

**About the Lesson**

This lesson is based on the National Register of Historic Places registration files for Caddo Mounds State Historic Site and *El Camino Real de las Tejas* and material prepared by the Texas Historical Commission. It was written by Amy Simmons, an education consultant. This lesson is one that will bring the importance of historic places into classrooms across the country.

**Where it fits into the curriculum**

TEKS: 113.12

3a- distinguish between past, present and future.

16b- describes how technology changes transportation.

**Objectives for students**

Using the example of *El Camino Real de ls Tejas*, students will be able to identify how road systems have changed over time and tell if an illustrated version is past, present or future.

**Getting Started**

What are these pictures of and what could have made them?





Have students verbalize all the things that can help make a trail. Accept any reasonable suggestion. Listen for things like bicycles, people, animals, cars, etc. Draw simple representations of items students generate on the board or chart paper as a reference to use throughout the lesson.

### **Setting the Stage**

Prior to the modern highways we have now for transportation people relied on walking paths to get from one place to another. One such path can be found along Route 21. *El Camino Real de las Tejas* served as the primary trading route for not only the Caddo Indians but also Spanish explorers as well as Anglo American settlers in later days.

### **Locating the Site**

#### **Constructing the Lesson**

To begin, pair students up with a partner and give each group a copy of the mode of transportation cards (included below). Read different travel scenarios and have each student decide which mode of transportation would be the easiest way to accomplish the travel. Each group should hold up the appropriate card and be ready to explain the reason why they chose that mode of transportation.

Scenario 1- You have run out of milk and need to borrow some from your neighbor next door. What mode of transportation will you likely use?

Scenario 2- Your family is going on vacation to Disney World in Florida. What mode of transportation will you most likely use?

Scenario 3- It is Monday morning and you need to get to school. What mode of transportation will you most likely use?

Scenario 4- Your family needs to go visit your grandmother in the hospital. What mode of transportation will you most likely use?

Tell students that transportation of today is a lot different than what the first people had. The

only mode of transportation they had was their feet. They walked everywhere. Show images of *El Camino Real de las Tejas* to the students. Review again all the ways a path or trail is made and tell them that this is how this special trail was made too. Early peoples used this path like a road to travel on to get different places just like we use roads and highways today.

Begin with early Native Americans who used this trail to trade for goods. Show a map of *El Camino Real de las Tejas*. Discuss with students how difficult a journey it must have been at first until the trail became evident. Also, talk about how long of a journey they think it was and how long it took someone to walk the trail.

Continue to discuss how people began to use animals as a form of transportation. The same paths and trails were used, but with animals it was faster and they could travel farther and the trail became wider and more evident.

With the invention of the wheel travel became more and more popular and soon the dirt paths and trails were replaced with highways of concrete.

Divide a paper plate into three sections. Have students draw or paint a representation of each mode of transportation. For example, a path with much growth for the early people (add feet stickers), a wider and darker path for the path to represent animal transportation (add a horse sticker) and a modern day highway (add car sticker). Cut one third of another paper plate out and brad this to the top of the illustrated plate.

### **Putting It All Together**

As children turn to reveal each section of the different roadways used for the different types of transportation they should be able to tell if this was in the past or present.

### **Visiting the site** (information provided by Caddo Mounds)

#### **Pre visit activity**

Draw a large trail on a bulletin board or cut brown bulletin board paper out to resemble a trail. Divide the trail into three sections. Label the first section with a "K". This stands for what we already "Know". Label the middle section with a "W". This stands for "What" we "Want" to know and finally label the last section with an "L". This stands for what we "Learned" about our topic.

Hang the KWL chart in the room where all students can see it. Ask the students to name all the things that they already Know about *El Camino Real de las Tejas*. Write all knowledge in the "K" section of the chart. Then ask students What they WANT to know about *El Camino Real de las Tejas* and record all wishes in the "W" section of the chart.

#### **Post visit activity**

Call students attention back to the KWL chart completed before visiting *El Camino Real de las Tejas*. Review all information already recorded on the chart. Ask students what they learned about the El Camino Real de las Tejas after visiting. Record students responses in the "L" section of the chart. Call attention to what they wanted to know and what they learned to confirm whether or not they actually found out what they wanted to know.

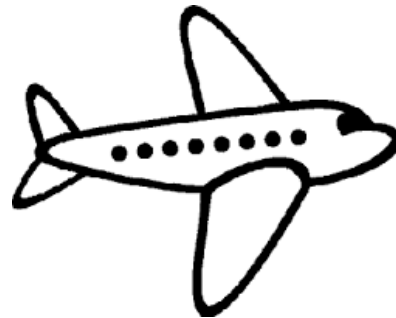
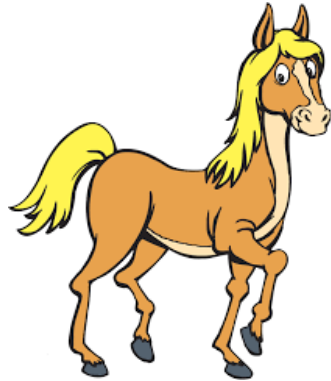
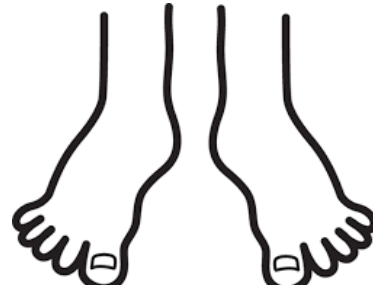
**Supplementary Resources**

[www.bigorin.org/caddo\\_kids.htm](http://www.bigorin.org/caddo_kids.htm)

[www.texasbeyondhistory.net/kids/caddo](http://www.texasbeyondhistory.net/kids/caddo)

[www.texasindians.com/caddo2.htm](http://www.texasindians.com/caddo2.htm)

Mode of transportation cards



Images to Use for Stickers

