

## Student Creative Writing Activity: The Road to Santa Fe

Student Name \_\_\_\_\_ Date \_\_\_\_\_

After reading and discussing [The Road to Santa Fe](#), the [Companion Field Notes](#) along with the interactive map, students will write a creative response to the feature by selecting one of the following four options noted below.

To inform your student's writing, there are many background links to references embedded within the Road to Santa Fe, including articles, primary source documents, background notes, maps, etc.

Links pertaining directly to each option are included in this worksheet following each writing activity description; students will find these invaluable resources to complete their chosen scenario.

One resource to assist students in this activity is the National Endowment for the Humanities-funded [Southwest Crossroads: Cultures and Histories of the American Southwest](#). This interactive, on-line learning matrix contains original texts, poems, fiction, maps, paintings, photographs, oral histories, and films that allow students to explore the many stories of the diverse peoples of these homelands.

### Option 1.

Review the resources dealing with the journey of Juan de Oñate on the Camino Real,

Write a creative essay from the point of view of one of the individuals encountered in the Road to Santa Fe travelogue.

This may take the form of a diary entry or series of entries; a "Day in the Life"; a letter; or a reflection back in time. Be sure to include details and description of the terrain and landscape. Also, remember to include expressions of emotions you experienced: for example your high hopes at the beginning of the journey, your disappointment at not finding silver, and grief over the loss of a loved one, loneliness you felt when you missed people left behind, etc. Be sure to describe the conflicts you feel with other individuals and groups as well as conflicts with nature and tell what you did to resolve — or not resolve those conflicts. Remember to write in first person point of view.

Suggested scenarios for this essay:

- a. The time of the journey of Juan de Oñate (1583 – 1608 )
  - You are a soldier in Juan de Oñate's caravan; describe your experience serving under this leader including the hardships...
  - You are a colonist in the caravan; describe your journey including the harrowing trek across the Journey of Death...

## The Road to Santa Fe: A Virtual Excursion

- Working from a Key Point (refer to Companion field note worksheet or interactive): You are a Native American resident of one of the key points; relate your experience as you witness Oñate's caravan enter your village...
- b. The time of The Pueblo Revolt (1680 )
- You are one of the Native American's involved in the Revolt ...
  - You a settler in one of the towns forced to flee....
  - You are one of the Franciscan friars intent on saving the precious silver objects (including the communion rails) from the mission church in Socorro which has been threatened by the Revolt; you collect and bury these objects for safekeeping....

Suggested reference links for Option 1.

[El Camino Real International Heritage Center](#) provides additional information in [El Camino Real De Tierra Adentro](#), a brief historical overview with quick facts about the Trail.

[Scenes from the trail](#) show contemporary pictures of historic trail markers.

[The Royal Road](#) El Palacio, The Museum of New Mexico Magazine, by Douglas Preston. Photography by Christine Preston. This is an excerpted account of a four year exploration of the 1,800-mile *Camino Real* (logging 13,000 miles by car, 350 on horseback and several hundred on foot) published as [The Royal Road: El Camino Real from Mexico City to Santa Fe](#), co-authored by José Antonio Esquibel by the University of New Mexico Press.

The [Camino Real Virtual Tour Interactive](#) produced by the Bureau of Land Management offers a historical view of trail photographs and audio commentary.

[“Two Lives for Oñate”](#) by Miguel Encinias. This selection comes from an historical novel based on Juan de Oñate's colonizing venture in New Mexico.

Southwest Crossroads Spotlight describes [“Zuni Salt Lake through the Lens of Time”](#).

The New Mexico History Museum podcast, [Women on the Camino Real](#), relates the life on the trail from the female perspective.

Cultural information about the trail is covered in more depth in two articles:

[Part 1. El Camino Real heritage](#), where students learn what it would have been like to travel the Camino Real from Mexico City to Santa Fe in the 17th century.

[Part 2. El Camino Real](#) where students uncover the 1680 Pueblo revolt and the role of the trail had in establishing the Rio Grande Valley.

Colorful folklore associated with the trail can be found in El Camino Real National Heritage Center's [Local History Articles](#) page.

Also, SRI Foundation, a non-profit historic preservation foundation located in New Mexico, offers [THE GRAND ADVENTURE! El Camino Real de Tierra Adentro: The Royal Road from](#)

[Mexico City to Santa Fe contains lessons free scripted pdfs in English and Spanish in 4 CDs directed at middle school students.](#)

## Option 2.

Review the epic poem, [Historia de la Nueva México](#), by *Gaspar Perez de Villagra* a soldier-scribe who made the journey with Juan de Onate along with background material on this poem to respond to the following scenario.

The year is 1608 the end of the journey of Juan de Oñate ~

You are a scribe writing your own version of the epic poem, *Historia de la Nueva México*, to reflect your insight into the journey of discovery just completed. Begin with “I sing of...and write an ode (see definition of Ode\*) by recording the details of the adventures along the way in rhyming verse. You may choose to write from the point of view of the Spaniard soldiers (as the original does) or from the point of view of the colonists or the Native Americans that caravan encounters. Be sure to include what it meant to you to undertake the journey, what occurred on it that was noteworthy of an epic “song”, how this experience should be celebrated (or perhaps condemned.)

*\*Ode: A lyric poem characterized by lofty feeling, elaborate form, and dignified or elevated style that is usually marked by exaltation of feeling and style, varying length of line, and complexity of stanza forms. It often praises or glorifies a person, place, or thing.*

Suggested reference links for Option 2.

Southwest Crossroads Spotlights: [“Villagr a’s Cantos”](#) and [“Gaspar Villagr a and the Story of His Epic Adventure in the Upper Rio Grande”](#)

The Museum of New Mexico Magazine, El Palacio presents: [La Historia de la Nueva M xico](#) *The Cuartocentenario of Juan de Oñate* by Thomas E. Ch vez

Public History Program at NMSU: [Cuartocentennial of the Colonization of New Mexico](#)

The entire original poem (in Spanish and English) can be found at the office of the New Mexico State Historian: [Historia de la Nueva Mexico Published.](#)

## Option 3.

Review the background material and sites that relate to the life and work of [Mar a Mart nez](#) of [San Ildefonso Pueblo](#) (1887– 1980), a highly celebrated Native American ceramic artist.

Write a creative essay, “Day in the Life,” using the following scenario.

The time is the early 20<sup>th</sup>- century ~

You are a young apprentice to Mar a Mart nez, the pottery master from San Ildefonso Pueblo. Describe your experience working under and learning from Maria. Be sure to include the

nature and quality of your work, impressions of Martínez, and life in this village as a young artist.

Suggested reference links for Option 3.

See [IPL Pueblo Pottery](#) for an overview of this art form.

See [The Indian Pueblo Cultural Center](#), [San Ildefonso Pueblo](#) and National Park Service [San Ildefonso](#) for further information on this Pueblo.

[San Ildefonso Pueblo Pottery](#) was a historically a center for this art. This Pueblo became known for its Polychrome, a technique which emerged in the late 1800s, then mastered by [María Montoya Martínez and her husband, Julian](#), in the 1930s.

For an up-close look at Martinez art and life, see [Touched by Fire](#) an online exhibit from the [Museum of Indian Arts & Culture](#)

[Additional background](#) illustrates her influence on the Pueblo and how even today it continues to shape daily life there.

Students view a representation of her magnificent black pots in the Picturing America portfolio, [1-A Pottery and Baskets ca. 1100 – ca. 1960](#). As a supplemental activity, students make their own [Pueblo pot](#) and read the story behind this art form.

## Option 4.

Review the historical background material on the history of the settlement of Santa Fe in the 17<sup>th</sup>-century.

Write a creative essay, “Day in the Life,” using the following scenario.

The time is 17<sup>th</sup>- century ~

You are a settler based in Santé Fe and a resident of the [Palace of the Governors](#) sometime in the 1600’s. Describe your daily life in the Villa de Santa Fe, centered about the *plaza principal* (also referred to as the *plaza real*, the royal plaza). Be sure to reflect on its appearance at an earlier stage of settlement — and describe what it looks like now: the changes it is experiencing, the transformation of the town’s culture and life style.

Suggested reference links Option 4.

Explore [Historical and Cultural Destinations within Santa Fe](#) of “The City Different,” Santa Fe’s nickname for itself.

After looking back [In the Santa Fe: 400 Years of History, All in a Day’s Work](#) enter the [Palace of the Governors](#), a complex of buildings in continuous occupation since 1610.

The [National Park Service](#) site identifies Palace of the Governors as a historically registered site. The palace was also designated as a [National Historic Landmark](#) and National Trust for Historic Preservation has classified it as an [American Treasure](#).

### The Road to Santa Fe: A Virtual Excursion

The Palace of the Governors complex includes: [750,000 historic photographs](#) that can be searched online at their archive.

See a detailed discussion of the [Palace in the 17th century](#), article by local history expert, José Antonio Esquibel in [El Palacio](#), New Mexico's Magazine of Art, History and Culture of the Southwest. Published since 1913, it reflects the work of New Mexico's four state museums in Santa Fe; its six State Monuments; and its Office of Archaeological Studies.

Dig further under archaeological layers and historic roots in [Santa Fe Found: Fragments of Time](#) at [New Mexico History Museum](#). Interactive exhibits such as [The two Segesser Hides](#), painted by settlers and depict expeditions.