

A Colorado History/Geography Resource

TEACHER'S GUIDE



AMERICA'S BYWAYS

Los Caminos Antiguos

Acknowledgments

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America's Byways, Los Caminos Antiguos

This guide is a companion to the 30-minute television program, *America's Byways, Los Caminos Antiguos*. The program is a production of Great Divide Pictures and Rocky Mountain PBS, in association with the Colorado Scenic and Historic Byways Commission.

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Front Cover photos:
Courtesy, Chris Wheeler

AMERICA'S BYWAYS

Los Caminos Antiguos

Dear Educator:

Welcome to America's Byways, Los Caminos Antiguos. This program will take you along one of Colorado's most unique scenic and historic byways, situated in the spectacular San Luis Valley in south central Colorado. The byway begins in Alamosa and travels past the magnificent Great Sand Dunes, the historic settlements of Fort Garland, San Luis, and Manassa, and the Hispano Mission churches in Conejos and Antonito. The route then parallels the Cumbres-Toltec Narrow Gauge Railroad over LaManga and Cumbres Passes and on into Chama, New Mexico. There are many stories to tell.

This program touches on four stories that helped shape the byway: *Ancient Lands/Ancient People*, focusing on the natural wonders of the Great Sand Dunes and the native peoples who first lived in the San Luis Valley; *Tierra Incognita*, the arrival of the Spanish and their influence in the Valley; *A New Flag*, U.S. Expansion at Fort Garland and the coming of the railroad; and finally, *Breeze of Freedom*, the San Luis Valley today.

The Colorado Scenic and Historic Byways Program, in existence since 1989, is a statewide partnership intended to provide recreational, educational, and economic benefits to Coloradans and visitors through the designation, interpretation, protection, infrastructure development and promotion of a system of outstanding touring routes in Colorado. The National Scenic Byways Program, created by Congress in 1991, seeks to recognize those special byways across the country that offer outstanding scenic, historic, natural, cultural, recreational, and archaeological qualities.

There are twenty-three designated Scenic and Historic Byways in Colorado, seven of which have also gained national designation as All-American Roads and National Scenic Byways. Follow the state flower, the blue columbine signs you'll find along Colorado highways, to see Los Caminos Antiguos, the "Ancient Road" and other scenic byways. On behalf of the Governor's Scenic and Historic Byways Commission, we hope you enjoy this program.

Bruce M. Rockwell
Chairman

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About the Teacher's Guide

This guide provides classroom activities, historical extensions, and two complete lesson plans based on the Colorado State Standards, including Reading and Writing, History, Geography, and Mathematics. The *America's Byways, Los Caminos Antiguos* program features video segments on four main topics. For each of the topics, the point in the video at which each segment begins and ends, a synopsis, vocabulary, and classroom activities or discussion questions are provided. These activities were designed for the upper-elementary Colorado History Curriculum, but can easily be adapted for use at other grade levels.

Teachers are encouraged to preview the program in its entirety before showing it to students in the classroom. Using the "Tips for Using Video in the Classroom" listed below, introduce one segment at a time while integrating the suggested activities and lesson plans.

Broadcast Schedule 2000-2001

Friday, February 16, 12:00 -12:30 p.m.
Wednesday, February 21, 12:30 -1:00 p.m.
For future broadcast dates, please call (800) 67-TV-SIX, or (303) 620-5683.

Off-Air Record Rights

Teachers serving students in grades K - 12 are granted off-air recording rights to *America's Byways, Los Caminos Antiguos* for the life of the tape, provided such recordings are not duplicated or sold.

Tips for Using Video in the Classroom

1. Preview the program carefully to make sure it focuses on the lesson topic you have chosen.
2. Select a few two- to three-minute segments that zero in on the concepts you plan to teach.
3. Leave the lights on. This signals to students that it is not a time-out, and enables the class to interact with the teacher, the video, and one another.
4. Provide a focus for viewing by introducing the video segments with a question or activity that will make the program's content more meaningful.
5. Plan interactive lessons to use before, during, and after viewing video segments.
6. Use the Pause button often to check for comprehension, discuss key ideas, introduce vocabulary, etc.
7. Turn off the sound or picture to provide your own narration or let students make predictions.
8. Use video as one of many resources.

Photocopying

Teachers may photocopy or reproduce this guide and the enclosed lesson plans for use in the classroom.

Videotapes

To order a videotape of *America's Byways, Los Caminos Antiguos*, call (800) 851-4542, or send \$24.95 to: Rocky Mountain PBS, Attn: Los Caminos Tape, 1089 Bannock Street, Denver, CO 80204. Make check payable to Rocky Mountain PBS.

Web Site

<http://www.rmpbs.org/loscaminos>
The *America's Byways, Los Caminos Antiguos* teacher's guide is also available on the Rocky Mountain PBS web site. In addition to this guide, the web site includes historical documents and newspaper articles.

Toll-Free Number and E-mail

To obtain additional copies of this guide, call (800)67-TV-SIX, or in metro Denver, (303)620-5683, or send e-mail to itv@rmpbs.org. Be sure to include your name and mailing address and how many copies of the guide you would like.

Table of Contents

3	Time Line
4	Los Caminos Antiguos
5	Ancient Lands, Ancient Peoples-Segment 1
6	The Great Sand Dunes National Monument & Preserve
7	Tierra Incognita
9	The Penitentes
10	A New Flag
12	Alamosa
13	A Breeze of Freedom
15	The Buffalo Soldiers
16	What's In A Name? <i>Lesson Plan #1</i>
19	Follow the Road to Farming <i>Lesson Plan #2</i>
22	References

VIDEO TIME LINE

- **8000 - 5000 B.C.**
Folsom Man hunts in the San Luis Valley.
- **A.D. 1300**
Native American tribes visit the San Luis Valley, migrating from cliff dwellings of Mesa Verde, Chaco Canyon, and Canyon de Chelly.
- **1598**
Explorer Don Juan de Oñate claims all the land drained by the Rio Grande, including the San Luis Valley, for Spain.
- **Early 1600s**
Spanish conquistadors (conquerors) enter Colorado lured by tales of gold and silver.
- **1609**
Sante Fe becomes the capital of the new Spanish colony of New Mexico.
- **1700s**
Francisco Torres accompanies a Spanish expedition looking for gold. They encounter Native Americans. As he is lying wounded, he looks up at the mountain range and says, "Sangre de Cristo, Sangre de Cristo" (Blood of Christ), which becomes the name of the mountain range.
- **1807**
Lt. Zebulon Pike becomes the first American to visit the San Luis Valley.
- **1821**
Mexico becomes independent of Spain and takes control of what will become the southwestern United States.
- **1843 - 1844**
Republic of Mexico issues land grants to those willing to settle in the remote San Luis Valley. These first Hispanics are lured by the promise of land.
- **1846**
Mexican-American War breaks out.
- **1848**
Treaty of Guadalupe Hidalgo formally ends the Mexican-American War. Mexico cedes New Mexico and lands that become part of the United States.
- **1851**
The towns of San Luis, San Acacio, and Conejos are formed.
- **1852**
Fort Massachusetts is built to protect settlements from Ute attack.
- **1857**
First Catholic church is established in the region, Our Lady of Guadalupe, in Conejos.
- **1858**
U.S. government establishes Fort Garland as a military outpost to protect settlers from the Utes.
- **1861**
Territory of Colorado is established.
- **1862**
Believing the San Luis Valley to be filled with gold and silver, former Colorado governor William Gilpin and English attorney William Blackmore purchase a large portion of one of the original Mexican land grants. Many Hispanics in the San Luis Valley unable to prove title to their land are ejected or forced to buy it back.
- **1868**
U.S. government negotiates a treaty that confines the Utes to western Colorado. Hostilities continue until they are banished to reservations in the 1880s.
- **1870**
William Jackson Palmer begins construction of the Denver & Rio Grande Railroad from Denver to Mexico through the San Luis Valley. Industry enters the valley for the first time.
- **1880**
Denver & Rio Grande Railroad station is built in what will become Antonito. Today this line is called the Cumbres & Toltec Scenic Railroad.

LOS CAMINOS ANTIGUOS

Los Caminos Antiguos, The Ancient Roads, is a 123-mile stretch of Colorado highway that provides travelers with panoramic views, a strong sense of the past, and opportunities to experience the rich culture and traditions of the people of southwestern Colorado. One of 23 Scenic and Historic Byways in Colorado, Los Caminos Antiguos begins in the San Juan Mountains of extreme south-central Colorado. Winding its way down the mountains, the highway crosses through the fertile San Luis Valley and some of the oldest communities in the state. Following the footsteps of many ancient travelers, the route ends in the city of Alamosa, located at the foot of the Sangre de Cristo Mountains.

Those who travel Los Caminos Antiguos follow a path worn smooth by ancient tribes, explorers, trappers and traders, miners, and Spanish and U.S. settlers. The route offers spectacular views of the San Luis Valley, the Sangre de Cristo mountain range, the San Juan Mountains, and the Great Sand Dunes. Just as important as its scenic beauty, the byway brings visitors face-to-face with the culture and strong spiritual traditions of the region's people. Numerous monuments to the residents' faith, including Colorado's oldest parish, located at Our Lady of Guadalupe church in Conejos, and the world renowned bronze sculptures depicting the Stations of the Cross just outside San Luis, are found along the ancient road. Visitors to the region, like those who have traveled throughout the area for the past 10,000 years, cannot help but encounter the spirit of enchantment that characterizes this special place and the people who reside there.

In the classroom, the study of the history and cultures that evolved along the ancient roads provides teachers and students with a means to understand and appreciate the contributions made to Colorado and the American Southwest by the individuals and groups who have populated the San Luis Valley region. By examining the stories that continue to be told and the voices that still echo along Los Caminos Antiguos, students are given an opportunity to develop an understanding of the tenacity, traditions, and lifestyles of residents, both past and present, and to develop a deeper understanding of themselves in a historical context.

*Background Photo: La Manga Pass
Courtesy, Chris Wheeler*

*Photo Insert:
Highway 142 near San Acacio
Blanca Peak in background
Courtesy, Chris Wheeler*



ANCIENT LANDS, ANCIENT PEOPLES - Segment I

Segment begins at: 5:10

Segment ends at: 7:00

The well-worn path that is today *Los Caminos Antiguos* is known to have been traveled by human beings as early as 8000 B.C. Archeological excavations in the vicinity of the Great Sand Dunes and Blanca Peak indicate evidence of Folsom Man, prehistoric people who hunted in the area until about 5000 B.C. Artifacts thought to have belonged to the Yuma culture have also been found in the valley. Like Folsom Man, the Yuma culture seems to have stopped coming to the valley around 5000 B.C., probably because the animals they hunted migrated out of the region.

It is not clear who next visited the area, although artifacts uncovered in the southern region of the San Luis Valley establish that humans were active in the area. Given the name "Upper Rio Grande Culture," this group of migratory hunters is thought to have been in the valley before the birth of Christ. In addition, evidence of long-vanished cultures has been found in the northern sections of the region.

Around A.D. 1300, Pueblo peoples thought to have been migrating from cliff dwellings located at Mesa Verde, Chaco Canyon, and Canyon de Chelly visited the San Luis Valley. Historians believe that they were drawn to the area by game and fowl as well as by large quantities of turquoise. There is little evidence to suggest that they actually settled in the region. The Tewa Indians, Pueblo people who now live north of Santa Fe, New Mexico, tell stories about the first human beings emerging from the underworld through a hole, known as a *sipapu*, in a lake located near the Great Sand Dunes, and about living in the valley. Also exploring the valley were the Utes, who held a strong grip on the region, and the Navajos and Apaches. Each tribe is thought to have made annual visits to the region in search of food. However, because of harsh winters, they did not establish permanent settlements in the valley.

Classroom Activities

Vocabulary

anthropologist - scientist who studies the origin, development, and customs of humankind.

archaeologist - scientist who studies prehistoric cultures by excavation and description of remains.

conquistadors - conquerors

Folsom Man - ancient people who settled in Colorado thousands of years ago. They used spears and hunted mammoth.

Discussion Questions

Before viewing this segment:

1. Prepare a time line of the San Luis Valley. Begin at the last Ice Age and note the beginning and end of the last Ice Age; and Folsom Man living in the valley. Students will add to this time line throughout the video.

2. Ask the students why there would be sand dunes in Colorado. Discuss which physical forces may have caused their formation.

After viewing this segment:

1. Allow students to research the stories of how the Utes, Apaches, and Navajos came into this world (creation stories). Compare these beliefs with that of the Tewa. Students can write a compare-and-contrast paper on their findings.

2. Discuss with the students what artifacts Folsom Man may have left behind. What animals did these ancient peoples hunt? What tools were needed for their hunt?

3. Discuss with the students where the underground water in the San Luis Valley comes from. Have the students do research on an "aquifer."



Insert photo:

Bridge on Highway 142 between Manassa & San Luis
Courtesy, Chris Wheeler

THE GREAT SAND DUNES NATIONAL MONUMENT AND PRESERVE

Located in the San Luis Valley, Colorado's Great Sand Dunes are the largest inland sand dunes in the United States. The dunes are thought to have formed about 12,000 years ago when the Rio Grande, full of glacial meltwater from the melting of Ice Age glaciers, spread sand and other debris across the San Luis Valley. After the valley dried out, winds are thought to have carried the sand across the San Juan Mountains to the foot of the Sangre de Cristo Range, where the sand was deposited. The dunes cover an area of about 40 square miles.

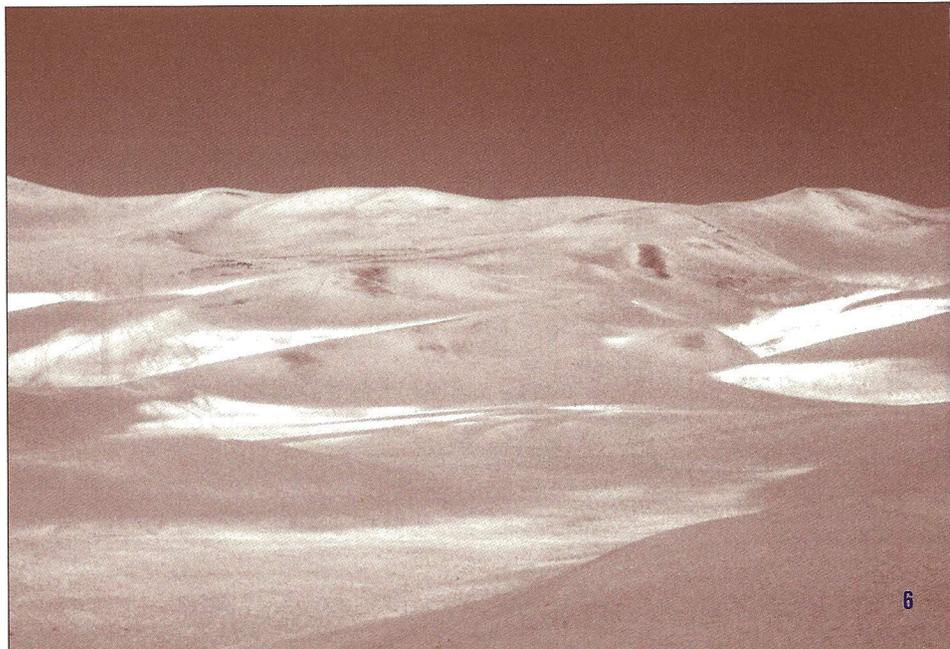
The people of the Clovis Culture, who inhabited the Great Sand Dunes area about 11,000 years ago, are thought to have been the earliest residents. Folsom Man is suspected of living there about 10,800 years ago. During these early years, the San Luis Valley possessed much more water than it does today. The water and the abundance of game probably attracted the first people to the region.

From the 1600s to mid-1800s, the Ute Indians laid claim to the San Luis Valley. The Utes were a nomadic people who came to the valley in search of game and plants. Peeled bark on some of the pine trees in the Great Sand Dunes National Monument show that the Utes visited the area as they sought food and medicine from the trees.

The first European to observe the dunes may have been Don Diego de Vargas in 1694. However, it was Lt. Zebulon Pike who first wrote about the dunes. During the 1770s and 1800s, pioneers, trappers, prospectors, and traders all encountered the mysterious dunes where local legends tell of entire wagon trains vanishing and of strange creatures lurking there by night.

In 1932, President Hoover proclaimed the Great Sand Dunes a National Monument and placed it under the jurisdiction of the National Park Service. On November 22, 2000, President Bill Clinton signed a bill converting the Great Sand Dunes National Monument to the Great Sand Dunes National Monument and Preserve. Once the nearby Baca Ranch is acquired, it will become the Great Sand Dunes National Park and Preserve, and will protect not only the sand dunes, but high mountain tundra, alpine lakes, and a great variety of Rocky Mountain flora and fauna.

Background and insert photo:
Great Sand Dunes National Monument & Preserve
Courtesy, Chris Wheeler



TIERRA INCOGNITA - Segment II

Segment begins at: 7:00
Segment ends at: 14:00

In April 1598, all territory drained by the Rio Grande, including the San Luis Valley, was claimed for King Phillip II of Spain by Don Juan Oñate. At the time, almost nothing was known of this vast territory known as *Tierra Incognita*, or Land Unknown. Although a few exploration parties did venture into the San Luis Valley between 1598 and 1680, most of the Spaniards' settlement activity took place in New Mexico, which became a Spanish colony in 1609.

Spanish interest in the lands of Los Caminos Antiguos was initially based on the search for gold and on the religious conversion of various native tribes throughout the region. A popular legend tells of Francisco Torres who, accompanying a party of gold seekers into the San Luis Valley, was so moved by the beauty of the place that he named it after his native city, San Luis, in Seville, Spain. According to legend, during that same expedition, Francisco Torres was wounded in a skirmish with members of a native tribe. As he was dying from the wound, Torres is said to have looked up at the snowcapped mountains reflected in the late afternoon sun and exclaimed, "Sangre de Cristo, Sangre de Cristo" (Blood of Christ). Thus the names of both the San Luis Valley and the Sangre de Cristo Range are attributed to Francisco Torres.



Early drawing of Fort Garland, 1868
Courtesy, Colorado Historical Society

Although the Spanish made some attempt to explore the area of the San Luis Valley, throughout the 1600s and 1700s, little changed in the region. Unable to gather the resources necessary to challenge the native tribes who controlled the valley, the Spanish settlers were content to live on its southern fringes and focus their settlement efforts on New Mexico.

At the conclusion of the French and Indian War in 1763, France lost the Louisiana Territory, located west of the Mississippi River, to Spain. Americans were genuinely alarmed when it was discovered that Spain had transferred the Louisiana Territory back to France in 1800 by secret treaty. However, in 1803, France sold the entire Louisiana Territory to the United States and expeditions were immediately outfitted to explore the new territory. Zebulon Montgomery Pike of the U.S. Army headed one such expedition.

On October 9, 1806, Pike left Belle Fontaine, near St. Louis, to begin an expedition that would last 11 months and take him into the heart of Spanish territory and the San Luis Valley, where he built a rough stockade to protect his troops from would-be hostile native tribes. In February 1807, while Pike was camped in the San Luis Valley, he was arrested and escorted out of the valley by a Spanish militia. He was taken to Santa Fe and later to Mexico, where he was released to return to Louisiana by way of Texas. Pike's expedition was enormous in its importance to contributing to an understanding of the new frontier.

In 1821, Mexico became independent of Spain and Spanish territory, and what is today the southwestern United States came under the control of Mexico. However, during the first two decades after Mexican independence, the San Luis Valley remained unsettled, although trappers and traders frequently visited it from the east. Then, in 1836, Texas gained its independence from Mexico and in December 1845 was annexed to the United States.

In 1846, war broke out between Mexico and the United States. Two years later, in 1848, the Treaty of Guadalupe Hidalgo brought the war to a close. Under the treaty, a defeated Mexico was forced to give up all claims to Texas and to all of its territory north of the Rio Grande, which included the San Luis Valley. The treaty gave the inhabitants of the newly acquired lands a year in which to resettle in Mexico should they choose to remain Mexican citizens, or they could stay in the San Luis Valley and become citizens of the United States.

Plans to colonize the valley began several years before the United States took possession of New Mexico. In 1843 and 1844, four land grants were made in what is today Colorado. The Sangre de Cristo grant, located in the southeastern portion of the San Luis Valley, contained more than a million acres. No settlement was attempted on this grant until 1849, when 80 families traveled from New Mexico to take up residence on Costilla Creek, where Garcia, Colorado, is now located. Following a year of constant threats by the Utes, the United States negotiated a treaty with them in 1850 and more and more New Mexicans traveled Los Caminos Antiguos to reach their new home in the San Luis Valley.

The first permanent settlement in the valley, San Luis, was built in 1851. Following Spanish tradition, farmers laid out fields in long narrow strips from 55 to 1,000 feet long. They built *acequias*, or irrigation ditches, and planted crops of wheat, beans, and corn. On the east side of San Luis, citizens shared a 900-acre communal pasture called a *vega*, where livestock grazed. To the citizens of San Luis and other settlers, the San Luis Valley had truly become a land of paradise. From the earliest days, religion was central to the lives of the settlers. One story, told and retold from generation to generation, recounts how residents of the village of San Acacio, sure that they were going to be attacked by a band of hostile Utes, prayed to God and promised that they would build a church if they were saved. As the story is told, when the Ute warriors approached San Acacio, they saw in the heavy clouds a larger-than-life horseman wielding a large sword. Afraid, the warriors turned around, the town and its residents were spared, and, as promised, a church was erected. Today the church in San Acacio stands as a monument to the strong faith of the settlers and their descendants.

Classroom Activities

Vocabulary

acequia - canal (ditch)

natural resources - an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial products, or something else of value.

Sangre de Cristo - blood of Christ

Tierra Incognita - unknown land

varas - poles, twigs

vega - plain, meadow

Discussion Questions

Before viewing this segment:

1. Ask the students what the effects might be if someone finds gold and tells another person. Discuss positive and negative impacts on both people and the land. Compile a list of these factors.
2. Discuss what a land grant is.
3. Using a map of the United States from the early 1800s, have the students outline where present-day Colorado is. They should be able to see that at the time, it was part of the Republic of Mexico. Refer to the time line made earlier, and have students insert when Colorado became a state.

After viewing this segment:

1. Discuss with the students what makes a legend. Each student should write a legend about how another mountain, La Sierra Blanca (The White Hill), got its name.
2. Have students discuss their thoughts/opinions about which was more valuable, land or gold, to the early settlers of the San Luis Valley. Each student can write an opinion essay expressing his/her ideas.
3. Middle school students could extend their learning by researching the Taylor Ranch dilemma in the San Luis Valley. This issue directly connects land grant issues of the past to the present.

THE PENITENTES

La Hermandad de Nuestro Padre Jesus, or *Los Hermanos Penitentes*, is a religious, fraternal order that has played a role in nearly every Hispanic community in northern New Mexico and southern Colorado since the 1850s. Commonly known as the Penitentes, the brotherhood arrived in the New World from Spain at the time of the conquistadors. The order took root in northern New Mexico because of its remote location and lack of Catholic priests.

As an organization, the brotherhood is almost exclusively restricted to males, although females may sometimes join as *Hermanas Piadosas*, the equivalent of the brotherhood. Although the two will pray together and sing hymns, the women are never allowed into the men's meeting hall when certain business is conducted. This practice is jealously guarded and never violated.

The brothers were, and still are today, Catholic laymen. The most publicized characteristic of the brotherhood was their means of expiating sin. Among the customs was self-flagellation, standing on cacti, placing stones in their shoes, and being bound to wooden crosses. Unlike fanatic cults in northern Europe who practiced self-flagellation to protest religious or moral laxity, the brothers "sought penance and identification of the self with the Gentle Nazarene who redeemed the world with his love."

The brotherhood's meeting places are called *moradas*. Traditionally, moradas were made of adobe. The windows were either shuttered, carefully painted, or heavily curtained. There is no doubt that the opaque windows helped contribute to the mystery of the brotherhood. Near the entrance was a cedar post that projected a few feet above the ground. During Holy Week, a light wooden cross would always be bolted to the post. Although many of the moradas have fallen into ruin and have been abandoned, there are still a few active ones in the San Luis Valley. Four of these are located in Costilla County. It is believed that Fort Garland currently has the largest membership.

Today, as in the past, the brotherhood is recognized for its charitable contributions. In the early days, this function not only benefited others, it also provided members with opportunities to exchange information and to come together to form mutually beneficial economic relationships. In later years, political activity increased and the brotherhood took strong and active stands on many issues, not the least of which was water rights in the San Luis Valley.

The mystery and secret rituals, as well as the practice of flagellation and cross carrying, did not go unnoticed by the Catholic Church and by the civil government. Condemnation of the brotherhood was initiated as early as 1833 when the Bishop of Durango, Mexico, issued a pastoral letter warning against the brotherhood. In the 1850s Bishop Lamy, from the Diocese of Santa Fe, also condemned the Penitentes and directed that they not be given the Catholic sacraments.

In spite of the fact that the Catholic Church drove them underground in the 1880s, Penitentes were a powerful influence in the communities of the San Luis Valley until about 1920. Although they were politically active, their real power resulted from the responsible roles they fulfilled in their communities. They took care of spiritual functions, provided charity, and watched over the economic needs of people in their communities. Widows, for example, received contributions of food, firewood, and money if necessary. Orphans were adopted. The sick received care. The members' roles were clearly defined and dutifully accepted.

By the late 1940s, when the Catholic Church lifted its ban on participation in the brotherhood, membership had fallen off dramatically. Then, in the 1960s and 1970s, their activity resumed. However, most of the members were middle-aged or elderly men who met for prayers during Holy Week and walked in occasional processions. By the 1990s only about a half-dozen active moradas existed in the valley and membership was vastly reduced. The old adobe moradas, once so mysterious and steeped in spirituality, toppled inward.

Although life has clearly changed in the valley, anyone who understands the valley and its people will tell of the influence of the Penitentes. While there may be only a few remaining in the brotherhood today, the community traditions and practices established by members in the past remain a part of the foundation of Hispanic culture in the valley today.

Background Photo: La Manga Pass
Courtesy, Chris Wheeler

Insert Photo: Hispanic Wedding, William Azar ©1913
Courtesy, Colorado Historical Society



A New Flag - Segment III

Segment begins at: 14:00
Segment ends at: 18:10

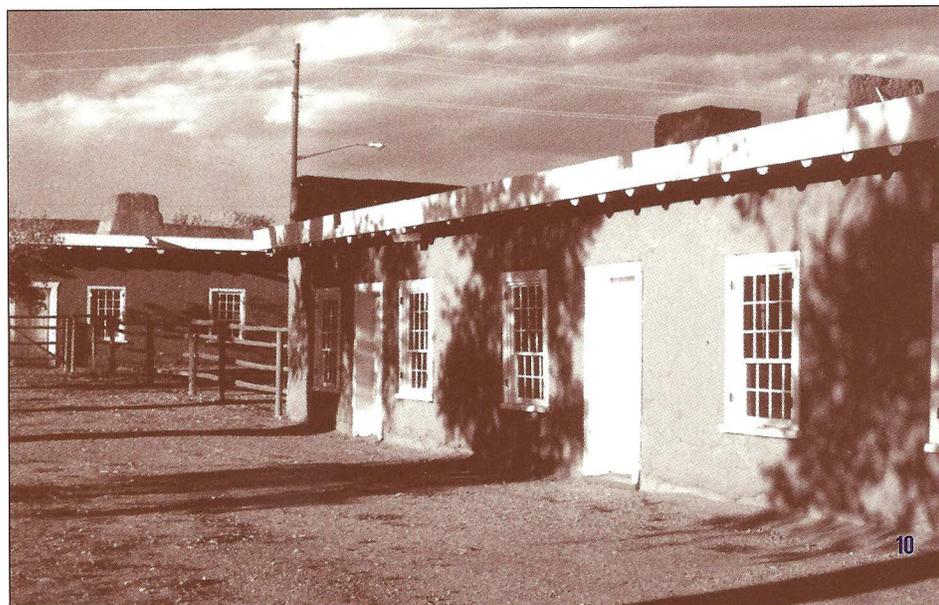
At the conclusion of the Mexican-American War in 1848, the San Luis Valley became part of the United States. In 1858, attempting to protect its new citizens from Utes and Apaches who also laid claim to the region, the U.S. government built Fort Garland. After the Civil War broke out in 1861, volunteers manned the Fort. A regiment of 200 volunteers, which included many Spanish-speaking settlers, was organized in the San Luis Valley for this purpose.

When the Territory of Colorado was created in 1861, William Gilpin, first governor of the Territory, advocated that the Utes be removed from the mining regions of the San Juan Mountains, to reservations elsewhere in the Territory. In 1862 John Evans replaced Gilpin as the territorial governor. Evans too, was interested in mining, and also advocated the removal of the Utes from mining lands. In 1863 Governor Evans held a meeting with the Utes in Conejos. At the meeting were representatives from the Tabeguache, Capote, and Weminuche Utes. The Muache Utes refused to attend the meeting. Under Chief Ouray, the Tabeguaches agreed to the treaty offered by Evans and were placed on a large reservation of acreage on the Western Slope of Colorado. The Capote and Weminuche Utes were persuaded to accept land in southwestern Colorado. The Muaches resisted efforts to place them on a reservation and conducted several raids east of the Sangre de Cristos between 1864 and 1865. Finally, hoping to avert a tribal war, Chief Ouray captured the Muache chief and turned him over to Kit Carson at Fort Garland.

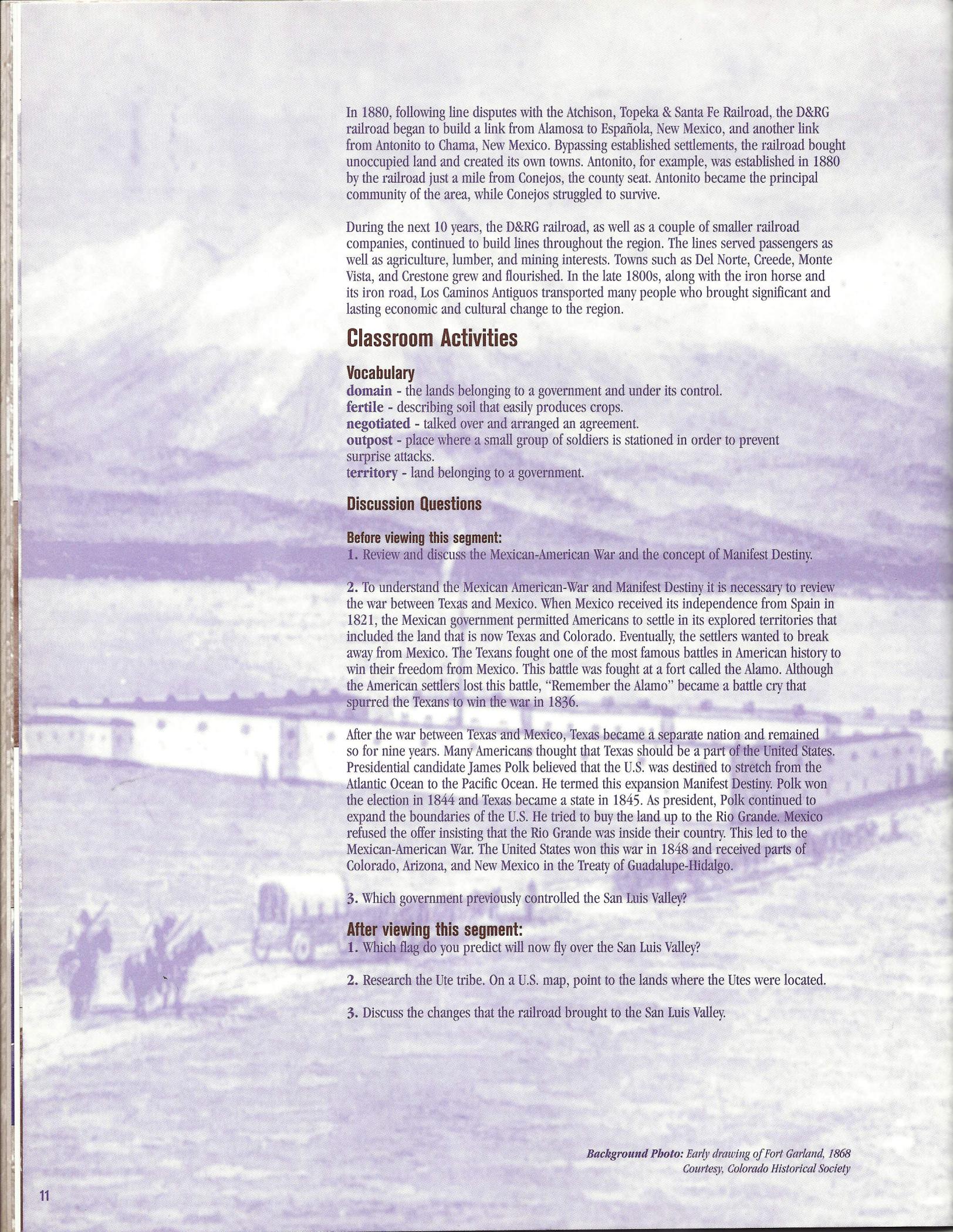
In 1868 a new treaty was negotiated which placed all Utes on a reservation in southern and western Colorado in an area totaling one-third of the Territory of Colorado. The treaty promised 160 acres per family, seeds, farming tools, livestock, schools, and sawmills. However, almost as soon as it was ratified, another Territorial governor, Edward M. McCook, expressed dissatisfaction with what he believed were the overly generous terms of the treaty. Shortly thereafter, in 1873, under terms set forth in the Brunot Agreement, a large portion of the San Juan Mountains was removed from the reservation system and opened up to settlement and mining. By 1881, the Utes had been removed from all but a small corner in southwest Colorado.

With the removal of the Ute threat in the region, Los Caminos Antiguos was increasingly traveled by newly arriving settlers. Publicity attending the gold-rush, changes in territorial jurisdiction, legislation enabling homesteading, and the presence of Civil War veterans all contributed to the pattern of growth and change. However, no event manifested greater change in the region than the building of the railroad.

In early 1870, William Jackson Palmer, supervisor of surveys of the Kansas Pacific Railroad, had a vision of a railroad that he and his friends would establish to link Denver with Mexico City. Part of the plan was for the railroad to be built through the San Luis Valley. In the fall of 1870, Palmer took the first step by filing for the incorporation of the Denver & Rio Grande Railway. Construction of the narrow-gauge railway got under way quickly and by 1873 it reached Pueblo, about 100 miles south of Denver. Economic slowdowns delayed construction, and it took another four years to lay tracks from Pueblo, over La Veta Pass, to Garland City, six miles northeast of Fort Garland. Economic troubles continued to plague construction and it took another year for the tracks to reach Rio Bravo, site of the modern-day city of Alamosa, Colorado.



Fort Garland, 1999
Courtesy, Chris Wheeler



In 1880, following line disputes with the Atchison, Topeka & Santa Fe Railroad, the D&RG railroad began to build a link from Alamosa to Española, New Mexico, and another link from Antonito to Chama, New Mexico. Bypassing established settlements, the railroad bought unoccupied land and created its own towns. Antonito, for example, was established in 1880 by the railroad just a mile from Conejos, the county seat. Antonito became the principal community of the area, while Conejos struggled to survive.

During the next 10 years, the D&RG railroad, as well as a couple of smaller railroad companies, continued to build lines throughout the region. The lines served passengers as well as agriculture, lumber, and mining interests. Towns such as Del Norte, Creede, Monte Vista, and Crestone grew and flourished. In the late 1800s, along with the iron horse and its iron road, Los Caminos Antiguos transported many people who brought significant and lasting economic and cultural change to the region.

Classroom Activities

Vocabulary

domain - the lands belonging to a government and under its control.

fertile - describing soil that easily produces crops.

negotiated - talked over and arranged an agreement.

outpost - place where a small group of soldiers is stationed in order to prevent surprise attacks.

territory - land belonging to a government.

Discussion Questions

Before viewing this segment:

1. Review and discuss the Mexican-American War and the concept of Manifest Destiny.
2. To understand the Mexican American-War and Manifest Destiny it is necessary to review the war between Texas and Mexico. When Mexico received its independence from Spain in 1821, the Mexican government permitted Americans to settle in its explored territories that included the land that is now Texas and Colorado. Eventually, the settlers wanted to break away from Mexico. The Texans fought one of the most famous battles in American history to win their freedom from Mexico. This battle was fought at a fort called the Alamo. Although the American settlers lost this battle, "Remember the Alamo" became a battle cry that spurred the Texans to win the war in 1836.

After the war between Texas and Mexico, Texas became a separate nation and remained so for nine years. Many Americans thought that Texas should be a part of the United States. Presidential candidate James Polk believed that the U.S. was destined to stretch from the Atlantic Ocean to the Pacific Ocean. He termed this expansion Manifest Destiny. Polk won the election in 1844 and Texas became a state in 1845. As president, Polk continued to expand the boundaries of the U.S. He tried to buy the land up to the Rio Grande. Mexico refused the offer insisting that the Rio Grande was inside their country. This led to the Mexican-American War. The United States won this war in 1848 and received parts of Colorado, Arizona, and New Mexico in the Treaty of Guadalupe-Hidalgo.

3. Which government previously controlled the San Luis Valley?

After viewing this segment:

1. Which flag do you predict will now fly over the San Luis Valley?
2. Research the Ute tribe. On a U.S. map, point to the lands where the Utes were located.
3. Discuss the changes that the railroad brought to the San Luis Valley.

*Background Photo: Early drawing of Fort Garland, 1868
Courtesy, Colorado Historical Society*

ALAMOSA

Alamosa, Colorado, is the largest city in the San Luis Valley. Located on the banks of the Rio Grande, it is the commercial center of the region. Originally known as Rio Bravo, the site was centrally located to serve agricultural and mining interests of the area and destined to become the center of future railroad activity in the valley.

In May 1878, at the time the railroad and railroad towns were being constructed across the San Luis Valley, the village was platted as the Alamosa Town Company. Alamosa is the Spanish word for cottonwood, and the site was located near a large cottonwood tree grove. Two months after the platting, the railroad reached the village, and it quickly began to take on all the characteristics of a railroad town. However, in addition to the usual array of tents, claim cabins, and saloons, the town hosted a bank and a hotel. Soon after the first bank was opened, another bank, as well as mills, retail stores, and freighting companies, began operation. By the early 1880s, two newspapers, a Presbyterian church, hardware stores, banks, and other businesses were established, and the city of Alamosa began to grow and thrive.

Since Alamosa owed its inception to the railroad, it was natural that the early-day economy depended heavily on freighting. As a temporary endpoint of the railroad, enormous amounts of goods were brought in by train and then transported from Alamosa to Santa Fe and the San Juans by ox-drawn wagons. The wagons brought agricultural products and ore to Alamosa for shipment out of the area by train. By the time the railroad was built to points beyond Alamosa and the town no longer served as a railhead, a solid commercial and residential base had been established and the town was able to cope with the economic changes.

Soon thereafter, Alamosa became the commercial center for farmers and ranchers in the San Luis Valley. Although lack of water and poor soil conditions made farming and ranching a difficult undertaking, both large and small farms and ranches developed throughout the valley. For the most part, the water problem was solved by diverting water from the Rio Grande through large irrigation ditches or by drilling artesian wells. Although the San Luis Valley has an annual precipitation of only 8 to 16 inches, it has ample subsurface and spring water throughout. Today, livestock production and production of vegetables, grains, and hay continue to be an important source of income for the valley's residents.

Currently, the population of Alamosa is about 9,000, while the population of Alamosa County is about 16,000. Just as they did 80 to 100 years ago, many residents work in retail trade, agriculture, forestry, fisheries, and educational services. Alamosa has come far from the days of a small village in a grove of cottonwoods, and it continues to serve the needs of the people in the valley as a center of commerce, education, and culture.

*Background Photo: Cumbres & Toltec Railroad Tracks
Courtesy, Chris Wheeler*

*Insert Photo: Cumbres & Toltec Railroad
Courtesy, Chris Wheeler*



A Breeze of Freedom - Segment IV

Segment begins at: 18:10

Segment ends at: 24:30

To encourage permanent settlement, several land grants, including the large Sangre de Cristo grant, were made in the San Luis Valley by the Mexican government in 1843 and 1844. By 1850, settlement on the land dedicated by the grants was well under way. During this period, most of the settlers built their homes around the traditional plaza. Almost entirely dependent on their own resources, the settlers spun and wove fabric for clothing, bedding, and rugs from the wool of their own sheep and goats. They raised cattle, hogs, and chickens, and their crops consisted chiefly of corn, oats, wheat, beans, potatoes, and chili peppers. Farming tools and techniques were primitive but reliable. Commerce, in the way of mills and mercantile stores, was also established. Since most of the settlers were Catholic, the need for formally organized parishes with resident priests was a high priority. The first church to be established in the region was Our Lady of Guadalupe, which opened in 1857 in Conejos. Others followed, as faith and hard work became the keys to survival in this beautiful but often harsh new land.

By the 1860s the persistent movement to make new and lasting homes in the San Luis Valley had transformed it into an area typical of rural northern New Mexico. Small plazas dotted the landscape and the valley seemed to have fulfilled its role as a frontier for the expansion of Spanish New Mexico.

Although the United States had granted liberty and protection to Mexican citizens living in the Southwest at the conclusion of the Mexican War, land grants made by the Mexican government required special adjudication by the U.S. government. In 1860, Congress confirmed the large Sangre de Cristo grant. But in 1862, William Gilpin, former governor of the Colorado Territory, began to buy up portions of the Sangre de Cristo land grant. Believing that there were rich deposits of silver and gold in the mountains of the San Luis Valley, Gilpin and a group of overseas investors bought land for as little as a few cents per acre. In many cases, the land purchased was already occupied by Mexican settlers who claimed rights to their land under the terms of the earlier land grants. By 1865, Gilpin had acquired control of the entire Sangre de Cristo grant and had begun marketing the land for sale. Largely unsuccessful in his attempts to sell the land, much of it was given to Gilpin's cronies and to land promoters. Disputes between the Anglo landowners and Mexican settlers arose almost immediately. Although many settlers were allowed to maintain control of their property, the new landowners took control of water rights as well as timber and grazing rights. Additionally, many of the settlers lost land and homes because they did not understand taxation and other government regulations placed upon them when the U.S. government took control of the land. The fact that the regulations were written in English created another problem for many of the Spanish-speaking settlers. The settlers, however, did not give up their land and freedom without a fight.

Classroom Activities

Vocabulary

community - a group of people living and sharing together.

grant - a gift of land or rights given by the government.

jurisprudence - the science or philosophy of law.

juxtaposed - put side by side.

philosophy - a system of thinking for guiding one's life.

pragmatic - concerned with practical consequences.

regulations - rules.



First Territorial Governor of Colorado, William Gilpin
Courtesy, Colorado Historical Society

Discussion Questions

Before viewing this segment:

1. Discuss how Hispanic farmers felt about their land.
2. Use information from the video and prior knowledge to predict what other attractions, in addition to the fertile land, will draw people to the San Luis Valley.

After viewing this segment:

1. Why did William Gilpin want to buy land in the San Luis Valley?
2. Why did some Hispanic farmers lose their land?

*Hispanic settlers
Courtesy, Colorado Historical Society*



THE BUFFALO SOLDIERS

In July 1866, the U.S. Congress approved an act to authorize and form two regiments of cavalry composed of "colored" men. Composed of former slaves, freemen, and black Civil War soldiers, the two regiments were the first African American soldiers to serve the U.S. Army in an era of peace. On September 21, 1866, the 9th Cavalry Regiment was activated at Greenville, Louisiana, and on the same date, the 10th Cavalry Regiment was activated at Fort Leavenworth, Kansas.

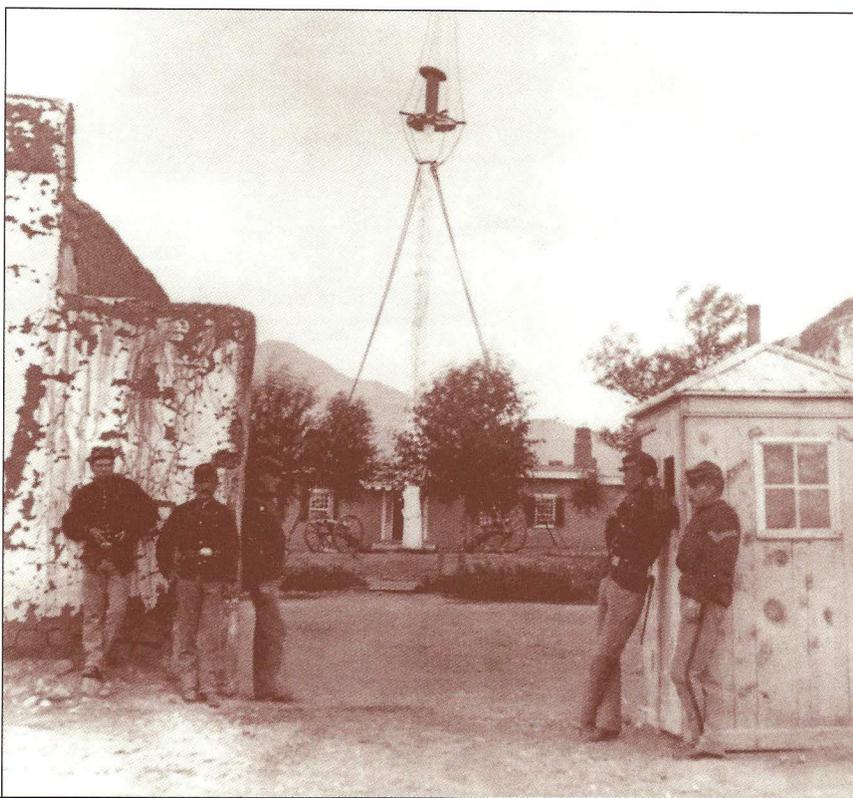
In the beginning, the 9th and 10th Cavalry Regiments were charged with escorting settlers, cattle herds, and railroad crews into the western frontier, which ranged from Montana to Texas and included New Mexico, Colorado, Arizona, and the Dakotas. In addition to their escort duties, the soldiers built forts and roads and strung telegraph wire throughout the rugged environment of the American West. Shortly after their formation, the two regiments also joined in the military campaigns against Native American tribes.

"*Buffalo Soldiers*" was the name given to the African American soldiers by the Plains Indians. Although the reason for the name is not clear, one view is that the Plains Indians saw a resemblance between the African American soldiers' hair and the mane of a buffalo. Another story suggests that they observed similarities in the ferocity, stamina, and courage of a wounded buffalo and the African American soldiers in combat situations. In any case, because the Plains Indians held the buffalo in high regard, the name was not one given in contempt.

In 1875-76, the 9th Cavalry was transferred to the New Mexico District where one of the companies was stationed at Fort Garland, in the San Luis Valley. Immediately upon arriving in the New Mexico district, the 9th Cavalry became immersed in trouble with the Apache and Utes that would continue for many years to come.

Throughout the era of the Indian Wars (approximately 1864-1891), almost 20 percent of the U.S. Cavalry were black, and they fought in over 175 engagements. However, prejudice was always present and often prevented them from achieving maximum effectiveness.

By any standard other than racial prejudice, the experiment with black troops was judged a success. The men fought gallantly, helped lay the infrastructure for future settlement of the American West, and provided protection to countless men and women who would form the nucleus of population on the western frontier. At least 18 Medals of Honor were presented to Buffalo Soldiers during the Western Campaigns.



Fort Garland, Timothy Sullivan © 1874
Library of Congress & National Archives
in the Smithsonian Institute

WHAT'S IN A NAME?

By Amy Swartz, Fourth Grade Teacher, Denver Public Schools

Overview

In this lesson, students will learn about toponyms, the value or meaning behind place names, along the historic and scenic Los Caminos Antiguos Byway. Through the use of interactive video, students will use visual clues to predict and infer how places got their names. This information will enable them to see the Hispanic influence in the San Luis Valley.

Video

America's Byways, Los Caminos Antiguos

Learning Objectives

Students will be able to:

1. State why Spanish settlers came to Colorado,
2. Predict/interpret the names of towns/counties along Los Caminos Antiguos,
3. Determine mileages along Los Caminos Antiguos.

Colorado Model Content Standards Addressed

Reading and Writing Standard 2.1

Students write and speak for a variety of purposes and audiences, expanding vocabulary development using a variety of methods.

Reading and Writing Standard 4.1

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing.

History Standard 1.1

Students know the general chronological order of events and people in history.

History Standard 2.1

Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

Geography Standard 4.4

Students know the processes, patterns, and functions of human settlement.

Mathematics Standard 1.1

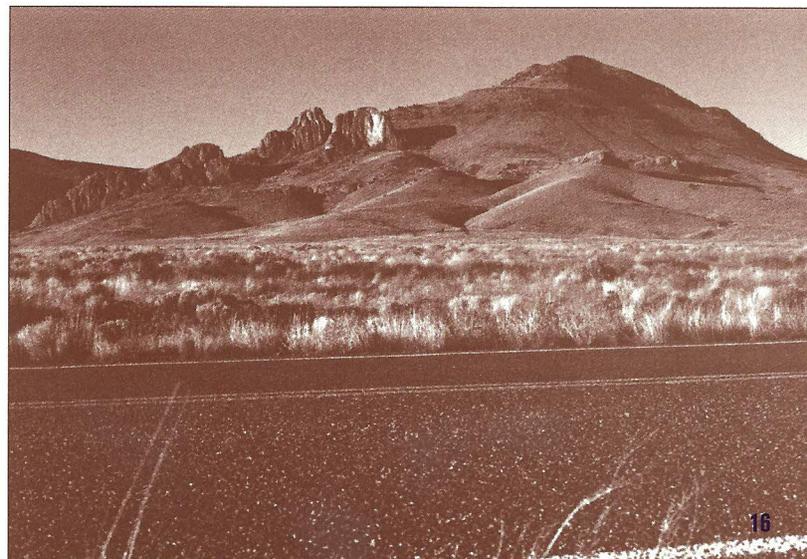
Students construct and interpret number meanings through real-world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers.

Materials for the Teacher:

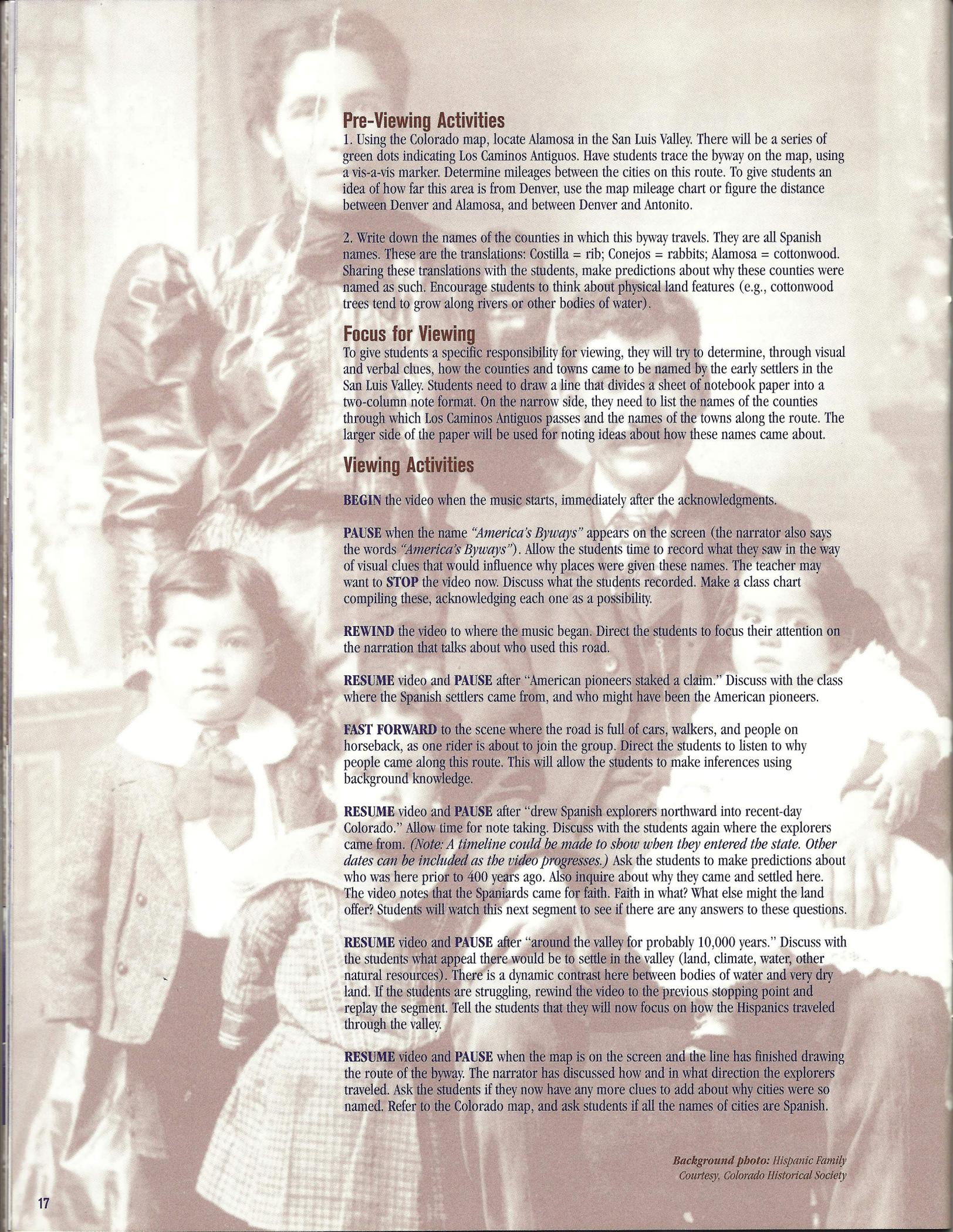
Laminated Colorado map
 Map of the Southwest prior to U.S. ownership (about late 1700s)
 Los Caminos Antiguos video (see RMPBS broadcast schedule on front cover or call [303] 620-5687)
 Chart paper and markers
 Spanish/English dictionary

Materials for Each Student:

Laminated Colorado map (can be shared in small groups)
 Paper
 Pencil
 Vis-a-vis markers



*Piñon Hills on Highway 142
 Courtesy, Chris Wheeler*



Pre-Viewing Activities

1. Using the Colorado map, locate Alamosa in the San Luis Valley. There will be a series of green dots indicating Los Caminos Antiguos. Have students trace the byway on the map, using a vis-a-vis marker. Determine mileages between the cities on this route. To give students an idea of how far this area is from Denver, use the map mileage chart or figure the distance between Denver and Alamosa, and between Denver and Antonito.

2. Write down the names of the counties in which this byway travels. They are all Spanish names. These are the translations: Costilla = rib; Conejos = rabbits; Alamosa = cottonwood. Sharing these translations with the students, make predictions about why these counties were named as such. Encourage students to think about physical land features (e.g., cottonwood trees tend to grow along rivers or other bodies of water).

Focus for Viewing

To give students a specific responsibility for viewing, they will try to determine, through visual and verbal clues, how the counties and towns came to be named by the early settlers in the San Luis Valley. Students need to draw a line that divides a sheet of notebook paper into a two-column note format. On the narrow side, they need to list the names of the counties through which Los Caminos Antiguos passes and the names of the towns along the route. The larger side of the paper will be used for noting ideas about how these names came about.

Viewing Activities

BEGIN the video when the music starts, immediately after the acknowledgments.

PAUSE when the name “*America’s Byways*” appears on the screen (the narrator also says the words “*America’s Byways*”). Allow the students time to record what they saw in the way of visual clues that would influence why places were given these names. The teacher may want to **STOP** the video now. Discuss what the students recorded. Make a class chart compiling these, acknowledging each one as a possibility.

REWIND the video to where the music began. Direct the students to focus their attention on the narration that talks about who used this road.

RESUME video and **PAUSE** after “American pioneers staked a claim.” Discuss with the class where the Spanish settlers came from, and who might have been the American pioneers.

FAST FORWARD to the scene where the road is full of cars, walkers, and people on horseback, as one rider is about to join the group. Direct the students to listen to why people came along this route. This will allow the students to make inferences using background knowledge.

RESUME video and **PAUSE** after “drew Spanish explorers northward into recent-day Colorado.” Allow time for note taking. Discuss with the students again where the explorers came from. (*Note: A timeline could be made to show when they entered the state. Other dates can be included as the video progresses.*) Ask the students to make predictions about who was here prior to 400 years ago. Also inquire about why they came and settled here. The video notes that the Spaniards came for faith. Faith in what? What else might the land offer? Students will watch this next segment to see if there are any answers to these questions.

RESUME video and **PAUSE** after “around the valley for probably 10,000 years.” Discuss with the students what appeal there would be to settle in the valley (land, climate, water, other natural resources). There is a dynamic contrast here between bodies of water and very dry land. If the students are struggling, rewind the video to the previous stopping point and replay the segment. Tell the students that they will now focus on how the Hispanics traveled through the valley.

RESUME video and **PAUSE** when the map is on the screen and the line has finished drawing the route of the byway. The narrator has discussed how and in what direction the explorers traveled. Ask the students if they now have any more clues to add about why cities were so named. Refer to the Colorado map, and ask students if all the names of cities are Spanish.

*Background photo: Hispanic Family
Courtesy, Colorado Historical Society*

(Note: *Mosca* = mosquito or fly in Spanish.) Do they notice one that isn't? Look at its location and ask them to infer from what direction the people who settled there might have come. Earlier in the video it was stated that Spanish settlers came to this region for faith. The next segment will show the students the depth to which that faith may have played a part in naming towns. Encourage the students to look at natural habitats and mountains for naming clues.

RESUME video and **STOP** after Maclovio Martinez says, "Offered so little yet so much." For student information, the names of the towns translate as follows: San Luis = Saint Louis, San Acacio = Saint Acacio.

Post-Viewing Activities

Discuss with the students all clues (translations, visuals, narrations) relating to how towns and counties got their respective names. This is the study of toponyms, the meanings of place names. Using the physical/political map of Colorado and the video's inferences, have the students write a paragraph about how the Spanish-named towns and counties got their names.

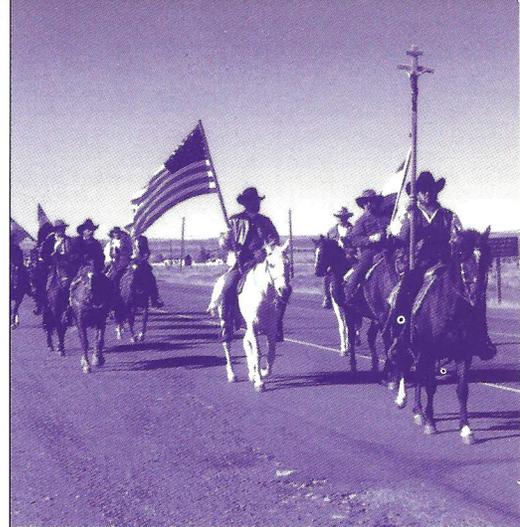
Using the Colorado map, students can find other towns and/or counties in the southwestern part of the state and try to determine the meaning of their names.

Resources

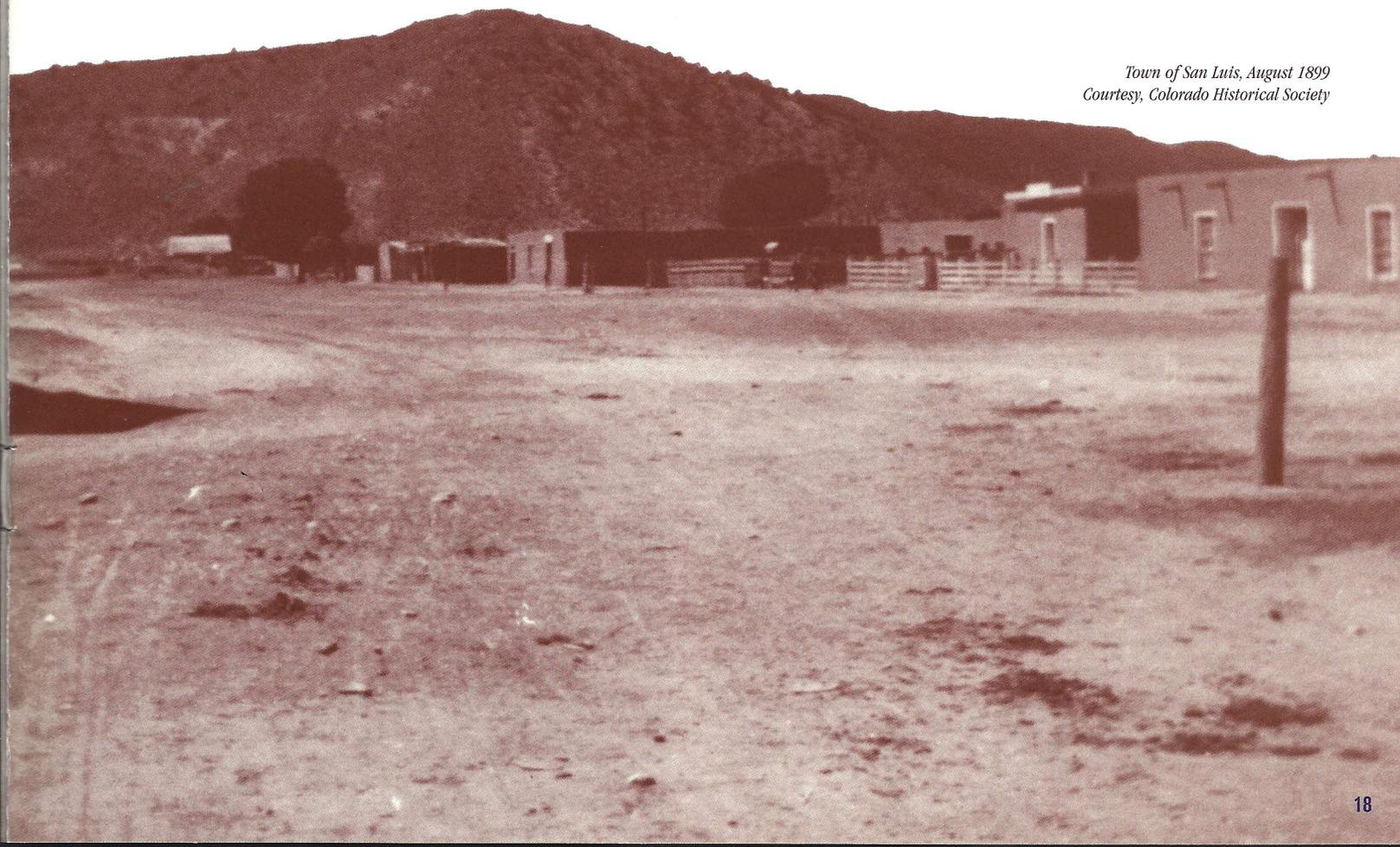
Campa, Arthur L. Treasure of the Sangre de Cristos - Tales and Traditions of the Spanish Southwest. Norman: University of Oklahoma Press, 1963.

Dawson, J. Frank. Place Names in Colorado. Lakewood: The Jefferson Record, 1954.

Eichler, George R. Colorado Place Names. Boulder: Johnson Publishing, 1977.



*Hispanic/American Parade- San Luis Valley
Courtesy, Chris Wheeler*



*Town of San Luis, August 1899
Courtesy, Colorado Historical Society*

FOLLOW THE ROAD TO FARMING

By Sandy Stokely, Fourth Grade Teacher, Denver Public Schools

Overview

In this lesson, students will learn the history of farming for both Spanish and American settlers in the San Luis Valley. Through the use of interactive video, they will examine the various events occurring during the mid-1700s and 1800s in the United States and Mexico. By creating a dictionary of historical, agricultural, and regional terms, they will learn how farms and settlements were developed by pioneering people from both cultures. Students will create a picture of a Hispanic farm. Lastly, students will write a paragraph stating how these settlements affected the history and development of the San Luis Valley.

Video

America's Byways, Los Caminos Antiguos

Learning Objectives

Students will be able to:

1. Interpret historical data,
2. Create a specific dictionary,
3. Make a historical drawing,
4. Identify cause-and-effect relationships.

Colorado Model Content Standards Addressed

Geography Standard 2

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.

Geography Standard 5

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

History Standard 1

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

History Standard 4

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Reading and Writing Standard 4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Materials for the Teacher:

Los Caminos Antiguos video (see RMPBS broadcast schedule on front cover or call [303] 620-5687)

Chart paper

Markers

Reference books

Map of Colorado

Spanish/English Dictionary



*Cows by the Rio Grande
Courtesy, Chris Wheeler*

Materials for each student:

Paper
Pencils
Markers
Map of North America
Piece of white 12"x 18" construction paper

Pre-Viewing Activities

1. Ask students to brainstorm some significant events in the history of Colorado. List their responses on chart paper. Students usually cite the Anasazi, trappers/traders, gold rush, etc., but may not mention farming or the Spanish heritage of the state.
2. Have students focus on the early settlements in Colorado. Ask them to name some of the farming areas that might have existed during the mid-1800s.

Focus for Viewing

Tell students that they are going to check their predictions and learn more about this significant period of settlement by watching a video. To give students a specific responsibility for viewing, have them listen for the names of several mountains that define this important farming region.

Viewing Activities

Pass out paper for note taking and copies of a map of North America and **START** the video at Segment II, "Tierra Incognita" where Castelar Garcia is identifying the Sangre de Cristo, San Juans, Mt. Blanca, and La Sierra Blanca in the background.

PAUSE the tape and ask students to tell you the names of the mountains that define this region. Find these mountains on a map of Colorado. Give students time to write the names of these mountains on their paper. Then have students circle this southern region of Colorado on their maps. **PLAY** the video so that students can hear the origin of the name for the Sangre de Cristo Range.

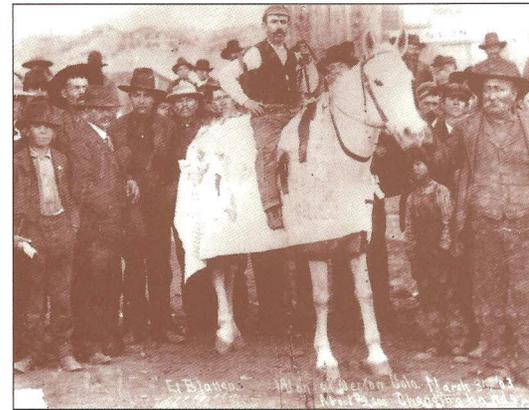
PAUSE to ask students to identify the language used to name so much of this region (Spanish). Ask students to predict why Spanish words are used to name the places in this region. Have students look at their maps and note that Mexico is close to the United States and the people in Mexico speak Spanish.

Ask students to number their papers from 1 to 12. Explain that they will be making a special dictionary that includes English and Spanish words. Many of these words will explain the farming methods that the Spanish-speaking settlers used in the 1840s and 1850s in the San Luis Valley.

RESUME the video and continue to view and **PAUSE** while adding the following words and their definitions to the dictionary: land grants, San Luis Valley, *varas*, acequias, crops, irrigation, communal pastures, and *vegas*. **REWIND** the video to check on the definitions. Look up definitions in a dictionary if students are still unclear.

RESUME the video and add the words Hispanic and Ute to the dictionary. **PAUSE** and predict the problems that occurred when these two cultures wanted the same land, but for different reasons.

FAST FORWARD to Segment III, "A New Flag" which begins with a picture of the American flag. **PLAY** until the narrator explains what happened to the Utes. **PAUSE** and discuss the history of the region: the Mexican-American War, the concept of Manifest Destiny, the changes in government, and the confinement of the Utes to reservations that occurred during this time. Add the words reservation and treaty to the dictionary. Explain to the students that after the United States acquired this land in the San Luis Valley, the Hispanic people living there had difficulties keeping their land and farms.



"El Blanco"
Courtesy, Colorado Historical Society

FAST FORWARD to Segment IV, "A Breeze of Freedom," to the archival photo of Hispanic men standing in front of a farmhouse. **PLAY** the video to the end as the narrator explains the legal battles that Hispanic farmers continue to fight in the courts. He also explains the traditions, the "breeze of freedom," and the feeling of security that keeps this culture alive in the San Luis Valley.

Post-Viewing Activities

Check the students' dictionaries for accuracy. Answer any questions or allow time for discussion. Explain that the San Luis Valley is still the home of many Hispanic farmers. Remind students that these farmers perfected a special kind of farming that is still used today. This special method of farming was based on their Spanish traditions. The Mexicans used irrigation to bring water to their crops. The Mexican settlers brought this method to the San Luis Valley where rainfall was scarce. The settlers from Mexico laid out their fields in long strips called varas and shared grazing land, called vegas, with their neighbors.

Students should recall scenes of farming in the San Luis Valley from the archival photos and color footage in the video. To help students interpret this important portion of Colorado history, have them draw a Hispanic farm as it may have looked in the mid-1800s. Students should remember to include a backdrop of mountains, adobe farm dwellings, irrigation ditches, fenced fields planted in rows, and large communal pastures. Some may want to add a church in the distance.

Ask students to write a paragraph that explains why agriculture in the San Luis Valley is significant to the history and development of the region.

Resources

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Downey, Matthew and Metcalf, Fay. Colorado: Crossroads of the West. Boulder, Colorado: Pruett Publishing Co., 1986.



*Hispanic Musicians from Trinidad, Colorado
Courtesy, Colorado Historical Society*

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Leckie, William H. The Buffalo Soldiers: A Narrative of the Negro Cavalry in the West. Norman: University of Oklahoma Press, 1967.

Teeuwen, Randall, ed. La Cultura Constante de San Luis. The San Luis Museum Cultural and Commercial Center, 1985.

Web site: www.alamosa.org (Alamosa, Colorado)

Web site: www.whc.net/buffalo/history.html (Buffalo Soldiers)



*Hispanic Family
Courtesy, Colorado Historical Society*

AMERICA'S BYWAYS Los Caminos Antiguos

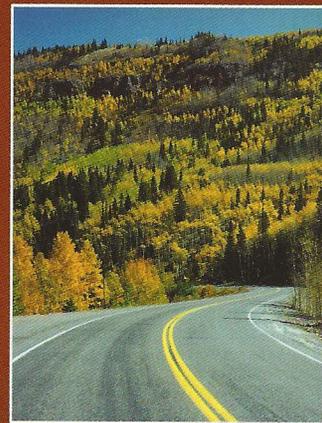
Steeped in history, Los Caminos Antiguos wanders through the valleys and mountains of south central Colorado for 136 miles, linking today's travelers with the past and present traditions and cultures of the San Luis Valley.



It is a place where the present meets the past...where the landscape holds secrets of ancient cultures, where Spanish settlers built new lives and American pioneers staked a claim. They all journeyed along Los Caminos Antiguos, the "ancient road" that is today one of America's Byways.

Come along, and explore...

- The stories and legends of the prehistoric native peoples who first called the valley home
- The natural wonders of the Great Sand Dunes
- The arrival of the Spanish
- U.S. Expansion and the coming of the railroad
- The San Luis Valley today



America's Byways explores more than our natural landscapes; it journeys the depth of the American spirit through time and place.



GREAT DIVIDE
PICTURES



ROCKY MOUNTAIN PBS