difference in planning a big venture such as a trip?

Put an **X** by the ones you think are a big difference, and an **O** by the ones your think are not so different. Make a note of what travelers today do differently that makes it easier or more difficult than the Oregon Trail pioneers.

\_\_\_ There were not good ways to preserve or refrigerate food, and few places to purchase food, so pioneers had to carry food that wouldn't spoil and always think about the next meal. *Why is this different today?*

\_\_\_ If the mules or oxen got injured or don't have enough to eat, the pioneers would have to stop and would be stranded. *What would you do if you are stranded while traveling?*

\_\_\_ There were not many doctors or medical services along the Oregon Trail, so if a pioneer or a member of their family got sick or injured, they would have to take care of it themselves. *What happens if you get sick while away from home?*

\_\_\_ The pioneers were a long way from anywhere, and about the only way to communicate long distances was to ask others to take a message back to the nearest fort, to the next wagon train, or to a town back east. *How do we communicate long distances today?*

\_\_\_ The pioneers' clothing, tools and wagons were mostly handmade and could be very expensive. If something was lost or damaged, it might be difficult to replace. *How do we repair items that are lost or broken now?*