

Moments in Time

THE LAST HURDLE: EL CAMINO REAL DE TIERRA ADENTRO

ESTIMATED TIME

One — two 45 minute sessions

MATERIALS

Produce boxes from the grocery store, milk crates or large paper bags (to be used as “trunks”)

VOCABULARY

- Ⓞ Luxury
- Ⓞ Remembrance
- Ⓞ Artifact
- Ⓞ Progenitor
- Ⓞ Legacy
- Ⓞ Sterile
- Ⓞ Sacramental

STANDARDS MET

New Mexico State

Standards 4th grade

- Ⓞ Social Studies Standard Economics A.1, B. C.1
- Ⓞ Geography B.2, B.3, C.1, C.2, E.3, E.4,
- Ⓞ History A.1
- Ⓞ Language Arts 1.A.4, 1.C.5, 2.B.4

EXTENSIONS

Discuss what Estevan Rael-Galvez may have meant when he said “the convergence of cultures that happened as a consequence of people traveling along this trail brought new creative ideas, it created whole new peoples who were a convergence of cultures around them....when they arrived they weren’t finding a new world but on the edge of creating a new world.” What does he mean? What were the benefits/drawbacks/outcomes of this convergence of cultures?

Goal

To explore the experience that travelers may have had on El Camino Real

Student Learning

After reviewing some reasons people had for embarking on a journey on El Camino Real, students imagine what choices people may have had to make when traveling by wagon or on foot over a vast distance.

Procedure

1. If possible, have students watch the *Moments in Time – The Last Hurdle; El Camino Real de Tierra Adentro* video on their own or in class. Discuss the many reasons people traveled along El Camino Real during the 200 years it was active—for expeditionary purposes, to trade and sell goods. Those who traveled the trail in order to trade made money on the goods transported—the more space for sale and trade items, the more financial profit to be made. Embarking on a long journey by wagon, it was terribly important to bring only items necessary for travel or trade. Note that the video lists items the first Oñate expeditions brought (livestock, rosaries, seeds for planting) and later supply caravans brought items for trade and sale.
2. Tell students they will be preparing for a wagon journey either north or south on El Camino Real. Ask them to consider the following questions: What will you need for travel? What clothes do you need as you walk along side the wagon? How will you account for changes in season while on the trip? Is there room for a small trinket or remembrance from home? Is there a “luxury” item you cannot do without?
3. Divide the class in to small groups and give each group a “trunk.” As a group, students develop a list of items to bring that will fit (literally) in the “trunk.” They should consider the questions posed earlier as they determine their lists.
4. As a whole class, share and compare student lists. Are there any differences between groups? What else might be needed in the wagon? Food? Water and water containers? Materials to fix the wagon or track? Shoes for the horses, oxen or mules? Weapons?
5. Individually, students choose one “luxury” item to bring on the journey. After identifying that item, they compose a written rationale for why they chose that object (a photograph, special piece of clothing, religious item, favorite food, paper and pen). What is the significance of the item? (to have a reminder of home, community, etc.) Students may draw a picture of that item or bring it in to share with the class.

Suggested Forms of Assessment

- Ⓞ Identification of materials necessary on a wagon expedition
- Ⓞ Written work completed
- Ⓞ Participation in class discussions



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