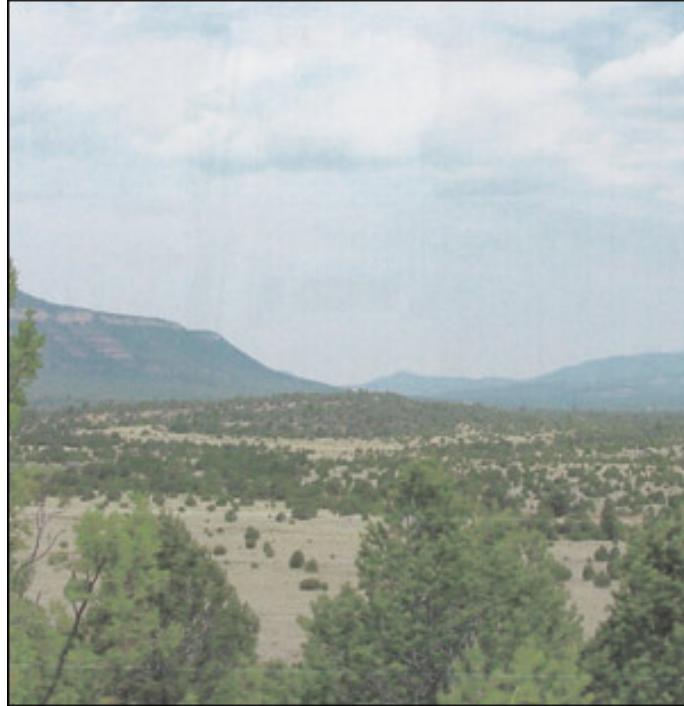




Glorieta and Raton Passes: Gateways to the Southwest

Glorieta and Raton Passes: Gateways to the Southwest



(National Park Service)



(Western History Collection, Denver Public Library, Santa Fe Railway photo)



Glorieta and Raton Passes: Gateways to the Southwest

The snowcapped Sangre de Cristo Mountains form a formidable barrier between the eastern United States and what is now New Mexico, Arizona, and California. But Americans moving westward during the early 19th century could not be stopped. At Raton Pass, on the border between Colorado and New Mexico, they found one way through the mountains, but it was narrow and steep, suitable at first only for pack horses. The broader, easier crossing at Glorieta Pass, between the mountains and the red wall of Glorieta Mesa, was another.

These two passes played critical roles in the events that ensured that New Mexico and the Southwest would become, and continue to be, part of the United States. In the 1820s, the first of many traders crossed the mountains on the Santa Fe Trail, hoping to make a fortune selling manufactured goods in the small city of Santa Fe or further south in the city of Chihuahua. In 1846 soldiers followed in the tracks of the traders. Dressed in uniforms of the United States army, they came down through Raton and Glorieta passes to claim the territory of New Mexico for a rapidly expanding American nation. Almost 20 years later, other men tried to take over the Southwest. The country they fought for this time was the Confederate States of America. Their defeat at the small but decisive Battle of Glorieta Pass ensured that New Mexico, Arizona, and California would stay in the Union.



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Where this lesson fits into the curriculum

Time Period: 1820s to 1865

Topics: This lesson could be used in American history, social studies, and geography courses in units on westward expansion or the Civil War.

Relevant United States History Standards for Grades 5-12

This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:

US History Era 4

- **Standard 1C:** The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.
- **Standard 2E:** The student understands the settlement of the West.

US History Era 5

- **Standard 2A:** The student understands how the resources of the Union and Confederacy affected the course of the war.
-

Relevant Curriculum Standards for Social Studies

This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:

Theme I: Culture

- Standard D: The student explains why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.
- Standard E: The student articulates the implications of cultural diversity, as well as cohesion, within and across groups.

Theme II: Time, Continuity and Change



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- Standard B: The student identifies and uses key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Standard C: The student identifies and describes selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.
- Standard F: The student uses knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

Theme III: People, Places and Environments

- Standard A: The student elaborates mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- Standard B: The student creates, interprets, uses, and distinguishes various representations of the earth, such as maps, globes, and photographs.
- Standard D: The student estimates distance, calculate scale, and distinguishes other geographic relationships such as population density and spatial distribution patterns.
- Standard H: The student examines, interprets, and analyzes physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- Standard I: The student describes ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.

Theme V: Individuals, Groups, and Institutions

- Standard E: The student identifies and describes examples of tensions between belief systems and government policies and laws.

Theme VI: Power, Authority, and Governance

- Standard F: The student explains conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

Theme VII: Production, Distribution and Consumption

- Standard A: The student gives and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
- Standard B: The student describes the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.



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Theme VIII: Science, Technology and Society

- Standard B: The student shows through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security.
- Standard E: The student seeks reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

Relevant Common Core Standards

This lesson relates to the Common Core English and Language Arts Standards for History and Social Studies for middle and high school students:

Key Ideas and Details

- CCSS.ELA-Literacy.RH.6-12.1
- CCSS.ELA-Literacy.RH.6-12.2
- CCSS.ELA-Literacy.RH.6-12.3

Craft and Structure

- CCSS.ELA-Literacy.RH.6-12.5

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RH.6-12.7
- CSS.ELA-Literacy.RH.6-12.8

Range of Reading and Level of Text Complexity

- CSS.ELA-Literacy.RH.6-12.10



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About This Lesson

This lesson is based on the National Historic Landmark nomination files, "Raton Pass" and "[Glorieta Battlefield](https://npgallery.nps.gov/pdfhost/docs/NHLS/Text/66000486.pdf)" [https://npgallery.nps.gov/pdfhost/docs/NHLS/Text/66000486.pdf] (with [photographs](https://npgallery.nps.gov/pdfhost/docs/NHLS/Photos/66000486.pdf) https://npgallery.nps.gov/pdfhost/docs/NHLS/Photos/66000486.pdf); the National Register of Historic Places Multiple Property Documentation Form, "[Historic Resources of the Santa Fe Trail, 1821-1880](https://npgallery.nps.gov/pdfhost/docs/NRHP/Text/64500224.pdf);" [https://npgallery.nps.gov/pdfhost/docs/NRHP/Text/64500224.pdf] and William E. Brown's, *The Santa Fe Trail: National Park Service 1963 Historic Sites Survey*. It was published in 2004. It was written by Kathleen Hunter, an education consultant, and edited by Marilyn Harper and the Teaching with Historic Places staff. This lesson is one in a series that brings the important stories of historic places into classrooms across the country.

Objectives

1. To determine and analyze the geographic and political forces that influenced control of New Mexico and the southwestern United States;
2. To examine the ways in which different groups asserted political and economic claims to the region;
3. To determine what role their own community played in westward expansion;

Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

1. Three maps showing the Southwest, northern New Mexico, and Glorieta Pass;
2. Three readings about the Santa Fe Trail, the Army of the West, and the Confederates;
3. Three photographs showing the Santa Fe Trail, Raton Pass, and Apache Canyon;
4. One illustration of the Battle of Glorieta Pass.

Visiting the site

The United States Congress designated the Glorieta Pass Battlefield as a National Battlefield and assigned its administration to Pecos National Historical Park, in Pecos, New Mexico. The battlefield is located off I-25 about 25 miles southeast of Santa Fe. The park is open daily from 8 a.m. to 5 p.m. from Labor Day to Memorial Day and until 6 p.m. from Memorial Day to Labor Day. Tours and access to the battlefield are ranger-guided and available by reservation only. For more information, contact Pecos National Historical Park, P.O. Box 418, Pecos, NM 87552, or visit the [park's website](#).

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Raton Pass is located in the Raton Mountains on the border between Colorado and New Mexico. Interstate 25 goes through the pass. The view is spectacular, but the climb is steep, and the road is often closed due to bad weather.

In 1987, the United States Congress designated the Santa Fe Trail as a National Historic Trail. The Trail is administered by the National Park Service in cooperation with other government and private partners. Because many feet, hooves, and wheels would destroy this fragile resource, recreational travel on the historical trail itself is discouraged. An auto tour route that closely follows the original trail route has been marked along major highways. For more information, contact the Long Distance Trail Group Office--Santa Fe, P. O. Box 728, Santa Fe, NM 87504-0728 or visit the [Trail's website](#).



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Getting Started



Courtesy Museum of New Mexico, Ben Wittick, photographer (Neg. No. 15456)
No downloading this image without permission.

Why do you think someone might want to build a road here?



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Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

What questions do you have about the photograph? How might you find answers to these questions?



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Setting the Stage

The Spanish were the first to settle northern New Mexico. They came to this beautiful but desolate area at the end of the 16th century seeking riches. Finding none, they stayed to convert the Indians to Catholicism and to establish settlements that would protect central Mexico against encroachment by other nations. The men and women who settled this northern province were separated from the rest of Mexico by a thousand miles of difficult and dangerous trail.

In 1803, the Louisiana Purchase introduced a new neighbor on the eastern border of Spain's northern provinces, but Spanish policies of prohibiting foreign trade within its colonies kept contact between the new United States of America and Santa Fe to a minimum. In 1821, a revolution established the independence of Mexico.

In the same year, the opening of the Santa Fe Trail began to draw the settlers on Mexico's northern boundary into the orbit of their rapidly growing eastern neighbor. At about the same time, the United States began to see itself as the power established by Providence to extend its influence from the Atlantic to the Pacific. Mexico's northern provinces were a major obstacle in that march to the sea.

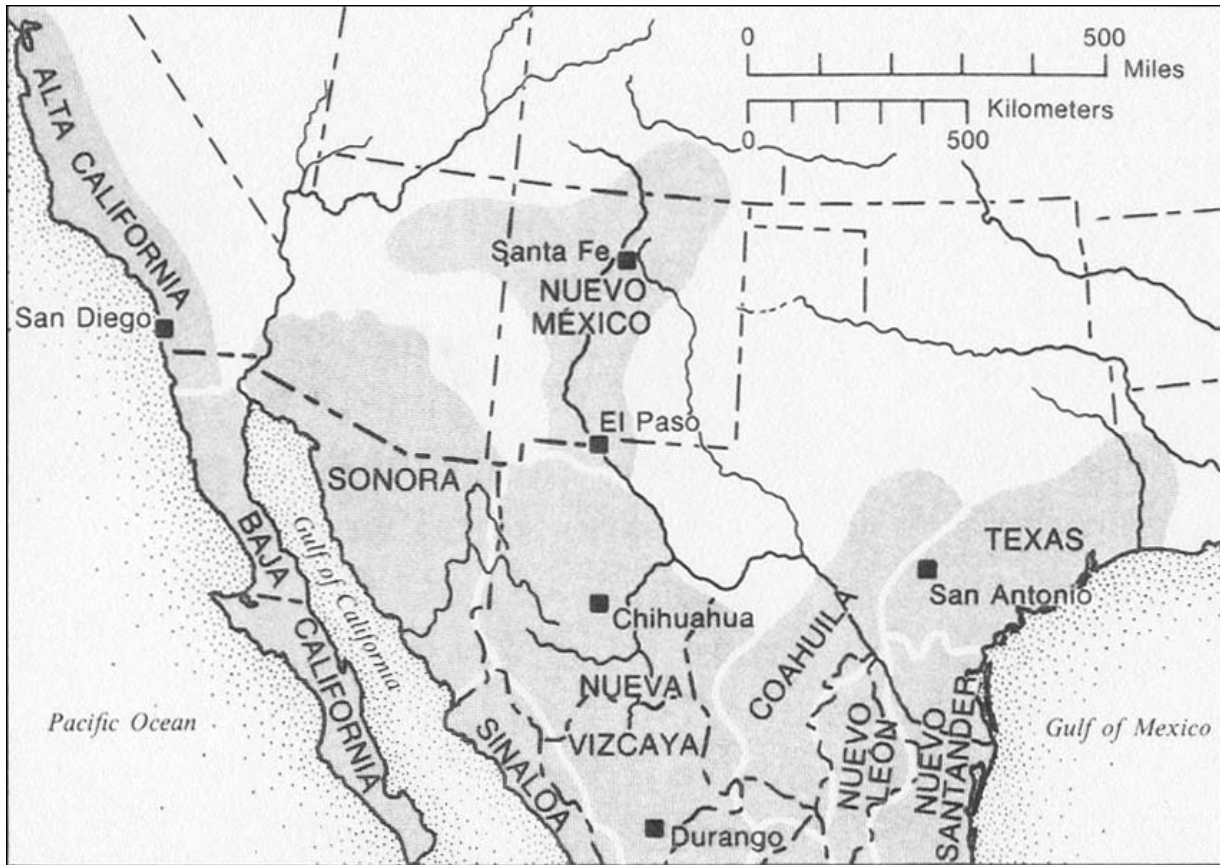
In 1846, the United States annexed New Mexico by military conquest. In the 1848 Treaty of Guadalupe-Hidalgo that ended the Mexican-American War and the Gadsden Purchase of 1857, Mexico lost all of its northern provinces and the continental United States assumed its present boundaries. In 1862, federal armies successfully defended the newly acquired southwestern territory against an attempt by the Confederate army to seize it.



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Locating the Site

Map 1: Northern provinces of New Spain



(Reprinted from Alfonzo Ortiz, Handbook of North American Indians, Vol. 9, Southwest [Washington, DC: Smithsonian Institution Press] 190, by permission of the publisher. © 1979)

The shaded areas represent Spanish settlement. The dashed lines show the boundaries of present-day states.



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Locating the Site

Map 2: The geography of the West



(Library of Congress)



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Questions for Maps 1 & 2

1) Santa Fe was the capital of the province of New Mexico. Chihuahua was the closest administrative and supply center. Based on the Map 1 scale, how far is it between Santa Fe and Chihuahua? How do you think this distance might have affected early settlers in New Mexico?

2) Identify New Mexico on Map 2 and then find the approximate location of Santa Fe. What route would you follow to get from Chihuahua to Santa Fe? How would you select a route from the northeastern United States? What obstacles would you be likely to encounter, based on the map?



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Locating the Site

Map 3: Northern New Mexico in 1867





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Questions for Map 3

- 1) Locate the Rocky Mountains on this map. How many roads can you identify that cross the mountains? Why do you think there were so few?

- 2) Find the Santa Fe Trail. This trading route connected Santa Fe with Independence, Missouri. The trail begins in Santa Fe and runs east through S. Miguel and Las Vegas. Where did the trail divide? What can you tell from the map about why two different routes might have been used? Based on the map, what advantages might each route have had? What disadvantages?

- 3) Find the Raton Mountains and Raton Pass. The road through the pass was the most direct route from the eastward-flowing Arkansas River to Santa Fe. Why do you think traders would have used this route even though Raton Pass was very steep and difficult to cross?

- 4) Glorieta Pass is located on the trail just east of Santa Fe, right below the word "Pecos." Why do you suppose both parts of the trail come together to go through the pass?



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Determining the Facts

Reading 1: The Traders

William Becknell was the "father of the Santa Fe trade." In the summer of 1821 he started west from Franklin, Missouri, with 20 or 30 men. He followed the Arkansas River and spent two days moving rocks so his horses could get through 7,834-foot-high Raton Pass, where Indians, Conquistadors, trappers, and traders had already established a rough trail. He soon learned that the newly established Mexican government had reversed the traditional Spanish policy of excluding foreign merchants from its territory and was prepared to welcome traders from the east. He hastened to carry what goods he had with him to Santa Fe. In January he returned to Missouri with bags of Mexican silver dollars. The next year, Becknell went back to Santa Fe, following a shorter route across the Cimarron Desert where he could use wagons.

The Cimarron Cutoff soon became "the" Santa Fe Trail. The hazards of the desert and the constant threat of Indian attack were soon judged to be less troublesome than the difficulties of crossing Raton Pass. The original trail, now known as the Mountain Branch, followed the rocky beds of Raton Creek on one side of the pass and Willow Creek on the other. A traveler described the journey in 1837:

We were obliged to follow the wandering of a clear, pebble-paved stream, called the Ratone [sic.], and sometimes, where cliff and precipice utterly barred our way, the wagons were obliged to be drawn along in the bed of the creek. At one place, so difficult was our progress, that we advanced but a mile and a half in a day. Overhanging branches and projecting roots were obliged to be cut away, and heavy rocks removed, for the creek was barely wide enough to admit the wagons between the rugged banks . . . One unfortunate wagon was upset three times, and once right into the creek.¹

Neither route could avoid Glorieta Pass, where the trail turned south to cross the Rocky Mountains. A traveler described the pass in 1844:

...the road winds and turns, crossing steep pitches and ravines, over rocks, and around boulders, making short and difficult turns, with double teams to make an ascent. . . . One of these difficult passes we called the "S" which required all the skill of the best drivers to get around.²

Profits were high during the early years of the trade. A caravan leaving Missouri in May 1824, consisted of 25 wagons carrying \$30,000 of textiles, clothing, hardware, and other goods. It returned the following September with \$180,000 in gold and silver and another \$10,000 in furs. American traders soon extended their journeys south to Chihuahua and Mexican caravans began to move eastward along the trail. By the 1840s, international trade over the Santa Fe Trail was valued at hundreds of thousands of dollars.

New Mexico, which had been one of the most isolated parts of Mexico, was now heavily dependent on the trade that came in over the trail. Although Anglo-Americans continued to be a small minority, many were connected by business and marriage with influential local families. Anglo-American newspapers, books, and fashions in clothing and architecture were changing traditional patterns. According to one historian of the trail:

Commercially, New Mexico had been conquered by the United States long before 1846. The path of empire soon to be followed by the American army had been fashioned by the wagons of the traders.³



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Questions for Reading 1

- 1) Who pioneered trade on the Santa Fe Trail?

- 2) What difficulties did traders encounter on the trip from Missouri to Santa Fe?

- 3) Why did they prefer the Cimarron Cutoff to the mountain route?

- 4) Why do you think the value of the trade expanded so rapidly? What effect did it have on New Mexico?



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Determining the Facts

Reading 2: The Army of the West

The mid-1840s was a period of intense expansionism in the United States. Many Americans succumbed to the view that the country's "manifest destiny" was "to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us."¹ The principal obstacles to these ambitious plans were Mexico's northern provinces.

Texas had declared its independence in 1836 and successfully defended that independence at the decisive Battle of San Jacinto. The Republic of Texas, settled largely by Southerners, immediately requested admission to the United States as a slave state. Rather than risking war with Mexico and reopening the divisive question of the expansion of slavery into the territories, the government in Washington turned down the request. By 1844, ardent expansionist James Polk had been elected president on a platform calling for the annexation of Texas. In early 1845, Congress narrowly approved a joint resolution annexing Texas, which was then admitted to the Union as the 28th state.

Hoping to add Mexico's Pacific Coast ports to the United States, Polk sought first to purchase the Mexican provinces of New Mexico and California. When Mexico refused his offer, he sent American troops into an area along the Rio Grande in Texas claimed by both the U.S. and Mexico and waited. On April 25, 1846, Mexican forces tried to remove what they saw as intruders on Mexican soil. The resulting skirmish ended with the death of 11 Americans. On the basis of the shedding of "American blood on American soil," Polk declared that the U.S. and Mexico were at war.

American forces moved quickly into Mexican territory. In the summer of 1846, Stephen Watts Kearny and his 1,600-man Army of the West marched out of Fort Leavenworth, on the Missouri River, in the direction of New Mexico. Kearny elected to follow the tortuous older route of the Santa Fe Trail through the Raton Mountains. He chose the Mountain Branch for two reasons. Bent's Fort, a fortified trading post close to the Mexican border, offered a convenient base of operations, and more water was available on the Mountain Branch than on the notoriously dry Cimarron Desert in the middle of the summer. Kearny set out from Bent's Fort on August 2, followed by a train of wagons. Road crews went ahead to improve the trail through Raton Pass as best they could. The army crossed in one day with great difficulty. In many places they were forced to use ropes to raise the wagons over rocks. In the descent, the narrow trail wreaked havoc, and many wagons were destroyed.

Kearny expected armed opposition from Manuel Armijo, the provincial governor. Two thousand men were supposed to be entrenched in Apache Canyon, a narrow passage at the west end of Glorieta Pass. American traders in Santa Fe apparently convinced Armijo that resistance was useless. When Kearny's army arrived, Apache Canyon was deserted. One of Kearny's men commented that "had Armijo's heart been as stout as the wall of rock which nature gave him to aid in defense of his country, we might have sought in vain to force this passage."²

Kearny captured Santa Fe without a struggle and proclaimed the annexation of New Mexico. The Army of the West moved on to California. A brief rebellion that killed the newly appointed governor and other Americans in Taos was quickly put down. New Mexico, which included the present state of Arizona, continued under military rule until 1851, when it gained territorial status as part of the Compromise of 1850.

By 1848, the U.S. Army had occupied Mexico City and the Mexican War was over. In the Treaty of Guadalupe-Hidalgo, Mexico ceded to the United States more than 900,000 square miles. The American

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government paid \$15 million in exchange and agreed to take over all claims by American citizens against Mexico. Five years later, Mexico agreed to sell the United States an additional strip of land along the Gila River for \$10 million. With the Gadsden Purchase, the present-day boundaries of the United States were complete, but the fierce debates about the War and about the possible extension of slavery into the new territories had sharpened sectional antagonisms that threatened to tear the country apart.



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Questions for Reading 2

- 1) What were the causes of the Mexican War?

- 2) Why did Gen. Kearny decide to travel through Raton Pass?

- 3) What did Kearny expect in Apache Canyon? What actually happened?

- 4) What effect did the territorial expansion resulting from the war have on the United States?



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Determining the Facts

Reading 3: The Confederates

After the Mexican War, the Santa Fe Trail was transformed from an international trade route to a national road, carrying freight and supplies to trading posts and army forts in the newly acquired territory. In 1855 trade along the trail was valued at \$5 million. For Fort Union, the new supply depot located near the junction of the Mountain and Cimarron branches, the trail was a lifeline. The crossing of Raton Pass, still difficult even after the improvements made by Kearny's army, continued to limit use of the Mountain Branch. With the outbreak of the Civil War in 1860, however, Confederate raiders and the threat of attack by Southern Plains Indians virtually halted traffic over the Cimarron Cutoff. The Mountain Branch again became "the" Santa Fe Trail.

In the summer of 1861, Confederate forces invaded southern New Mexico from Texas, which had seceded in February. This invasion was to be the first step in a grand design to detach the Southwest from the Union and extend the Confederacy to the Pacific. If successful, the plan would yield large quantities of military and other supplies, provide new recruits for the Confederate armies, and take control of the rich gold fields of California, Nevada, and Colorado. Lt. Col. John Robert Baylor moved up the Rio Grande with about 300 men to seize military posts near the Mexican border. He then named himself governor of a newly-proclaimed Confederate Territory of Arizona, which included the southern parts of the present-day states of New Mexico and Arizona.

The following winter, a larger Confederate force led by Brig. Gen. Henry H. Sibley left Texas with the aim of taking over the whole of New Mexico and continuing north into Colorado. Sibley had served in New Mexico as a Union officer and knew the area well. Sibley's 2,500 Texans defeated Union forces at the Battle of Valverde and occupied Albuquerque and Santa Fe. Only a small garrison at Fort Union, with its \$300,000 in stores, stood between the victorious Confederate forces and the Colorado goldfields.

William Gilpin, staunchly pro-Union governor of the newly formed Colorado Territory, hurriedly raised a regiment of volunteers, including many tough Pike's Peak miners. Raton Pass again played a crucial role. Crossing the pass in the snow, the Colorado volunteers rushed to join the garrison at Fort Union, covering the 100 miles in two days. On March 22, the Federal army of about 1,300 men under the command of Col. John Slough, set out to meet the Confederates advancing from Santa Fe.

The battle opened on March 26, 1862, with a clash between small Confederate and Union units in Apache Canyon. The Union forces drove the Confederates back, but suspended the battle as darkness fell. They retreated to their camp at Koslowski's Ranch at the east end of the pass.

Both sides received reinforcements on March 27, and the Battle of Glorieta Pass was fought the next day. The fighting in the pass was intense, but indecisive. Maj. John Chivington took 400 Colorado volunteers up through the mountains in a maneuver to go around Col. Edward Canby's forces and box them in. After a 16-mile march, Chivington reached the top of Glorieta Mesa and discovered the Confederate base camp directly below him. His men crawled, slid, and leapt down the bluff and burned the 70-80 wagons full of ammunition, food, clothing, and forage; slaughtered hundreds of horses and mules; disabled a cannon; and withdrew with 17 prisoners to their camp at Koslowski's Ranch. Although Lt. Col. W. R. Scurry, the Confederate commander, believed he had won the battle, the loss of his supplies forced him to turn back, leaving the field to the Union. His army retreated down the Rio Grande and returned to Texas.

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Glorieta Pass was a small skirmish in terms of both numbers involved and losses (140 Federal, 190 Confederate). Yet the issues were large, and the battle decisive in resolving them. The Confederates might well have taken Fort Union and Denver had they not been stopped at Glorieta. As one Texan put it, "if it had not been for those devils from Pike's Peak, this country would have been ours."¹ This small battle marked the end of Confederate plans for New Mexico and the territories farther west. In April, volunteers from California pushed the remaining Confederates out of present-day Arizona at the Battle of Pichaco Peak. In the eastern part of the United States, the fighting went on for three more years, but in the Southwest the war was over.

The Santa Fe Trail continued to be an important trade route until the railroad finally reached Santa Fe in 1880. Like the trail, the railroad and the later highways ran through Raton and Glorieta passes, still the best way to get through the mountains.



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Questions for Reading 3

- 1) Why did Confederate armies invade New Mexico?

- 2) How did Union forces take advantage of the terrain in Glorieta Pass during the battle?

- 3) Why did the Confederate commander abandon the field even though he thought he had won the battle?

- 4) What effect did the Confederate loss at Glorieta Pass have?

- 5) How many men were involved in the battle? How many casualties did both sides sustain? Do you think figures like this are the best way to measure the importance of a battle? Why or why not?



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Visual Evidence

Photo 1: Wagons on the Santa Fe Trail, late 19th century



(Western History Collection, Denver Public Library, Santa Fe Railway photo)



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Questions for Photo 1

- 1)** It is likely that this photo was taken as the Santa Fe Railroad was being constructed. It probably shows army wagons carrying supplies to Fort Union and other military posts in the West. Why do you think there were so many wagons making the trip?

- 2)** Look carefully at the landscape shown in this photo. Review Map 2. Where do you think these wagons might have been located?

- 3)** What difficulties might a wagon train have encountered in a place like this?



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Visual Evidence

Photo 2: Raton Pass



(National Park Service, Ray H. Mattison, photographer)



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Questions for Photo 2

1) How does this landscape compare with the one shown in Photo 1? Based on the readings and the photo, what difficulties would a wagon train have had in getting through Raton Pass? Which kind of area do you think would have been more difficult to navigate?

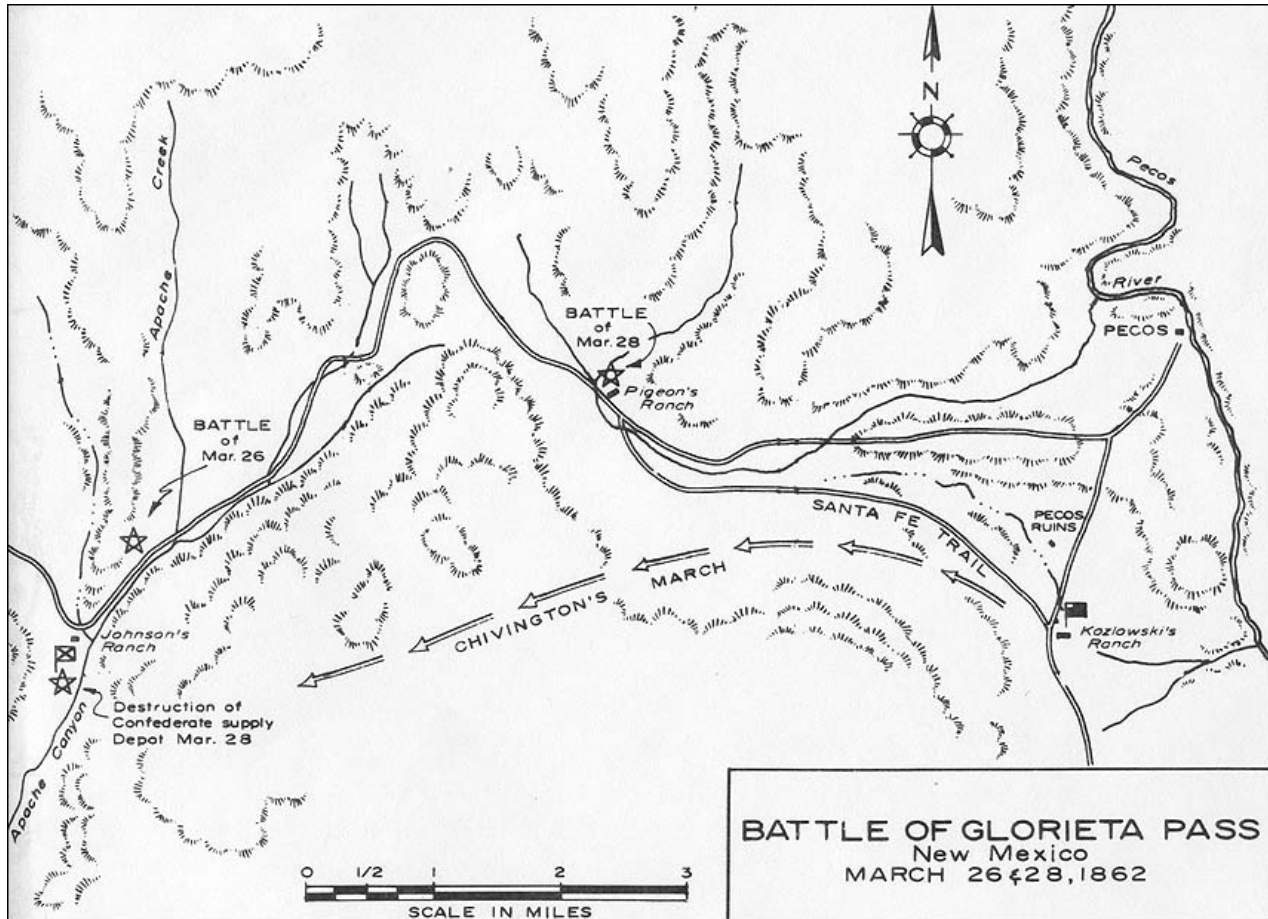
2) How do you think the 400 Colorado volunteers managed to cross here in the deep snow? How might the fact that many of the volunteers were miners have made a difference?



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Visual Evidence

Illustration 1:



In this illustration groups of short lines beginning at the top of a slope and ending at the bottom are used to represent higher elevations.



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Questions for Illustration 1

- 1) What can you infer about the terrain that the Santa Fe Trail passes through? Why do you think the Trail follows Apache Creek?

- 2) Can you identify the sharp turns that the 1844 traveler on the Trail mentioned in his account? Why do you think turns would have been a problem for a wagon train?

- 3) Find Apache Creek and Apache Canyon on this map. What difficulties do you think an army moving through the canyon might have encountered?

- 4) Trace the route followed by Chivington's Colorado volunteers. What difficulties do you think they would have encountered? Why do you think there were so few men guarding the Confederate baggage train?



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Visual Evidence

Photo 3: Apache Canyon, 1880



Courtesy Museum of New Mexico, Ben Wittick, photographer (Neg. No. 15456)
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Questions for Photo 3

1) Compare this photo with Illustration 1. Which image gives you a better sense of the geography in the area?

2) The railroad, next to the creek, follows the historic route of the Santa Fe Trail. How do you think Manuel Armijo's army might have prevented Kearny's army from going through the pass?



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Putting It All Together

Between 1820 and 1865, the routes followed by American traders and armies through the mountains pulled New Mexico and the Southwest away from their 200-year-old Spanish traditions and towards a new kind of society coming not from Mexico City but from the United States. This change had profound effects not only on New Mexico, but also on the United States. The following exercises will help students demonstrate their understanding of these changes.

Activity 1: Geography and Manifest Destiny

Explain to students that the expression, "geography is destiny," is sometimes used by historians. In a class discussion, ask students what the expression means? Continue the discussion by asking the following questions: What is the relationship between geography and the idea that the "manifest destiny" of the United States was to expand to the Pacific Ocean? What effect did geography have on American plans to take over New Mexico and the Southwest? Do you think it was inevitable that the United States take over the Southwest? Why or why not? What do you think might have been different if New Mexico had continued to be part of Mexico? If it had become part of the Confederacy?



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Activity 2: "Westward the Course of Empire Takes Its Way..."¹

Explain to students that some historians have maintained that the United States became an empire in the course of the territorial expansions and military campaigns of the 1840s and 50s, extending its domination over captive peoples by force. As early as 1886, Josiah Royce, speaking of the conquest of California, wrote: "The American wants to persuade not only the world but himself that he is doing God service in a peaceable spirit, even when he violently takes what he has determined to get."² Other historians have claimed that the annexation of New Mexico was a "conquest of merchants."³ Hold a class discussion to determine which of these statements best reflects what students have learned in this lesson.

Teaching with Historic Places

National Park Service
U.S. Department of the Interior



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Activity 3: Close to Home

Working in small groups, have students prepare a written or oral report on their community's role in the westward movement. Questions to consider should include: Did people from their community move west? Was their community settled by people from the eastern states? Did anyone from their community participate in the war for Texas independence, the Mexican War, or the Civil War? Was their community pro-Union or pro-Confederate? Finally, have groups investigate if there are any places in their community that relate to this period, such as roadways, farms, buildings, or memorials.



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References and Endnotes

Reading 1

Reading 1 was adapted from Richard Greenwood, "Raton Pass" (Las Animas County, Colorado, and Colfax County, New Mexico) National Historic Landmark Nomination Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975; and William E. Brown, *The Santa Fe Trail: National Park Service 1963 Historic Sites Survey* (St. Louis, MO: The Patrice Press, 1988).

¹ John E. Sunder, ed., *Matt Field on the Santa Fe Trail* (Norman, OK: University of Oklahoma Press, 1995), 100; cited in David Dary, *The Santa Fe Trail: Its History, Legends, and Lore* (New York: Alfred A. Knopf, 2000), 160.

² James Josiah Webb, *Adventures in the Santa Fe Trade, 1844-47*; cited in William E. Brown, *The Santa Fe Trail: The National Park Service 1963 Historic Sites Survey* (St. Louis, MO: The Patrice Press, 1988), 158.

³ Brown, *The Santa Fe Trail*, 41.

Reading 2

Reading 2 was adapted from Richard Greenwood, "Raton Pass" (Las Animas County, Colorado, and Colfax County, New Mexico) National Historic Landmark Nomination Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1975; and William E. Brown, *The Santa Fe Trail: National Park Service 1963 Historic Sites Survey* (St. Louis, MO: The Patrice Press, 1988).

¹ John L. O'Sullivan, *New York Morning News*, Dec. 7, 1845; cited in Ray Allen Billington, *The Far Western Frontier: 1830-1860* (1956; reprint, New York: Harper and Row reprint edition, 1962), 149.

² Frank S. Edwards, *A Campaign in New Mexico with Colonel Doniphan* (Philadelphia, 1847), 44-45; cited in Billington, *The Far West Frontier*, 180.

Reading 3

Reading 3 was adapted from Richard Greenwood, "Glorieta Battlefield" (Santa Fe County, New Mexico) National Historic Landmark Nomination Form, Washington, D.C.: U.S. Department of the Interior, National Park Service, 1978; and Charles Phillips and Alan Axelrod, "Santa Fe and Chihuahua Trail," and Alan Axelrod, Patrick H. Butler, III, and Charles Phillips, "Civil War," *Encyclopedia of the American West* (New York: Simon and Schuster Macmillan, 1996).

¹ Quoted in William Waldrip, "New Mexico During the Civil War," *New Mexico Historical Review*, Vol. 28, 3, 4 (July-Oct., 1953), 256-257; cited in Richard Greenwood, "Glorieta Battlefield" (Santa Fe County, New Mexico) National Historic Landmark Nomination Form (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1978) 8/2.

Putting It All Together

¹George Berkeley, *On the Prospect of Planting Arts and Learning in America* (1752); cited in John Bartlett, *Familiar Quotations: A Collection of Passages, Phrases and Proverbs Traced to Their Sources in Ancient and Modern literature* (1855; 15th ed., Boston: Little Brown, 1980), 330.



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²Josiah Royce, *California* (1886; reprint, New York: Alfred A. Knopf, 1948), 119; cited in D. W. Meinig, *The Shaping of America, vol. 2, Continental America 1800-1867* (New Haven: Yale University Press, 1993), 192.

³David J. Weber, *The Mexican Frontier, 1821-1846: The American Southwest Under Mexico* (Albuquerque, NM: The University of New Mexico Press, 1982), 276.



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Additional Resources

By looking at *Glorieta and Raton Passes: Gateways to the Southwest*, students learn about how these remote passes in the mountains influenced the course of the westward expansion of the United States. Those interested in learning more will find that the Internet offers a variety of interesting materials.

Glorieta Pass National Historic Site

Glorieta Pass National Historic Site is part of the National Park System. Visit the Pecos National Historical Park's [website](#) to learn more about the site.

Santa Fe National Historic Trail

The Santa Fe National Historic Trail's [website](#) includes an online Visitor Center that offers a history of the Trail, as well as maps, photos, and a good bibliography.

National Parks Conservation Association

NPCA, a non-profit membership organization dedicated to protecting the American park system. Consult their [website](#) for more information on the parks, such as Glorieta Pass, they are working hard to protect and conserve.

American Southwest--National Register of Historic Places Travel Itinerary

The American Southwest with its distinctive building traditions, its languages, religions, and foods, reflects the vitality of the Spanish, Mexican, Indian and Anglo cultures which formed its history and the Southwest we see today. [This National Register of Historic Places Travel Itinerary](#) highlights over 58 historic places, including Pecos National Historical Park, teaching us about the contributions of the various people who settled this distinctive area.

The U. S. Mexican War

This [web site](#) is an online companion for a Public Broadcasting System documentary on the Mexican War. It contains conversations with and essays by leading Western historians with differing views on Manifest Destiny and other related issues.

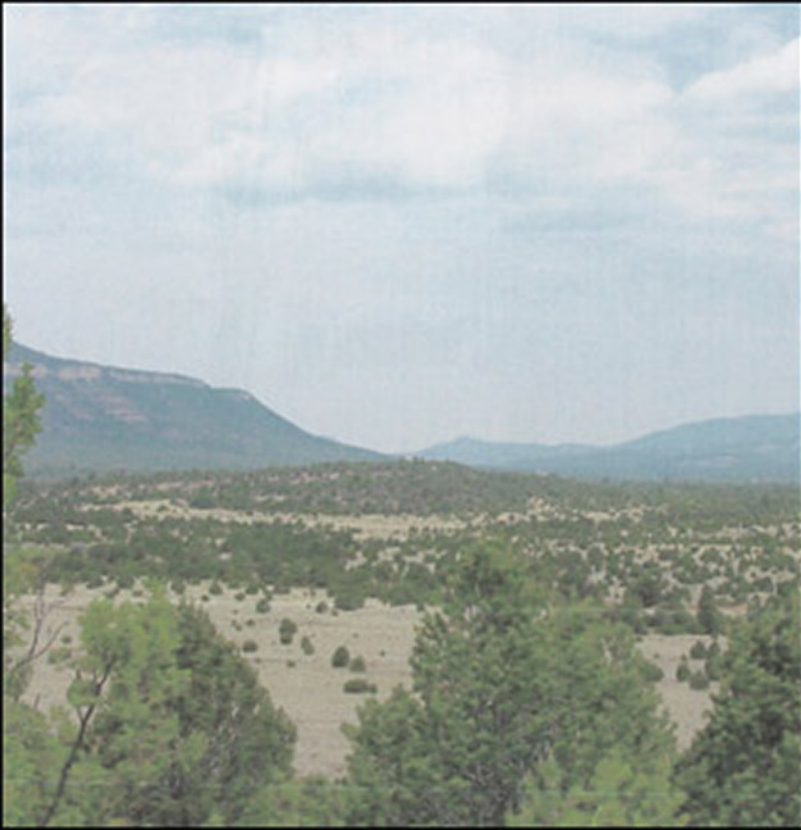
Library of Congress

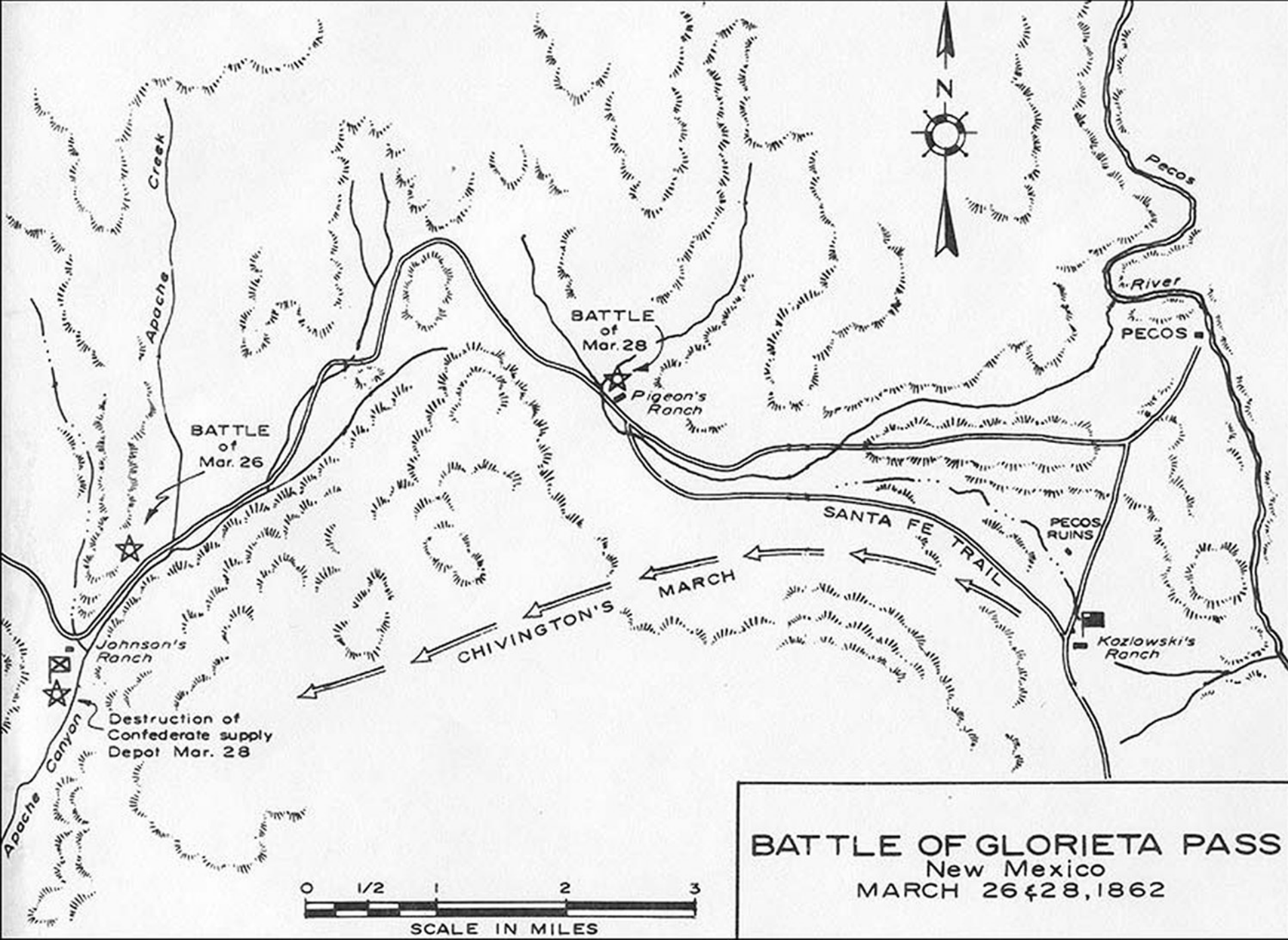
Search the digital collections [web pages](#) for primary resources on the history of the west.

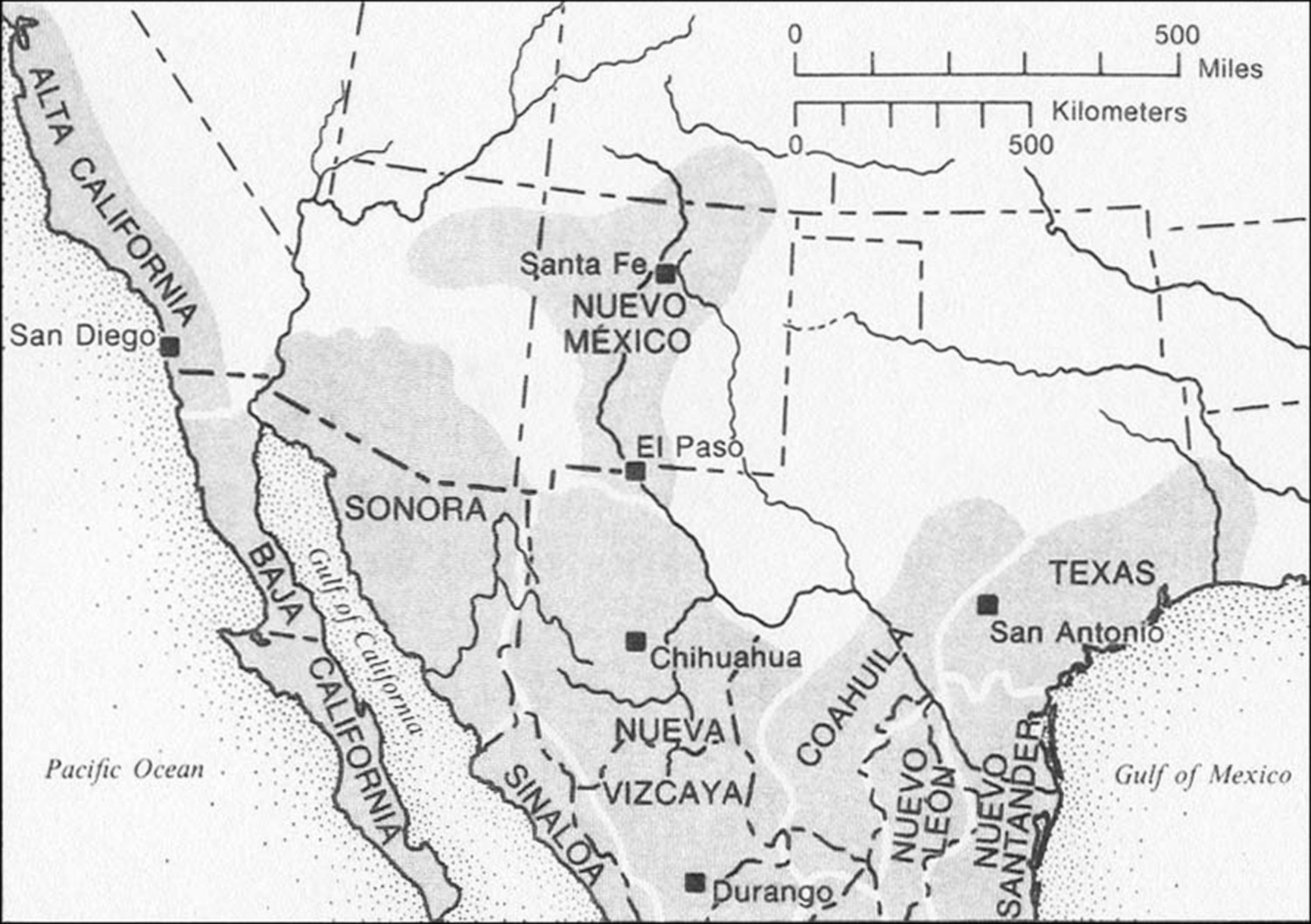
National Park Service Civil War Website

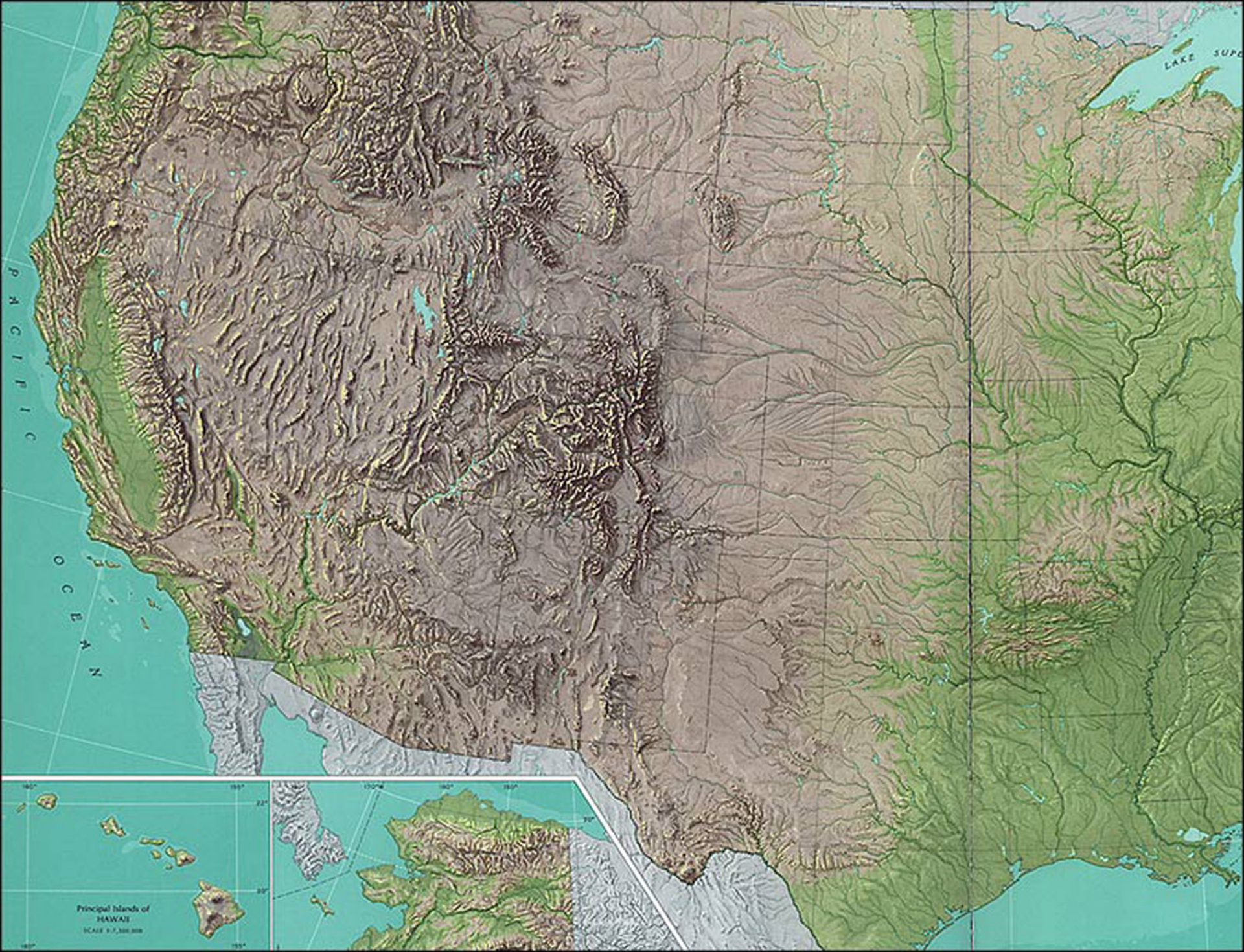
Visit the official [National Park Service Civil War website](#). Offering the current generation of Americans an opportunity to know, discuss, and commemorate this country's greatest national crisis, while at the same time exploring its enduring relevance in the present, the website includes a variety of helpful features and links such as the About the Civil War page that offers a timeline and stories from various perspectives. Also included are links to Civil War Parks, NPS education programs, and much more.



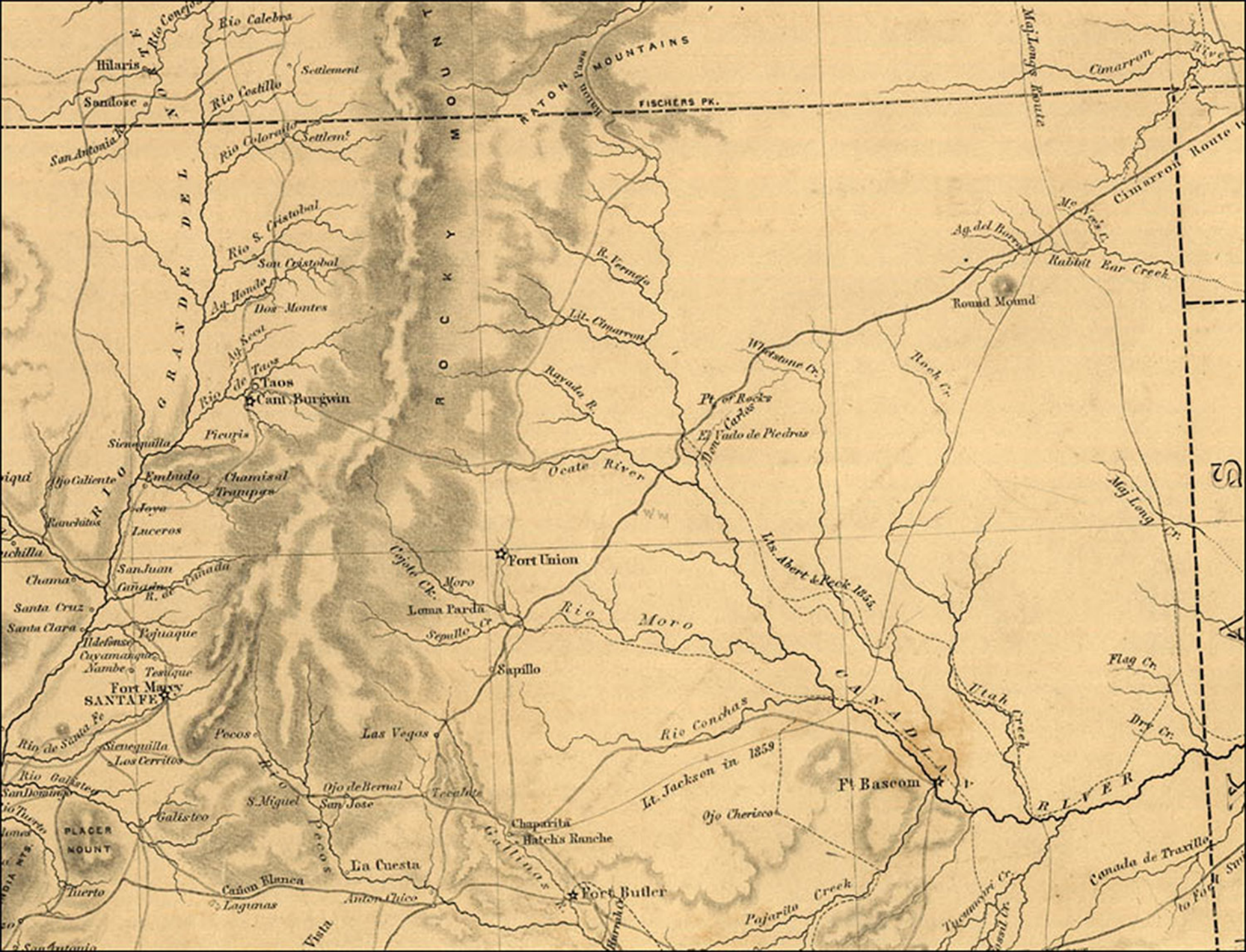








Principal Islands of
HAWAII
SCALE 1:1,000,000







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