

Teacher Resource Set

Title	El Pueblo
Developed by	Laura Mace, Social Studies Teacher, Creighton Middle School
Grade Level	6-8
Essential Questions	<p>How is El Pueblo an example of the importance of historic preservation?</p> <p>What do artifacts tell us about life in El Pueblo?</p> <p>Did the European-American settlement of North America constitute “Westward Expansion” or “Territorial Convergence?”</p> <p>Why do geographers use a variety of maps to represent the world?</p> <p>How can a location be in different regions at the same time?</p> <p>How do regional issues affect larger areas?</p>

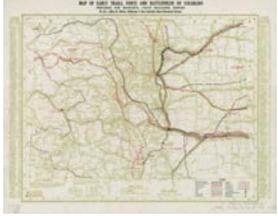
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<p>Contextual Paragraph</p>	<p>A confluence of cultures, the humble trading post of El Pueblo brought together trappers who worked the Rockies, Hispanic farmers and laborers from the foothills and plains, and Anglo merchants who shipped goods “back east.” Although it no longer exists, El Pueblo founded the culturally diverse community of Pueblo, Colorado’s third largest city. The El Pueblo archeological site is recognized for its significance to understanding exploration and settlement, commerce, architecture, and agriculture in the mid 19th century. It was listed in the National Register of Historic Places in 1996.</p> <p>El Pueblo was established in 1842 as an independently operated trading post, unlike most frontier forts, which were controlled by the military or a commercial firm. Founded by traders who left Bent’s Fort, El Pueblo was established in a temperate, flat area near the confluence of the Arkansas River and Fountain Creek. Hispanic laborers built and maintained the post, with Hispanic settlers like Benito and Teresita Sandoval running the daily operations. Trappers and traders used the fort as a base, sometimes leaving their families at El Pueblo while they travelled the Taos Trail. They were supplied by the Hispanic farmers of the region, who were successful in growing crops in the arid landscape by blending Spanish and Pueblo Indian irrigation techniques.</p> <p>The environment became less stable throughout the 1840s, partially because of the chaos that followed the Mexican-American War. The border with Mexico moved south from the Arkansas to the Rio Grande River, and El Pueblo was swallowed into United States territory. This caused waves of Anglo settlement that disturbed the Native American population, increasing conflict between settlements and nomadic tribes. After a Ute raid on Christmas Day, 1854, El Pueblo was abandoned.</p> <p>Eventually, the temperate climate and riparian location drew settlement again, this time in the form of an Anglo-American town called Fountain City. It benefitted from waves of growth in Colorado, especially due mineral wealth, which was shipped downriver from the mountains. El Pueblo was buried under new development. A recreation of the post has been constructed due to efforts of archaeologists who excavated and studied the site. El Pueblo has given its name to the city that grew up around it: Pueblo, Colorado. El Pueblo’s diversity is redoubled in this multicultural city today.</p>
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El Pueblo Replica, El Pueblo Museum, Pueblo, CO	El Pueblo Excavation	Map of the United States of America with contiguous British and Spanish possessions, 1816	Christopher (Kit) Carson	Treaty of Guadalupe Hidalgo: “Peace, friendship, limits, and settlement between the United States and the Republic of Mexico”	Map of early trails, forts and battlefields of CO
<p>While the actual site of the post is an active archeological dig, History Colorado created a replica of El Pueblo nearby.</p>	<p>William G. Buckles and students at the University of Southern Colorado discovered the site of the original El Pueblo in the 1980s. The dig is visible to the public and protected by the William G. Buckles Archaeological Pavilion.</p>	<p>A U.S. map declaring a broad interpretation of the Louisiana Purchase, showing Spanish, Native American and British holdings.</p>	<p>Scout, Indian Agent and army officer Kit Carson, who exemplifies the eclectic lives of American men on the frontier.</p>	<p>High-quality images of the original Treaty of Guadalupe Hidalgo, signed in 1848. This treaty ended the Mexican-American war and ceded the formerly Mexican territories in Colorado to the United States.</p>	<p>Shows trails, trade and military posts and battle grounds. Key explains major routes.</p>
<p>An example of Puebloan-Hispano adobe, the fort was a series of rough rooms built around a central plaza. It was situated near the confluence of Fountain Creek and the Arkansas River.</p>	<p>This dig site is located in the heart of downtown Pueblo. It was buried both by development and successive floods of the Arkansas and Fountain riparian area in which it is located.</p>	<p>Boundaries converge in what is today Colorado, foreshadowing the cultural overlap that led to both exchange and conflict in the El Pueblo region.</p>	<p>Carson visited El Pueblo in the course of his trading and official duties. He was married to a Hispanic woman, Josefa Jaramillo. Their marriage reflects the blended cultures of the southwest.</p>	<p>This treaty moved the U.S.— Mexico border from the Arkansas River to the Rio Grande, incorporating the Hispanic settlements of southern and eastern Colorado into the United States.</p>	<p>Originally published in a miner’s guidebook to the Pikes Peak region, this shows southern Colorado in its pre-territorial and territorial contexts.</p>

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http://coloradoencyclopedia.org/image/el-pueblo-replica	http://coloradoencyclopedia.org/article/el-pueblo	https://www.loc.gov/item/96686672/	https://www.loc.gov/item/brh2003001168/PP/	https://catalog.archive.gov/id/299809	http://digital.denverlibrary.org/cdm/ref/collecton/p16079coll39/id/896

"Bird's eye view of Pueblo" 19th century	A Map of the Internal Provinces of New Spain, 1807	Ute Indians, 1905	Ute Indian Camp, Garden of the Gods, Shan Kive, 1913	"The Trapper's campfire, a friendly visitor," c. 1860	National Register of Historic Places Nomination Form 16 February 1996
Print of a map of Pueblo in the late 1800's, showing the Arkansas River, Fountain Creek and the Sangre de Cristos.	A map showing the extent of Spanish claims in North America, with Colorado at the center of the claim.	Gelatin silver photograph of five Ute men astride their horses in either Colorado or Utah.	Photograph of a large Ute community gathered in ceremonial dress at Garden of the Gods, approximately 40 miles from the site of El Pueblo.	A lithograph of a trapper's campfire, and "a friendly visitor," a Native American. The characters are imbedded in a lush, mountainous landscape.	National Register nominations contain a wealth of information about the site. There are maps, site drawings and many resources available to teachers and students.

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<p>Located on this site prior to development, El Pueblo was situated to take advantage not only of the fertile land at the confluence of rivers, but sixty miles closer to the foothills than Bent's fort, which helped it attract the trade of trappers.</p>	<p>Overlaps with the United States' Louisiana Purchase map (above). Map highlights the centrality of Colorado to the original Spanish territories and the cultural origins of settlers in New Mexico and Colorado.</p>	<p>Though taken more than fifty years after the Ute raid on El Pueblo, this photograph shows the importance of mobility to the Colorado Ute peoples. The nomadic culture of the Ute nation clashed with that of settled Anglos and Hispanics.</p>	<p>Post-dating El Pueblo by sixty years, this photograph still conveys important messages about the clash of cultures at the trading post. The Ute lived in communal, nomadic bands. Sites like El Pueblo and Bent's fort were easy targets for those Ute horsemen who saw these settlements as easy pickings or threats to their territory.</p>	<p>An idealized view of trapper life, this lithograph shows the friendship that sometimes formed between trappers and Natives. El Pueblo was a stop along the "Taos Trail," a fur-trading network along the Sangre de Cristo mountains of Southern Colorado. Before mining, the fur trade was the main economic motive for American activity in the Rockies.</p>	<p>Areas of significance include: Agriculture, Architecture, Social History, Exploration and Settlement, Commerce, Historic Non-Aboriginal and Historic Aboriginal Peoples. The location of the El Pueblo site is the junction of 1st Street and Union Avenue in Pueblo.</p>
					
<p>http://pccldigitalcollection.contentdm.oclc.org/cdm/singleitem/collection/p16620coll3/id/94</p>	<p>https://www.loc.gov/item/99446138</p>	<p>https://www.loc.gov/item/cph18689/</p>	<p>https://www.loc.gov/item/2007661907/</p>	<p>https://www.loc.gov/item/92516020/</p>	<p>https://npgallery.nps.gov/NRHP/AssetDetail?assetID=4437fbc4-4ec4-4ab1-9908-2d746db24188</p>

Foundations Annotations

Curriculum Connections

History
 Economics
 Geography

Curriculum Standards

CO State History Standard 1: Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives (Seventh and Eighth Grades)

- a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives.
- b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history.

CO State Geography Standard 2: Examine places and regions and the connections among them. (Seventh and Eighth Grades)

1. Use geographic tools to gather data and make geographic inferences and predictions.
2. Regions have different issues and perspectives.

Content and Thinking Objectives

Students will be able to:

- analyze primary sources to explain why cultural overlap caused both cooperation and conflict in borderlands of the Colorado region.
- analyze primary sources to predict causes of cooperation and conflict between societies.
- evaluate physical maps to infer patterns of human settlement.
- evaluate political maps to make predictions about cultural interaction.

Inquiry Questions, Activities and Strategies**Inquiry Questions**

How does a nomadic people use the landscape differently than a settled one?

What values might be different between a settled culture and a nomadic culture? Based on this answer, why might fur trappers be portrayed as being friendly with Native Americans?

How did the Treaty of Guadalupe Hidalgo change life in the territory for each group portrayed in the primary source set? How did the Treaty change life at El Pueblo?

Why were rivers critical to the settlement of Colorado? How are they still vital today?

Why was the excavation of El Pueblo important to understanding life in the first half of the 19th century?

Inquiry Activities

View each of the primary sources together, and reach a conclusion about which culture each source portrays. Using the web sources, investigate how each culture used their landscape (this can be done individually or in heterogeneous/homogenous groupings).

Observe the clothing, tools, buildings depicted in each of the primary source images. What do these images tell us about the different lifestyles present during that time?

Using the maps in the resource set, predict what physical features of the landscape might have been valuable to Native Americans. What might have been most important to the Hispanic settlers, who practiced agriculture? Finally, based on the images above, what might have been of value to the earliest Anglo-Americans in the territory?

Assessment Strategies

Depending upon how one uses the resources and which standards are chosen, assessment can take many forms. For Example:

CO History Standard 1.1 (a-b) (Seventh and Eighth Grade) After viewing the source set and investigating each culture (see above), ask students to write an editorial for an early American newspaper predicting how cultural groups will **cooperate** and face **conflict** at the El Pueblo fort/trading post. Alternatively, ask students to use the source set to draw a T-chart and list sources of cooperation and sources of conflict in the Colorado territory.

After viewing the primary source set and the web resources, ask students to write a diary entry from the perspective of Teresita Sandoval, the matron who helped run El Pueblo.

After viewing the set together, ask students to write a short essay explaining how the Treaty of Guadalupe Hidalgo changed life for Hispanic colonists, American trappers, and the Ute nation. Alternatively, a cause-and-effect flow-chart could be made.

CO Geography Standard 2.2 (Seventh and Eighth Grade) After students view the maps and describe what each culture valued in the territory, ask students to draw an alternative map of the territory which would give each group a share of what it needed to survive in Southern Colorado.

After viewing the maps, ask students to predict what natural dangers the post of El Pueblo might face. Have students investigate the history of Pueblo County to see if their predictions are correct (flooding).

After students examine the maps of the territory and the Treaty of Guadalupe Hidalgo, ask them to write a letter to the President supporting or suggesting changes to the Treaty.

Ask students to use evidence from the maps to explain why rivers were used as political boundaries, and why rivers were so important to each group.

Other Resources

Web Resources

National Register of Historic Places Homepage: <https://www.nps.gov/nr/>

Resources from History Colorado – El Pueblo Museum: <http://www.historycolorado.org/museums/history-el-pueblo>

- Note Archaeology and Preservation, Kids and Students, and Educators tabs

Colorado Encyclopedia: <http://coloradoencyclopedia.org/article/el-pueblo>

National Register of Historic Places nomination form for El Pueblo: <http://focus.nps.gov/GetAsset?assetID=4437fbc4-4ec4-4ab1-9908-2d746db24188>

Library of Congress Resources for El Pueblo: <https://www.loc.gov/search/?fa=location%3ACripple+Creek>

City of Pueblo: <http://pueblo.org/history/cultural-heritage>

Fountain Creek Flood Control and Greenway District, with interactive maps: <http://www.fountain-crk.com>

Pueblo Library District: <http://www.pueblolibrary.org/StCharlesHistoryWall> , <http://www.pueblolibrary.org/EastsideHistoryWall>

Bureau of Land Management, *Ethnohistory of the High Plains*:

https://www.blm.gov/style/medialib/blm/wo/Planning_and_Renewable_Resources/coop_agencies/new_documents/co2.Par.89322.File.dat/gunnerson_ethn.pdf

Secondary Resources

David J. Weber, *The Spanish Frontier in North America* (New Haven, CT: Yale University Press, 1992).

Encyclopedia Staff, "El Pueblo," *Colorado Encyclopedia*, <http://coloradoencyclopedia.org/article/el-pueblo>

James H. Gunnerson and Dolores A. Gunnerson, *Ethnohistory of the High Plains* (Colorado State Office, Bureau of Land Management, 1988).

James H. Gunnerson, *Archaeology of the High Plains* (Denver, Colorado: Bureau of Land Management, 1987).

Preservation Connection

The period of significance for El Pueblo was 1842-1854. It is significant because of its association with:

- the exploration and settlement of Colorado and the Rocky Mountain West;
- commerce and trade both in the local area and as part of a regional trail system; and
- the social history of the upper Arkansas River, a multi-ethnic, multi-cultural and multi-national population that included Hispanics, French, Canadians, English, Native Americans and Americans.

El Pueblo has been listed in the National Register of Historic Places since 1996 (see link in resource set). The foundations of the trading post, established in 1842, can also be considered the foundation of the City of Pueblo. The landmark serves as a reminder of the conflict and cooperation between the diverse peoples of southern Colorado. The fort/trading post sat near the original boundary between Mexico and the Louisiana Purchase. The area around El Pueblo was the focal point of exploring parties along this boundary. Zebulon Pike visited the future site of El Pueblo on the initial US investigation of this part of the Louisiana Purchase. Many later explorers such as Charles C. Fremont, traveled the same routes on their way to other unexplored regions.

The remains of this fort are a tribute to the trappers and traders of all backgrounds. Many of Colorado's cultures interacted in this charged border zone, and their heritage has outlasted the fort itself. At the El Pueblo dig site and the accompanying museum, students stand at a political nexus of the nineteenth century, and a cultural nexus in the twenty-first.

Preservation Questions:

What can students learn from a preserved site?

How can historic sites illustrate conflict and cooperation between cultures?

Archaeology, by definition, destroys evidence from the past. As the archaeologist excavates each level of a site in order to get to the primary layer, the data from each tier must be removed from its position. Is there a situation where it is better to preserve the upper layer(s) rather than dig down to the original?

Why might it be best to preserve the original?

Why would one want to recreate a historic resource that has been destroyed?

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