

# riding the rails & traveling the trails

**A HISTORY OF TRAVEL IN NEW MEXICO  
A CURRICULUM ABOUT RAILROADS IN  
NEW MEXICO AND THE SANTA FE TRAIL**



**CURRICULUM  
TEACHER GUIDE  
LESSON PLANS**

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This curriculum was developed and written by Beth Maloney. For more information about Beth or to be in contact, please see [www.bethmaloney.com](http://www.bethmaloney.com)

Some of the lessons in this curriculum use themes and materials found in two educational sources:

*Santa Fe Trail Adventures; An Activity Book for Kids and Teachers* by Dave Webb (Dodge City: Kansas Heritage Center, 1989, revised 2000)

*Soot and Cinders: An Educator's Guide to the Cumbres & Toltec Scenic Railroad National Historic Site.* Prepared by the Friends of the Cumbres & Toltec Scenic Railroad, March 2007

Original texts for the background information sections were written by content experts Fred Friedman and Harry C. Meyers and referenced and edited by Beth Maloney, museum education consultant.

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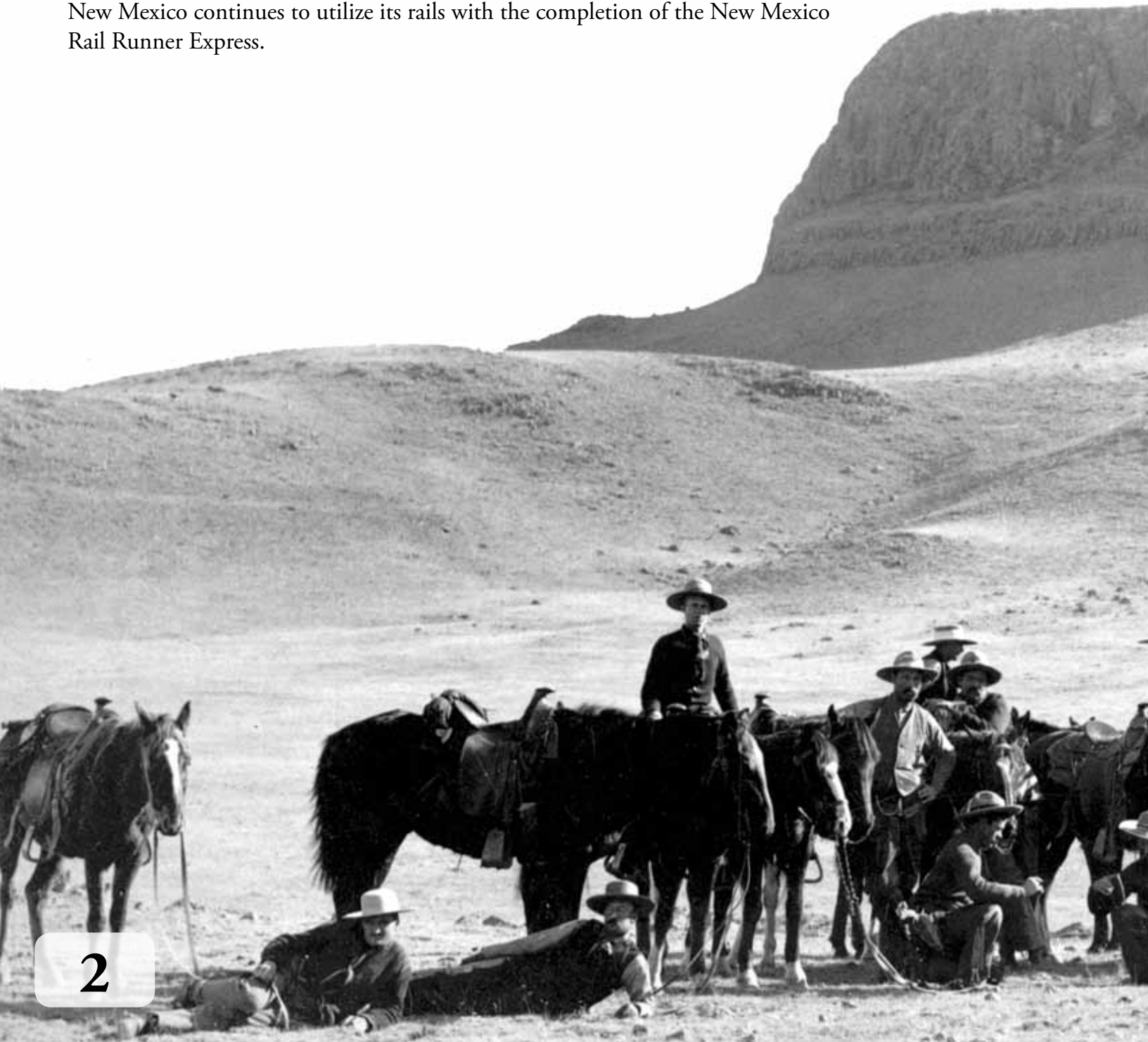




# OVERVIEW

## RIDING THE RAILS

The exhibition explores the history of transportation in New Mexico through an examination of the Santa Fe Trail and the railroads. The Santa Fe Trail was an international trade route between Mexico and the United States from 1821 to 1848 and later a major route for the westward expansion of the United States. It made way for the arrival of the railroad in 1880. The railroad spurred the growth of New Mexico industry and encouraged the development of towns. The rail opened the Southwest to artists, travelers and speculators and became a final destination for many. New Mexico continues to utilize its rails with the completion of the New Mexico Rail Runner Express.



## GOALS OF OUR PROJECT

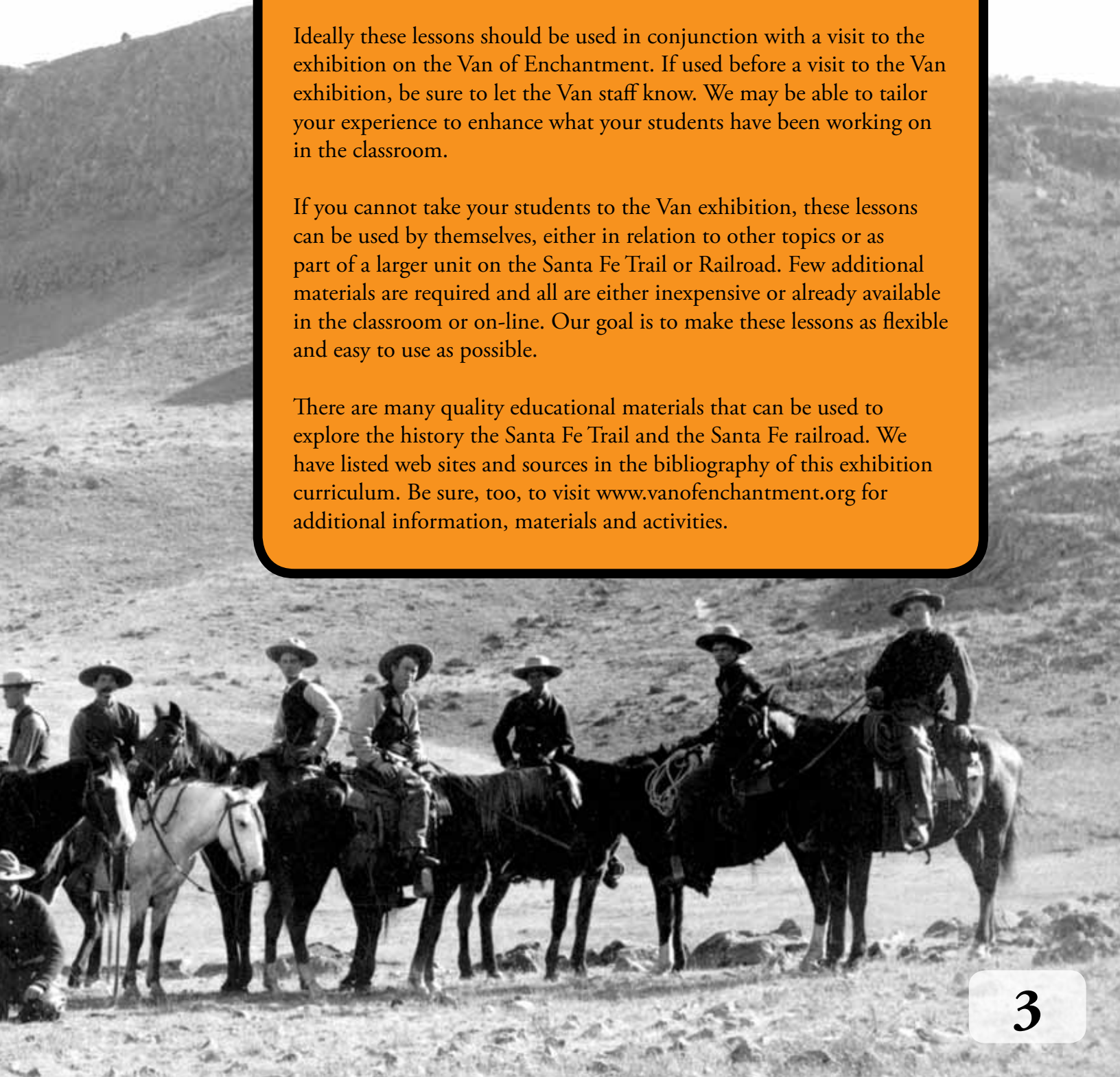
These lessons are designed to support a visit to the exhibition on the Van of Enchantment. They use primary and secondary sources—writing, images and maps—as bases for activities and exploration.

## HOW TO USE THESE LESSONS

Ideally these lessons should be used in conjunction with a visit to the exhibition on the Van of Enchantment. If used before a visit to the Van exhibition, be sure to let the Van staff know. We may be able to tailor your experience to enhance what your students have been working on in the classroom.

If you cannot take your students to the Van exhibition, these lessons can be used by themselves, either in relation to other topics or as part of a larger unit on the Santa Fe Trail or Railroad. Few additional materials are required and all are either inexpensive or already available in the classroom or on-line. Our goal is to make these lessons as flexible and easy to use as possible.

There are many quality educational materials that can be used to explore the history the Santa Fe Trail and the Santa Fe railroad. We have listed web sites and sources in the bibliography of this exhibition curriculum. Be sure, too, to visit [www.vanofenchantment.org](http://www.vanofenchantment.org) for additional information, materials and activities.





# BACKGROUND INFORMATION ABOUT THE SANTA FE TRAIL AND THE RAILROAD

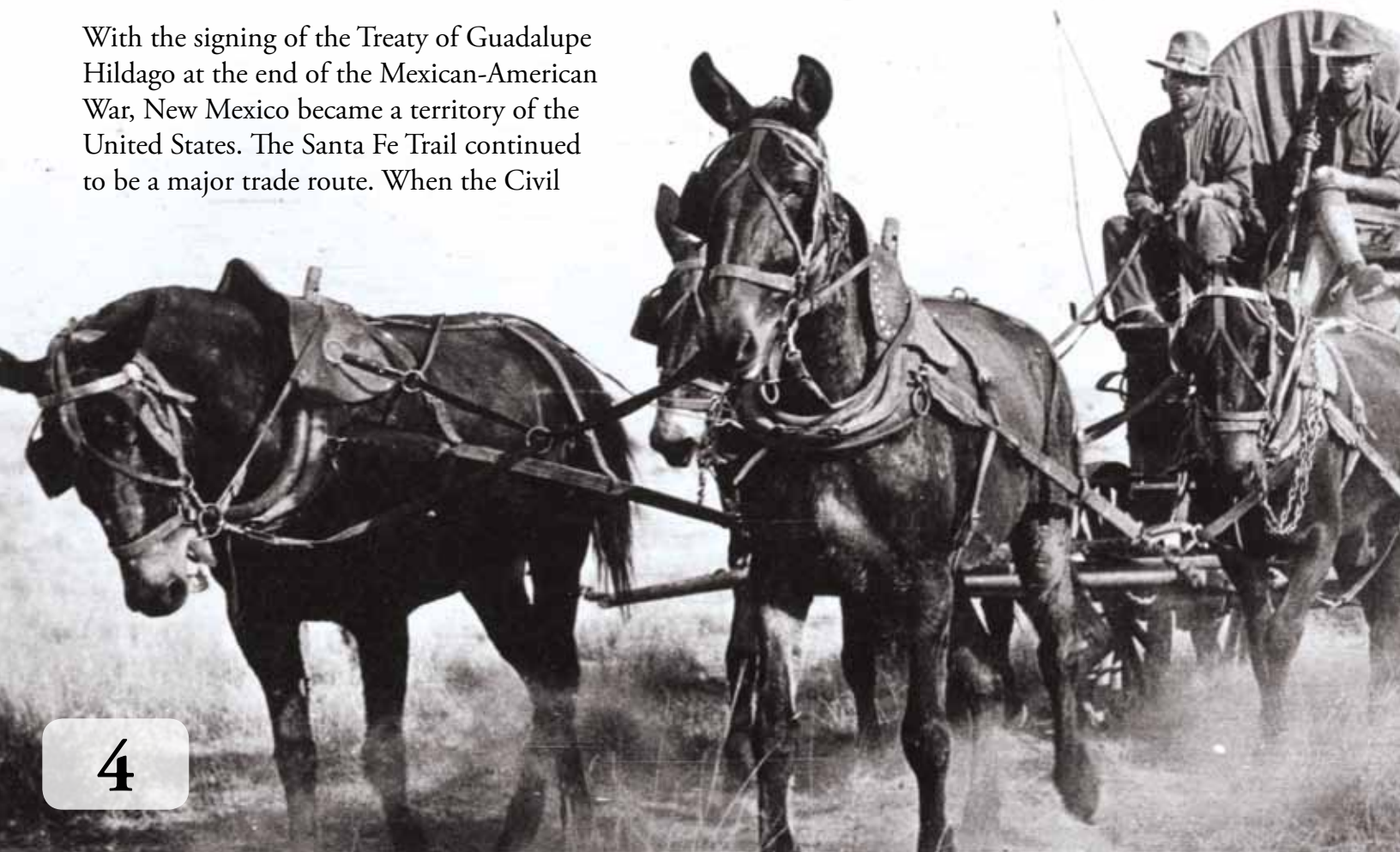
## OVERVIEW OF THE SANTA FE TRAIL

When New Mexico was a Spanish province, strict laws and geographic isolation kept trade tightly controlled and limited. Goods that made it up to Santa Fe were few and far between and also very expensive. When Mexico won its freedom from Spain in 1821, New Mexicans began to trade with whomever they pleased. After William Becknell of Franklin, Missouri, initiated a trade relationship with New Mexican communities in 1821, the Santa Fe Trail was in regular use. Until 1848, the Santa Fe Trail was an important international trade route between the United States and Mexico.

With the signing of the Treaty of Guadalupe Hildago at the end of the Mexican-American War, New Mexico became a territory of the United States. The Santa Fe Trail continued to be a major trade route. When the Civil

War ended, the Atchison, Topeka and Santa Fe Railway expanded westward. When the tracks reached Santa Fe in 1880, railroad service replaced wagon freighting and heavy use of the Santa Fe Trail was at an end.

Though the trail was used mainly for trade, others used it as well—explorers and adventurers, the military, families accompanying traders and, more rarely, people moving west for gold or land. Along with goods and money, ideas and customs also were exchanged along the Santa Fe Trail. New Mexicans were exposed to “Yankees” and their way of doing business. Travelers from Missouri were exposed to different peoples and cultures. Traders married



New Mexico daughters and in many cases those traders stayed in New Mexico or took their wives back to Missouri. The Santa Fe Trail was a route of commerce but quickly became also a route of cultural exchange.

## WHAT WAS TRADED?

The major item of trade brought to the Southwest was cloth: calico, chambray, dimity, flannels, ginghams, linens, muslins, percales, silks, and more. Other goods included needles, thread, buttons, shawls, handkerchiefs, knives, files, axes, tools, and, in 1824, a shipment of “green spectacles.” The wagons that carried goods and the oxen or mules that pulled the wagons also were sold.

Trade on the Santa Fe Trail went both from east to west and west to east. Sent back to Missouri were silver coins, processed gold, wool, mules and other items that helped Missouri to thrive when financial depression struck the rest of the country from 1821 to 1848. The Spanish and Mexican 8 Reales coin was legal tender in the United States until 1857 because of its reliable silver content.

## WHO TRAVELED THE TRAIL?

Hearing opportunity knocking, some New Mexicans became traders themselves and, according to accounts came to dominate trade on the Santa Fe Trail. For other traders, Santa Fe was only a stopping point in New Mexico before heading south into Old Mexico with their goods.

The Santa Fe Trail was mainly for traders and not for emigrants or cattle. At times, however, women and children traveled with traders’ wagons, and the military used the trail as a travel and supply route. During the Mexican-American War, for example, the Santa Fe Trail became route to invade and move supplies. Military posts were established in New Mexico and soldiers were stationed there.

During this period, the trail’s mountain route over Raton Pass became popular, and once New Mexico became part of the United States, the army employed civilian contractors to haul freight. Among the freighting firms was Russell, Majors and Waddell, a partnership that later operated the Pony Express between Missouri and California.





## WHAT WAS LIFE LIKE ON THE TRAIL?

Because the 900-mile trail cut through diverse environmental zones, from prairie to high desert to mountain the month long journey down the trail was difficult and needed to be well planned. Stretches of the trail with no water had to be traveled at night when it was cooler. The mountain route had steep grades and rocks and trees in the path and had to be traveled in daylight. Day or night, weather could be harsh, with blizzards, river flooding, prairie fires and droughts.

Though it could have gone farther, caravans typically traveled 15 to 20 miles a day for the sake of the animals whose strength had to be conserved for the long journey. Trade wagons

used on the trail were canopy or Conestoga wagons and farm wagons, and some could hold between 2,000 and 7,000 pounds. The military's heavy-duty freight wagons could carry only 2,500 pounds.

With the trail cutting through their homelands, American Indians saw its impact on the land: game was killed, buffalo began to disappear, grasslands were trampled. Though their resistance at times escalated, more people probably died from sickness, accidents, and old age than from Indian attacks on caravans. Individuals who strayed away from the main party, however, risked retaliation for trespassing on Native American territories..

Among those who wrote about life on the Santa

Fe Trail were Marian Russell, who dictated her memoirs for a book, and Susan Shelby Magoffin, who kept a diary she on her journey.

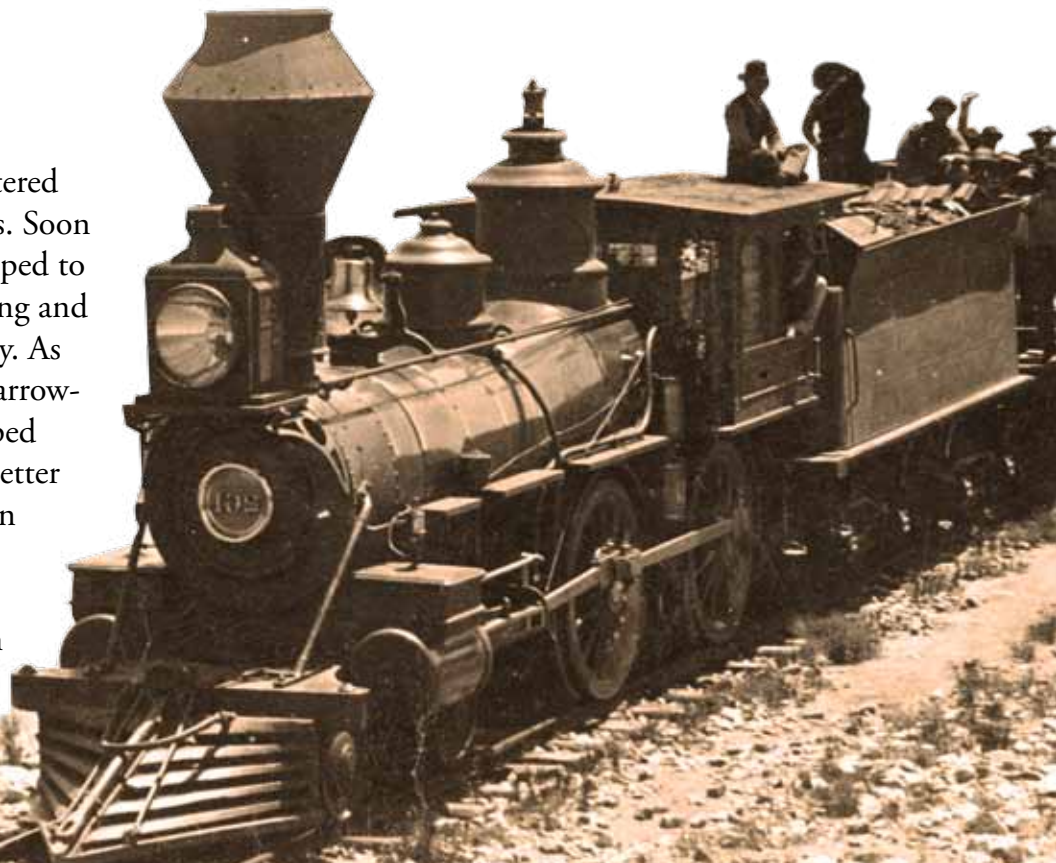
## WHAT EFFECT DID RAILROADS HAVE ON NEW MEXICO?

The railroad in the New Mexico changed everything from architecture to politics by opening the territory to economic, political, social, and economic change. Before the railroads, trade items were limited to oxen and a wagon. After the railroads, towns sprang up along the lines, altering local economies, land values, jobs, and long-established ways of life. On the morning of December





7, 1878, the first railroad entered New Mexico over Raton Pass. Soon other trains followed and helped to develop cattle, logging, mining and travel interests in the territory. As lumber became profitable, narrow-gauge railroads, were developed because they could operate better in mountains and forests than standard-gauge trains. Small trains, such as the Chili Line and Cumbres & Toltec, soon became a common sight throughout the territory.



As the railroad towns of Gallup, Las Vegas, Deming, Tucumcari Clovis and other towns grew, New Mexico became an important “bridge state” linking the West Coast and other parts of the nation. Later, through the efforts of the Harvey Company and others, the state, itself, became a destination for tourists as much as freight. Many of the depots established then remain today, reminders of New Mexico’s railroad era.

## **WERE THERE DIFFERENT KINDS OF TRAINS?**

Companies such as the Atchison, Topeka and Santa Fe, Southern Pacific, Chicago, and Rock Island and Pacific needed trains with the power and cars to haul tons of cattle, freight, coal and other products to, from and through New Mexico.

Passenger trains offered more comfort as they began to bring tourists, artists and entrepreneurs into the state to visit or stay. New Mexico was no longer a place for trains to pass through but had become a tourist destination even in the 1800s and early 20th century. After World War II, the Santa Fe Railway promoted the West through Harvey Houses along its route and it commissioned painters to encourage travelers to “See the West” in the comfort of well-appointed passenger trains.

## **WHAT ARE HARVEY HOUSES?**

In 1850, Fred Harvey emigrated from England to the United States, where he worked at a variety of occupations before working for the Burlington Railroad. As an agent, he traveled extensively through Kansas and Missouri and was disgusted by meals offered at stations. Determined to improve them, he first tried with

Burlington and then, more successfully, with Atchison, Topeka & Santa Fe Railroad to open and operate quality.

After Harvey took over the restaurant at the Santa Fe depot in Topeka, Kansas, in spring 1876, customers found linen and silverware, excellent food and reasonable prices. The following year, Harvey purchased the hotel in Peabody, Kansas, and further realized his dream of pampering travelers with fine food and accommodations. Harvey insisted on only the best food, facilities and service, and in 1881 replaced all-male staffs with his famous "Harvey Girls," who became known for their good looks, fine manners and efficiency.

By 1901, when Harvey died, his empire included 20 dining cars and 45 restaurants in 12 states. In New Mexico, Harvey establishments were in Albuquerque, Belen, Carlsbad, Clovis, Deming, Gallup, Lamy, Las Vegas, Raton, Rincon, Santa Fe, San Marcial and Vaughn.

## **WHAT TECHNOLOGICAL ACHIEVEMENTS CAME WITH THE RAILROADS?**

Raton Pass and the tunnel that runs through it have been famous in the history of the West from the early days of the explorers and covered wagon caravans to the building of the Santa Fe Railway. With the railroads came such technological successes as the Raton tunnel and the Mexican Canyon Trestle Bridge.

The first Raton tunnel was opened in 1879 to replace the mountain switchback that New Mexico's first train had to traverse the year before. A second tunnel was completed in 1908 for westbound trains only. In 1949, the westbound tunnel was closed, and all traffic was routed through a new tunnel that stretches a half-mile long at an elevation of 7,622 feet, the highest rail point in the Burlington Northern Santa Fe system.

The Alamogordo and Sacramento Mountain Railroad built the Mexican Canyon Trestle Bridge in 1899. The bridge, made entirely of wood and spanning 323 feet across the canyon, was built for loggers to reach lumber in the high forests. Later it was used to transport tourists to Cloudcroft.





# MYTHS AND MISCONCEPTIONS ABOUT THE SANTA FE TRAIL

## **1. THE SANTA FE TRAIL WAS A CATTLE TRAIL.**

The Santa Fe Trail was one of commerce between Missouri and Santa Fe. Cattle were not moved for commercial reasons on the trail.

## **2. THE SANTA FE TRAIL WAS AN EMIGRANT TRAIL.**

The Santa Fe Trail was not an emigrant trail as was the Oregon Trail. Though some took the trail to move from east to west, the trail was used mainly to move goods and freight between Missouri and New Mexico. Occasionally women and children traveled along with the traders' wagons, but that was rare.

## **3. THE SANTA FE TRAIL ENDED AT SANTA FE.**

The Santa Fe Trail ended in Santa Fe. However, reports from 1824 show that the market was saturated, and some traders chose to continue on to Mexico with their goods—Santa Fe being a way-point before heading south. Josiah Gregg's table of the value of the trade shows that goods were being taken down into Old Mexico as early as 1823.

## **4. INDIAN NATIONS ALONG THE SANTA FE TRAIL WERE A TERRIBLE DANGER TO THE TRADERS.**

There were troubles at times with various tribes of American Indians along the trail, but more

people probably died from sickness, accidents, and old age than from attacks by Indians. Still, one had to watch out and be careful, and individuals who strayed from the main party were most at risk of retaliation by Native Americans for trespassing. .

## **5. THE INVASION AND OCCUPATION OF NEW MEXICO IN 1846 WAS PEACEFUL.**

Though the initial invasion and occupation were without major clashes, the Army quickly began to fight Apaches and other tribes who were raiding horses from the grazing areas. An undercurrent against the occupation moved through New Mexico, bubbling over when, in January 1847, Governor Charles Bent and others were killed in Taos. While the occupiers from the United States called it an insurgency, it was really a continuation of the Mexican-American War, a fact President Polk recognized in dealing with the sentences of some of the participants in the 1847 battle of Taos.

## **6. THE SANTA FE TRAIL ONLY RAN FROM EAST TO WEST.**

Almost as soon as William Becknell headed back to Missouri, in 1821, New Mexicans began to take advantage of the trade trail and became traders themselves. A couple of accounts provide some evidence that by 1843 the New Mexican business owners and traders dominated the trade.

# FREQUENTLY ASKED QUESTIONS

## ABOUT THE RAILROAD

### HOW MUCH DOES A TRAIN WEIGH?

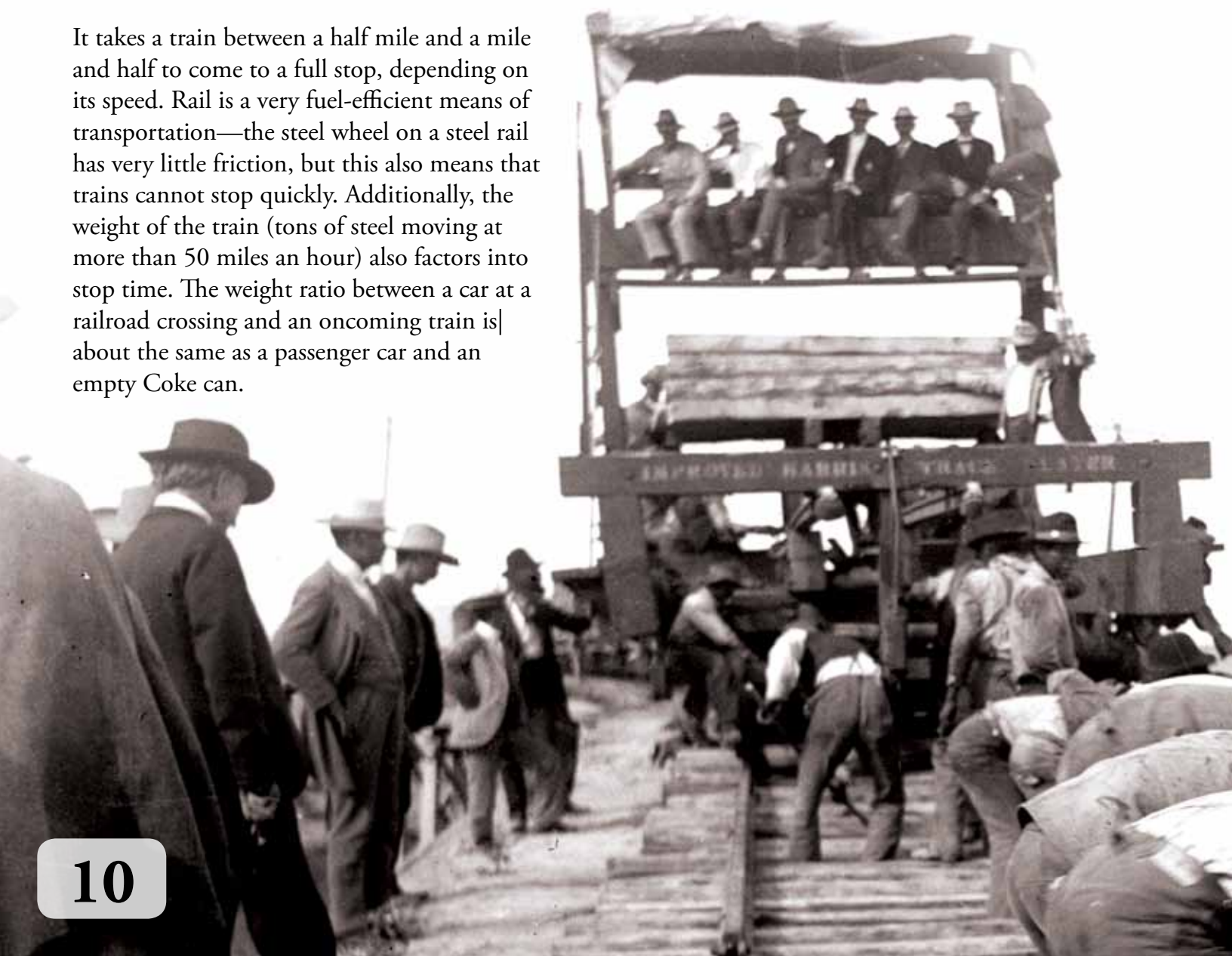
An average modern locomotive weighs about 300 tons. Depending on what the train is carrying and how long the train is, the weight can increase dramatically. The whole weight of the train is distributed over a length of track, often more than a mile long.

### HOW FAST CAN A TRAIN STOP?

It takes a train between a half mile and a mile and half to come to a full stop, depending on its speed. Rail is a very fuel-efficient means of transportation—the steel wheel on a steel rail has very little friction, but this also means that trains cannot stop quickly. Additionally, the weight of the train (tons of steel moving at more than 50 miles an hour) also factors into stop time. The weight ratio between a car at a railroad crossing and an oncoming train is| about the same as a passenger car and an empty Coke can.

### WHAT IS AMTRAK?

Amtrak is a government-funded national rail passenger corporation. In 1970, in an attempt to revive passenger rail service, Congress passed the Rail Passenger Service Act. The act created Amtrak, a private company that began managing a nationwide rail system dedicated to passenger travel. In New Mexico, Amtrak has two routes.





The Sunset Limited runs through the southern part of the state, serving Deming and Lordsburg as it links New Orleans and California. The Southwest Chief stops at Gallup, Albuquerque, Lamy (for Santa Fe), Las Vegas and Raton on a route that runs from Los Angeles and Chicago.

### **IS IT OKAY TO PUT PENNIES ON THE TRACKS SO THE TRAIN CAN FLATTEN THEM?**

No, it is dangerous. You could be struck by a train or by debris falling off the train. Also, if you are on railroad property without permission, you are trespassing. The rule to follow is, Stay off railroad tracks!

### **WHAT HAPPENED TO THE RAILROADS THAT USED TO BE IN NEW MEXICO?**

Of the more than one hundred railroads that once operated in New Mexico territory or state, some, such as logging railroads, drove themselves out of business, by clear cutting forests; some small operations were purchased by larger ones; some intended short stays and once they concluded their business moved on

to other locations. Still others, like the famous Southern Pacific and Santa Fe Railway Company corporately merged with other railroads to form new systems.

### **HOW COME SOME TRAINS WERE NARROW GAUGE AND OTHERS NOT?**

Small track gauge (the measurement between the two rails) permits tighter turns that are necessary in hilly and mountainous terrain. The reduction from standard gauge (56½ inches) versus narrow gauge (36 inches) made it easier and more cost efficient for small trains like the Chili Line and logging railroads in the mountains to negotiate the tight curves and steeper grades on their routes.

### **WHAT HAPPENED TO THE CABOOSES?**

Railroads were approved to run without cabooses in 1985 after a ruling on the national level that cabooses were not necessary as a safety element of railroading. Rail labor unions were opposed to the decision, but today cabooses no longer are used on most freight trains.



# MAPPING THE RAILS

**GRADE LEVEL:** 4th

**ESTIMATED TIME:** one class period

**GOAL:** to determine the geographic location of points on a map, using longitude and latitude coordinates.

**STUDENT LEARNING:** Students read a modern map, identify the location of existing railroads and determine the geographic location of points of interest using longitude and latitude.

## **STANDARDS MET FOR 4TH GRADE:**

Social Studies Geography A.1, A.2, A.3, C.1, C.2, C.3, E.2, E.3

## **MATERIALS**

- New Mexico Railroads Map 2001 found at the Van of Enchantment website (printed out)
- Modern maps of New Mexico
- Highlighter pens
- Tracing paper
- Pencils

## **PREPARATION**

As people began building railroads, they considered the geography of a region, technical issues as well as settlements and economic centers. In this activity, students examine the location of railroads in New Mexico and discuss what designers and builders may have considered as they determined railroad routes.

A note about longitude and latitude: These terms refer to sets of imaginary lines, measured in degrees, that cut the earth into sections and form a grid that helps us locate any place and know its exact location. Lines of latitude, or parallels, run

horizontally and measure distances either north or south from the equator (which is 0 degrees latitude). Lines of longitude, or meridians, run vertically from the North Pole to the South Pole. They measure distances in degrees either east or west from the “prime meridian” which runs through Greenwich England and is 0 degrees longitude.

## **PROCEDURE**

1. As a whole class, look at the New Mexico Railroad Map 2001. Why do you think the railways were built where they are (population centers, trade routes, geography and terrain)? Discuss the issues that builders and designers had to deal with when laying track. How might terrain influence the decisions that these companies faced?
2. Discuss definitions of longitude and latitude. Maps are often marked with these lines; if you know your longitude and latitude, you know your “coordinates.” Demonstrate for the



whole class how to locate Santa Fe using its coordinates (35.67°N 105.95°W).

3. Divide students into small groups. Each group chooses one railroad line to focus on – either an active or a dismantled/abandoned line. Then, using the Map Legend on the New Mexico Railroad Map 2001, students identify 7 - 10 locations along their chosen line. These points should be major rail yards, Amtrak depots, towns with depots or other rail towns. Once they have their 10 coordinates, they draw these points on trace paper.
4. Using their trace paper on a regular map of New Mexico as a guide, students approximate the location of their 7 - 10 spots. Then they calculate the longitude and latitude of these 10 spots. Once all the spots have been determined, students connect the dots and recreate their rail lines.
5. Students compare the two maps. Were there any differences in the lines they plotted and the lines on the original New Mexico Railroad Map? If so, why might there be a difference? (the terrain between depots and towns helped determine exact routes) Did any students choose the same route to plot? How similar were their lines?

## EXTENSIONS

A topographic map illustrates changes in elevation (like a steep incline or decline) using contour lines. Contour lines identify and connect areas with the same elevation. Make a clay model of one section or natural landmark (mountain, gorge) on the New Mexico map.

## MODIFICATIONS

Before asking students to plot lines on their own, model this mapping activity as a whole class with one of the active lines.

## ASSESSMENT

- Student discussion
- Plots and maps produced

# I'VE BEEN WORKING ON THE RAILROAD

**GRADE LEVEL:** 4th

**ESTIMATED TIME:** one to two class periods

**GOAL:** to develop an understanding of diverse points of view

**STUDENT LEARNING:** Students create a profile of historical fictional character based on research. Through a letter writing activity, they gain a richer understanding of the pressures and challenges facing people working with the railroads.

## STANDARDS MET FOR 4TH GRADE:

Social Studies History A.1, B.1, D.1, Social Studies Geography C.1, E.2, E.4, Economics A.1, B.1, C.1, Language Arts 2.A.1, 2.A.2, 2.A.3, 2.C.1, 3.B.4

## MATERIALS

- Paper and pencils
- Chart paper and pens

## PREPARATION

People helped build and run the railroad - Harvey Girls, steel gangs, car cleaners, car attendants, engineers and conductors. These workers were from dozens of nationalities and locations. As railroads were built across New Mexico, Acoma, Laguna and Navajo steel gangs literally moved mountains, placed ties and rail, and spiked it down for the railroad to keep moving. They worked as units and were largely self-organized and took pride in laying and maintaining thousands of miles of track. Cooks and car attendants worked tirelessly for crew and customers from San Diego to New Orleans and from New York to Chicago and the West Coast. Women worked as servers, waitresses and clerks in the early years. Crews worked night and day, ensuring safety and efficiency of the trains as

they made their way across New Mexico. In this activity, students explore the costs and benefits these occupations may have held.

## PROCEDURE\*

1. Discuss the many people who worked to make the railroad possible. Who were the workers who constructed the railroad? What was it like to do such backbreaking labor? What about the people who kept the railroads running or met the needs of passengers and crew at depots and Harvey houses? Being far from family could have been tough but the economic rewards might have made it worth it. Brainstorm a list of all the people who made the railroads possible (laborers, engineers, porters and conductors).
2. Students chose one person who worked on the railroad. Then, they develop that character keeping in mind the following questions: What is this person's name, age, occupation?

Why did they end up doing what they are now doing? What are the biggest challenges they face at the moment? Who is the person closest or most important to them and how can this person help them with their biggest challenge? This character development might take a class period or a week depending on how in depth the teacher wants to make the assignment.

3. Once students' characters have been developed, they write a letter (as their character) to the person they have identified as most important to their character. In this letter they describe the biggest challenge they are experiencing and ask for help solving it.
4. Students give their letters to another person in the class (selected randomly). That person must write a response to the letter, informing the writer that they cannot help them.
5. Students read the letters aloud.
6. Debrief on the experience. Did students develop characters and write letters similar to one another? What was the experience of asking for help? What was it like to have to refuse to help?

## EXTENSIONS

Bind these letters into an anthology of voices from the railroad. Take character development one step further and use them as the basis for a theatrical performance. Publish the final version of these letters on the Van of Enchantment website for other students to see or respond to.

## MODIFICATIONS

To make the character development more focused, give students 6 – 10 different people to choose from. Besides the list that your students have brainstormed, some examples include:

- Member of a steel gang, working on the railroad and living far from home
- Young woman from Kansas working in a Harvey House in New Mexico
- Porter, cook or car attendant working on the railroad, traveling constantly and serving the needs of passengers
- Engineer bearing the great responsibility of mechanics and safety
- President of a railway, set on establishing a particular route
- Rancher imagining the huge impact of the railroad on his cattle business

Consider giving students a more detailed example like:

“My name is Ellen Mae Hunt and in 1922 I was a Harvey Girl – a waitress at the railroad stop at El Navajo in Gallup, New Mexico. Gallup wasn't very big yet, although there were many Indians and cowboys on the streets. It looked nice, but it was WILD. I'd never seen a town like that back home in Kansas. But after I was there a short while, I began to like it. I met my husband in 1925. I worked other Harvey Hotels in Barstow and San Bernardino, but I ended up in Gallup because I missed it when I was away. I would never have come west if it hadn't been for those Harvey Houses. Think what I would have missed!”

Kate Nelson, New Mexico  
History Museum

## ASSESSMENT

- Class discussion
- Character development
- Letters written and responded to

\*Letter writing activity adapted from the Wrinkle Writing Handbook, UNM



# MAKING A MODEL

**GRADE LEVEL:** 4th

**ESTIMATED TIME:** one to two class periods

**GOAL:** to create realistic models of railcars, bearing in mind how function informs design

**STUDENT LEARNING:** Students research different kinds of rail cars and see how their function informed their design. Then they choose one kind of railcar, research that type of car and create a model. Images and information available at [www.vanofenchantment.org](http://www.vanofenchantment.org)

## STANDARDS MET FOR 4TH GRADE:

Visual Art 1.B.1, 3.B.2, 4.A.1, Mathematics 4.A.3.1, 4.G.1.1, , Social Studies Geography E.2, F.1, Economics C.1, Language Arts 1.A.4, 1.B.2, 2.C.1

## MATERIALS

- Shoe/cardboard boxes
- Arts and crafts materials (paint, collage, tongue depressors, scraps)

## PREPARATION

For 100 years, the railroad was the easiest way to transport people and goods. It transformed the American economy and helped build the industrial society we now have. While locomotives provided the power to move and deliver cars, there were many different cars for different purposes. The function of these cars informed the way they were designed. In this activity, students become familiar with different rail cars, choose one to focus on and build a model.

## PROCEDURE

1. Discuss different kinds of railcars and why they were designed in particular ways. Boxcars were enclosed and usually carried freight. Flat cars were like an open deck designed to carry things too large or cumbersome to fit into a Boxcar. Passenger cars carried people. Dining cars provided a place to prepare and serve food. Refrigerator Cars could be kept at specific temperatures for transporting perishable goods. Stock cars were used for carrying livestock. Other cars include: Caboose, Rotary snow plows, Jordan Spreaders, Gondolas, Tank cars.
2. Make a list of different kinds of railcars on the board. Students chose one kind of car and research. Students should find images of the railcars they choose. Using print and on-line sources, they answer the following questions: What was the purpose of the car? When was

it in use? How was the design an integral part of its use?

3. Students write a descriptive paragraph about their railcar based on the research they have done.
4. Using cardboard boxes or shoeboxes, students build their own model railcars. They may choose to decorate using paint, collage, three-dimensional materials. Model railcars should be designed accurately with as much detail as possible.
5. Set up a display of student railcars in exhibition format with descriptive paragraphs next to rail cars explaining why they are designed that way.

## EXTENSIONS

A lot can be learned about the past by looking at design. Instead of railcars, focus on depots (find depot plans on [www.vanofenchantment.org](http://www.vanofenchantment.org)). What can you learn from what was included and excluded in the design of depots (women's areas, etc.)? Are there any old train depots in your community?

## MODIFICATIONS

If time is an issue, consider having students work in teams or pairs instead of individually.

## ASSESSMENT

- Class discussion
- Independent research and descriptive paragraph
- Model railcars

## ADDITIONAL RESOURCES:

The following is a list of cars and short definitions.

**Boxcars** were enclosed and usually carried freight.

**Cabooses** were the last cars on the freight train and had kitchen and sleeping areas for the crew.

**Gondolas** are railcars with no top, a flat bottom and fixed sides and often used for carrying heavy goods

**Jordan spreaders** are one of the largest pieces of snow removal equipment on a railway, usually with a large front plow blade.

**Dining cars** provided a place to prepare and serve food.

**Flat cars** were like an open deck designed to carry things too large or cumbersome to fit into a Boxcar.

**Passenger cars** carried people and had windows and seating.

**Refrigerator cars** could be kept at specific temperatures for transporting perishable goods.

**Rotary snowplows** used a circular set of blades to cut through snow on a track.

**Stock cars** were used for carrying livestock.

**Tank cars** were designed to carry liquids.

# MAPPING THE TRAIL

**GRADE LEVEL:** 7th

**ESTIMATED TIME:** one class period

**GOAL:** to create and navigate landmark-based directions

**STUDENT LEARNING:** Students identify landmarks used along the Santa Fe Trail in New Mexico. Then, they create their own directions based on landmarks and try to navigate a route using only landmark-based instructions.

## STANDARDS MET FOR 7TH GRADE:

Social Studies History A.3, D.2, Social Studies Geography A.1, B.4, C.3, E.3,  
Language Arts 1.C.2, 2.A.1, 2.A.4

## MATERIALS

- Map of Northern New Mexico on Van of Enchantment website

## PREPARATION

In the early years of the Santa Fe Trail, the route was marked by landmarks: rivers, hills, mountains, large formations of rock and other natural formations helped guide travelers. When travelers set out they often followed ruts left by previous wagons - marks that can still be seen today. Regardless of which route a wagon train chose to take, traders looked carefully for landmarks, both natural and man made (for example civilian and military settlements) to keep them on route. In this activity, students examine historical landmarks and the benefits and drawbacks of navigating using landmarks.

## PROCEDURE

1. The Santa Fe Trail followed both natural and man-made landmarks. In small groups, students trace the Cimarron and Mountain routes on a map by identifying the following New Mexican towns and landmarks: Raton Pass, Rabbit Ears, McNees crossing, Round Mound, Point of Rocks (between Springer and Clayton), The Canadian River, Wagon Mound, Fort Union, Ocaté Crossing, Fort Marcy, Las Vegas, San Miguel, Pecos village, Glorietta pass, Santa Fe.
2. Discuss the idea of travelling a route, without a map or road to follow. What sorts of directions would you need? If you were traveling the Santa Fe Trail, how would you stay on the trail? What might have helped determine your exact route (water for campsites, historic routes used by earlier travelers, the leader of your wagon train)?



3. As a class, define what makes a good landmark. Ask students to consider the following: what are the benefits, if any, to using landmarks to help navigate? Are there landmarks in your community? Brainstorm these on the board. Are they natural or man made? When do you use them? Are some landmarks better than others? Why?
4. In small groups, students write directions for getting from one place to another in the school (or classroom or neighborhood). Students should use only landmarks in their directions (not street names). Landmarks should be described simply and in as clear a language as possible.
4. Test out each other's directions. Did these directions work? Did anyone get lost? What were the challenges of trying to describe a route using only landmarks? Could some one unfamiliar with the school setting be able to follow student directions?

## ASSESSMENT

- Class discussion
- Student written directions
- Following directions activity

## EXTENSIONS

Research one important landmark along the Santa Fe trail and compose a “geographical biography” by answering the following questions about this location – how was it used along the Santa Fe Trail, where did its name come from (if applicable), where is it situated on a map, what are its climatic characteristics. If possible, find an image (drawing or photograph) to include.

## MODIFICATIONS

For a more detailed exploration of geographic zones, students can identify specific climate zones and elevation changes along the Santa Fe Trail and color them in with pens or colored pencils.

# PRIMARY SOURCE PERSPECTIVES

**GRADE LEVEL:** 7th

**ESTIMATED TIME:** three class periods

**GOAL:** to research primary and secondary sources and present the perspectives of historical figures

**STUDENT LEARNING:** Students examine the experiences historical figures as reflected in original writing/transcriptions from interviews. Then they create a presentation based on their research.

## STANDARDS MET FOR 7TH GRADE:

Social Studies History D.1, D.2, Social Studies Geography B.4, E.3, Language Arts 1.B.2, 1.C.2, 1.D.2, D.3, 2.A.2

## MATERIALS

- Biographic descriptions of Marian Russell, Susan Magoffin and Jose L. Gurule
- Additional sources (print and on-line) about travel on the Santa Fe trail—Land of Enchantment, Memoirs of Marian Russell along the Santa Fe Trail, Down the Santa Fe Trail and into Mexico, On the Santa Fe Trail
- Materials students may use as part of their presentation—print outs, art supplies, cardboard

## PREPARATION

Historians reconstruct a story of the past looking at primary sources, such as journals, interviews, maps, letters, images and objects. We are lucky to have the original writings (or written recordings of first person interviews) of several people who experienced travel on the Santa Fe Trail in the mid 1800s. On the night before you do this activity, have students read the three biographic descriptions of Marian Russell,

Susan Magoffin and Jose L. Gurule. In this activity, students will explore how perspective can influence the way you understand your experience – and the way others interpret that experience.

## PROCEDURE

1. Discuss a little bit of the historical context for Marian Russell, Susan Magoffin and Jose L. Gurule. Towards the end of her long life, Marian Russell dictated her memoirs or memories to her daughter-in-law who recorded them. Susan Magoffin, kept a daily record or diary of her experiences traveling on the trail as a young bride. Jose L. Gurule's story of travel from New Mexico to Kansas was recorded in the 1930's as part of the New Mexico Federal Writers project, 70 years after his journey. How might these factors have influenced the ways each person described their journey? Who might their intended audience have been?

2. Divide students into three groups and assign each group to one person. Consider what each person contributed to our understanding of life on the trail. What was his/her perspective? Where was s/he coming from—literally and figuratively? What was his/her point of reference? How did s/he describe the environment and people along the trail? There may be a need for more research, for accuracy.
3. Students create a presentation (written chart, drawings, power-point, dramatic theatrical presentation etc.) representing the perspective of their assigned person's experience. They might focus on the way they described the traveling life, the people they met or the natural landscape. What do we, as historians, need to keep in mind as we read a first-perspective report of life on the trail?
4. Students present to each other. Compare and contrast presentations and discuss. How did our own perspectives influence our arguments? What were our stereotypes about these people? Were any new conclusions generated through this group exercise?
5. Group presentations can be modified into a classroom exhibit.

## MODIFICATIONS

If time is an issue, students may do individual research on their groups as homework reporting at a later date and developing a presentation as part of a separate class.

## ASSESSMENT

- Class discussion
- Group work
- Student presentations

## EXTENSIONS

What did women experience on the Santa Fe Trail (Mary Donoho, Julia Archibald Holmes, Charlotte Green)? How are their experiences similar or different to Marion and Susan's? What about the un-named wives who worked as cooks in caravans? And what about the Native American women and children who had traveled in that area for many years?



**NAME:** Marian Russell

**DATES:** 1852–1870

**BIRTHPLACE:** Peoria, Illinois, January 26, 1845

**PLACE OF DEATH:** Trinidad, Colorado, 1936

At an elderly age, Marian Russell dictated her memoirs to her daughter-in-law and the resulting book, *Land of Enchantment, Memoirs of Marian Russell along the Santa Fe Trail* is an account of the trail and the southwest. Marian not only tells us of the trail from a woman's point of view, but also from that of a child.

She first traveled the trail in 1852 at age 7 with her mother and older brother, Will, in 1852. They were headed to California after the death of Marian's father. Normally, the trip would have cost \$250.00 for her mother and half that amount for Will and Marian. But Mrs. Russell was hired by some Army officers as a cook in exchange for their passage over the trail.

The caravan they traveled in was a large one, composed of a civilian portion and a military portion. Marian was with a wagon in the military portion which was carrying "boxes and bales of merchandise to Fort Union, New Mexico." The teamster who was driving their wagon was Pierre, one of the best in the service of the Army. Pierre led the wagon out of Fort Leavenworth, following the civilian portion of the wagon train. Marian said that she and her mother rode on the covered freight wagon and when she got tired there was a place in the back where she could lay down and rest. The teamsters and the other men would sleep under the wagons, but the Russell family had a tent that they slept in at night. Marian said her bed on matted grass was comfortable but she sometimes woke up at night to the "coyote's

eerie cry in the darkness. I would creep close to mother and shiver."

Marian vividly describes the daily routine from the smells of breakfast fires burning to landscapes and animals she saw on the day's journey, to the stories told around the campfire at night. Her descriptions of the environment and landscape are particularly evocative. She loved the plains and called the earth a "Persian rug, the lavender, red and yellow wild flowers mingling with the silvery green prairie grass. There were places where we saw wild turkeys among the cottonwood trees, and where the wild grapevines ran riot. Always there were the buffalo." Marian's recollections of her days on the trail are a realistic view of a child's adventures.

**NAME:** Susan Shelby Magoffin

**DATES:** 1846

**BIRTHPLACE:** Arcadia, Kentucky, July 30, 1827.

**PLACE OF DEATH:** Kirkwood, Missouri, 1855.

Susan Shelby Magoffin was the wife of Santa Fe Trader Samuel Magoffin and traveled down the trail with him in 1846. Susan carefully kept a personal diary of her experiences on the journey. In 1926, Susan's diary was published under the title: *Down the Santa Fe Trail and into Mexico*, edited by Stella Drum who was a librarian at the Missouri Historical Society.

1846 was the year that the United States declared war on Mexico. At Fort Leavenworth, Missouri, Colonel Stephen Watts Kearny was directed to gather a force and invade New Mexico. By mid-summer the troops were on the move, and following the troops was a caravan that contained the wagons of trader Samuel Magoffin.

He brought along his 18-year-old bride, Susan. She was well provided for, having a maid to accompany her, a private carriage, a small tent house, a regular bed, books, notions and two servant boys. In her own words, the caravan consisted of "Fourteen big wagons with six yoke each, one baggage wagon with two yoke, one Dearborn with two mules (this concern carries my maid) our carriage with two more mules driving the loose stock, consisting of nine and a half oxen, our riding horses two, and three mules, with Mr. Hall the superintendent of the wagons, together with his mule, we number 23, three are our tent servants (Mexicans)." (p4)

Susan gives us a different view of the trail than

that of the traders. Susan's view is important because few women traveled the trail this early and left a journal. Her observations of people, landscape, food, and travel provide a candid and personal record of her experiences. Born into one of the wealthiest families in Kentucky, she was connected to a network of prominent Americans – doctors, soldiers, businessmen and pioneers. For Susan, the trip was an uncomfortable one, even though she traveled with so many luxuries. She suffered discomfort, fatigue and later on when traveling to Mexico, illness. When the caravan stopped at Bent's Fort, Susan miscarried a pregnancy.

The fact that Susan was married to a seasoned Santa Fe Trail merchant and that she was traveling down the trail during the American invasion of New Mexico during the Mexican-American war make her a unique witness to important Army leaders like General Stephen Watts Kearny. Her faithful journal recordings let us in on a history as it is unfolding.

**NAME:** Jose L. Gurule

**DATES:** 1852

**PLACE OF BIRTH:** unknown, 1852.

**PLACE OF DEATH:** unknown, assumed in the 1940s.

In the 1940, 88 year old Jose L. Gurule was interviewed by Mrs. Lou Sage Batchen as part of her work with the New Mexico Federal Writers Project. His reminiscences of being a teamster on a caravan belonging to Jose Perea are recorded in *On The Santa Fe Trail*, edited by Marc Simmons, University Press of Kansas, Lawrence, 1986.

In his interview, Jose Gurule describes himself as a member of one of the first families to settle in Las Placitas. When Jose Leandro Perea, a prominent merchant and politician in Bernalillo County, was putting together a Missouri-bound caravan, he “drafted” strong and able men and boys to work for eleven months driving goods and livestock to Kansas and back. In February 1867, 16 year old Jose Gurule set off with a caravan to “Los Estados” (Kansas City). For the journey, the men traveling needed clothing and goods that would last them three month – sturdy shoes, warm coats called cottons, hand-woven on looms and of course food. Tortillas, dries peas, mutton, onions frijoles and chili were gathered and dolled out to the men each day from a commissary.

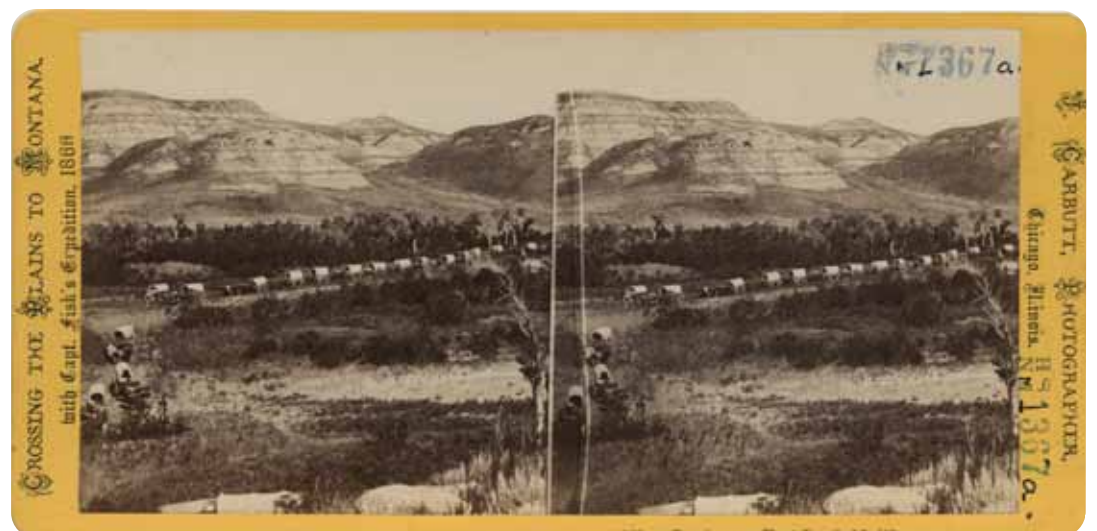
The journey itself kept up a grueling pace, pushing the men and animals to the physical limit. The drive would last for 18 hours a day. “Often the whole caravan was raced in order to reach such a pace. The men who guided the oxen with their long goads must run to keep the pace.”(p127) Sometimes this pace was justified

by the threat of attacks by Indians or inclement weather. Gurule’s descriptions of life on the trail paint a picture of physical exhaustion, hunger, hardship and danger. He said in his interview “Too much awake. Too little sleep, too little to drink, too little frijoles; men go to sleep anywhere.”

When the caravan arrived in Los Estados (Kansas City), Gurule tells of yet more backbreaking work for the men, unloading and carting wool, conditioning the mules, oxen and wagons for the trip home. But when there was time for a little relaxation, the men wondered into town. Joes recounts seeing a “bright-colored picture of an Indian on the front of a wooden building. He was wearing a war bonnet. The words under the Indian read ‘Tomasito, the famous warriors of the famed village of Taos.’ We all laughed to find Tomasito in Los Estados.” (p130) Jose also talks about hearing a musical performance in the street performed by African Americans.

On the way home to New Mexico, the caravan was loaded down with many different kinds of supplies and goods—copper pots, dishes, cloth, hats. But part way into their journey, the caravan was stopped because Perea had taken a contract to assist with building a section of the Kansas Pacific railroad. The men and caravan animals went to work with other laborers including both African Americans and “Anglos.” When the contract was finally finished the caravan again started west but was beset by a cholera outbreak. It was December when “a dejected looking outfit with maybe a third of it left somewhere along the way” arrived in Las Vegas and then Las Placitas. Each many who survived this trip was given eight dollars.





# TAKING IT WITH YOU

**GRADE LEVEL:** 7th

**ESTIMATED TIME:** one class period

**GOAL:** to identify the ways objects can hold historical and cultural meaning

**STUDENT LEARNING:** Looking to the Santa Fe trail as an example, students consider how objects can have personal and cultural significance – beyond what you might be able to see at first glance.

**STANDARDS MET FOR 7TH GRADE:**

Social Studies Geography B.4, E.3, Language Arts 1.C.2, 2.A.5, 2.C.1\*

## MATERIALS

- Paper and pens
- Art supplies

## PREPARATION

For those embarking on a long journey by wagon, space was a real issue. What people decided to take was important. While many of the items people took were essential to life on the trail (or, obviously, for trade at the end of their journey), there is also evidence that they took personal things (books, china, letters, religious objects) that were not necessary for survival but represented their personal histories, values and cultural identity. In this activity, students consider the meaning of personal objects way to gain a better understanding of the experience of people traveling by wagon on the Santa Fe Trail. If you have done the “Women’s experience” lesson, consider comparing the kinds of items both Marian Russell and Susan Magoffin took with them on their trail journey.

## PROCEDURE

1. As a whole class, discuss the reasons people traveled the Santa Fe Trail—for expeditionary purposes, to trade and sell goods and, in rarer instances, to move and establish a life. Traders had to make room for trade goods like calico and other kinds of cloth, dry goods, hardware and items that were popular for sale. What are the items they would absolutely need for survival on the trail? What might you have room for once you packed up everything you absolutely needed?
2. Discuss the idea of migrations. What were people risking when they decided to travel either East or West on the Santa Fe Trail? Why would people leave their homes? Why do people move today? What might these travelers choose to bring that could remind them of home, to help us establish a sense of cultural continuity?

3. Students consider one item they might bring if they leaving their homes for a long duration or even forever. After identifying that item, they compose a written rationale for why they need that object (a photograph, special piece of clothing, religious item, favorite food, paper and pen). Why choose this item? What is the significance? (a reminder of home, community, etc.)
4. Students may draw a picture of that item or bring it in to share with the class. As they present their own items and learn about others', consider how do these physical objects might serve a larger purpose (emotional, religious, intellectual)?

## EXTENSIONS

Create an exhibition about the migration story of students' families. Where did our families come from? How did we end up where we are now? What objects could represent a piece of that story?

## MODIFICATIONS

Rather than ask students to think about their personal and family migration stories, ask them to create a historical character who traveled along the Santa Fe Trail. Why did this person leave his or her home? What was their rationale? What would they bring with them to remind them of home, help them maintain a connection with family or community far away?

## ASSESSMENT

- Class discussion
- Written rationales

# PICTURES TELL 1,000 WORDS

**GRADE LEVEL:** 12th

**ESTIMATED TIME:** one class period

**GOAL:** to analyze images, draw conclusions based in visual evidence and reference historical content. To consider how personal perspective may influence both composition and interpretation of primary sources

**STUDENT LEARNING:** Students examine images related to the development of the Railroad in New Mexico. After drawing conclusions, students create a writing sample based on their imaginative journey into the image and their personal interpretations.

## STANDARDS MET FOR 12TH GRADE:

Social Studies History A.4, B.9, D.1, D.3, D.5, Language Arts 3.B.1, 3.F.2, 5.B.3, 6.A.2, 8.A.2\*

## MATERIALS

- Images found on the Van of Enchantment website listed at the end of this lesson plan
- Several print outs of “Rebuilding bridge, Neg. # 101796”
- Chart paper and pen
- Pencils and paper

## PREPARATION

Historians use primary sources such as letters, documents and images to ground and inspire theories about what life was like in the past. Interrogating these sources for information involves close looking and a broader understanding of the source’s historical context. As they interpret, historians rely on and reflect their own points of view about the past. In this activity, students do the job of historians—

look carefully, think creatively and ground assumptions in evidence.

## PROCEDURE

1. Discuss how historians and museum staff use primary sources, like photographs, to explore and describe the past. They rely on prior knowledge and personal perspectives as they create interpretive narratives based on primary sources.
2. As a whole class, students look carefully at the image “Rebuilding bridge.” Record the following questions on chart paper and use them to guide the conversation. What is happening in this photograph? What is your first impression? Describe the people, activities and objects in this image. Who is there and who is missing? What is the



setting of the image? If you could go into the image, what would it sound like? Smell like? Throughout the discussion ask students to justify their answers based on what they see in the image. Are there differing interpretations amongst the class?

3. Then ask students to consider the context for the image and the photographer. Where is the photographer in relation to the subject (up close, far away)? Who is in the photograph and what is left outside of the frame? Why do you think this image was taken? What message do you think the photographer is trying to communicate? What do you see that makes you say that?
4. In small groups, students choose one image from the collection on the van of enchantment website. With this one image they answer the same questions they did as a whole class. They generate conclusions about the photograph and record these on paper. Conclusions should be grounded in the photograph and also in an historical context.
5. Student groups report back to the class, discussing their photographs and the conclusions they've drawn about the images. Allow for questions and answers.

## EXTENSIONS

Students compose a creative writing sample that reflects their "journey into the image." Use the following prompts to get students started: Put yourself in the image. What do you hear and smell? What textures do you feel? Where are you sitting or standing? What surrounds you? Is it warm, cold, windy? What are you doing? Why are you there? Are you taking the photograph or are you the subject of the photograph? How

do you feel? After students have completed the writing exercise, they share their experience and mount their stories next to the images used to inspire them.

## MODIFICATIONS

Have students work with the same image in their small groups. Do groups come up with different conclusions? Similar ones?

## ASSESSMENT

- Writing samples produced
- Student participation in small group and whole class discussion

\*these are identified from the 2009 revised LA standards for grade 12

## PHOTOS AVAILABLE ON VAN OF ENCHANTMENT WEBSITE

Train Arrival, Cloudcroft, New Mexico, 1902. Photograph by Albertype Company. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 158324

Rebuilding bridge, El Paso and Northeastern Railroad, Pintado Canyon, New Mexico May 11, 1902. Photograph by Royal A. Prentice. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 101796

Indian detour bus Harvey Car, New Mexico, c. 1920. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 014193

Track laying preparatory to driving last spike on Santa Fe Central Railway, 1903. Photograph by C.G. Kaadt. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 014193

California Limited in Apache Canyon near Santa Fe New Mexico. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 177913

Group in front of railroad locomotive, New Mexico, c. 1890. Photograph by J.N. Furlong. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 146453

Men waiting at railroad depot, Lamy, New Mexico, 1937. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 142775

Railroad depot, Gallup, New Mexico, c. 1890. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 031462

Harvey cars at depot, Lamy, New Mexico, c. 1930. Photograph by E.J. Kemp. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 035876

Santa Fe Railway train at station, Engle, New Mexico, c. 1890. Photograph by E.J. Westervelt. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 035876

Denver and Rio Grande Railroad, Bridge 393A, ¼ mile west of Jacona siding between Otowi and Santa Fe, New Mexico, c. 1924. Photograph by George Law. Palace of the Governors Photo Archives (MNM/DCA) Neg. # 045171





# MASS TRANSIT V. PRIVATE TRAVEL

**GRADE LEVEL:** 12th

**ESTIMATED TIME:** two to three class periods

**GOAL:** to explore and communicate issues to consider regarding mass transit

**STUDENT LEARNING:** After a discussion of mass transit and private travel, students create a public service announcement tailored to transportation issues in their own community.

## STANDARDS MET FOR 12TH GRADE:

Language Arts 3.B.1, 7.D.1, 8.A.2\*, Social Studies Geography B.1, F.1, F.3, Economics B.5, Theater Arts 2.A.1, 2.A.2, 3.B.1, 5.B.1

## MATERIALS

- Sample Public Service Announcements
- Depending on your technological resources either access to computer lab and video making equipment or materials for creating storyboards (chart paper and pens)

## PREPARATION

A PSA, or Public Service Announcement, is a non-commercial advertisement broadcast for the public good. Often PSAs focus on health and safety issues. In this lesson, students discuss public transportation. What might developers consider in their design process? What sorts of mass transit options are available or viable in students' own community? Students then create a captivating, educational and entertaining PSA that encourages people to take advantage of mass transit opportunities in their region.

## PROCEDURE

1. As a whole class, discuss public transportation and mass transit. Why would people need or want this kind of service? What are some of the considerations designers face when planning? How can mass transit compete with the independence of private travel? Brainstorm different issues: the environmental impact, safety, accessibility, usability, cost, and potential for growth.
2. Discuss the following questions : What are the options for mass transit in our community (carpool, buses)? Are these popular or underutilized? What are the specific issues facing our community that impact the feasibility of mass transit (do you live in a rural or urban setting, where are the places you need to go, what are distances you are dealing with?) Do you have ideas for making mass transit more of an option? What could you, personally, do to make it more popular?



3. Explain that students will be creating a PSA. Briefly define what a public service announcement does, emphasizing that it has to captivate, be well designed and clear and communicate a relevant and important message. Check out examples of PSAs designed by college students - [http://www.publictransportation.org/contact/go\\_green/](http://www.publictransportation.org/contact/go_green/)
4. Divide class into groups. Each group designs a PSA encouraging people to use mass transit. When these PSAs are created, groups share them with the whole class. (Note: If you have access to cameras and movie-making software programs, students create their own cinematic PSAs. If not, they perform their PSA as a dramatic presentation or provide a “storyboard” or “script” which they can present as a power point.)
5. As a class, fine-tune the PSA that you vote to be strongest and try to get it on air! Check out the Education Center of “It all adds up to cleaner air” ([www.italladdsup.gov/](http://www.italladdsup.gov/)), a program of the US Department of Transportation and the Federal Highway administration. This organization has some great guidelines and models on their website.

## ASSESSMENT

- Class discussion
- Small group work
- PSAs created

\*these are identified from the 2009 revised LA standards for grade 12

## EXTENSIONS

Turn the PSA into a YouTube presentation. There also may be local PSA competitions to enter.

## MODIFICATIONS

Be more explicit about roles students will take in their small groups. Assign students to take on specific responsibilities as writers, actors, directors and editors.

# CREATING A DESTINATION

**GRADE LEVEL:** 12th

**ESTIMATED TIME:** one to two class periods

**GOAL:** to create an advertising piece and explore how an image communicates messages

**STUDENT LEARNING:** Students examine historic images used to promote tourism to New Mexico on the railroad and then create their own advertisements.

## STANDARDS MET FOR 12TH GRADE:

Visual Arts 2.B.2, 4.A.3, 6.A.1, Language Arts 1.C.4, 4.A.2, 5.C.1, 8.A.2\*, Social Studies History A.4, Social Studies Geography B.3, E.1, E.3, E.5, E.7, Social Studies Economics, C.2

## MATERIALS

- Promotional advertising and pamphlets produced by the railroad company posted on Van of Enchantment website.
- Art supplies

## PREPARATION

The late 1800s and early 1900s witnessed a time when the Southwest became a destination for tourism. Advertising encouraged visits and unprecedented access via railroads. Often these promotional pieces featured images of the Southwest that were based on myth and personal interpretation rather than on reality and fact—the unique landscape and native people were referenced in advertisements as a way to appeal to tourists interested in a new and “adventurous” place to experience. When New Mexico became part of the United States in 1912, the railroads offered package tours as a way to bring visitors to the area. They created informative and highly

designed pamphlets and sold themselves as offering unprecedented accessibility to more remote areas in the region. In this activity, students examine the ways images were used to “sell” New Mexico as a destination.

## PROCEDURE

1. Consider the following quote “To foster passenger travel in the Southwest, the AT&SF became the first industry to exploit its captivating history and alluring attractions and to advertise Santa Fe as the essence of the Southwest.... Between 1880 and 1940, Santa Fe changed from a ‘sleepy’ Southwest town to a flourishing tourist mecca, largely through the marketing efforts of the railroad.” (All Aboard for Santa Fe by Victoria Dye)
2. As a whole class examine historic promotional advertising used to attract visitors to New Mexico. Discuss the approaches and strategies the Railroads used to “sell” New Mexico as

a tourist destination. How did promotional materials used to introduce tourists to the region's culture, history and cultural diversity (specifically of American Indians)? What defined "Santa Fe Mystique?" The Santa Fe railroad had some of the first dining cars and also featured Harvey House restaurants and stops strategically established along the way. Selling the rail experience as a full "tour" not just a way to get from one destination to another, they created promotional materials beyond advertising like notepads, maps and information booklets. What were the benefits and drawbacks to bringing visitors to Santa Fe and New Mexico? Do you think that, to some extent, a "Santa Fe Mystique" has lasted until today?

3. Students visit the New Mexico Department of Tourism's website and other travel websites. What sorts of images and stories are they highlighting in an effort to promote visitation?
4. After seeing examples and historic and contemporary promotional materials, students create their own ads. Advertisements should "sell" New Mexico as a destination (this can be ironic or genuine). Student may also choose to create an ad to bring people to their own town/community. What will you highlight? How could you create interest?
5. When student projects are complete, they share work and discuss their intent, process and final piece of art.

## EXTENSIONS

Create a student exhibition of the work and feature students' discussion of their design decisions and thought process behind their work. Post student creations on the Van of Enchantment website.

## MODIFICATIONS

Instead of focusing on advertising used by the Railways, have students look at the history, philosophy and legacy of Harvey houses. What does it mean to "civilize the west" via "well appointed and poised" restaurants and hotels? <http://www.newmexicohistory.org/filedetails.php?fileID=21238>

## ASSESSMENT

- Class discussion
- Artwork created by students

\*these are identified from the 2009 revised LA standards for grade 12

# VOCABULARY—SANTA FE TRAIL

**Arid:** a type of climate that has very low rainfall and snowfall

**Boom:** a sudden increase in prosperity productivity or activity

**Calico:** a cotton cloth printed with bright designs

**Caravan:** a procession (of wagons, mules, camels, cars) traveling together in single file

**Commerce:** the buying and selling of goods

**Conestoga wagons:** a heavy, covered wagon with broad wheels, commonly used by pioneers for travel in the 17th and 18th centuries

**Draft animals:** the animals that pulled wagons and other loads

**Drought:** a long period of time without rain

**Emigrant:** someone who leaves one country or region to settle in another

**Isolation:** a state of separation or lack of contact

**Plain:** a large area of mostly level land

**Reales:** a monetary unit (coin) of Spain

**Teamster:** a wagon driver; “bullwhackers” drove oxen and “mule skinnners” drove mules.

**Territory:** a region under the jurisdiction of a sovereign country

**Treaty of Guadalupe Hidalgo:** the treaty that ended the Mexican-American war and transferred territories, including New Mexico, to the jurisdiction of the United States.

**Wagon bed:** the body of a wagon

**Wagonmaster:** a person (man) who was in charge of a wagon train.

**Wagon mound:** a natural landmark that was said to look like oxen pulling a wagon



# VOCABULARY—RAILROAD TERMS

**Bend the iron:** to throw a switch

**Black snake:** a coal train

**Branch line:** a secondary line of a railroad, not the main line

**Crossover:** a track connection between two adjacent tracks

**Date nail:** A small nail used by railroads from late 1800's to present used to mark the year a tie was placed in roadbed. Nails are distinctive in that each has the last two digits of placement year stamped in head. Usually found within six inches of tie end, but some are located mid tie to allow easier inspection. Rarer nails value in \$100's range to collectors.

**Gandy dancer:** a railroad track worker (this name came from the Gandy Mfg Co. in the 19th century that made a lot of track tools).

**Grainer:** rail slang for covered hoppers, which are often used to transport grain and other bulk, fluid and/or solids

**Intermodal:** freight traffic that uses containers for easy loading to different modes of transportation

**Locomotive:** units propelled by any form of energy used in train or yard service

**Main track:** a track extending through yards and between stations

**Mile post:** a post or sign on pole each mile along the track that shows the distance from a set location like a major rail terminal

**Shay:** a type of steam locomotive designed for logging and other operations where heavy grades and sharp curves existed

**Switchback:** a zigzag path or trail up a steep hill. Zigzagging makes the trail longer but the angle less steep.

**Trackage rights:** an agreement between two railroads where one railroad buys the right to run its trains on the tracks of the other, and usually pays a toll to do so

**Unit train:** a train composed entirely of one commodity, usually coal or mineral, and usually composed of cars of a single owner and similar design, and usually destined for a single destination

**Wye:** track shaped like the letter "Y," but with a connector between the two arms of the "Y." A wye is used to reverse the direction of trains or cars. A train pulls completely through one leg of wye, the switch is thrown and reverses the direction, allowing the movement across the semi-loop track of the wye, and the train is then headed in the opposite direction.

# BIBLIOGRAPHY—SANTA FE TRAIL

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Garrard, Lewis H., *Wah-to-yah and the Taos Trail*. Norman: University of Oklahoma Press, 1955. This is an exciting story by a 17 year old on the Trail.

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## BOOKS FOR ADULTS

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Franzwa, Gregory M., *Maps of the Santa Fe Trail*. St. Louis: Patrice Press, 1988. Modern county road maps with the Trail route marked on them. Gardner, Mark, *Santa Fe Trail*. Tucson: Southwest Parks and Monuments Association, 1993. Color photos enhance this brief overview of the Trail.

Gregg, Josiah, *Commerce of the Prairies*. Norman: University of Oklahoma Press, 1954. First published in 1844, it remains the standard account of Trail life by a participant. The basic source for the Santa Fe Trail.

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Murphy, Dan and Bruce Hucko, *Santa Fe Trail, Voyage of Discovery, The Story Behind the Scenery*. Las Vegas: KC Publications, 1994. A recent survey of the sites along the trail with beautiful color photos.

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# BIBLIOGRAPHY—RAILROADS

## CHILDREN'S BOOKS

Fisher, Leonard Everett. *Tracks Across America: The Story of the American Railroad 1825–1900*. New York: Holiday House, 1992.

A comprehensive history, including a rich photography, of the building of the railroad.

Macdonald, Fiona and John James. *A 19thC Railway Station*. New York; Peter Bedrick Books, 1990. Though highlighting east coast stations, this book provides a nice overview with illustrations and vocabulary.

Simon, Seymour. *Seymour Simon's Book of Trains*. Signapore; Harper Collins Publishers, 2002. This book features exciting photographs of different trains (steam, diesel, electric) as it talks clearly about the mechanisms and uses of railways.

Westcott, Nadine Bernard. *I've Been Working on the Railroad*. New York; Hyperion Books for Children, 1996. A lively illustrated rendition of the classic American song – with sheet music in the back.

## BOOKS FOR ADULTS

Ambrose, Stephen, *Nothing Like It in the World: the Men who Built the Transcontinental Railroad, 1863 -1869*. New York: Simon and Schuster, 2000. Presents a history of the railroad with a focus on the people who actually laid the tracks.

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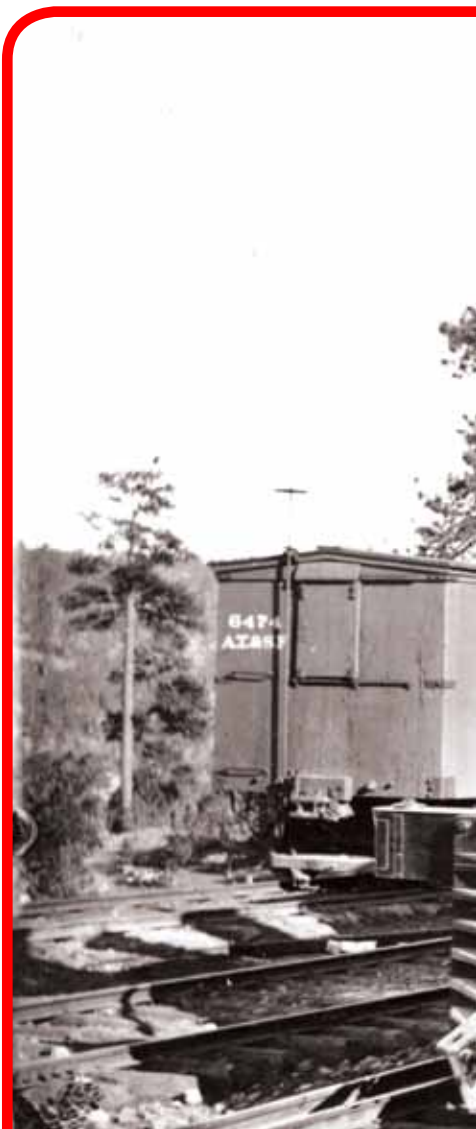
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Bryant, Keith, *History of the Atchison, Topeka, and Santa Fe Railway*. Lincoln: University of Nebraska Press, 1992. Presents a comprehensive account of the history of the railroad.

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Dye, Victoria E., *All Aboard for Santa Fe: Railway Promotion of the Southwest 1890s to the 1930s*. Albuquerque: University of New Mexico Press, 2007. This source examines the stimulation and growth of tourism in the region.

Myrick, David F. *New Mexico Railroads*. Albuquerque: UNM Press, 1990. A survey of New Mexico's railroading history, loaded with photos and information about famous and not so famous lines.



# WEBSITES AND OTHER RESOURCES

## FOR TEACHERS

### **[www.aar.org](http://www.aar.org)**

Website of the Association of American Railroads has information about safety, environmental impacts and other resources about America's freight railroads.

### **[www.amtrak.com](http://www.amtrak.com)**

The website for Amtrak features schedules, routes and travel information.

### **[www.bnsf.com](http://www.bnsf.com)**

This website includes some history and quick facts about the company and other railroad operations.

### **<http://maps.google.com>**

This on-line resource provides an accessible way to investigate maps of the region (and the world).

### **[www.museumeducation.org](http://www.museumeducation.org)**

The New Mexico Department of Cultural Affairs Statewide Outreach brings the resources of state museums and monuments to the public, with a focus on rural and underserved communities.

### **[www.nmhistorymuseum.org](http://www.nmhistorymuseum.org)**

The New Mexico History Museum is a tremendous resource. Exhibits highlight the rich history of the people, communities, environment and resources in the region.

### **<http://www.nps.gov/archive/safe/fnl-sft/webvc/vchome2.htm>**

The website of the Santa Fe National Historic

Trail features photographs, maps and a brief history of the trail.

### **[www.oli.org](http://www.oli.org)**

The website of Operation Lifesaver is dedicated to rail safety education.

### **[www.palaceofthegovernors.org](http://www.palaceofthegovernors.org)**

The Palace of the Governors is an incredible resource with exhibitions, educational materials, programs and a collection that document the history of the state. The Palace of the Governors website also links to the Photo Archives and the Fray Angelico Chavez History Library.

### **[www.santafetrail.org](http://www.santafetrail.org)**

The official website of the Santa Fe Trail Organization showcases programs, state chapters, historical information and links to other resources.

### **[www.trains.com/trn](http://www.trains.com/trn)**

The website of Trains magazine, serving Industry leaders since 2004.

### **[www.up.com](http://www.up.com)**

Union Pacific Railroad's website has information about the line and company as well as its environmental management program.

### **[www.vanofenchantment.org](http://www.vanofenchantment.org)**

The Van of Enchantment Web site features information about the exhibition on board and additional resources and activities for students, teachers and the general public.

# VAN OF ENCHANTMENT— RIDING THE RAILS; TRAVELING THE TRAILS CURRICULUM EVALUATION

Name (optional):

School/Grade level (optional):

Thank you for taking the time to evaluate our materials. Please return this to Van of Enchantment 725 Camino Lejo, Santa Fe, NM 87505. This form also is available at [www.vanofenchantment.org](http://www.vanofenchantment.org)

1. Did you use the Riding the Rails Curriculum Packet with your students?      Yes      No

2. If yes, what part of the lesson plans did you like best? If no, please skip to number 5.

3. What, if anything, was confusing?

4. What improvements can you suggest?

5. If no, why did you decide not to use it?

6. On a scale of 1 to 5, with 1 being below average and 5 being excellent, please rate the materials.

1      2      3      4      5

7. Our goal for this curriculum was to connect classroom experiences to a visit to the Van of Enchantment. Did we achieve our goals? Did we achieve additional goals? How did your students demonstrate this?

Staff may want to contact you to discuss your experience further. If you wouldn't mind being contacted, what is the best way to reach you?

Email:

Phone:

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