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From the California Indians and Explorers to the Spanish Mission and Mexican Rancho Periods

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Unit Overview: From the California Indians and Explorers to the Spanish Mission and Mexican Rancho Periods

California History-Social Science Grade 4, Standard 2: Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Research, Evidence and Point of View

2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...

3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contents of those events.

2. Students identify the ... physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Common Core State Standards

Reading Standards for Informational Text

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (Key Ideas and Details 4.1).

Determine the main idea of a text and explain how it is supported by key details; summarize the text (Key Ideas and Details 4.2).

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (Craft and Structure 4.4).

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (Integration of Knowledge and Ideas 4.9).

Writing Standards

Write narratives to develop real or imagined experiences and events using effective technique, descriptive details, and clear event sequences (Types of Texts and Purposes 4.3).

Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience (Production and Distribution of Writing 4.4).

With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as interact and collaborate with others ((Production and Distribution of Writing 4.6).

Conduct short research projects that build knowledge through investigation of different aspects of a topic (Research to Build and Present Knowledge 4.7).

Gather relevant information from print and digital sources; take notes, paraphrase, and categorize information and provide a list of sources (Research to Build and Present Knowledge 4.8).

Speaking and Listening Standards

Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (Presentation of Knowledge and Ideas 4.4).

Add ...visual displays to presentations when appropriate to enhance the development of main ideas or themes (Presentation of Knowledge and Ideas 4.5).

Language Standards

Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence (Conventions of Standard English 4.2.c).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use content (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase (Vocabulary Acquisition and Use 4.4.a).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that are basic to a particular topic (Vocabulary Acquisition and Use 4.6).

Essential Questions

Lesson 1	How did the physical environment affect the lives and culture of the California Indians?
Lesson 2	Why did the Spanish want to explore North America? What were the aims, accomplishments and obstacles of the early explorers of California? What were Spanish galleons? What routes did they follow?
Lesson 3	What century is it? When did your family settle in California? Why did they settle in California? Who were the early settlers of California and why did they come?
Lesson 4	What were the relationships among soldiers, missionaries, settlers and Indians? What was life like for the people, native and nonnative, who occupied the missions? How did the Franciscans change the economy of California from a hunter-gatherer economy to an agricultural economy?
Lesson 5	What is a rancho? What did the ranchos contribute to the economic development of California? What was life like on a rancho?

Assessment: Prompts and Rubrics

Standards	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
4.2.1	Lesson 1	A Mural Depicting Life in a California Indian Tribe	pages 9 - 11	Page 15, Handout #1.2
4.2.1	Lesson 1	Comparing and Contrasting California Indian Tribes	pages 11 - 12	pages 16 & 17, <i>Handout #1.3 and Handout #1.4</i>
4.2.2 4.2.3	Lesson 2 Lesson 3	Letter to the King	Page 48	page 55, Handout # 3.6
4.2.2 4.2.3	Lesson 2 Lesson 3	Bio-Wheel and Map of Exploration	pages 48 & 49	pages 56 & 57, Handout # 3.7
4.2.4 4.2.5 4.2.6	Lesson 4	Life in the California Missions	pages 64	Page 69, Handout # 4.5

Teacher Background – California Indians Today

Information from: http://www.fourdir.com/chapter4_california_indian_history.htm

Three groups of California Indians exist today.

- Those who are among the 10+ federally recognized tribes,
- Those who are among the 40+ groups seeking federal recognition, and
- Those who are not members of any formal tribe, but are of California Indian descent.

In addition, there is a large population of non-California Indians who have migrated into California from other states, Latin America, and Canada.

California's federally recognized tribes all have reservations or rancherias, though not all of the various members of the tribes live on those reservations or rancherias. Many of the reservations and rancherias are very small, some being comprised of less than 25 acres. The two largest reservations are the Hoopa Valley Reservation totaling more than 85,000 acres or 12 square miles, and the Tule River Reservation (near Porterville) totaling over 53,000 acres.

Some archeological and sacred sites have been preserved that give us insight into how they lived. Some of the stories have also been preserved. Yuroks and Hupas still dance the Jump Dance. Cahuillas, Serranos, and Luiseños still sing the Bird Songs. Members of the California Indian Storytellers still tell the stories. California Indian Basket weavers still weave the baskets.

Before the introduction of gaming on some California reservations, unemployment was 80%. Today, the reservations with casinos have 100% employment, and they are contributing much of their profits to improve conditions on all of the California reservations. Economic conditions are improving.

The reservation tribal governments are formed in accordance with the federal Indian Reorganization Act of 1934. This means that each reservation is governed by a tribal council elected by the members of the tribe.

PowWows: Today, California Indians often join Indian peoples who have migrated from other states in social events called *powwows*. There they dance and enjoy each other's company. Though most *powwow* participants dress and dance in the form and methods of the Plains cultures, they are very respectful of the cultures of the California Indians. Some California tribes have annual events celebrating their own cultures. Many call their annual celebrations "Big Times." Others hold annual events like the Cahuilla Fiesta and the Yokuts Bear Dance.

"Life Zones" The California Indians had a tendency to stake out their tribal territory so as to cover several life zones. Life zones include various combinations of elevation, rainfall, climate, and certain plants and animals. In addition to "life zones," "biotic communities," defined by soil moisture, atmospheric density, altitude, and species competition, were also factors in tribal territories. By being able to freely hunt or gather in more than one life zone [or biotic community], the Indians could secure a much greater variety of plant and animal foods.

**Correlation Guide for *Reflections: California: A Changing State*
Grade 4, Standard 2 – California Indians**

PE refers to Pupil Edition; ML refers to Model Lesson; WK refers to Worksheet

Source	Lesson Progression:
Textbook	Review Table of Contents, Find Unit 2; Review Grade 4 History-Social Science Standards; Post a copy of Standard 2
Text	Study Skills: Understand Vocabulary. PE page 50, Study Skills Transparency 2
Text	Lesson 1: The First Californians, PE pages 56-61
WK	Homework and Practice Book: The First Californians, pages 13-14
Text	Lesson 2: The Northern Region, PE pages 62-67
ML # 2 & Text	Complete Activity #1 in the model lesson using Lessons 2 – 5 in the textbook, PE pages 62-88. Complete the Retrieval Chart as you read.
WK	Homework and Practice Book: The Northern Coastal Region, pages 15-16
Text	Lesson 3: The Southern Coastal Region, PE pages 68-73
WK	Homework and Practice Book: The Southern and Coastal Region, page 17
Text	Chart and Graph Skills Transparency 1-4; Compare Tables, PE pages 74-75
WK	Homework and Practice Book: Skills: Compare Tables, pages 18-19
Text	Lesson 4: The Central Valley and Mountains, PE pages 76-81
WK	Homework and Practice Book: The Central Valley and Mountains, page 20
Text	Primary Sources: California Indian Artifacts, PE pages 82-83
Text	Lesson 5: The Desert Region, PE pages 84-88
Text	Biography: Cheryl A. Seidner, PE page 89
WK	Homework and Practice Book: The Desert Region, page 21
Text	Start with a Story: Two Bear Cubs. PE pages 52-55
ML 2 & Text	Complete Activity #2 in Model Lesson 2
Text	Chapter 2 Review: Main Ideas and Details PE page 90; Use Vocabulary 1-5; Use the Time Line 6-7; Apply Skills 8; Recall Facts 9-13; Think Critically 14-15;. PE page 91.
Text	Unit 1 Review: Main Ideas and Vocabulary 1-4; Recall Facts 5-15; Think Critically 16-17; Apply Skills 18-20. PE pages 94-95
	Optional Activities:
Resource Book	To build reading comprehension of informational text, refer to the graphic organizers on pages 25, 29, 33, 37, and 41 in the resource <i>Reading Support and Intervention</i> .
ML	Refer to the <i>Extended Activities</i> section of the Model Lesson.

Lesson 1: California Indians

Essential Question: How did the physical environment affect the lives and culture of the California Indians?

Note to the Teacher: California's varied environments, such as coastal regions, mountains valleys and deserts presented native groups with different challenges and varying natural resources. The regions for California Indians vary slightly from the natural geographic regions studied in Unit 1. For example, the **Central Valley Region and the Mountain Region are combined into the same group** since many of the California Indians tribal members lived part of the year in the Central Valley and then traveled to the higher elevations of the Sierra Nevada to escape the hotter weather.

The Coastal Region group is divided into two groups, the Northern Coastal region and the Southern Coastal Region. Remarkably, some groups in northwest California, who lived near the coast, had relatively little cultural adaptation to the sea. In contrast, the coastal Indians of Southern California were heavily oriented to the sea and coastal environment, not only for food but also as a rich source of raw materials used to fashion art and artifacts. The **Desert region remains a separate region** for the California Indians.

Although environment influenced some aspects of California Indian culture, it was not the deciding factor. For example, language did not determine a person's culture. The Chumash Indians of the Santa Barbara area spoke a completely different language from their Gabrielino (Tongva) neighbors in Los Angeles and Orange Counties, yet both shared very similar life ways and customs. On the other hand, the coastal Gabrielinos (Tongva), Juanenos (Akagchemen) and the desert dwelling Cahuilla Indians spoke closely related languages and shared closely related cultures, while living in different environments.

California was and still is home to large numbers of native peoples who differ from one another by language, culture, religion, and social organization.

This lesson is divided into four parts:

Part 1: Close Reading The teacher works with the students using close reading of the textbook. (Refer to the description of Close Reading on the inside of the back cover of this guide.) The purpose is to model for students how to read informational text, identify the main idea, and record pertinent information on charts. Note: At this point, the charts will only be partially complete since the textbook does not provide all the information needed to complete the charts (Activity #1).

Part 2: Group Research Students work in tribal groups to complete a chart for their tribe using a variety of print and digital sources (Activity #2).

Part 3: Mural and Oral Presentation Following their research, students create a mural to depict the environment and ways of life of their tribe, and present the mural and an oral report to the class (Activity # 3).

Part 4: Compare and Contrast Report Students compare and contrast two California Indian tribes (Activity #4) and work with their tribal group members to write a short research report (Activity #5).

Activity #1 Reading about the Connections between the Environment and the Daily Life of California Indians

Materials Needed: for each student, 4 copies of *The Environment and Daily Lives of the California Indians* (Handout #1.1, page14); Harcourt Reflections textbook (or another similar Grade 4 textbook); and, a variety of print and digital sources.

How did the natural environment affect the way Indians lived? Explain to students that the land and natural resources around the Indians determined the types of homes they built, the food they ate, and the clothing they wore. Indians in California lived mostly by hunting and gathering the resources provided by nature. For example, the coastal Indians of Southern California obtained much of their food from the ocean and built their villages along rivers and streams to have access to fresh water. They also gathered acorns, roots, nuts and other wild plants to add to their diet. The coastal Indians lived on the fertile lowland portion of California, in the hills and valleys, and along the coastline and the coastal islands.

Explain to students that in this lesson they will examine how the Indians used different natural resources found in the local environment, including plant fiber, shells, stones and bones.

Close Reading of the Textbook and Recording Pertinent Information on a Chart

This section will take 4 classroom periods. Use the following textbook lessons:

Harcourt's *Reflections*: Unit 1, Chapter 2, Lessons 2 - 5

Houghton Mifflin's *California*: Unit 1, Chapter 2, Lessons 2-4

Step 1: Distribute to each student a copy of *The Environment and Daily Lives of the California Indians* (Handout #1.1, page 14). Review the categories found on the chart. In the section titled, Physical Region/Location, write *Northern Coastal Region*.

The Environment and Daily Lives of the California Indians

Region/ Location	Northern Coastal Region
Names of Tribes	
Climate	
Natural Features	
Natural Resources	
Shelter/Houses	
Food	
Clothing	
Tools/Weapons/Transportation	
Customs/Beliefs/Trade	
Interesting Facts	

Beginning with the textbook lesson on the *Northern Coastal Region*, follow the steps for Close Reading (Refer to inside the back cover for the suggested steps for Close Reading). Determine the meaning of general academic and domain specific words or phrases in the text. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of key academic vocabulary words. Determine the main idea of the text and explain how it is supported by key details; summarize the text.

Model how to write pertinent information on the chart (Handout #1.1) using phrases, not complete sentences. Students record information on their chart while the teacher records on a large version of the same chart. Leave blank any sections of the chart not covered in the textbook lesson.

Step 2: Distribute a new copy of Handout #1.1 and label the region *Southern Coastal*. Continue the same procedure for using Close Reading to read each section of the textbook, identify the main ideas, and record information on the chart.

Step 3: Distribute a third copy of Handout #1.1 and label the region *The Central Valley and Mountains*. This time, have pairs of students work together to read the text and record information on their chart. Have selected groups share the information written on their charts as the teacher records their information on the large classroom chart. Discuss how some information might be recorded in more than one area on the chart. Continue one section at a time sharing the recorded information.

Step 4: Distribute a fourth copy of Handout #1.1 and label the region *Deserts*. This time, have individual students independently read each section of the lesson and record information on their chart. Have selected individuals share their charts as the teacher records their information on the large classroom chart.

Activity #2 Research Project Using Print and Digital Sources

Step 1: Form groups of 3 or 4 students for a total of 10 groups. Assign each group one of the following tribes and tell them the geographic region where their tribal group lives.

Tribal Names	Regions for California Indians
Yurok, Hupa, Pomo	Northern Coastal Region
Chumash, Gabrielino	Southern Coastal Region
Maidu, Miwok, Yokut	Central Valley <u>and</u> Foothills of the Sierra Nevada
Mojave, Cahuilla	Desert Region

Step 2: Students conduct research on their specific tribe using a variety of print and digital sources. Using a copy of Handout #1.1, students write in the name of the region and the name of their tribe. While students have already completed a chart for the region, they will now focus on their specific tribe. They do not have to duplicate information already recorded on the chart of their region.

Provide students with a variety of print and digital sources. An excellent website is http://www.fourdir.com/california_indians_index.htm As students record information on their chart, encourage them to compare the information they wrote in Part 1 with the information they locate in their research.

Activity # 3 Paint a Mural to Depict the Daily Life in an Indian Village

A mural is a design or a pictorial representation executed on background paper using a variety of media. It can be either two- or three-dimensional. Students should use the information from their research on their California Indian tribe to help them depict a scene

that visually illustrates the daily life of people who occupied a tribal village. The size of the mural can vary from small to the area of an entire wall.

Note: If desired, all of the tribes in a specific region may work together on a large mural background for their region. Each tribal group can then work on one section of the mural to depict their specific tribe's way of life.

Materials needed for a mixed media mural:

- large sheets of neutral-toned butcher paper for the background
- tempera paint; crayons; colored pencils
- construction paper to create paper sculpture objects that are glued to the background
- a variety of other papers such as tissue paper and cardboard
- mosaic materials such as sticks, stones, sandpaper and raffia (available from craft stores)
- several sizes of paint brushes and sponges (use to smear, wipe, dot or trail the paint)
- glue and scissors
- various containers for supplies

Materials needed:

For each tribal group, a copy of their completed chart ***The Environment and Daily Lives of California Indians*** (Handout #1.1, page 14); print and digital sources, as needed.

Procedure:

Organize the development of the mural before beginning the work. The purpose of the mural is for each tribal group to visually display the content on their chart. Also, each group will orally describe how their tribe depended on, adapted to, and modified the physical environment.

Step 1: Using their retrieval charts, tribal groups determine the **background** for their mural. It should depict the local landscape, including the region's natural features such as: mountains, hills, valleys, canyons, rivers, harbors and/or ocean.

Step 2: Determine the people, natural resources, animals, buildings and events that will be depicted on the **foreground** of the mural. Include information from each of the topics on the retrieval chart. Discuss the proportions of the objects. These objects should be constructed separately and then attached to the mural.

Step 3: To assess the mural, use the rubrics for *Knowledge of Historical Content* and *Supports the Topic with Accurate Geographic Examples*.

In addition to the content of the mural, each person's participation in the group activities may be assessed according to:

- willingness to interact within the group
- staying on task
- sharing materials
- cooperating with other group members
- being courteous to others
- doing a fair share of the work
- willingness to clean up the work area

Step 4: Students organize committees within each tribal group to work on different parts of the mural. Choose materials suited for the project. Students should be encouraged to be creative in their use of materials while remaining historically accurate and geographically.

Step 5: Title the mural, “Culture of a _____ Indian Village”

Step 6: Each tribal group orally presents their mural to classmates answering the key question, “How does the tribe depend on, adapt to, and modify the physical environment?”

The report should be given in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas; speak clearly at an understandable pace. Use the mural (visual display) to enhance the development of the main ideas.

ASSESSMENT: Standard 4.2.1 A Mural Depicting Life in a California Indian Tribe

Prompt: Create a mural to illustrate life in a California Indian village. Working in tribal groups, select one tribe from a region. Draw or paint the **background** of the mural to reflect the natural environment of the region. Each person in the group is responsible for depicting one of the following in the **foreground** of the mural: food, clothing, shelter and tools/transportation.

Rubric:

Indicator: Knowledge of Historical Content

Indicator: Supports the Topic with Accurate Examples – use “geographic” examples

Activity # 4 Writing Compare/Contrast Sentences

Step 1: On the chalkboard or whiteboard, draw a Venn Diagram. Label the left circle *Gabrielino Indians*, label the right circle *Yurok Indians*, and label the intersecting area as *Both*. Have students from the Gabrielino group and the Yurok group write information in their section of the Venn diagram. Help students compare and contrast the tribes and how they depend on, adapt to, and modify the environment.

Complete a comparison chart. See the sample on the next page.

What is being compared and contrasted?	How are they the same?	How are they different?
region	Gabrielino Indians and Yurok Indians live along the coast of the Pacific ocean	Gabrielino Indians live along the <u>southern</u> coast of California. Yurok Indians live along the <u>northern</u> coast of California.
shelter		Yurok Indians build plank houses made of redwood. Gabrielino Indians built dome-shaped houses covered with tule.

Once students understand the process, mix and match student tribal groups from different regions and have the students complete a Venn diagram to compare and contrast their tribes. The process may be repeated several times.

Step 2: Explain to students that writers use certain **signal words** when they write compare and contrast sentences. Display the following chart:

Signal words when you write <u>compare</u> sentences:			
too	alike	both	the same as
resemble	as well as	have in common	
Signal words when you write <u>contrast</u> sentences:			
but	different	yet	does not appear
however	instead	otherwise	even though
in contrast			

Gabrielino Indians and Yurok Indians are two sample topics that can be compared. Refer to the Venn diagram developed in Step 1. Help students write compare and contrast sentences using the signal words. Assist students with the punctuation of the sentences, especially how to use a comma before a coordinating conjunction in a compound sentence.

For example:

- Both the Gabrielino Indians and the Yurok Indians live along the coast of California.
- The Gabrielino Indians, however, live in the southern coastal region and the Yurok Indians live in the northern coastal region.
- Yurok Indians build plank houses made of redwood. In contrast, the Gabrielino Indians build dome-shaped houses that are covered with tule.

Activity #5 Comparing and Contrasting California Indian Tribes

Materials needed: for each student, a copy of **Comparing and Contrasting the Daily Lives of California Indian Tribes** (Handout #1.3, page 16) and **Comparing and Contrasting California Indian Tribes** (Handout # 1.4, page 17).

ASSESSMENT: Standard 4.2.1 Comparing and Contrasting California Indian Tribes

Prompt: Select two Indian tribes from different regions of California. Write a short research project. Use historically accurate examples to compare and contrast the tribes according to at least 3 of the following topics: geography, food, clothing, shelter, tools, transportation, economy and/or government. Use at least 3 compare/contrast words in your report.

Rubric: Uses Multiple Perspectives and Supports the Topic with Accurate Examples

Optional: Activity #5 I Am Poem

Using the *I Am Poem* Handout #1.5, page 18) format, each student writes an “I Am Poem” from the viewpoint of a California American Indian from a specific tribe.

The Environment and Daily Lives of California Indians

Region Location	
Names of Tribes	
Climate	
Natural Features	
Natural Resources	
Shelter/ Houses	
Food	
Clothing	
Tools/ Weapons Transportation	
Customs Beliefs Trade	
Interesting Facts	

A Mural Depicting Life in a California Indian Village

Prompt: Create a mural to illustrate life in a California Indian village. Working in a group of four, select one tribe from a region. Draw or paint the background of the mural to reflect the natural environment of the region.

Each person in the group is responsible for depicting one of the following in the foreground of the mural: food, clothing, shelter and tools/transportation.

Step 1: With members of your tribal group, determine the **background** for the mural. It should depict the local landscape, including the region’s natural features such as: mountains, hills, valleys, canyons, rivers, harbors and/or ocean. Be creative in your use of materials while remaining historically and geographically accurate.

Step 2: Determine the people, natural resources, animals, buildings and events that will be depicted on the **foreground** of the mural. Include information from each of the topics on the chart. Determine who in your group will be responsible for each task. These objects should be constructed separately and then attached to the mural.

Rubric:

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and geographic examples.	Student supports the topic with several historical and geographic accurate examples.	Student supports the topic with limited historical and geographic examples.	Student has few or no historical and geographic examples.

Comparing and Contrasting The Daily Lives of California Indians

Region/ Location		
Name of Tribe		
Climate		
Natural Features		
Natural Resources		
Shelter/ Houses		
Food		
Clothing		
Tools/Weapons Transportation		
Customs/ Beliefs Trade		
Interesting Facts		

Comparing and Contrasting California Indian Tribes

Prompt: Select two Indian tribes from different regions of California. Write a short research project. Use historically accurate examples to compare and contrast the tribes according to at least 3 of the following topics: geography, food, clothing, shelter, tools, transportation, economy and/or government. Use at least 3 compare/contrast words in your report.

Rubric:

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
USES MULTIPLE PERSPECTIVES	Student uses many historically accurate examples to compare/contrast multiple perspectives.	Student uses several historically accurate examples to compare/contrast multiple perspectives.	Student uses limited historically accurate examples to compare/contrast multiple perspectives.	Students uses few or no historically accurate examples to compare/contrast multiple perspectives.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

I Am Poem

Member of the _____Tribe of California Indians

I am

I wonder

I hear

I see

I want

I am

I pretend

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am

Extended Activities for California Indians

Create an Artifact

Regional tribal groups create a specific California Indian artifact to create. Artifacts could represent Indian transportation, economy, or culture. For example, for the coastal region of California Indians, a transportation artifact could be a raft or canoe and an economic artifact could be a string of clam shells or a coil basket.

Exploring California Indian Legends

Read the Chumash legend of *Rainbow Bridge* by Audrey Wood. Discuss the major events of the legend and list these on the chalkboard or on sentence strips. Have the students create an artistic rendition of the story using crayons and water colors to create a crayon resist painting. Have the students retell the story with their families as a homework assignment. Inform the students that almost all the tribes had a creation legend. As you read other legends, ask questions such as:

- What role do natural resources available to the tribe play in the legend?
- What does the legend tell about the tribe's culture?
- What does the legend tell about the tribe's way of life?

California Indian Games

Explain that stones, shells and plant fiber were used in many games played by California Indians. Explain that California Indian football was played by teams from different villages. One or two balls were used. These were about the size of a tennis ball, but they were made of stone. The ball was lifted and thrown by the toes. Here are some to try.

Peon – “The Hand Game”

Each player needs two short sticks that can be hidden within a closed fist– one white and one black (for Indians, bones were often used). You also need counter sticks to keep score – any number desired up to 15. The players are divided into two teams. All the members of one team hide their short sticks, one in each fist. Then they bring their hands in front of their bodies and fold their arms. A “killer” is chosen from the opposite team. He guesses which hand holds the white stick for each of his opponents by bending his head (or pointing) toward the hand he chooses. His team gets a counter stick for every correct guess. Now the other team hides their short sticks, and a “killer” from the first team guesses. The game continues until one side holds all of the counter sticks. They are the winners.

Chachaukel – A Game for 2 Players

You will need 50 counters (sticks or rocks), 2 markers (2 long, thin sticks), 8 split reeds or popsicle sticks, painted dark on one side. Space the 50 counters out in a long row. Players begin with their markers at opposite ends of the line. The 1st player tosses the 8 split reeds in the air. When they land, count only the light side facing up. Move the marker stick past that number of counters. There is an exception: If every reed lands dark side up, that is a score of 8. A player gets another turn if all the reeds land the same side up. Players take turns tossing the reeds and moving their markers, getting closer and closer to each other. If a throw brings the 2 marker sticks to the same spot, the player already in the space must move all the way back to the beginning and start over. The first player to reach the other end wins. (Courtesy of Katy Tahja in the publication *Native Americans of Southern California*.)

Walnut Shell Dice Game: Crack open walnuts (very carefully) along the middle so that you have two complete half shells. Remove the walnuts and clean out the shells. Fill the shells with tar or asphalt (or clay or play dough) and level the top. Press a few chips of shell into the tar or filler material for decoration. Let the dice dry. You will need six half shells for the game. Get ten sticks about the size of a pencil. These will be used as counter sticks. You can decorate them any way you want.

Two players begin the game. All the counter sticks are in the middle. If three walnut shells (dice) land with the tar side up, the player takes one counter stick. If the player gets all six dice, either tar-side-up or tar-side-down, the player takes two counter sticks. Whenever a player scores, he gets another turn. If he does not score, the turn goes to the other player. Once all the counter sticks in the middle have been picked up, the players take the sticks from each other as they score. Whoever ends up with all ten counters wins the game. Usually the play goes on until someone has won two out of three games.

Now It's Your Turn. Using resources from the natural environment, challenge students to design a new game. Be creative. Ask questions such as,

- What materials will you use?
- How many players can play your game?
- What are the rules?
- How will you keep score?
- How do you determine who wins the game?

Art Projects - Many art projects make use of stones, minerals and related materials. Below are samples of art projects using different media and tools.

Charcoal is one of the oldest and finest drawing media. It is capable of making a very wide range of light and dark grays and blacks. It may be used crisply or blended and rubbed to produce sensitive shadings and achieve volume through lights and shadows. Before working on white or pastel-colored paper, "fix" the surface by spraying with a shellac and alcohol solution or with hair spray.

Sticks and twigs of varying sizes and flexibility may be dipped in thin paint or ink and used as "pens" or "brushes." Try drawing with the sharp end of a toothpick to make crisp lines before using the chewed end of a green twig to introduce fuzzy, mealy lines into the same drawing. Drag, push, dot and skitter a brittle twig over a surface to achieve varied linear effects.

Chalks are powdered pigments mixed with white talc and pressed into large or small cylinders. Chalk can be used in a number of ways to achieve interesting art projects. Chalk rubbings can be made by drawing with the point or side of the chalk upon thin paper placed over a textured area. The texture will appear as a rubbing upon the paper surface. On colored paper, the broad side of white chalk can be used to make wide strokes while the end of the chalk can be used to make narrow strokes. Using sandpaper wet or dry, apply colored chalk to achieve vivid, unusual effects. Chalk can be dipped in water and applied immediately to the paper for a rich, colorful effect. Since chalk dries quickly, frequent dippings are necessary to keep it moist. Dry chalk can be used on wet paper. Moisten the paper and draw upon it with dry chalk, using its point or side. Try smudging the chalked areas with fingers for variation. Moist newspapers underneath help the surface paper retain the necessary dampness. Dry chalk can be used also with buttermilk or liquid starch.

Crayons may be chipped or scraped with dull knives or scissor blades. The colored chips may be arranged closely upon paper that is then covered with another piece of paper and pressed with a warm iron. When the chips are sufficiently melted, the top sheet may be peeled off or, for variation, slightly slipped before removal. Either the original, the monoprint or both may be used. Crayon engravings can be made by first heavily covering the entire surface of the paper with crayons, preferably light, bright colors. This area is then covered solidly with black or dark crayon, which may be burnished with the palm of the hand. Using a tool such as a partially unfolded paper clip, compass point or nail, scratch a design into the top covering of crayon to reveal the colors underneath. Also, crayon may be used to draw on sandpaper to create rich textural effects.

Clay modeling may be used to make coil bowls, pinch pots and animals. Modeling tools such as a dull knife, fingernail file, tongue depressor or a lollipop stick can be used to help achieve the desired shapes.

Using Tools – Preparing Acorns.

Acorns were the most important staple food of most of the California Indians. California Indians gathered acorns from different species of oak tree. Acorns were plentiful and healthy, but they were time consuming to prepare. Because the Indian women worked together, acorn preparation and cooking was a social time, a time for visiting, singing, gossiping as well as getting the meal ready.

If you have a supply of acorns, the class can prepare them as the Indians did. Remove the hard outer shell (crack them with a stone to be authentic) and dry the soft seed in the sun (or toast them in an oven for a short time). In a mortar, pound the dried seeds into a fine meal. Keep sifting and pounding until all of the meal is quite fine. This takes a surprisingly long time. In the process, students will begin to really understand how much work is involved. Make sure to leach the tannin out of the meal before it is eaten. This can be done by making a shallow depression in the acorn meal and slowly pouring water through several times. Also, you can use a basket as a leaching basin. In our modern times, cheesecloth (available at a paint store) is a useful alternative.

If this all seems too much, you can use a blender to grind and leach at the same time. Put the dried, shelled acorns in the blender jar with plenty of water and run it at high speed until the water is clear and the meal doesn't taste bitter. Pour it into a coffee filter or a cheesecloth bag and let it drain.

To make acorn mush, mix the dough with enough water to make a thin mix and cook it until it is about the consistency of oatmeal. You will need to eat it the same day since it doesn't keep. If you don't have any chance to get acorns, acorn flour is sold in Korean groceries – all ground and leached.

Lesson 2: Early Explorations of California, 1542-1603

Focus Questions:

Why did the Spanish want to explore North America?

What were the aims, accomplishments and obstacles of the early explorers of California?

What were Spanish galleons? What routes did they follow?

History/Social Science Standard 4.2:

2. Identify the early land and sea routes to...California with a focus on the exploration of the North Pacific (e.g., by ... Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.

3. Describe the Spanish exploration ... of California...

Historical and Social Science Analysis Skills:

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. (CST 1)
- Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. (CST 4)
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. (CST5)
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...(REPV 2)
- Students summarize the key events of the era they are studying and explain the historical contents of those events. (HI 1)
- Students identify the ... physical characteristics of the places they are studying and explain how those features form the unique character of those places. (HI 2)

Activity #1 Why did the Spanish want to explore North America?

Materials needed: World map and globe, Harcourt *Reflections* textbook

Step 1: Tracing the Routes of the Spanish

Explain to students that in the 1500s, Spanish conquistadors or conquerors claimed large areas of North and South America for Spain. They were searching for gold and new lands for Spain.

On the world map and on a globe, review the location of the two poles, the equator, the prime meridian and the four hemispheres. Help students locate Spain on a world map and on a globe. Trace routes that explorers took to New Spain (Mexico).

Ask students questions that seek to identify route details:

- What ocean did they cross? (Atlantic Ocean)
- What direction did they sail to reach New Spain? (west)

On a map of present-day California, have students identify the latitude and longitude of California and locate the absolute location of:

- Baja California
- Alta California (Alta California means the region “higher” or farther north than Baja California.)
- San Diego Bay
- the Channel Islands
- Monterey Bay
- San Francisco Bay.

Step 2: California as an Island

Explain to students that when the early maps of California were made, mapmakers thought California was an island. Review a map of California from the 1600s. Refer to Harcourt’s *Reflections* page 111.

Step 3: The Strait of Anian

Believing California to be an island, the early European explorers heard stories about a body of water connecting the Atlantic Ocean and the Pacific Ocean. Trade benefits would come to Europeans who could find this shortcut waterway, as the shortcut would replace the long trip from Europe around Africa or South America to Asia. So, many early explorers were searching for this shortcut or passage called the **Strait of Anian** or, as the English called it, the Northwest Passage.

Where is the Strait of Anian? Explain to students that there is no Strait of Anian or Northwest Passage. Today the man-made locks that create the Panama Canal serve the purpose of a passage between the two oceans. Have students locate the Panama Canal on a map of North and South America.

Maps of the 1500s and 1600s: Early explorers had limited contact with our west coast, specifically Baja California. This fact and the story about a mythical island caused early explorers to conclude that California was the rugged, pearl-rich island and home of Calafia.

California eventually came to mean all the territory from the tip of Baja northward to the still undiscovered Strait of Anian. The territory now known as California was finally identified as such in 1747, when Ferdinand VI of Spain proclaimed a royal decree, “*California is not an island.*”

Step 4: Hernando Cortes

From 1519 to 1521, Hernando Cortes with more than 500 soldiers conquered the Aztecs in Tenochtitlan (tay nawch teet LAHN) (present-day Mexico City) and made Tenochtitlan the capital of New Spain. Cortes was commissioned by King Charles V of Spain to search for a passageway through North America called the Strait of Anian.

Cortes was unsuccessful, but in 1535, he did get as far north as Baja California which he claimed for the King of Spain. Cortes did not journey as far as present-day California.

Using Close Reading, have students read additional information about Cortez. *Harcourt’s Reflections*: pages 110 -111. Ask text dependent questions such as, “What was the goal of Cortez’s journey? What did Cortez accomplish? Was Cortez’s journey considered a success? Why or why not?”

Activity #2 What were the aims, accomplishments and obstacles of Juan Rodriquez Cabrillo?

Materials needed: Harcourt *Reflections* textbook pages 112 -113, or a similar textbook; different colored pencils or highlighters in brown, yellow, blue and red

Copies for each student of:

- *Early Explorers of California Chart* (Handout # 2.1, page 33)
- “Identification of Cabrillo’s Route” from *Cabrillo’s Log*, (Handout # 2.2, page 34)
- *Cabrillo’s Log* (Handout # 2.3, page 35)

Step 1: Juan Rodriquez Cabrillo

An able navigator and shipbuilder, Juan Rodriquez Cabrillo, is credited with claiming Alta (Upper) California for Spain. On June 27, 1542, he set sail from the port of Navidad with three vessels: the *San Salvador*, a sailing ship about 70 feet long and 20 feet wide; the *La Victoria*; and the much smaller *San Miguel*. On September 28, 1542, Cabrillo anchored in a bay that he christened San Miguel (later renamed San Diego by the explorer Sebastian Vizcaino.)

Cabrillo’s descriptions of the California shoreline provided a crude guide for future mariners. His reports described Indian food, dress, architecture, technology and reactions to the Europeans. On January 3, 1543, Cabrillo died from an infection in his broken arm. Cabrillo’s senior pilot, Bartolome Ferrelo, took command. Before returning to Navidad, Ferrelo sailed northward and reached the Rogue River on the present-day Oregon coast.

Have students locate information about Cabrillo in Harcourt’s *Reflections*: pages 112 -113. On the map in the textbook, trace the route taken by Cabrillo from Navidad (located in present-day Mexico, north of Acapulco), along Baja California to the Rogue River in Oregon. Note the location of San Diego (where Cabrillo landed) and the Bays of Monterey and San Francisco which he missed due to fog.

Cabrillo’s accomplishments and obstacles.

Despite the accomplishments of Cabrillo’s voyage, his voyage disappointed officials in New Spain.

- There were no treasures found.
- The Strait of Anian was not located.
- The only charts that Cabrillo and Ferrelo made of the coastline were fragmentary.
- Cabrillo described California as a remote, desolate and inaccessible wilderness area with a rocky coastline and treacherous winds; sadly, there was no fabled paradise officials had hoped he would find.
- Later, when settlement took place in California, every island, bay and beach named by Cabrillo was renamed.

Step 2: *Early Explorers of California Chart*

Distribute a copy of ***Early Explorers of California Chart*** (Handout #2.1, page 33) Help students record information about Cabrillo. Keep the chart for use later in the lesson.

Ask questions such as:

- What was the goal of Cabrillo’s journey to California?
- What did Cabrillo accomplish?
- Was Cabrillo’s journey to California considered a success? Why or why not?”

Step 3: Identification of Cabrillo's Route

The records kept by Cabrillo on his voyage are gone. However, there is a detailed record of the voyage that, until recently, was attributed to the 16th century historian, Juan Paez. This log is now credited to a notary public. Such officials wrote summaries of various voyages by examining the ship's records and interviewing the surviving captain and crew.

Distribute an excerpt of the "Identification of Cabrillo's Route" from *Cabrillo's Log*, (Handout # 2.2, page 34) This chart demonstrates how historians often do not agree. Point out that the "Log Name" column represents the names used by Cabrillo during his expedition. The names in the other three columns belong to prominent scholars who sometimes do not agree on the exact locations listed in Cabrillo's log. Bancroft published texts in 1884 and 1886; Bolton's book was published in 1959; and Wagner's work dates to 1941.

Ask questions about Cabrillo's route (Handout #2.2, page 34), such as:

- Can you find a date where all three historians use the same name Cabrillo used?
- Is there a time when all three historians agree, but the name they use is different from the one used by Cabrillo?
- Can you find a date where all three historians disagree? Why do you think the historians do not agree?
- What other interesting information can you find? Encourage students to pose relevant questions about the events in this historical log.

Step 4: Cabrillo's Log Activity (Handout #2.3, page 35)

Divide students into groups of 4 and assign each student a number. Provide each group with a copy of the excerpt from ***Cabrillo's Log*** (Handout # 2.3, page 35)

All number 1's in each group use one color, all number 2's use a different color, etc. Using the different colored pencils or highlighters, students highlight the information listed below on their group's copy of the log. Even though students are in groups, it is recommended that this activity be done as a teacher-directed activity.

- Student #1 (brown) Identify descriptions of the geographic features.
- Student # 2 (yellow) Identify any written description of American Indians.
- Student # 3 (blue) Find any information about where the explorers are located.
- Student # 4 (red) Find any clues that tell the date of the entry.

(This activity is from a lesson developed by Denise Smith.)

Step 5: Written Document Analysis of Cabrillo's Log

Distribute a copy of the ***Written Document Analysis Worksheet*** (Handout # 2.4, page 36). Help students complete the form using *Cabrillo's Log* (Handout #2.3). Note: To enhance the development of the *Historical and Social Sciences Analysis Skills* for "Research, Evidence and Point of View," the same form will be used several times throughout this year. Guide students carefully on the form's first use so they learn the process and can complete it independently in the future.

Optional: This is a good time to do Harcourt's Reflections Critical Thinking Skills: Compare Primary and Secondary Sources pages 124-125 and Transparency 2-2A and 2-2B.

Activity #3 What were Spanish galleons? What route did they follow?

Materials needed: World map and globe, Harcourt *Reflections* textbook pages 116-117; Transparency Map and Globe Skills 2-1

Step 1: Spanish Galleon Ships Carry Luxury Goods and Spices

Explain to students that carried goods from Spain, which they traded for silver and other riches found in New Spain. They also carried silver from New Spain and traded it in Manila in the Philippine Islands for luxury goods and spices. Thus, they were named the Manila galleons.

Display of luxury goods and spices. Display samples of the luxury goods carried by the Manila galleons, such as...silk; silk stockings; bolts of fine taffeta and damask; tea; fans; carved ivory; precious stones; inlaid boxes; and, pottery. Also, exhibit samples of spices, e.g. cloves and cinnamon, nutmeg and pepper. Describe the use of spices to flavor foods and to add distinctive aromas.

Step 2: Spanish Galleon Map Activity

Trace the following routes of the Spanish galleons on a map. Harcourt's *Reflections* page 116-117, Transparency Map and Globe Skills 2-1

Share the following information:

- Many galleon ships traveled across the Atlantic Ocean from Spain to New Spain.
- Other galleons sailed all the way around the tip of South America to reach ports on New Spain's west coast.
- From Acapulco on the west coast of New Spain, galleon ships sailed west across the Pacific Ocean to Manila in the Philippine Islands. Because Spanish galleon ships moved with the wind and the currents, the trip west from Acapulco to Manila took the galleon ships an average of 60 to 90 days.
- The return voyage from Manila to Acapulco took 7 to 9 months. As they left Manila, the sailors steered the galleons north and east to use the winds and ocean currents that would bring them across the Pacific Ocean to Alta California and then south to Acapulco.
- Spices and luxury goods were then transported back to New Spain to be sold. Some of the goods were unloaded on the West coast of New Spain (Mexico), carted overland to the east coast, and loaded on ships to be sold in Spain.

Galleons needed a safe place to land in Alta California. The economic success of the Manila galleon trade renewed Spanish interest in Alta California. Navigation with a loaded cargo ship was difficult against the prevailing winds and currents. Battered ships often suffered from leaky hulls. Crews frequently suffered from spoiled provisions, putrid water, illness and death. The galleon ships needed a safe place to land on the coast of California where the crew could collect wood, water and meat as well as make needed repairs. Rather than send out a separate ship to explore the California coast, Spanish officials decided that the captain of a galleon ship could explore and survey the coast during his ship's return voyage from Manila.

Have students read information about galleons: Harcourt's *Reflections*: pages 114 -115.

What obstacles did early explorers encounter?

Early explorers consistently mentioned obstacles and dangers that included:

- Ships, beaten back by opposing sea and wind currents from the northwest that threatened to drive them aground, were forced to go farther out to sea.
- From far at sea, cartographers found it difficult to accurately chart the rocky and dangerous coastline.
- Because the dangerous coastline made it difficult for a ship's crew to go ashore, the crew never knew when they would get more clean water and supplies.
- Between October and March severe storms were a problem, particularly in Northern California.
- The dense coastal fog banks made visibility impossible and could even lead to missing key strategic locations such as the large San Francisco Bay.
- When not battling winds and storms, ships could face the opposite condition when the ship is becalmed for days with no wind, stranding the ship at sea.

Conditions aboard ship.

Today, numerous luxury cruise ships ply the waters along Alta and Baja California.

Conditions on these ships are vastly different from those traveled by the early explorers.

Hardships aboard ship included:

- Food on the early ships was limited by a lack of refrigeration. Common menus included biscuits, salted meat and fish, beans, bacon, cheese, vegetable oil, vinegar, onions and garlic.
- Frequently, there was a lack of provisions.
- Due a lack of fresh fruit, sailors suffered greatly from scurvy, a disease caused by a deficiency of vitamin C and B1.
- Apart from proper nutrition, crews were often confined by the weather to their tiny, poorly provisioned hulls.
- Plagued by hunger, illness and the great hardships of sailing uncharted seas, there was often dissension and even mutiny by the crew.

Step 3: Write a Question about Early European Explorers to Alta California

After having studied the route of the Spanish galleons and the effects of the wind and ocean currents, turn to the map of early European explorers to Alta California on Harcourt's *Reflections* page 113. Analyze the map to find the routes used by the different explorers.

Have each student write one question about the routes that the map can answer. Students share their questions with a partner. With their partner, they answer each other's questions and explain how they used the map to answer each one. Call upon a few students to share with the class their questions and their answers.

Manila Galleons. The Manila Galleon trade continued for 250 years, beginning in 1565, and lasting until 1815, when Spain was defeated in the Napoleonic Wars.

Optional Galleon Activities: Refer to the Extended Activities on pages 37 to 39.

Point of View Writing – Keeping a Journal; Spanish Galleon Ship Measurement Activity; Replica of a Spanish Galleon Ship; Ship's Vocabulary Activity; Determine the Crew Activity

Activity #4 What were the aims, accomplishments and obstacles of Francis Drake?

Materials needed: World map and globe, Harcourt *Reflections* textbook; For each student, a copy of **Early Explorers of California Chart** (Handout #2.1, page 33) begun in Activity #2.

Step 1: Francis Drake

On December 3, 1577, Francis Drake left Plymouth, England, in search of the Northwest Passage (Strait of Anian.) He was instructed by Queen Elizabeth I to attack Spanish galleons and capture their treasure. From June 17 to July 23, 1579, a total of 36 days, Drake stopped along the Californian coast to make repairs and replenish wood and water. The exact location of Drake's landing is not known but it is thought to be north of San Francisco, near Point Reyes Peninsula.

Have students read information about Drake. Harcourt's *Reflections*: pages 113

Drake's accomplishments and obstacles. Drake claimed California as Nova Albion (Latin for New England) before he set sail to the west to return home to England. Drake did not find the Strait of Anian. However, he returned home with an enormous treasure from captured Spanish ships. Drake was the first Englishmen to circumnavigate (go around) the globe. The English claim to California, however, was not maintained due to inadequate resources. **Francis Drake's** ship, the *Pelican* (later renamed the *The Golden Hind*), was about 80 feet long. It carried, among other items, 18 pieces of artillery and a forge for making ship repairs. Drake was knighted by Queen Elizabeth I for his accomplishments. There were rumors of a second voyage by Drake. Indeed, Drake and Queen Elizabeth I outfitted a voyage to establish a colony in California, but the convoy was captured en route by Spanish ships off the coast of Brazil. At that time, it was common for English pirates to lay in wait for overloaded Spanish galleons. The same fate happened to a Spanish treasure ship from the Philippines, when in 1587, it was captured off Baja California by the Englishman Thomas Cavendish.

Step 2: Chart - Early Explorers of California.

Return to **Early Explorers of California Chart** (Handout #2.1, page 33) Help students record information about Sir Francis Drake on the chart. Ask questions such as:

- What was the goal of Drake's journey to California?
- What did Drake accomplish?
- Was Drake's journey to California considered a success? Why or why not?
- Why did Spain feel threatened by Francis Drake?
- What did the Spanish learn from Drake's attacks on their ships? (The Spanish learned they needed good harbors in California to protect their ships from attack by the English.)

Activity #5 What were the aims, accomplishments and obstacles identified with Sebastian Rodriguez Cermeno?

Materials needed: World map and globe, Harcourt *Reflections* textbook; **Early Explorers of California Chart** (Handout #2.1, page 33) begun in Activity #2.

Step 1: Sebastian Rodriguez Cermeno

The captain chosen to explore the Alta Californian coast to find a safe place to land was Sebastian Rodriguez Cermeno, a Portuguese navigator and merchant. On July 5, 1595, Cermeno and a 90-man crew left Manila in the Philippines in the three-mast galleon *San Agustin*. The ship was laden with silks, satins, blankets, spices and other goods. The ship had to follow the trade wind routes eastward across the North Pacific since they could not sail directly into the wind.

Upon reaching California in November, severe storms and a rocky shore made landing impossible. Finally, the *San Agustin* was anchored 400 yards off shore at what is now named Drake's Bay, near Point Reyes.

Trouble for Sebastian Rodriguez Cermeno. During stormy weather, the *San Agustin's* anchor dragged and broke loose. Almost the entire cargo of treasures and provisions was lost. Cermeno and his crew constructed a smaller, open sailboat that Cermeno believed would be better able to explore the rocky coastline. This smaller launch was used safely to carry the entire crew safely back to Mexico. When Cermeno and his crew returned to the port of Navidad on January 31, 1596, Cermeno was blamed for the shipwreck and the loss of the cargo. The cargo of the *San Agustin* far overshadowed the importance of his coastal exploration in the eyes of officials and of Cermeno's contemporaries. A lesson learned, however, by Spanish officials was that a ship laden with cargo did not make a good vessel for exploration.

Have students read additional information about Drake in Harcourt's *Reflections*: page 113.

Step 2: Return to copies of ***Early Explorers of California Chart*** (Handout #2.1). Help students record information about Cermeno on the chart. Ask questions such as:

- What was the goal of Cermeno's journey to California?
- What did Cermeno accomplish?
- Would you consider Cermeno's journey to California to be a success? Why or why not?"

Activity #6 What were the aims, accomplishments and obstacles identified with Sebastian Vizcaino?

Materials needed: World map and globe, Harcourt *Reflections* textbook; ***Early Explorers of California Chart*** (Handout #2.1, page 33) begun in Activity #2.

Step 1: Sebastian Vizcaino

The viceroy of New Spain supported enthusiastically the exploration of California. In 1602, on orders from the Spanish government, an expedition was organized to chart the Californian coast accurately and to locate a sheltered port for settlement. Sebastian Vizcaino (vees kah EE noh), a veteran explorer, was placed in charge of the expedition. He left Acapulco on May 5, 1602, with more than 130 men aboard three ships.

Vizcaino's accomplishments and obstacles. Like earlier explorations, the Vizcaino voyage was plagued by bad weather, severe storms and a lack of fresh produce. After weeks at sea, almost all of the men suffered from severe body pains, swollen gums and loose teeth, a result of the scurvy caused by insufficient fresh fruits and vegetables.

The Vizcaino expedition had not yet found a site for a port when they discovered the rocky, foggy, windswept bay that Vizcaino named Monterey. Fearing his voyage would be labeled a failure, Vizcaino exaggerated his descriptions of Monterey (to make it sound very desirable) in his ship's log so that it was described as "...sheltered from the winds with many pines for masts and water in great quantity near the shore."

During the early Spanish exploration of California, Vizcaino's voyage was considered to be Spain's crowning achievement. Vizcaino renamed all of the places that he explored, including those first named by Cabrillo. Since Vizcaino had a mapmaker with him, detailed charts, logs and maps from Vizcaino's voyage, were widely printed, widely read, and were a big influence on mapmaking for nearly two centuries.

Have students read additional information about Vizcaino: Harcourt's *Reflections*: page 114 to 115.

Step 2: Early Explorers of California Chart

Return to copies of **Early Explorers of California Chart** (Handout # 2.1, page 33). Help students to record information about Vizcaino on the organizer. Ask questions such as:

- What was the goal of Vizcaino's journey to California?
- What did Vizcaino accomplish?
- Would you consider Vizcaino's journey to California a success? Why or why not?"

Step 3: California Forsaken

Read to students the following information:

Why was the exploration of California halted for almost two centuries?

Spanish interest evaporated upon Vizcaino's return to Mexico when a newly appointed viceroy took over in New Spain. The new official concluded that California was too close to Mexico to be of much assistance to the Manila galleons, and hence, it was not worth the effort to explore and settle. Spain also lost interest in California since it did not seem to have gold or silver.

Over 60 years of exploration had created a negative impression of California as a rugged, foul-weathered, rocky coast hazardous to ships. Sea captains feared California because of unfavorable winds, fears of shipwreck and loss of cargo. While Alta California had a good climate, it had no obvious usefulness nor was there any treasure. In 1606, a royal order prohibited further exploration of California and for more than 150 years, no known ships visited the remote coast. Once again, popular maps began to imagine California as an island. 150 years later, in the 1760's, Vizcaino's maps guided the Serra-Portola expedition to settle California, with Monterey becoming the focus of their colonizing efforts. However, Vizcaino had so exaggerated Monterey's appeal and virtues that Portola's expedition failed to recognize it on the first expedition.

Step 4: Significance of California's Relative Location

Discuss the importance of the mountains and deserts as physical land barriers to early exploration and settlement. Help students judge the significance of the relative location of California today (i.e., climate, access to the Pacific Rim). Note how the relative advantages and disadvantages of the location of California can change over time.

Activity #7 Compare and Contrast – Cabrillo and Drake

Review the *Explorers of Early California Chart* (Handout # 2.1, page 33) which students have been completing during the lesson. Using the chart, identify and interpret the multiple causes and effects of these historical events. Select two early explorers to compare and contrast. Use the following chart or create a Venn diagram.

Compare and Contrast: Cabrillo and Drake

Cabrillo	Both	Drake

Provide students with some statements to classify, such as:

- He explored the coast of California in the 16th century. (Both)
- He was the first European to set foot on California soil. (Cabrillo)
- His crew attacked and captured Spanish galleon ships. (Drake)
- He claimed California for Spain. (Cabrillo)
- He claimed California for England. (Drake)
- He was rewarded by his government for the activities during his journey. (Drake)
- He died before the completion of his voyage of discovery. (Cabrillo)
- He failed to find a shortcut passage from Europe to Asia. (Both)

Based upon the information learned about the early explorers of California, identify and interpret the multiple causes and effects of these historical events.

Assessment:

The major assessment for Lesson 2 **and** Lesson 3 includes either *A Letter to the King* or *Construct a Bio-Wheel and a Map of Exploration*. Refer to Handouts # 3.6 and Handout #3.7.

Additional assessments:

- Record information about the explorers Cabrillo, Drake, Cermeno, and Vizcaino on *Early Explorers of California Chart* (Handout #2.1, page 33).
- Answer relevant questions about events they encounter in the historical documents, "Identification of Cabrillo's Route" from *Cabrillo's Log* (Handout #2.2, page 34).
- Use different colored pencils to complete *Cabrillo's Log* (Handout # 2.3, page 35)
- Work in groups to complete *Written Document Analysis Worksheet* (Handout # 2.4, page 36) using *Cabrillo's Log* (Handout #2.3, page 35).
- Using the completed *Early Explorers of California Chart* (Handout #2.1, page 33), compare and contrast two early explorers and identify and interpret the multiple causes and effects of these historical events.

For additional activities, refer to the *Extended Activities for Explorers* on pages 37 to 38..

Explorers of Early California Chart, 1542-1603 Teacher Key

Explorer (Full Name)	Sponsor Country	Year(s)	Aims/Goal	Accomplishment	Obstacles/Failure
Juan Rodriquez Cabrillo	Spain	1542	Locate the Strait of Anian. Explore the coast of Alta California. Find treasures of gold and silver.	First European discoverer of California. Claimed California for Spain. Opened a new sea route along Alta California and learned about the land and people of the region.	Failed to find the Strait of Anian. Ship returned with no treasure. Geographic features named by Cabrillo were later renamed. Cabrillo died en route.
Sir Francis Drake	England	1579	Locate a Northwest Passage (Strait of Anian) from Europe to Asia. Capture treasure on Spanish galleons. Circumnavigate the globe.	Claimed California for England as Nova Albion (New England). First Englishmen to circumnavigate the globe. Captured enormous treasures from New Spain and from Spanish ships. In 1581, Drake was knighted by Queen Elizabeth I.	Failed to find the Northwest Passage (Strait of Anian). The English claim to California was not maintained due to inadequate resources.
Sebastian Rodriquez Cermeno	Spain	1595	Explore the coast of Alta California for safe harbors for Manila galleon ships.	Coastal exploration of Alta California. (Cermeno's exploration was overshadowed by his loss of the <i>San Agustin</i> and its cargo.)	Cermeno's galleon ship, <i>San Agustin</i> , sank in a storm near Drake's Bay. The cargo was lost.
Sebastian Vizcaino	Spain	1602	Accurately chart the Californian coast and locate a sheltered port for settlement.	Mapped the coast of Alta California and discovered Monterey Bay. Wrote an enthusiastic and exaggerated report on the safe-harbor at Monterey.	Vizcaino's suggestion that Monterey would make a safe harbor was ignored by Spanish officials for over 150 years.

Explorers of Early California Chart, 1542-1603 Student Copy

Explorer (Full Name)	Sponsor Country	Year(s)	Aims/Goal	Accomplishment	Obstacles/Failure
		1542			Failed to find the Strait of Anian. Ship returned with no treasure. Geographic features named by Cabrillo were later all renamed. Cabrillo died en route.
	England			Claimed California for England as Nova Albion (New England). First Englishmen to circumnavigate the globe. Captured enormous treasures from New Spain and from Spanish ships. In 1581, Drake was knighted by Queen Elizabeth I.	
Sebastian Rodriquez Cermeno		1595			
			Accurately chart the California coast and locate a sheltered port for settlement.		

Identification of Cabrillo's Route

The names Cabrillo gave to the Californian coast did not remain. Cabrillo's summary log was often vague about locations of the ships during the voyage. The chart below includes an excerpt of the location names for the dates listed in Cabrillo's log. Prominent scholars do not always agree on the modern-day place name as compared to the name Cabrillo used. The chart below is based upon the location names that three scholars maintain are the locations for Cabrillo's discoveries for specific dates.

Date	Log Name	Bancroft 1884, 1886	Bolton 1959	Wagner 1941
July 3	California	San Lucas	Cape Pulmo	Cape Pulmo
July 6	San Lucas	San Jose	San Lucas	San Lucas
July 8	Trinidad	Margarita Island	Cape Tosco	Punta Tosco
July 13	San Pedro		Magdalena Bay	Magdalena Bay
July 19	Magdalena	Magdalena Bay	Pequena Bay	Punta San Juanico
July 20	Santa Catalina		San Domingo Point	San Domingo Point
July 25	Santiago	Abreojos	Ballenas Bay	Ballenas Bay
	Avre Ojo	Abreojos Shoals	Abreojos Rocks	Abreojos Rocks
	Santa Ana	Isle Asuncion	Asuncion Point	Punta & Bahia de San Rogue
July 27	Puerto Fondo	Bay east of Asuncion Isle	San Puablo Bay	San Puablo Bay
July 31		Asuncion Isle	San Cristobal Bay	
Aug. 1	San Pedro Vinculia	San Bartolome	San Bartolome	San Bartolome
Aug. 2	San Esteban	Natividad	Natividad Island	Natividad Island
Aug. 5	Cedros	Cedros Islands	Cedros Islands	Cedros Islands
Aug. 11	Santa Clara	Playa Maria Bay	Playa Maria Bay	Playa Maria Bay
Aug. 15	Mal Abrigo	Canoas	Point Canoas	Bluff Point
Aug. 19	San Bernardo	San Geronimo	San Geronimo	San Geronimo
Aug. 20	Engano	Cape Baja	Point Baja	Point Baja
Aug. 22	Poeseion	Virgenes	Port of San Quentin	Port of San Quentin
Aug. 27	San Agustin	San Martin	San Martin	San Martin
Sept. 7			San Ramon Bay	
Sept. 8	Santa Maria	San Quentin	Point Santo Tomas	Cabo Santa Maria
Sept. 14	Cape of Cruz		Grajero Point	Point Santo Tomas
Sept. 17	San Mateo	Todas Santos	Todos Santos Bay	Ensenado
Sept. 27	Islas Desietas	Los Coronados Islands	Los Coronados Islands	Los Coronados Islands
Sept. 28	San Miguel	San Diego	San Diego	San Diego

Cabrillo's Log 1542-1543. A Summary by Juan Paez. Compiled by Clyde J. Lussier. Printed by the Cabrillo Historical Association. San Diego: California, 1968.

Cabrillo's Log

The records, kept by Cabrillo on his voyage, are lost. However, there is a detailed record of the voyage that, until recently, was attributed to Juan Paez (a 16th century historian). This log is now credited to a notary public. As officials of the state, notaries wrote summaries of various voyages by examining ship's records and interviewing the surviving captain and crew. Following is an excerpt from the log.

...On Saturday the 23rd of September they left the port of San Mateo and sailed along the coast until Monday, at which time they had traveled eighteen leagues. They saw very beautiful valleys and groves, with the land plain and rugged, but they saw no Indians.

The following Tuesday and Wednesday they sailed along the coast about eight leagues, passing some three uninhabited islands to the landward. One of the islands is larger than the others. It is two leagues in length, and makes a shelter from the westerlies. The islands lie at 34 degrees, and we are three leagues from the mainland. This day they saw on land great smokes [smoke due to fires]. It appears to be a good land, with great valleys, and inland there are high mountains. They called the island, Islas Desiertas.

On Thursday they went about six leagues north-northwest along the coast and found a very good enclosed port, to which they gave the name San Miguel. It lies about 34 degrees 20'; and, after anchoring they went ashore where there were people. Of these, three waited, and all the others ran away. To these three they gave some gifts, and the Indians told them by signs that people like the Spaniards had passed inland; they showed much fear. At night the Spaniards left the ships in a small boat to land and to fish. There happened to be Indians there, and they began to shoot with their arrows and they wounded three men.

The next day, in the morning they went with the boat further into the port, which was large, and caught two boys who understood nothing, not even signs, and they gave them shirts and soon sent them away.

The day after that, in the morning three large Indians came to the ships, and by signs told how inland there walked men like the Spaniards, bearded and dressed and armed like the ones on the ships, and they showed that they had ballistas [i.e., crossbows], and made gestures with their right arm as if they were spearing. They went running as if they were on a horse, and showed that they killed many of the Indian natives, and for that reason they were afraid. These people were well-proportioned and large. They went around covered with the furs of animals. While in port, a very large storm passed, but because the port was so good they felt nothing. The weather came from the south-southwest and it was rainy. This was the first real storm they had undergone, and they stayed in the port until the following Tuesday. Here the natives call the Christians "Guacamal."

On Tuesday, the 3rd of October, they left the port of San Miguel, and during Wednesday, Thursday and Friday they continued on their route about eighteen leagues along the coast, on which they saw many valleys and plains and many fires [smoke due to fires].

Written Document Analysis Worksheet

1. Type of Document (check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Letter	<input type="checkbox"/> Log
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Map	<input type="checkbox"/> Telegram
<input type="checkbox"/> Press Release	<input type="checkbox"/> Report	<input type="checkbox"/> Advertisement
<input type="checkbox"/> Census Report	<input type="checkbox"/> Other	

2. Unique physical qualities of the document

_____ Interesting letterhead _____ Notations _____ "RECEIVED Stamps
_____ Handwritten _____ Typed _____ Seals _____ Other

3. Date(s) of document: _____

4. Author (or creator) of the document: _____

Position (Title): _____

5. For what audience was the document written: _____

6. Document Information: (There are many possible ways to answer A-E)

A. List three important things noted in this written document:

- 1. _____
- 2. _____
- 3. _____

B. Why do you think this document was written?

C. Cite the evidence in this document that helps you understand why it was written.
Quote from the document.

D. List two things this document describes about life at the time it was written.

- 1. _____
- 2. _____

E. Write a question (to the author) that is left unanswered by the document.

Extended Activities for Explorers of California

How did early mapmakers depict California?

This activity, called “the Iceberg”, is designed to help students discover reasons why the early explorers and mapmakers reached incorrect conclusions regarding the shape and size of California and the entire western hemisphere. First, select an object (such as a hammer) that could be misidentified when only a portion of it is seen. Do not identify the object or show it to the students. Place the object in a paper bag with only a portion of it (such as the handle) exposed to sight. Ask students to sketch what they believe the entire object looks like.

Recommended option: Before students make their sketches, tell them a make-believe story about the object. Deliberately mislead students about the object’s use. This is to parallel how the 1510, fictional Spanish story, *Las Serga de Esplandian*, misled explorers into believing that there was an island ruled by the Amazon Queen named "Calafia."

After all the sketches are complete, reveal the entire object and have the students make comparisons. Now, present the story about Queen Calafia and relate that to the explorers who reached the Baja Peninsula. Since the explorers knew the Spanish story, they thought Baja was an island and called it “California” for the mythical Queen Calafia. Explain this was partly the reason why some early mapmakers depicted California as an island. (This activity is based on a lesson by Diana Parsons.)

Point of View Writing Project – Keeping a Journal

Review the obstacles faced by the early mariners and the conditions aboard the ships. Tell students that the 100 or more men on Cabrillo’s expedition included 4 officers, 25 crewmen, 25 soldiers, black slaves, Indian laborers, merchants, clerks, servants and a priest.

Present students with the following scenario: Imagine you are aboard one of Cabrillo’s ships on the voyage along the coast of California. Your task is to write two journal entries using factual information. Write legibly; use the first-person narrative; and use the conventions of written English, including spelling, word usage, sentence structure, capitalization and punctuation. Include all the following information in your journal:

- an appropriate name for you as the journal’s author
- an explanation of your role on the ship
- two or more daily activities appropriate to your role
- historically accurate dates from Cabrillo’s voyage
- historically accurate locations mentioned in Cabrillo’s log
- weather conditions
- three or more hardships experienced on board due to weather, the condition of the ship, the work demanded of the crew, the quantity and quality of the food or the water supply
- one or more technological developments that made sea exploration by latitude and longitude possible
- Optional - Include the difficulties experienced with the winds and ocean currents

Ship’s Vocabulary Activity

Sailors have always used special words or terms to refer to parts of their ships and equipment on board. Ask students to collect a list of terms and research their meanings. Samples include: stern, bow, yardarm, cleat, deck, hull, galley and mast. Students can demonstrate their understanding by labeling the areas on their galleon ship replicas and by using the terms in their written descriptions of their ships.

Spanish Galleon Ship Measurement Activity

Many galleon ships were built in the Philippines. The materials available on that group of islands were teak and mahogany. A typical galleon ship made in the Philippines was 120 feet long, 36 feet wide and was large enough to handle about a 200 to 400 ton capacity.

To allow students to get a sense of a ship's size, use the school's playground. With a trundle wheel or yardstick, map out an area 140 feet long and 36 feet wide. Ask students to imagine what it would be like to share such a space with 100 people for six months. (For science sessions, research the ocean and wind currents along the coast of North America to determine difficulties faced by the explorers.)

Replica of a Spanish Galleon Ship

In groups of four, have students design a replica of a Spanish galleon ship using a large sheet of cardboard or tag board as the backdrop, construction paper, glue, scissors and any other art supplies. Provide reference books with photos to assist students to develop their replicas. Help students draw their ship of approximately 120 feet in length to a scale of $\frac{1}{4}$ " equals one foot. The replica galleon ship should include the following:

Points	Criteria required:
50	Cutaway illustration with samples of historically accurate cargo.
10	Ship drawn to scale of $\frac{1}{4}$ " equals one foot for a ship about 120 ft long.
10	A written description of the ship and its contents, including the ship's name and where and when it was built. (Optional: a sample of the ship's log detailing the latitude and longitude markings of a sample voyage.)
10	Creativity to illustrate the ship, including the use of color, materials and attractiveness.
10	Project organization, neat and legible printing, completed on time and with the work area cleaned up.
10	Provide a list of jobs accomplished by each group member. Rank from 1 to 4, with 4 being high, how cooperatively, each individual worked as a member of the team.

Determine the Crew Activity

Explain to students that they will work together in small groups to list the type of skills that crew members needed for a galleon ship's voyages of discovery in the 1500s. Encourage students to think about all of the jobs required aboard ship for the many months at sea. How many men should be hired? What categories of skills or positions are necessary? (Food preparation, ship repair and navigational skills are only a few of the necessary duties.) Remember that "effective" crew members are essential for a successful voyage. As students work, post signs that focus their attention upon the details. Signs could read, "Think ahead." or "Once you are at sea, it will be too late."

Invite each group to present their list to the class; and, have the other students evaluate whether they would be qualified to sign up for the crew based upon the list of crew responsibilities.

"I Am" Poem Students select one of the early explorers who visited "California." and write an **"I Am"** poem to demonstrate what has been learned about the explorer. Refer to page 18.

Lesson 3: Early Settlements of California

Focus Questions:

What century is it?

When did your family settle in California? Why did they settle in California?

Who were the early settlers of California and why did they come?

History/Social Science Standard 4.2:

3. Describe the Spanish ... colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

6. Discuss the role of the Franciscans in changing the economy of California from a hunter gatherer economy to an agricultural economy.

Historical and Social Science Analysis Skills:

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. (CST 1)
- Students correctly apply terms related to time, including *past*, *present*, *future*, *decade*, *century*. (CST 2)
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. (CST5)
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...(REPV 2)
- Students summarize the key events of the era they are studying and explain the historical contents of those events. (HI 1)
- Students identify the ... physical characteristics of the places they are studying and explain how those features form the unique character of those places. (HI 2)

Activity # 1 What century is it? Create a Time Line of California's History

Materials needed: Use butcher paper or construction paper to construct a time line from 1400 to 2050. Depending upon the space available in your classroom, allow 1 ft. for each 100 years, more if possible. An 11" X 17" strip of construction paper works well for each century. At the top of the time line, label each century. Underneath, label 50 year increments as shown below. Or, use 10 year (decade) increments if space permits.

15 th century		16 th century		17 th century		18 th century		19 th century		20 th century		21 st century
1400	1450	1500	1550	1600	1650	1700	1750	1800	1850	1900	1950	2000

For the time line, create an Event Card for each of the explorers studied in Lesson 2:

- 1535 Hernando Cortes' reaches Baja California
- 1542 Juan Rodriquez Cabrillo explores Alta California and claims the area for Spain
- 1579 Drake claims California for England.
- 1595 Cermeno leaves the Philippines to look for a safe port on the California coast.
- 1602 Vizcaino leaves Acapulco to locate a sheltered port for settlement.

Procedure:

Step 1: Ask students to identify today’s date. Record it on the chalkboard. Explain that this is the 21st century. It includes the years 2000 to 2099. (Note: Some historians consider 2001 to 2100 as the 21st century.)

Step 2: Write the date 1950. Explain that this is the 20th century. Ask several students the date of their birth. Find each date on the time line. Ask, “In what century were you born?”

Step 3: List a sample of dates on the chalkboard, such as 2014, 2002, 1925, 1849, 1801, 1769, 1776, 1602 and 1492. Have students sort the dates into the proper century. Ask students to generalize and develop a rule that would identify within which century a specific date falls. Practice identifying and writing the names of the different centuries.

Step 4: Using the Event Cards for each of the explorers, have students identify the proper century for each explorer. Place each event card in chronological sequence on the time line.

Step 5: Discuss the century for each event. Explain that a *decade* stands for 10 years. Beginning with 1400, have students practice reciting the names of the decades, and where applicable, identifying and reciting the century for each group of decades. Have students summarize the key events of the historical era (Early Explorers of California). Discuss terms such as *past*, *present* and *future*.

Step 6: Explain to students that in this lesson, we are going to skip ahead 150 years to the 18th century. During the interim time period, California was forsaken by the European explorers.

Activity # 2 When did your family settle in California? Why did they settle in California?

Materials needed: a copy for each student of *Family Migration Interview Form* (Handout #3.1, page 50); Construct a class chart, “Migration to California,” like the one shown below.

Migration to California

Name of person interviewed	Name of the Interviewer	Date Arrived	Arrived From	Reasons for Migration

Add a row to the chart for each student in your class.

Step 1: Migration to California

Explain to students that many people have migrated or moved to California, including the first European settlers in 1769. Before studying about the early settlers, you will conduct research to find out when and why your family came to California. To model the process, select a student to interview you using the *Family Migration Interview Form* (Handout #3.1).

1. When did you or your family (or ancestors) first settle in California?
2. From where did your family migrate?
3. Why did your family choose to settle in California?
4. What stories can you share about your family’s migration?

Model how to record information from your interview on to the chart, ***Migration to California***.

Step 2: Oral Interview Activity

Assign each student to interview a family member using the ***Family Migration Interview Form*** (Handout #3.1, page 50). Following the interview, have students record the data collected on the class chart, ***Migration to California***. (Be sensitive, some families may not want to share their migration story. Provide the option of interviewing a non-family member.)

Step 3: Time Line Activity

Using post-it notes, have each student write his or her name and the date(s) that his or her family settled in California. According to the decade in which the students' families arrived, affix the post-its to the class time line constructed in Activity #1.

Step 4: Reasons for Migration - the "push/pull" factors

Corresponding with each decade, ask students if they know of any major events in the nation, California or the local region that might have influenced their family to move to this area? For example, during World War II, the first half of the 1940s decade, many people came to California because of military bases in the state as well as the development of war-related industries in California.

Step 5: Push/Pull Factors

Conduct a class discussion explaining the "push/pull" factors that promote migration. "Push" factors are those that help convince people to leave an area while "pull" factors are those that attract people to a new area. Some "push" factors may include the lack of jobs and political, economic or social discrimination. Some "pull" factors are job opportunities, educational opportunities, climate and prospects for an improved standard of living. In many cases, members of an extended family encourage relatives to migrate to California. Refer back to the "Migration Chart." Have students classify whether their family's move to California was due to "Push" factors and/or "Pull" factors.

Step 6: Map Activity - Mapping Your Move

On "post-it" notes, have students record their names and from where their families came. Place post-it notes on a large U.S. and/or a world map.

Trace family routes from points of origin to California. Ask, "What does the mapping activity tell you about the movement of people from one place to another?" Discuss the migration of individual families and of groups. Ask: "Are there any patterns?"

Compare and contrast the patterns of movement. Ask:

- What are some of the reasons that 'pushed' or 'pulled' people to California?
- Was there any significance to the relative location of California?
- Did the physical characteristics of California play a role in any of the reasons for migration (proximity to the desert or mountains)?

(Note: This activity is based on a lesson developed by Akida Kissane Lewis.)

Activity # 3 Who were the early settlers and why did they come?

Materials needed: World map and globe

Step 1: Lack of Settlements in California

Explain to students that the Spanish did not begin to settle California until the 1760s, more than 150 years after Sebastian Vizcaino's voyage of exploration. Review the physical barriers that made access to California difficult for settlers. Remind students the early explorers found California to be an "island" isolated by topography and climate with a rocky, stormy, foggy coastline.

In 1768, King Carlos of Spain heard that Russian fur traders hunting in Alaska planned to expand their fur trading business southward along the Pacific Coast. The Spanish king was concerned new settlers might encroach upon Spain's territory in Alta California.

Step 2: Map Activity

Locate Russia, Alaska and California on a world map. On a map of California, note the future location (1812) of the Russian colony, Fort Ross.

Russian Settlement of Alta California did not occur until 1812, when Russians established Fort Ross on a windy bluff about 60 miles north of San Francisco. California's warmer climate appealed to the Russians in Sitka, Alaska, and an attempt was made to farm the area with basic crops to supply the Russian's Alaskan settlement. Farming proved difficult with the thin topsoil, cool climate and hilly terrain. In 1841, Fort Ross was abandoned. The Russians retreated to Alaska, and in 1867, the Russian government sold Alaska to the United States for 7.2 million dollars (about two cents an acre). Today, Fort Ross is a state historic park.

Step 3: Let's Settle Alta California

By 1769, King Carlos of Spain decided that he must act quickly to settle Alta California in order to protect Spanish claims. Locate La Paz on the tip of Baja California. Note the locations of San Deigo and Monterey.

Ask students, "If you were King Carlos of Spain, what might you do to develop settlements in Alta California?" (King Carlos authorized Spanish explorers to look for settlement sights, to establish missions, and finally to establish presidios or forts to protect the land from other European nations.)

Two by Sea and Two by Land – the First Expedition to Settle Alta California

Jose de Galvez, the chief government official of New Spain, ordered an expedition to extend Spanish settlement northward to Alta California. The specific goals of the expedition were to found missions, pueblos and presidios at the bay of San Diego and 400 miles farther north at Monterey. Two divisions were to go by sea and two by land. The four groups were to convene at the Bay of San Diego before going on to Monterey, the area so highly praised in Sebastian Vizcaino's 1602 reports.

Two by Sea: The first ship, the *San Antonio*, sailed north from La Paz on January 9, 1769, arriving in San Diego on April 11. The *San Carlos*, which set sail earlier, was blown off course and did not land in San Diego until April 25. Largely due to the long delay in arrival, half of the *San Carlos's* crew had already died or were dying from scurvy and a lack of food and water.

Two by Land: The first overland group set out from Baja California on March 22, 1769 under the direction of Captain Fernando Rivera. Traveling with the expedition were a priest named Juan Crespi; and a contingent of 25 seasoned, leather-jacket soldiers; 42 Christianized natives; and, small herds of cattle. The expedition arrived in San Diego on May 14, 1769, the first overland party to reach Alta California.

The next day, on May 15, **Gaspar de Portola** and **Father Junipero Serra** set out across the rugged, arid land of Baja California with a contingent of soldiers and Baja mission Indians. They arrived in San Diego on June 29, 1769. (Note: In 1702, a Jesuit cleric, Eusebio Francisco Kino, explored down the Colorado River for New Spain. Kino realized that, contrary to his maps, California was not an island. This knowledge made overland exploration feasible.)

When Gaspar de Portola's 1769 expedition marched northward from San Diego, the Spanish overland exploration of Alta California began as a quest to find Monterey Bay. Portola was accompanied by 62 men (some accounts report 74 men) whom he described as "skeletons" and who had survived the "scurvy, hunger and thirst" of their arduous journey to Alta California. Portola's soldiers, called "leather jackets," wore sleeveless jerkins made of six layers of deerskin as protection against Indian arrows. Each armed soldier carried a bull-hide shield along with a lance, broadsword and musket.

Gaspar de Portola, the experienced and loyal governor of Baja, California, was selected by Jose de Galvez to lead and serve as governor of the new colony. At the same time, Galvez expected that missions in Alta California were to be developed under the direction of **Father Junipero Serra**, a Spanish Franciscan missionary priest.

Activity # 4 What route did the Gaspar de Portola expedition follow northward from San Diego?

Materials needed: For each group of 4 students a copy of the worksheet, **Portola Expedition, 1769** (Handout # 3.2, page 51) and color crayon or highlighter in brown, green, red and blue; copies of **Analyzing a Document** (Handout #3.3, page 52); copies of **Settlers of Alta California from 1769 Chart** (Handout #3.5, page 54); Optional: template for the *Gaspar de Portola* poem (Handout #3.4, page 53)

Step 1: Expedition of Gaspar de Portola

In 1769, Gaspar de Portola's expedition marched northward from San Diego in search of Monterey Bay. The expedition to Monterey left San Diego Bay in 1769. Gaspar de Portola led a company of 62 men north from San Diego. Traveling with Portola were Father Crespi, Father Gomez, five officers, and a number of Indians from Baja California. At the tail-end trudged 100 mules with their tenders. The backs of the mules were loaded with heavy bags of equipment and food obtained from the ships *San Carlos* and *San Antonio*, including dried meats, bran and flour for the making of tortillas, and a quantity of vegetables such as native squash. Portola estimated that they had enough supplies to last for six months.

The unfamiliar land was filled with many obstacles, so daily marches were short. Six soldier scouts rode in advance of the others. These scouts would choose the route for the day, break trail and select camping sites for each night's rest. One of the scouts was Sergeant Jose Francisco Ortega, for whom Ortega Highway is named.

Step 2: Diaries of the Gaspar de Portola California Expedition of 1769-1770.

Gaspar de Portola's expedition was the first recorded land expedition to explore Alta California. Observations were kept within journals by the expedition's leader Gaspar de Portola and two others, Miguel Costanso, and Father Juan Crespi. These journals recorded the expedition's hardships as well as described the Indian villages and settlements that the explorers passed along their way to Monterey.

Step 3: An Eyewitness Account

Divide the students into groups of 4 and provide each group with a copy of an excerpt from the **Diary of Gaspar de Portola during the California Expedition of 1769-1770** (Handout # 3.2, page 51).

Explain to students that the first section, labeled May 1769, was written while Portola's expedition traveled from Baja California to San Diego. The other section includes July (i.e., begins on July 29, 1769) and August excerpts which reflect Portola's expedition to locate Monterey Bay. This journal is not from the first expedition but from a latter expedition (from San Diego).

Procedure:

Within the groups of 4, assign specific students number 1 – 4. Then, assign a color (pen, crayon or highlighter) to each number. Students can highlight different parts of the text (See below) on their copies of the primary source (Handout #3.2, page 51). (Note: You may do this as a teacher-directed activity or have students work independently within their group.)

- Student # 1 Underline or highlight any part of the text that tells the **date** or the **amount of time** spent traveling.
- Student # 2 Underline or highlight any parts of the text that describe the **condition of the trail**, including hardships faced along the way. Examples are: "a lack of water" and "proceeded over a good road."
- Student #3 Underline or highlight any parts of the text that describe a **geographic feature**, such as a pasture or a valley.
- Student #4 Underline or highlight any parts of the text that describe **Indian villages or their inhabitants**.

Step 4: Pose relevant questions

Have students pose relevant questions about the events they encountered in the historical eyewitness account (as described in Gaspar de Portola's diary). Ask questions such as:

- How might it differ from an eyewitness account written today?
- Explain how the present is connected to the past.
- Identify both similarities and differences between past and present.
- Why do some things change over time and some things stay the same?"

Step 5: Analyze information noted in an eyewitness account

Distribute copies of **Analyzing a Document** (Handout #3.3, page 52). After students complete Handout # 3.3 within their group, have them discuss each category with the total class. If desired, record the information on an overhead transparency.

Step 6: Settling Alta California Chart

Complete the section for Gaspar de Portola on the chart **Settlers of Alta California from 1769 Chart** (Handout #3.4, page 53).

Step 7: (Optional) *Gaspar de Portola* Poetry

This activity provides students the opportunity to show what they know about the explorer, Gaspar de Portola. Also, the poem also provides practice with parts of speech. Refer to Handout #3.5, page 54) for a template for the *Gaspar de Portola* poem. The directions are:

Line 1: Name of the person (Gaspar de Portola)

Line 2: 2 adjectives to describe the person

Line 3: 3 verbs describing the person's actions

Line 4: 4 nouns that appropriately relate to the person

Line 5: 3 more verbs to describe the person's actions

Line 6: 2 more adjectives to describe the person

Line 7: A new and different noun for the person.

Activity # 5 Why were missions established throughout California?

Spain sent settlers to Alta California to make sure that the area became a Spanish colony and not either an English or Russian colony. The Spanish officials felt that the best way to begin a new colony was to establish a series of missions to convert the Indians and to transform the converted natives (or indigenous people) into a reliable labor force. The Spanish government believed that effective Christianization could not be separated from the larger process of acculturation. Their aim was to bring about a rapid and thorough transformation of the Indians, not only in religion, but also in social organization, language, dress, work habits, and virtually every other aspect of their lives.

Compare and Contrast

Review with students the reasons the early sailing ships visited Alta California. Compare and contrast these goals with the aims of the Spanish settlers after 1769.

Activity # 6 What was the role of Father Junipero Serra?

Materials needed: for each student, a copy of ***Settlers of Alta California from 1769 Chart*** (Handout #3.5, page 54).Harcourt *Reflections* textbook or a similar textbook; map on *Reflections*: page 127

Step 1: Father Junipero Serra

Read Harcourt's *Reflections*: pages 106 to 109 and page 123. Complete the section for Father Junipero Serra on the ***Settlers of Alta California from 1769 Chart*** (Handout #3.5).

Father Junipero Serra stayed behind in San Diego while Gaspar de Portola searched for Monterey Bay. On May 16, 1769, Father Serra established the first mission in California, named San Diego de Alcala. Soon after, he sailed to Monterey Bay. At Monterey Bay, Serra established Mission San Carlos de Monterey and held its first mass on June 3, 1770. This mission, however, was soon moved for convenience to obtain wood and water. The move was only four miles away to the current site of Carmel.

Father Junipero Serra is remembered for founding the following nine missions between 1769 and 1784: San Diego (1769); San Carlos Borromeo (1770); San Antonio (1771); San Gabriel (1771); San Luis Obispo (1772); San Francisco (1776); San Juan Capistrano (1776); Santa Clara (1777) and, San Buenaventura (1782).

Serra served as father-president of the California Mission system from its headquarters at Mission San Carlos Borromeo in Carmel, and it was there that he died at the age of seventy on August 28, 1784. After Serra's death, Fermín Francisco de Lasuén assumed the role of father-president of the mission system; and in that capacity, de Laseun doubled the number of California missions. By 1804, a chain of 21 missions had been built from San Diego to Sonoma.

Step 2: What geographic factors of California determined the location of the missions? Specific geographic and human-based requirements were necessary for the establishment of a workable mission; i.e. arable soil for crops, a plentiful water supply and a large native population.

Refer to the map on Harcourt's *Reflections*: page 127 for the locations of the missions, their dates and the order of their founding. (Additional information about missions can be found in Lesson 4 titled, "Life on a Mission.")

Activity # 7 Why establish land routes? What land routes were blazed by Juan Bautista de Anza?

Materials needed: copies of *Settlers of Alta California from 1769 Chart* (Handout #3.5, page 54). Harcourt *Reflections* textbook or a similar textbook.

Step 1: Juan Bautista de Anza

Because so many missions were established in Alta California, Spain wanted to find an easier way to deliver new settlers and supplies. This was not something new, however, as New World Spanish explorers had been seeking such a route through the Desert Southwest for more than two centuries. It was Juan Bautista de Anza, however, who was the first to establish an overland route from Tubac, Mexico through the Sonoran Desert to the Pacific coast of California. Stopping at San Gabriel Mission, near present-day Los Angeles, Anza continued on to Monterey and finally San Francisco Bay. He designated the site for the future San Francisco Presidio and the Mission Dolores.

Juan Bautista de Anza's route began in northern Mexico's small presidio of Tubac, on January 8, 1774. He blazed a trail toward Alta California that covered harsh terrain and, on March 22, 1774, reached the San Gabriel Mission on the eastern-edge of present-day *Los Angeles*. Upon Anza's return to Tubac on May 26, after traveling a round trip of more than 2,000 miles, Anza was authorized immediately to begin plans for an expedition to colonize the San Francisco Bay area.

Beginning in October 1775, Anza traveled from Tubac to Mission San Gabriel where he arrived on January 4, 1776. After a month's pause, Anza and his expedition resumed their march northward, traveling the familiar El Camino Real to Monterey and arriving safely on March 10. On this journey, Anza led safely an enormous caravan across miles of wilderness. This caravan included all the resources to begin a new colony, including 240 settlers, 140 saddle horses, a herd of 65 beef cattle and enough mules to carry "thirty-five loads of provisions, munitions of war, tobacco, baggage and other supplies."

While the colonists remained in Monterey, Anza and a squad of soldiers spent the following month exploring the San Francisco Bay area. Before Anza left the San Francisco Bay area, he designated the site for the future San Francisco Presidio and the Mission Dolores. Finally, on April 13, 1776, Juan Bautista Anza left Monterey and returned to Tubac, Mexico. Two months after Anza's departure, the colonists left Monterey and headed northward "to sew the seeds" for the future city of San Francisco. (Note: Two weeks after the colonists left Monterey for San Francisco, there was an historic event on the opposite coastline – It was July 4, 1776, and the 13 American colonies on the eastern shore of North America formally declared their independence from England.)

Step 2: How did the geography of California affect the land routes of Juan Bautista de Anza? Anza's route began in the Sonoran desert region of New Spain, where Arizona is today. The settlers and their animals faced fierce desert storms, rushing rivers and rugged mountains. The land route from Sonora was as difficult as the one from Baja since the southern deserts and mountains were difficult to cross. Land travel to Alta California remained very difficult and most supplies still had to be sent by ship to San Diego and Monterey. For this reason California remained isolated for many years.

Step 3: Map activity

On a map of North America, trace Anza's route from Mexico to Monterey and San Francisco Bay.

Step 4: Read information about Juan Bautista de Anza in the textbook.

Harcourt's *Reflections*: page 122

Step 5: Settlers of Alta California Chart

Refer back to **Settlers of Alta California from 1769** (Handout #3.5, page 54). Complete the section for Juan Bautista de Anza.

Activity # 8 Settling Alta California Time Line.

Materials needed: Copies of **Settlers of Alta California from 1769 Chart** (Handout #3.5, page 54); map of California; Harcourt *Reflections* textbook; Transparency 2-3; Practice Book pages 30-31;.

Step 1: Settling Alta California Time Line

Add names, dates, locations and events from this lesson to the time line begun in Activity #1

Refer to **Settlers of Alta California from 1769 Chart** (Handout #3.5).

Step 2: Skill Lesson

Read the skill lesson about time lines in your textbook: Harcourt's *Reflections* pages 132-133, Transparency 2-3, Practice Book pages 30-31

A class discussion could include, "What length of time does the time line show?" "How many centuries are shown on the time line?" Observe students to see if they can correctly apply terms related to time, including *past*, *present*, *future*, *decade* and *century*.

Step 3: Absolute Location

Provide a California map. Have students locate the absolute location of key places visited during the settlement of Alta California.

Standard 4.2 Indians, Explorers, Missions and Ranchos

Use the map's legend to identify the scale and distances traveled during the various expeditions. Have students judge the significance of the relative location of the missions and of the settlement locations of San Diego, San Francisco, Monterey Bay and Los Angeles.

Activity # 9 Assessment: Letter to the King

Note: For assessment, students may complete either Activity #9 and/or Activity #10

Materials needed: For each student, a copy of **Early Explorers and Settlements of California** (Handout #3.6, page 55).

Early Explorers and Settlements of California: Letter to the King

Prompt: Write a letter to the King of Spain from the viewpoint of Cabrillo, Vizcaino, Portola or Father Serra (select one). Include an appropriate date, use a formal letter format, and vividly describing the findings of your expedition to Alta California. Include accurate historical and geographic facts and supporting details (evidence).

Rubric:

Indicator: Knowledge of Historically Accurate Content

Indicator: Supports the Topic with Accurate Details – use “historical and geographic” examples

Indicator: Historical Interpretation and Analysis of Significance

(The activity is based on a lesson by Denise Smith.)

Activity # 10 Assessment: Construct a Bio-Wheel

Materials needed: For each student, a copy of **Construct a Bio-Wheel and a Map of Exploration** (Handout #3.7, pages 56-57).

Early Explorers and Settlements of California: Construct a Bio-Wheel and a Map of Exploration

Please note the prompt includes two parts

Prompt Part One: Select one of the following early explorers or early settlers of California

Juan Rodriquez Cabrillo

Gaspar de Portola

Sir Francis Drake

Father Junipero Serra

Sebastian Rodriquez Cermeno

Juan Bautista de Anza

Sebastian Vizcaino

Construct a bio-wheel by securing two circles together with a brass fastener. The inside circle should be smaller than the outside circle.

On the smaller, inside circle write:

- Explorer or Settler's name
- Sponsor country
- Year(s)

Divide the larger outside circle into 4 equal parts. Label each part with one of the following:

Aims/goals

Geographic significance (importance of

Obstacles

mountains, deserts, ocean currents, and

Historical significance (accomplishments)

wind patterns

Rubric

Indicator: Knowledge of Historically Accurate Content

Indicator: Supports the Topic with Accurate Details – add “historical and geographic” examples

Prompt Part Two: On the back side of the Bio-Wheel, draw a map to show the land or sea route of the explorer or settler.

Rubric

Indicator: Knowledge of Geographic Content

Assessment:

The major assessment for Lessons 2 and 3 include either

- **Early Explorers and Settlements of California: Letter to the King** (Activity #9). Refer to Handouts # 3.6 (page 55)) for the prompts and rubrics.
OR
- **Early Explorers and Settlements of California: Construct a Bio-Wheel and a Map of Exploration** (Activity #10) Refer to Handouts # 3.7 (pages 56 to 57) for the prompts and rubrics.

Additional assessments of this lesson include:

- Interview a family member using the *Family Migration Interview Form* (Handout #3.1, page 50). Following the interview, record the data collected on the class chart, *Migration to California*.
- Using a copy of *Diary of Gaspar de Portola during the California Expedition of 1769-1770* (Handout # 3.2, page 51), highlight different parts of the text:

Student # 1 Underline or highlight any part of the text that tells the date or the amount of time spent traveling.

Student # 2 Underline or highlight any parts of the text that describe the condition of the trail, including hardships faced along the way. Examples are: “a lack of water” and “proceeded over a good road.”

Student #3 Underline or highlight any parts of the text that describe a geographic feature, such as a pasture or a valley.

Student #4 Underline or highlight any parts of the text that describe Indian villages or their inhabitants.

- Work in a group to complete *Analyzing a Document* (Handout #3.3, page 52)
- (Optional) Complete a *Gaspar de Portola* poem (Handout # 3.4, page 53)
- Record information on the *Settlers of Alta California from 1769 Chart* (Handout #3.5, page 54).

Family Migration Interview Form

Name of Interviewer:	
Name of Person being Interviewed:	
Relationship to the Interviewer:	
Date of the Interview:	

1. When did you or your family (or ancestors) first settle in California?
2. From where did your family migrate?
3. Why did your family choose to settle in California?
4. What stories can you share about your family's migration?

Handout # 3.2 **DIARY OF GASPAR DE PORTOLA DURING THE CALIFORNIA EXPEDITION of 1769-1770**

Excerpts from the diary of the journey that Don Gaspar de Portola, Governor of the Californias, made by land to the ports of San Diego and Monterey, situated in 33 degrees and 37 degrees [north latitude]. (Edited Oct., 1909)

May 1769

The 11th day of May, [1769,] I set out from Santa Maria, the last mission to the north, escorted by four soldiers, in company with Father Junipero Serra, president of the missions, and Father Miguel Campa. This day we proceeded for about four hours with very little water for the animals and without any pasture, which obliged us to go on farther in the afternoon to find some. There was, however, no water.

The 12th, we proceeded over a good road for five hours and halted at a place called La Poza de Agua Dulce. No pasture.

July 1769 (Brea Camp was established on July 29th after a difficult crossing of the Santa Ana River into the foothills above Fullerton.)

The 29th, we proceeded for three hours on a good road. Much pasture, but water sufficient only for the men. Here there was an Indian village of about fifty inhabitants.

The 30th, we proceeded for four hours on a good road, with the exception of two very steep hills. We halted in a very large valley where there was much pasture and water. Here we had to construct a bridge to cross the gully. I consider this a good place for a mission.

The 31st, we proceeded for four hours; near the camp we found much water with a great deal of pasture which had grown [so tall] that the animals had to jump in order to get through it. Here we rested [for one day]. We experienced six or seven severe earthquakes. In this valley we discovered, on the south side between two mountains, a spring that flowed like a river, giving evidence of deep soil.

August 1769

The 2nd, we proceeded for three hours on a good road, and halted near a river about fourteen yards wide. On this day we felt three or four earthquakes.

The 3rd, we proceeded for three hours on a good road; to the right of it were extensive swamps of bitumen which is called *chapapote*. We debated whether this substance, which flows melted from underneath the earth, could occasion so many earthquakes. We had much pasture, water, and an abundance of antelope and deer. Here [the inhabitants of] a village of about thirty natives appeared [at our camp]; they gave us presents and we made them a suitable return.

The 4th, we proceeded for two hours and a half on a good road. Sufficient water and pasture. [We halted at a place] occupied by a village of thirty natives; they made us a present of nuts and acorns and we made them a suitable return.

The 5th, we proceeded for four hours over hills, as the mountain range obstructed our progress by the sea. In this place we found an Indian village of about sixty inhabitants; they made us a present of much grain. Here we rested [for one day] and over two hundred natives came [to our camp] with much grain.

Written Document Analysis Worksheet

1. Type of Document (check one):

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Letter	<input type="checkbox"/> Log	<input type="checkbox"/> Census Report
<input type="checkbox"/> Memorandum	<input type="checkbox"/> Map	<input type="checkbox"/> Telegram	<input type="checkbox"/> Other
<input type="checkbox"/> Press Release	<input type="checkbox"/> Report	<input type="checkbox"/> Advertisement	

2. Unique physical qualities of the document

_____ Interesting letterhead _____ Notations _____ "RECEIVED" stamps
_____ Handwritten _____ Typed _____ Seals _____ Other

3. Date(s) of document: _____

4. Author (or creator) of the document: _____

Position (Title): _____

7. For what audience was the document written: _____

8. Document Information: (There are many possible ways to answer A-E)

A. List three important things noted in this written document:

- 1. _____
- 2. _____
- 3. _____

B. Why do you think this document was written?

C. Cite the evidence in this document that helps you understand why it was written. Quote from the document.

D. List two things this document describes about life at the time it was written.

- 1. _____
- 2. _____

E. Write a question (to the author) that is left unanswered by the document.

Gaspar de Portola Poem

The activity provides students the opportunity to show the depth of knowledge about Gaspar de Portola. Also, it allows for practice with the parts of speech.

Line 1: Name of the person (Gaspar de Portola)

Line 2: 2 adjectives to describe the person

Line 3: 3 verbs describing the person's actions

Line 4: 4 nouns that appropriately relate to the person

Line 5: 3 more verbs to describe the person's actions

Line 6: 2 more adjectives to describe the person

Line 7: A new and different noun for the person.

Settlers of Alta California from 1769 Chart

Explorer (Full Name)	Sponsor Country	Year(s)	Aims/Goal	Accomplishment Historical Accomplishment	Obstacles/Failure
Gaspar de Portola	Spain	1769			
Father Junipero Serra		1769-			
Juan Bautista de Anza		1775-6			

Early Explorers and Settlements of California

Prompt: Write a letter to the King of Spain from the viewpoint of Cabrillo, Vizcaino, Portola or Father Serra (select one).

Include an appropriate date, use a formal letter format, and vividly describing the findings of your expedition to Alta California.

In your letter, include accurate historical and geographic facts and supporting details (evidence).

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and geographic examples.	Student supports the topic with several historical and geographic accurate examples.	Student supports the topic with limited historical and geographic examples.	Student has few or no historical and geographic examples.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.

Handout # 3.7

Construct a Bio-Wheel and a Map of Exploration

Prompt Part One: Select one of the following early explorers or early settlers of California

Juan Rodriquez Cabrillo
 Sir Francis Drake
 Sebastian Rodriquez Cermeno
 Sebastian Vizcaino

Gaspar de Portola
 Father Junipero Serra
 Juan Bautista de Anza

Construct a bio-wheel by securing two circles together with a brass fastener. The inside circle should be smaller than the outside circle. On the smaller, inside circle write:

Explorer or Settler's name

Sponsor country

Year(s)

Divide the larger outside circle into 4 equal parts. Label each part with one of the following:

Aims/goals

Obstacles

Historical significance
 (accomplishments)

Geographic significance (importance of mountains, deserts, ocean currents, and wind patterns)

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and geographic examples.	Student supports the topic with several historical and geographic accurate examples.	Student supports the topic with limited historical and geographic examples.	Student has few or no historical and geographic examples.

Continued on the next page.

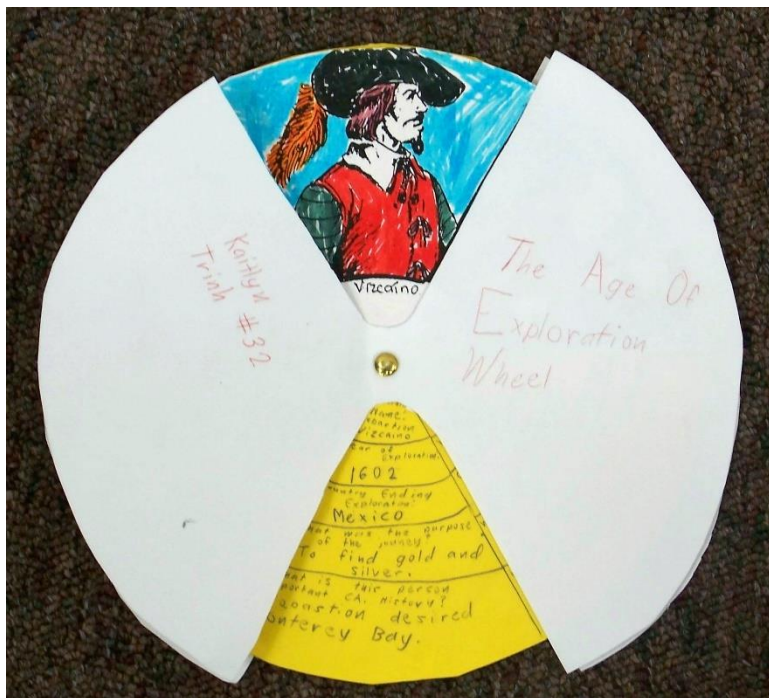
Prompt Part Two: On the back side of the Bio-Wheel, draw a map to show the land or sea route of the explorer or settler.

Rubric

Indicator: Knowledge of Geographic Content

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF GEOGRAPHIC CONTENT and SPATIAL THINKING	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.

The content of the bio-wheel shown below varies from the one listed above; however, the basic construction is similar.



Lesson 4: Life in the Missions of California

Focus Questions:

What were the relationships among soldiers, missionaries, settlers and Indians?
What was life like for the people, native and nonnative, who occupied the missions?
How did the Franciscans change the economy of California from a hunter-gatherer economy to an agricultural economy?

History/Social Science Standard 4.2:

4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter gatherer economy to an agricultural economy.

Historical and Social Science Analysis Skills:

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. (CST 1)
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. (CST5)
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...(REPV 2)
- Students summarize the key events of the era they are studying and explain the historical contents of those events. (HI 1)
- Students identify the ... physical characteristics of the places they are studying and explain how those features form the unique character of those places. (HI 2)

Activity # 1 What were the relationships among soldiers, missionaries, settlers and Indians?

Materials needed: for each student a copy of **Key Topic/Main Idea Form** (Handout # 4.1, page 65); Harcourt *Reflections* textbook or a similar textbook; a document camera or make a transparency or chart of the Key Topic/Main Idea Form.

The mission system in California had three components:

A **mission** was a religious settlement formed by Catholic priests to teach their religious beliefs to the Indians and to use the Indians as a labor force. Spain thought that the best way to start a colony in Alta California was to build missions.

A **presidio** was a fort where Spanish soldiers lived. The purpose of a presidio was the protection of the missions and the pueblos. One of the biggest problems for the presidios was a lack of food. In exchange for the protection of the missions and pueblos, the missions and the pueblos gave the soldiers food.

The presidios and the missions were built by Indian workers. Spanish colonial officials chose carefully the location for each of the Californian presidios. Like the missions, the military forts were placed where fresh water was accessible and as near to ports as possible. Presidios were needed to defend harbors against attack from foreign ships. The first Alta Californian presidio, built in San Diego in 1769, was soon followed by others. These subsequent presidios were evenly distributed among the coastal missions at San Francisco, Monterey and Santa Barbara.

A **pueblo** was a farming community (village) built close to the missions and settled by people from Mexico. Pueblos were the first Spanish settlements in California not run by priests or soldiers. A pueblo's most important person was the *alcalde* who served as a mayor and a judge. Each pueblo was laid out around a plaza, or square park. One of the most pressing problems in the early days of Spanish California was obtaining a sufficient food supply for the soldiers at the presidios. Government officials attempted to solve this problem by founding civilian towns, or pueblos, in northern and southern California. The pueblos were different from other Spanish settlements because they were not run by priests or soldiers. Pueblos were small towns developed around presidios where soldiers lived with their families. To attract settlers to the new towns, the government provided free land, livestock, farming equipment, and an annual allowance for the purchase of clothing and other supplies. In addition, the settlers were exempt from all taxes for five years. In return for this aid, the settlers were required to sell their surplus agricultural products to the presidios. The first pueblo to be established in Alta California was San José, founded on November 29, 1777 near the southern end of San Francisco Bay.

Key Topic/Main Idea

Step 1: Turn to page 126 in Harcourt's *Reflections*. To each student, distribute a copy of **Key Topic/Main Idea Form** (Handout # 4.1, page 65). In the section of the form labeled "Key Topic", write the title of the lesson, "Other Kinds of Settlements".

Step 2: Scan the lesson to find the names of each section heading. Write each heading in the *main idea* sections of the form, "The Mission System," "Presidios for Protection," and "Pueblos for Farming."

Step 3: Section Summary Share Organize the class into 3 groups. Have each group read individually or in pairs, a different section of the lesson. Then ask volunteers from each group to orally share a summary of something he/she learned in each section. (This step will help the teacher guide the students toward the supporting details of each section.)

Step 4: Record the Supporting Details Each group returns to their section and this time writes 3 to 4 supporting details in their section of the **Key Topic/Main Idea Form** (Note:

If your class needs more guidance, work as a total group to read each section of the lesson and record the supporting details.)

Step 5: Group Share Volunteers from each group share the supporting ideas from their section as the teacher and other students record the information on their charts.

Step 6: Summarize Explain to students that when you **summarize**, you make a broad statement that tells how a group of facts are related. The statement you write is called a summary.

- A summary includes only the most important ideas from what you have read.
- Always use your own words when you summarize.

Review the **Key Topic/Main Idea Form**. Write a summary based upon the information recorded. Think of the “Big Idea” or “What is the most important information?”

Step 7: Challenge all students to answer the question given at the end of each section.

Cut and Sort

Materials needed: a copy of *Cut and Sort* (Handout # 4.2, page 66) for each group of 4 students.

Group members cut apart the **Cut and Sort** vocabulary cards and sort them according to “missions,” “presidios,” or “pueblos.” Have each group provide evidence for how they grouped their cards and why. To verify their evidence, students refer to the page in the textbook lesson.

Kinds of Settlements – Show Me

Materials needed: Make two copies of **Show Me Cards: Mission, Presidio, Pueblo** (Handout # 4.3, page 67). Cut the words apart and give one word to each student.

Explain to students that for this activity you will read a sentence. If the sentence is about *missions*, students with that word, “Show Me” the card. If the sentence is about *presidios*, students with that word, “Show Me” the card. If the sentence you read is about *pueblos*, students with that word, “Show Me” the card. **Caution:** Provide students with “time to think.” Tell them to wait to show their card until after you say, Show Me.”

- These were often built on natural harbors. (presidios)
- These had important buildings bordering a plaza. (pueblos)
- These were connected by El Camino Real. (missions)
- These were usually located near fertile soil and fresh water. (missions)
- The first one of these settlements was San Jose de Guadalupe. (pueblos)
- These were built to protect settlements. (presidios)
- Each one had an *alcalde*, or mayor. (pueblos)
- The people at these brought Christianity to the Indians. (missions)

- Soldiers who lived at these settlements had many duties, such as hunting, working in the fields, caring for livestock, building and repairing structures, and delivering mail. (presidios)
- The people who lived at these farming communities grew food for the soldiers. (pueblos)
- There were four of these – one near San Diego Bay, one in Santa Barbara, one in Monterey, and one in San Francisco. (presidios)
- Each of these was about a day’s walk from the next one. (missions)
- The name for these settlements means “village.” (pueblos)
- These were built in the shape of a square around an open courtyard. (presidios)
- San Jose, Los Angeles, and Santa Cruz each started out as one of these. (pueblos)

Reference: Harcourt, *Reflections Homework and practice Book*, page 29.

Ask students:

- How did the missions, presidios and pueblos help each other?
- How were missions different from presidios?
- How were the missions different from the pueblos?”

Activity # 2 What was life like for the people, native and nonnative, who occupied the missions?

Materials needed: Harcourt *Reflections* textbook pages 134-139 of a similar textbook.

Step 1: Daily Life Schedule of Events

Discuss with students the events of their daily life, such as attendance at school, time for sleep, mealtimes, completion of chores and time for relaxation which may include television, sports, reading, etc.... Review the method to denote time, e.g., 7:00 a.m. or 8:00 p.m. Have each student produce a “schedule” for his/her typical school day.

Step 2: Daily Life at the Mission

Ask students, “From your research for the *Report to the King of Spain*, what type of a daily schedule did the Indians have at the missions?” (Mission life was very scheduled, with assigned time for work and prayer. People who lived on mission property grew or made almost everything they needed.)

Description of a typical schedule at a mission:

5:00 a.m. Wake-Up
 5:30 a.m. Church services and breakfast
 6:00 a.m. Work
 12:00 p.m. Eat and have a siesta (rest/nap).
 2:00 p.m. Work
 5:00 p.m. Eat dinner
 6:00 p.m. Lessons in religion or language
 9:00 or 10:00 p.m. Bed Time

Step 3: Mission Life – Photographs and Captions

Turn to the following pages in the textbook: Harcourt's *Reflections* pages 134-139. Ask students to examine the **photographs and captions** in the lesson and identify how each one relates to the daily life of people living at missions in Alta California. Discuss student responses.

Read the lesson and discuss the reading check questions. (Note: Harcourt's *Reflections* Reading Support and Intervention book, page 57 provides a useful organizer for the lesson.)

Activity # 3 How did the Franciscans change the economy of California from a hunter-gatherer economy to an agricultural economy?

Materials needed: for each pair of students, a copy of ***Economic Activity Cards*** (Handout #4.4, page 68)

The natural resources of California were so abundant that even densely populated Indian villages did not need an agriculture economy. The land and natural resources around the Indians determined the types of homes they built, the food they ate and the clothing they wore.

Plant fiber was used in making homes, clothing and a wide variety of basketry forms, string and carrying nets. They obtained much of their food from the ocean and built their villages along rivers and streams to have access to fresh water. Acorns were the most important staple food of most California Indians. Also, they gathered roots, nuts and other wild plants to add to their diet. Soapstone was carved into cups, bowls, animal effigies, pipes and fancy beads.

Clam shells were made/shaped into shell beads which formed the Indians' predominant currency. While the Indians obtained many of the things they needed from their local environment, they also obtained a variety of foods and different useful materials by trading with the people from other villages. (From: Bowers Museum *Southern California Indian Curriculum Guide*)

Although the Spanish settlers were relatively few, they drastically altered California's fragile natural landscapes and wildlife. Settlers cut down trees for fuel and building materials, causing wood shortages and flooding. Their plowing and soil management practices (the raising of a single crop) exhausted nutrients and drove out more diverse native plants. Seeds from new crops spread wildly beyond cultivated fields. Perennial native grasses and plants could not compete with the hardier invading annuals, particularly on lands disturbed by cultivation and livestock grazing.

Dense herds of cattle devoured vegetation, eroded hillsides, collapsed the protective banks of streams and paved the way for other invading species. By competing for grass seeds and acorns, the cattle also threatened Indian hunting and gathering and forced the natives from the land.

Largely cut off from the outside world and hampered by a lack of rainfall, supplies, machinery, transportation and markets, Spanish Californians devoted their energy to subsistence, rather than commerce. Raising products for food and simple processing were their principle endeavor. Because populations were small and the water supply was erratic, missions and pueblos were fortunate to be able to feed themselves, much less produce a surplus.

The most successful agriculture emerged at the missions. Trained in farming under semiarid conditions, the Franciscans adapted Mexican Indian's and European methods to California. Also, the missionaries benefited from both a larger labor supply and from the more disciplined organization than existed in the pueblos.

By 1784, the missions had enrolled 5,800 Indians; by the early 19th century, the twenty missions had an Indian population of about 20,000. Missions functioned as industrial schools teaching the Indians European handicrafts and agricultural skills to make the whole community self-sufficient. Accustomed to highly refined skills in their culture, Indians quickly learned to plow, plant, harvest, tend livestock and construct implements from stone, wood and leather. As in other settlements, it was Indian labor that sustained the struggling colony. (Adapted from Rice, Bullough and Orsi. *The Elusive Eden*)

Step 1: Questions to discuss

- Why did the Spanish want to change California's Indians' ways of life?
- How did the lives of California's Indians change when they came to the missions?
- Why might the Indians have been unhappy about working at the missions?

Step 2: Sorting Activity

Distribute a set of the **Economic Activity Word Cards** (Handout #4.4, **page 68**) to each pair of students. Students cut out the cards and sort them into two piles, one labeled "Hunter-Gatherer Economy of California's Indians" and the other "Agricultural Economy of Spanish Settlers."

Step 3: Mission Life – Thumbs Up or Thumbs Down

Read each sentence below about mission life. Each student must decide whether the statement is *True* or *False*. Provide time for students "to think." After you say "Show Me," students give you a thumbs up if the statement is *true*. If the statement is false, they give you a thumbs down.

- Indians were allowed to keep their religious beliefs and customs.
- Neophytes are people new to the Catholic faith.
- Indians were able to keep from getting diseases brought by the Europeans.
- All Indians were happy with mission life.
- Indians at the missions spent little time working or praying.
- Before they lived at missions, most Indians were hunters and gatherers.
- The missions system changed the economy of California.
- All California Indians were farmers before the arrival of Franciscan priests.
- Some Indians were forced to go to the missions by soldiers.
- Some Indians were taught about carpentry and metalworking at the missions.

Reference: Harcourt, *Reflections Homework and practice Book*, page 32.

Activity # 4 Assessment: Life in a California Mission: Point of View Nonfiction Narrative

Materials needed: For each student, a copy of *Life in a California Mission* (Handout #4.5, page 69).

Prompt: Write a daily journal with at least three daily entries from the view point of one of the following (Select one):

- missionary priest
- Spanish soldier
- neophyte Indian working and living at a mission

Organize your ideas/information into coherent paragraphs with at least three daily entries that describe your daily life, including:

- your routine
- your jobs
- how your life differs from other native or non-natives living at a mission and/or presidio
- problems you face, and
- your hopes and dreams for the future.

Hints: Remember to stay in character and to write in the first person (using I and me instead of he/she, or they/them.)

Rubric:

Indicator: Knowledge of Historical Content

Supports the Topic with Accurate Examples

Activity # 5 (Optional) Hold a panel discussion

Divide the class into groups to represent each of the following: priests, soldiers, settlers and Indians. Tell the class that there will be a panel discussion where each group presents its views about the settlement of Alta California. Encourage each group to prepare testimony, especially about the problems it faces.

Assessment

The major assessment for Lesson 4 is **Life in a California Mission – Point of View Nonfiction Narrative**. Refer to Activity # 4 (Handout # 4.5, page 69).

Additional assessments of this lesson are integrated with the instruction and occur throughout the lesson. The essential questions provide a framework for the evaluation of the lesson.

- Identify the key topic, main ideas, and write a summary.
- Sort the economic activity cards into two piles, one labeled “Hunter-Gatherer Economy of California’s Indians” and “Agricultural Economy of Spanish Settlers.”
- (Optional) Representing a priest, soldier, settler or Indian, participate in a panel discussion to present your views about the settlement of Alta California.

Handout #4.1

Key Topic:		
Main Idea	Main idea	Main idea
Supporting details	Supporting details	Supporting details
SUMMARY (a general statement about the information)		

Cut and Sort

Duplicate one set of cards for each group. Group members cut apart the vocabulary cards and sort them according to “missions”, “presidios”, or “pueblos.” Have each group explain how they grouped their cards and why. To provide evidence their decisions, students refer to the page in the textbook lesson.

missions	presidios	Pueblos
church	priests	forts
built near Indian villages	teach the Indians to be Christians	plaza
Village	<i>Alcalde</i> , or mayor	settlers
San Diego de Alcala	soldiers	farming community
protect missionaries and other settlers	often built on natural harbors	about a days walk from one another on El Camino Real
The first one of these settlements was San Jose de Guadalpe.	one near San Diego Bay, one in Santa Barbara, in San Francisco, and one in Monterey	San Jose, Los Angeles, and Santa Cruz each started out as one of these.

Show Me Cards for Mission, Presidio and Pueblo

Make two copies of this page. Cut the words apart and give one word to each student.

mission	presidio	pueblo
mission	presidio	pueblo
mission	presidio	pueblo
mission	presidio	pueblo
mission	presidio	pueblo
mission	presidio	pueblo
mission	presidio	pueblo

Economic Activity Cards

Students cut apart the Economic Activity Cards and sort them into two piles, one labeled “Agricultural Economy of Spanish Settlers” and the other “Hunter-gatherer Economy of California’s Indians.”

Agricultural Economy of Spanish Settlers	Hunter-gatherer Economy of California’s Indians
Raised livestock such as cattle, sheep, goats and horses.	Cultivated fields of barley, wheat, beans, corn, melons, squash and a few other vegetables.
Gathered a variety of acorns, roots, nuts and berries.	Used clam shells in the form of beads as the predominant currency.
Used plant fiber to make homes, clothing and a wide variety of basket forms.	Obtained many of the things needed from the surrounding natural environment.
Made soap and candles from cattle tallow.	Worked the forge (furnace) to shape metal to make carretas, (wagons), wheels, branding irons, locks and keys.
Tanned animal hides/skins turning them into leather.	Planted and then tended the orchards of fruits and nuts.
Dug ditches to divert water from the streams onto the fields.	Carved soapstone into cups, bowls, animal effigies, pipes and fancy beads.
Ground corn to make tortillas.	Walked as the main mode of transportation, although some used rafts and canoes.
Rode horses and ox-driven carretas (wagons) as the main means of transportation.	
Made mortars and pestles out of steatite and other rocks.	
Made adobe bricks and used them to construct buildings.	

Life in a California Mission: Point of View Nonfiction Narrative

Prompt: Write a daily journal with at least three daily entries from the view point of one of the following (Select one):

- missionary priest
- Spanish soldier
- neophyte Indian working and living at a mission

Organize your ideas/information into coherent paragraphs with at least three daily entries that describe your daily life, including:

- your routine
- your jobs
- how your life differs from other native or non-natives living at a mission and/or presidio
- problems you face, and
- your hopes and dreams for the future.

Hints: Remember to stay in character and to write in the first person (using I and me instead of he/she, or they/them.)

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF HISTORICALLY ACCURATE CONTENT	Student demonstrates an in-depth understanding of the historical content; all main ideas are supported by facts with no obvious inaccurate facts; contains substantial supportive evidence.	Student demonstrates a clear understanding of the historical content; all main ideas are supported by facts; contains no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates a limited understanding of the historical content; most main ideas are supported by facts, no obvious inaccurate facts; would be improved with more evidence.	Student demonstrates little understanding of the historical content; facts may be inaccurate; lacks supportive evidence.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited Historical and/or geographic examples.	Student has few or no historical and/or geographic examples.

Extended Activities – Missions

Research Activity: Jobs Performed by Mission Indians

Select and research one typical job of an Indian who worked at a mission. Then, complete the following steps.

- Identify and describe in writing one type of job performed by mission Indians.
- Describe at least 3 steps required for completion of the job.
- Make a list of all of the necessary supplies involved to complete the task.
- Come to school prepared to demonstrate how to do the job.
- For extra credit, provide or construct props that can be used in your demonstration.

Examples of the types of jobs performed by Mission Indians:

- tanning leather (turning animal hides into leather by soaking them in a special liquid to make saddles, shoes and hats)
- herding, raising and managing livestock such as cattle, sheep and goats; branding calves
- making roof tiles and adobe bricks (sun-dried bricks made of straw, mud and water placed into molds and dried outdoors in the sun)
- working the forge (furnace) to shape metal (to make wagons called carretas, wheels, branding irons, locks and keys)
- making soap and candles (using tallow or fat from cattle)
- weaving wool for cloth
- grinding corn and making tortillas
- working in the fields planting and harvesting wheat, barley, corn and vegetables
- planting and tending to orchards of peaches, apricots, walnuts, figs, red and green grapes (used to make wine), oranges, pears, olives (used to make cooking oil and lamp oil) and date palms

Research and Present a Report to the King on Daily Life at a Mission

Prompt: *The King of Spain has asked you to travel to Alta California to describe (in report form) the daily lives of the people, native and nonnative, who occupy the mission settlements. Write the report requested by the King.*

The Report to the King of Spain must include the following 3 sections:

1. Research the report.

- Select one of California's mission to research. Look for important historical facts about the **daily life at the mission**, including three or more of the following topics:
 1. daily life of the padres (routines, tasks, anything else of interest)
 2. daily life of the Indians (routines, tasks, anything else of interest)
 3. types of work performed at the mission
 4. religious and cultural traditions practiced
 5. relationships between the missionaries and the Indians
 6. comparison between life in the Indian villages to that of life at the mission
- Use a variety of print and digital sources to locate information.
- Draw information from one or more print and digital sources. Include a list of sources used.
- Find details, examples, anecdotes and/or experiences to explain and clarify your research on the natives and non-natives who occupy the missions.

2. Write the report.

- Select a historically correct date.
- Include important historical facts about at least 3 of the topics listed above in the research section.
- Use details, examples, anecdotes and/or experiences to explain and clarify information in your report.
- Accurately describe events typical of the historical time period.

While writing the report to be delivered to the King of Spain, use the following *Common Core Writing Standards for Text Types and Purposes*:

- Orient the King by introducing yourself and establishing the situation; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events to show the responses of the native and nonnatives living at the mission.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

3. Presentation of the report.

While orally presenting the report to the King of Spain,

- Use details, examples, anecdotes or experiences to explain and clarify information.
- Emphasize points in ways that help the King to follow important ideas and concepts.
- Speak clearly at an understandable pace.
- Use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance the meaning of the report.

Mission Demonstration/Reenactment Day

Materials needed:

a large bell or musical triangle; paper clock with hands for telling time so that at given times the bell can ring; easels or wooden stakes with labels for the different locations of the mission, including the quadrangle or central square (Most missions were built in the shape of a 4-sided quadrangle with a courtyard, church, living quarters for the padres, workrooms and storage rooms); the tannery for making leather; an area for making adobe bricks, soap and candles; pasture lands for cattle, sheep and horses; fields for growing crops; and, orchards for growing fruit trees.)

Preparation:

On the day of the student reenactment, organize the school day into a schedule similar to that found at a mission. It is helpful to have parent volunteers to assist at each work location. (Note: In California's public schools, students are not to do a simulation or role-playing of religious ceremonies or beliefs. Restrict the simulation to nonreligious activities at the mission.)

Procedure for the Demonstration/Reenactment:

- Without warning, "corral" the students and "herd" them to a new location (i.e. round up the Indians and move them to the mission). New locations could include the school playground, a different classroom or a multipurpose room.
- Do not allow students to bring along any of their personal effects except for items they need to demonstrate their reenactment job.
- Ring the "bells" at the change of every activity during the school day.
- Serve students a breakfast of corn or grain.
- Following the morning meal, designate the locations on the playground or in different classrooms for each "job" activity to be conducted.
- After the morning work session, ring the bell for lunch. Lunch at the mission included pozole (a soup made of grain, vegetables and a little meat) served in earthen jars.
- Following the mid-day meal, Indians were permitted a siesta allowing them to rest.
- Return for afternoon work.
- Supper included a soup called *atole* (a cornmeal soup made from ground corn)
- In the evening, plan time for language lessons.

Invite classes from other grade levels to visit the demonstration/reenactment sites. Like a Living History Museum, have your students explain their jobs to the visitors, including the supplies they use and the steps necessary to perform their jobs.

Art Activity: Paint a Mural to depict the daily life of the people, native and nonnative, who occupied the missions.

Materials needed for a mixed media mural include:

large sheets of neutral-toned butcher paper for the background; tempera and watercolor: paint; crayons; colored chalk; construction paper to create three-dimensional paper sculpture objects that are glued to the background; a variety of other papers such as tissue paper and cardboard; mosaic materials such as sticks, stones, tiles, sandpaper and raffia (available from craft stores); several sizes of sponges (use to smear, wipe, dot or trail the paint on the background paper); glue; and, various containers for supplies, etc...

A mural is a design or a pictorial representation executed on background paper using a variety of media. It can be either two- or three-dimensional. Students should use the information from their research for the “report to the King of Spain” to help them depict a scene that visually illustrates the daily life of people, native and nonnative, who occupied a mission. Organize committees, choose materials suited for the project and assist in the organization of the mural. The size of the mural can vary from small to the area of an entire wall. First, determine the background of the mural. It should show the local landscape. Next, determine the people, animals, buildings and events that will be depicted on the mural. Discuss the proportions of the objects that will be constructed and then attached to the mural. Encourage students to be creative in their use of materials while remaining as historically accurate as possible.

For a visual representation of a mission, refer to Harcourt’s *Reflections* pages 137.

Express a Point of View

Imagine you are a California Indian. Describe the changes caused by the missions that you see taking place. How is your Indian way of life changing? What do you think of these changes?

Lesson 5: Mexican Rule in California

Focus Questions:

What is a rancho?

What did the ranchos contribute to the economic development of California?

What was life like on a rancho?

History/Social Science Standard 4.2:

5. Describe the daily lives of the people, native and nonnative, who occupied the ...ranchos...

7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.

8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

Historical and Social Science Analysis Skills:

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. (CST 1)
- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. (CST 3)
- Students use map... skills to... interpret information available through a map's symbolic representations. (CST 4)
- Students pose relevant questions about events they encounter in historical documents...(REPV 2)
- Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. (REPV 3)
- Students summarize the key events of the era they are studying and explain the historical contents of those events. (HI 1)
- Students identify the ... physical characteristics of the places they are studying.... (HI 2)

The Mexican War for Independence began in 1810. Prior to this time, California was under Spanish rule. Mexico took control over California in 1822, beginning the Rancho period. The processing and exporting of cow hides and tallow (fat used in the making of soap and candles) was the primary economic activity of the Californios (the name given to the people living in Alta California during this time period).

This pastoral economy flourished, especially after the new government opened the ports of Monterey and San Diego to foreign trade. The Mexican governors began to distribute the large tracts of land to people of influence. Ranching conditions were almost perfect. The climate was mild enough to allow animals to live throughout the year with little shelter. The small band of 200 cattle brought to California by Gaspar de Portola's expedition, and the few that survived the overland trek with Anza's party, provided the original stock from which the local herds developed. These cattle yielded hides and tallow in abundance for export. No widespread planting of crops occurred on the ranchos.

Additional background information is included throughout the text of the lesson.

Activity #1 *Diseno*, a hand-drawn map.

Materials Needed: for each pair of students, a copy of ***Diseno of Rancho San Juan Cajon de Santa Ana*** (Handout # 5.1, page 80) and ***Doing a Diseno*** (Handout # 5.2, page 81); Harcourt *Reflections: California: A Changing State*, pages 162-163 or a similar textbook; paper (a brown bag works well), pencils or crayons for sketching, tea bag (optional)

Step 1: What is a *diseno*?

Both Spanish and Mexican governments used a *diseno*, or map, to identify a rancho's specific parcel of land and to show its distinctive landmarks and natural boundaries. A *ranchero* needed a *diseno* in order to apply for a land grant. The hand-drawn map showed the boundaries of the land grant.

Indicated on a typical *diseno* were natural landmarks, including many of the following: a hilltop; a creek bed or arroyo; isolated trees; clumps of cacti; and, even skulls of cattle set on the top of piles of stones or a tree stump. Ask students what the advantages and disadvantages might be for using natural landmarks.

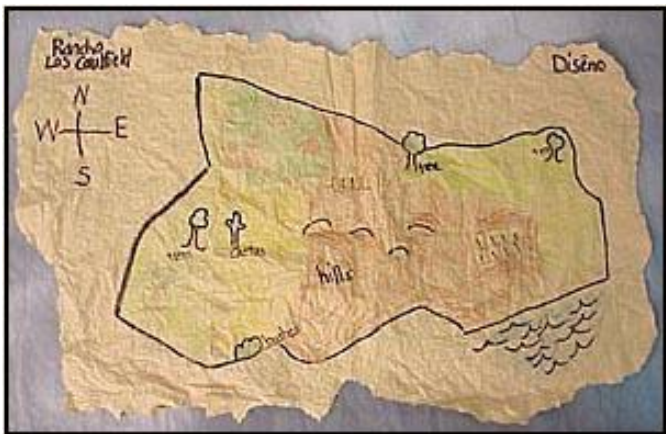
Step 2: Diseno Activities

Examine the *diseno* found on pages 162-163 in *California: A Changing State* and /or use *Diseno of Rancho San Juan Cajon de Santa Ana*, (Handout # 5.1, page 80). If using the textbook, share information from the *Teacher Edition* section at the bottom of the page about San Miguelito de Trinidad located on the Nacimiento River in Monterey County.

***Diseno* Activity #1:** Ask students to identify all physical and human features visible on the *diseno*. Advise students that a *diseno* is often difficult to read.

Diseno* Activity #2:** Have each student draw a *diseno* of the area around the school. Select a vantage point at the center of the school playground or at a high spot near your school. Include natural boundaries such as trees, mountains, the local hills, rivers, large rocks, etc... Refer to ***Doing a Diseno (Handout #5.2, page 82) for additional directions for "Doing a Diseno."

***Diseno* Activity #3:** Inform students that a "fictional" Mexican governor is planning to grant each of them his or her rancho. First, students have to create an appropriate Spanish name



for their rancho. Then, they need to draw a *diseno* showing the physical landmarks on their property. If desired, students may also show the location of their adobe home on their *diseno*. To make the *diseno* look more realistic, draw the *diseno* on a brown paper bag and then crumple the bag to give it an "old" look. Students can dip their bags into weak tea to make the bags look more like parchment paper. If crayons are used, the drawing will not fade when it is dipped in the tea.

Activity # 2 Measurement with a Reata

Materials needed: to make a reata include three colors of yarn/roving and enough yarn for every pair of student to have three lengths of 40” each.

Precise measurements of land grants were unavailable, because measurement tools were fairly crude. Measurements were made with a **reata**, or 50 to 60-foot rope typically made from leather or braided horsehair. Two vaqueros would go out to measure the land using the reata. A pole would be tied to each end of the reata. One of the vaqueros would hold one of the poles while the other would walk or ride his horse until the reata was stretched out. They would repeat the same procedure taking turns until the area was measured.

Have students play the role of a vaquero and measure the land of the school playground using a reata. Thick yarn or roving can be used to make a reata. Cut 3 colors of roving about 40” long. Distribute a set of yarn to each pair of students. Each pair needs 3 lengths of yarn, one of each color. Knot the 3 lengths of yarn together at one end. Have one student hold the knotted end so both their partners’ hands are free to braid the lengths. Tell the students to separate the colors – yellow to the left, orange in the middle, and brown to the right (or whatever colors you use.) Use the color names to help the students know which length to braid as you demonstrate. The reata should be braided tightly. (Note: A single color may be used, but multiple colors make the reata easier to braid.)

Once the reata is finished and tied off at the bottom, take your students out to the playground to measure its length and width using their reata. It is helpful to provide students an outline of the playground that can be used to record the measurements.

(Activity developed by Cathy Spiess and Mark Bourgeois.)

Activity # 3 The Economy of the Ranchos

Materials needed: for each student a copy of the **Rancho Chart** (Handout #5.3, page 82; Harcourt *Reflections* textbook pages 156-161 and 164-168 or similar textbook.

1. Picture Walk

Ask students, “How do you think the families of the ranchos used the land to supply food, clothing, shelter and money?” Guide students through a picture walk of their textbook to view the visuals related to ranchos. Harcourt *Reflections* pages 156-161 and 164-168.

2. Rancho Retrieval Chart

Distribute to each student a copy of **Rancho Chart** (Handout #5.3, page 82). To complete the chart, students read information about ranchos in their textbook. *Reflections* textbook pages 156-161 and 164-168, or a similar textbook.

Rancho Chart (Handout #5.3)

Category	Life on a Rancho
Food	
Clothing	
Types of Shelter	
Types of Tools Used	
Types of Transportation	
Jobs (Roles)	
Elements of the Economy	
Religion	
Entertainment/Customs	

As you share the information below about life on a rancho, help students identify appropriate notes and record these notes on their Rancho Chart (Handout #5.3, page 82)

Rancho Economy: Cattle were the mainstay of the rancho economy. Unlike the missionaries whose land was used to cultivate grapes, figs, citrus fruit and olives, the rancheros used the land for only one product: cattle. More specifically, there was money to be made from cattle hides because these were in great demand back on the east coast. Tallow (hard fat obtained from parts of the bodies of cattle) was melted down for the type of fat appropriate to make candles and soap. The cattle were an important source of meat for food. In addition, ranchers tanned the cattle hides which were then made into saddles, shoes, harnesses and reatas. The hides were used as “money,” permitting a barter system for supplies from the American east coast. Each dried steer hide, referred to as a “California bank note,” was worth approximately one dollar. The rancheros traded the hides for goods that they could not make themselves, including silk, shoes and china.

The hides were part of an economic cycle. At the beginning of the cycle, the cattle were allowed to mature. Then the cattle hide was cured and tanned. Tanned hides were sold and taken to factories on the east coast. Factory workers turned the tanned hides into specific leather goods. These leather goods were sold often to the rancheros as finished products. Now the cycle was complete as it began with rancheros and their cattle and ended when cattle products were used and often bought by the same rancheros.

Clothing: Supplies of clothing were always in short supply on the rancho. Unavailable items tended to be shoes, silk stockings and other articles of clothing such as a rebozo or mantilla (a lightweight lace or scarf worn over the head and shoulders, often over a high tortoise shell comb worn in the hair). Men wore full length trousers with the exterior seams decorated and open to show a different colored fabric beneath.

Education: Most of the children did not learn to read and write because there were almost no schools in California. Some ranchos were lucky when a discharged soldier moved in with them. The former soldier, in most cases, could read, write, and perform basic arithmetic.

Entertainment/Customs: Picnics, or meriendas, were popular. The rancho rode his horse and the women or children arrived in a two-wheeled carts (carretas) pulled by oxen. The typically featured foods at the meriendas were carne asada (roasted beef), roasted chicken, enchiladas, tamales and tortillas. There were celebrations with fiestas, barbecues and dances (dances included the jarabe or fandango). There were rodeos (see the jobs section below). The Spanish, Californian traditions survived until 1860, including a carefree lifestyle; fiestas with music and dancing; rodeos; and, gracious hospitality.

Jobs on the Rancho: Many ranchos were 100s of acres in size as they needed a lot of land to provide enough grass for the cattle to eat. The rancho might hire as many as 100 workers to do the work of the rancho. Ranchos were nearly self-sufficient. They made almost everything needed by the people living on them. With the nearest pueblo often more than a day’s ride away, people had to grow or make most of what they needed. The rancheros grew their own food, raised their own cattle and sheep, and wove their own wool into cloth.

In spring, soon after the calves were born, all the adult cattle were rounded up and sorted according to their brands. Because the young calves followed their mothers, even the unbranded calves could be kept with the proper herd. Once the vaqueros separated the cattle, each rancho had to decide which animals to keep for breeding and which to kill for their meat, hides and tallow. Those to be killed were separated from the rest of the herd.

A special type of rodeo, called a mantanza, was held each year to kill the cattle for their hides and tallow. On the large ranchos, sometimes a thousand head of cattle were killed at a single mantanza. Often only the hide and tallow were taken while the rest of the carcass and some of the meat were left to decay on the range. The mantanza's demands caused men from many ranchos to work together at round-up time. It was a time for long hours and hard work; but, afterward, there was time to celebrate with fiestas, barbecues, and dances.

By 1836 all of the mission property in California except the church buildings had been taken from the Fathers. The rancheros found workers more easily after the missions were secularized, because mission Indians needed new workplaces. Both the Californios and the Indians worked as vaqueros (cowboys), usually with a foreman called a mayordomo. They would rope cattle and tame horses. Many Indians worked as house servants, harness makers, tanners and carpenters. Some workers would stake out cowhides to dry in the sun while other workers made tallow in large iron pots. Indian women would grind corn for tortillas and bake bread in an outdoor oven. Others cooked, sewed or cleaned.

Activity # 4 Cattle Brands.

Materials needed: Copies of transparency of **Cattle Brand Samples** (Handout # 5.4, page 83); tempera paint, paper, pen, cord or thick string, cardboard, glue and wide-diameter containers for dipping:

Cattle Brands. Under Mexican law all rancheros needed a brand, or identifying mark, for their cattle and horses. Because the cattle roamed freely across the land, the brand helped everyone know which animals belonged to which ranch. The brand, an iron rod with a design at one end, was recorded and registered with the government. The branding irons were made by a blacksmith (herrero) who heated the iron in a forge until it became red hot and pliable. The blacksmith would then bend the iron into the shape of the brand. Branding irons usually had very long handles so that the vaqueros would not burn their hands when they heated the irons in the fire and so they could keep their distance from the flaying legs of a captured calf. The brand was burned into the hair located on the animal's hip. Brands were uniquely designed by each rancho for his herd and this brand design was recorded and registered with the government.

Step 1: Cattle Brand Art Activity

Each student can design and then create a cattle brand for his or her imaginary rancho. Brands consist usually of letters, numbers and characters (symbols) or a combination of these three. If a letter is "too tired" to stand and "lies" on its side, it is called "lazy." A letter that is slanted or in an angular position is known as "tumbling." A letter that is curved at the end is spoken of as "running." Once a brand is pictured/created/drawn, it can be formed by using cord or some thick string glued onto a piece of cardboard. After the glue dries, the brands can be dipped in tempera paint and pressed onto paper. It works exactly like a hand-stamp.

Step 2: Cattle Brand/Rancho Writing Activity

Have students write a descriptive paragraph that includes the name of their imaginary rancho, the rancho's natural features and what their cattle brand symbolizes. Combine all required elements to form a scoring guide. Include items such as: shows an understanding of the historical time period, has no historical errors; writes in a well organized style; uses descriptive words; and, has all required elements of the prompt.

Activity # 5 Early California Time Line

Choose appropriate dates that relate to the ranchos era and post these on the large classroom version of the "Early California Time Line" (an in-progress activity begun in earlier lessons).

Activity # 6 Rancho Days Celebration

Culminate the lesson with a Rancho Days Celebration. Depending on the activities selected, supplies include: typical Spanish and Mexican heritage outfits for cowboys and Rancho period families; a variety of foods, e.g. tortillas, chips, salsa and beef jerky; Spanish music tapes and instruments; and, prizes.

Have adult volunteers, and if possible, older brothers and sisters help with the celebration. The volunteers can be assigned to each activity as participants, organizers and facilitators. Divide students into small groups and have groups rotate from one activity to the next. Sample activities can include:

- Lasso practice with a rope thrown around a desk chair disguised as a cow.
- Play horseshoes for prizes.
- Dance hall featuring students fandango or jarabe dances and singing songs of the period.
- Mock Spanish/Mexican government official registry office where brands made earlier in the lesson can be registered. Dip branding irons into tempera paint and then stamp them onto chart paper for display on the classroom wall.

Assessment

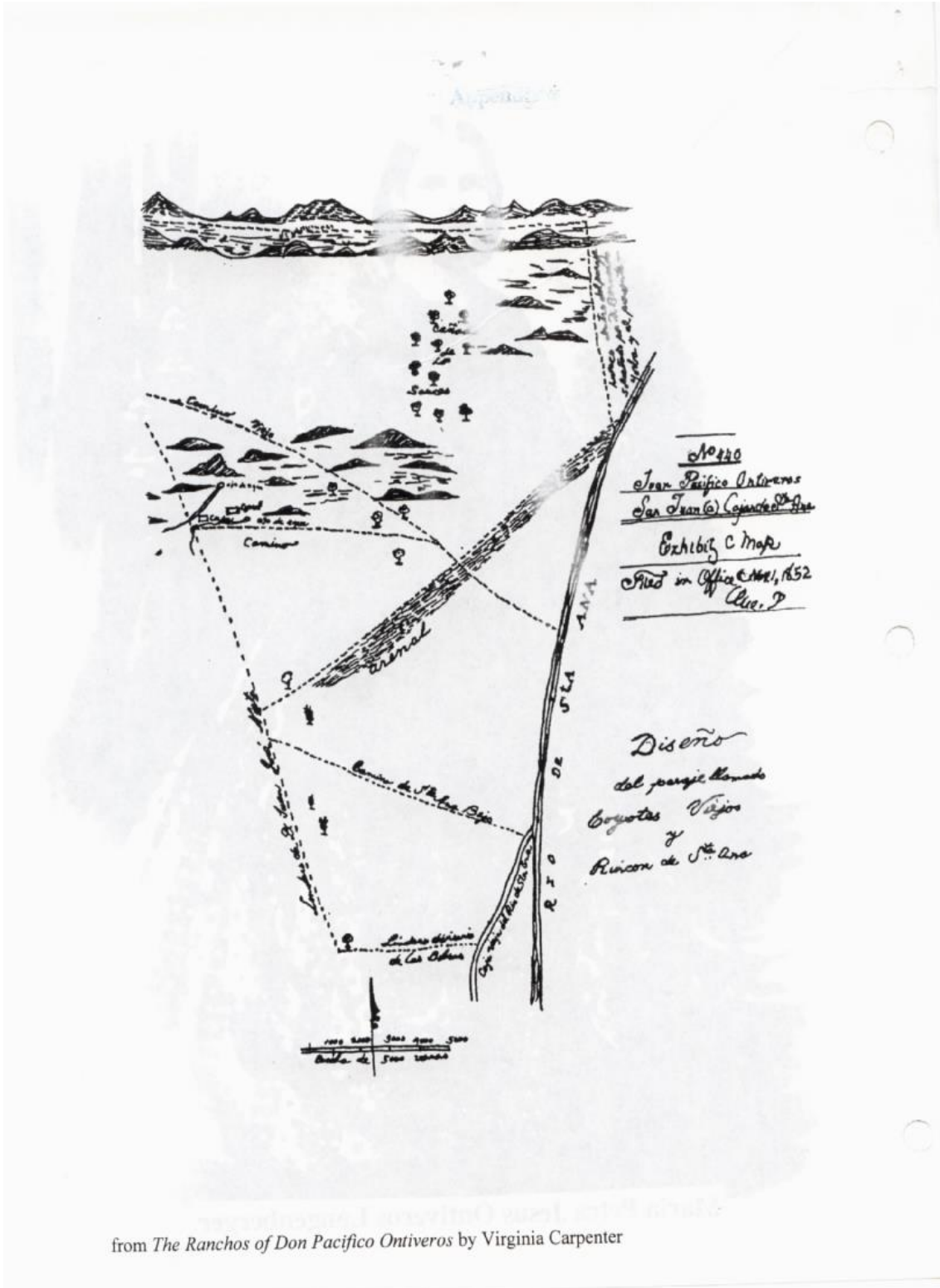
The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus questions provide a framework for the evaluation of the lesson.

- Draw a *diseno* of the area around the school
- Create an appropriate Spanish name for their rancho and draw a *diseno* showing the physical landmarks on their property. If desired, students may also show the location of their adobe home on their *diseno*
- Measure the length and width of the school playground using their hand-made reata
- Take notes on **Rancho Chart** (Handout #5.3, page 82) from information provided orally by the teacher and information read in the textbook.
- Design and then create a cattle brand for his or her imaginary rancho
- Write a descriptive paragraph that includes the name of their imaginary rancho, the rancho's natural features, and what their cattle brand symbolizes
- Participate in a Rancho Days Celebration

Handout # 5.1

Diseno of Rancho San Juan Cajon de Santa Ana

This *diseno* was submitted in 1852 to the United States Government after California became a state in 1850.



from *The Ranchos of Don Pacifico Ontiveros* by Virginia Carpenter

Doing a Diseno

You have decided to petition the governor of California under Mexico for a grant of land. Along with the petition, you must submit a *diseno* (drawing of a piece of land.) How do you do it?

- Make a “vista de ojos” (survey-by-eye) as you, the mapmaker, walk over the area.
- Take a pad of paper, a pencil and a compass to the school playground or an area of high ground near the school.
- Locate some obvious physical landmarks, such as creeks, hills, canyons, large trees and boulders.
- Standing at the high ground near the school or a specific vantage point, and only using your eyes, draw the topography of the surrounding 10 to 15 miles. Try to draw individual landmarks as much to scale as possible, so decide ahead of time how big the whole map will be. For example, if you choose 11”x14” paper, then place the school at the center within a one inch area. Make all future items on the map in measurements that would be in scale with the size of the school.
- On your *diseno*, label the physical landmarks you have identified.




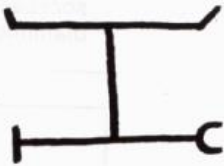

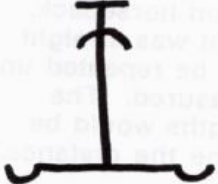
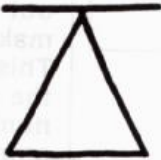



The governor will respond by granting you a “concedo,” or provisional ownership. Now, within a year, you must build and occupy a house and a corral, stock the land with cattle and plant something. No fence may interrupt traffic on a public road.

Based on the work of Cathy Spiess

Rancho Chart

Category	Life on a Rancho
Food	
Clothing	
Types of Shelter	
Types of Tools Used	
Types of Transportation	
Jobs (roles)	
Elements of the Economy	
Religion	
Entertainment/ Customs	

Handout # 5.4

 <p>Mission Viejo</p>	<p>Historic Brands of Orange County</p>	 <p>Boca de la Playa</p>
 <p>Rancho Serrano</p>	 <p>Santiago de Santa Ana</p>	 <p>Rancho San Joaquin</p>
 <p>Rancho Trabuco</p>	 <p>Rancho Alamitos</p>	 <p>Rancho Niguel</p>
 <p>Mission San Juan Capistrano</p>		 <p>Estancia de Costa Mesa</p>

Extended Activities – Ranchos

Frida Maria, a Story of the Old Southwest

Step 1: *Frida Maria*

Show the cover of the book, *Frida Maria*, by Deborah Nourse Lattimore. Ask students:

- What do you see on the cover? What is the title? Who is the author?
- Who do you think is the owner of the fan? What is a fan used for?
- What is meant by the phrase, “a story of the old Southwest?”
- When do you think this story, *Frida Maria*, takes place? How do you know?

Step 2: Guided Reading Activity

First, read page 1 of *Frida Maria*. Then, ask students, “What is a fiesta? Why do you think Frida Maria can hardly wait to attend the fiesta?” Direct attention to the first 4 pages of the story and ask questions about the details of the clothing and the architecture in the illustrations. Discuss Frida’s full name.

As you read the rest of the book to the students, have them help you identify what happens at a fiesta, and then develop a summary list (i.e., invitations, food, decorations, colorful dresses, dancing - including the jarabe dance, singing, playing guitars and horseracing.) Carefully study the illustrations for additional clues about the clothing worn, the architecture, the art and the types of artifacts. Also, develop a list of the Spanish words and their meanings, as identified in *Frida Maria*.

Step 3: Recognizing Historical Fact as distinct from Fiction

Read the note by the author of *Frida Maria* found at the end of the book. Review the difference(s) between fact and fiction, between fiction and historical fiction. Identify the clues which indicate that “Frida Maria” is a fictional person. The story did not actually happen, but the book does contain some factual information about life on a rancho. Return to the text and ask the students which parts of the story are historically accurate (can be proven) and which sections are fictional. Create a chart that may include some of the following:

Historical Fact	Historical Fiction
Fiestas were held on ranchos.	Parts of the plot in the story are accurate for the specific era. Fictitious characters are included.
Fiestas included food, dances and songs. New clothing is often sewn and worn at a fiesta.	Frida sewed her dress and made it into pants.
A horse race might be held at a fiesta.	An imaginary person named Frida rides an imaginary horse named Diablo and wins an imaginary race.
A hot, dry, Santa Ana wind might blow.	

Step 4: Dialogue and Quotations

The story *Frida Maria* is filled with dialogue and quotations. Return to the story and look for dialogue written within quotations. Study the four sample quotations listed below and analyze the different formats. Note the punctuation marks used for quotations. Ask students, “How can you identify the person who is doing the speaking?”

- “Do you think I could ride Diablo at Fiesta?” Frida asked her uncle.
- “We will have to ask your mama, my little fox,” Tio Narizo replied.
- Mama walked past fanning herself. “Come,” she said to Frida. “I hate to see you unhappy. Come out with me to meet Don Ramon and his wife in the garden.”
- “I look forward to the great race,” said Don Ramon. “No one has ever beaten my horse, Furioso.”

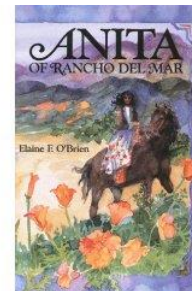
Make a list of all the characters with dialogue in the story (Frida Maria, Tio Narizo, Mama, Cook, Marta, Mercedes, and Don Ramon.) Ask students if they think the characters actually said these words or if the dialogue was created by the author. Why do they think so?

Step 5: (Optional) Reader’s Theater

Work together with the students to turn the story, *Frida Maria* into a Reader’s Theater. Materials include enough copies of the story for each reader. The simplest way to adapt a short story for a Reader’s Theater leaves the original text intact but divides the text so that one reader is the narrator while the other readers perform the dialogue for each character. Nametags for each character are helpful. Movement, gestures, staging, costumes and simple props can enhance the production, although in a traditional Reader’s Theater, the characters usually do not “act” out their parts nor do they look at each other. Body stance is straight forward to face the audience and to project the reading “into” or beyond the audience (known as “off stage focus”). When readers/characters are “on stage,” they face the audience; and, when the readers/characters await their turn, it is considered “off-stage” but characters simply turn their backs instead of leaving the stage.

Another Fiction Book to Read:

Anita of Rancho Del Mar by Elaine F O’Brien, Santa Barbara: Fithian Press. 1991. This book is a fictionalized account of a young girl’s life on a Santa Barbara Rancho. The portrayal of life on a rancho is historically accurate.



Daily Geography

Three in a Row

For this team game, a three-by-three square grid (like tic-tac-toe) should be drawn on the chalkboard or whiteboard. A bank of 15 to 20 questions should be prepared about major topics in the unit. Refer to the next page for a sample list of questions.

Remind students that CA is the postal abbreviation for California. To play the game, divide the class into two groups – the “C” group and the “A” group. Each group should assign a spokesperson to answer questions.

To maximize student participation in this game, have each student number a sheet of notebook paper from 1 to 20. As questions are asked each student writes down his/her answer before the team “huddles” together to discuss the answer. As the correct answer is revealed, students may cross out any incorrect answers and write the correct answer on their sheet.

Begin by asking a question to the “C” group. The group should be given one minute to confer before giving their answer. If the answer is correct the “C” group earns the chance to put a “C” in one of the squares in the grid on the board. If the answer is incorrect the “A” group gets a chance to steal the answer and put an “A” in one of the squares.

The goal of the game is to get three letters in a row on the board. If no group is able to get three in a row then the group with the most letters on the board wins.

The teacher may wish to only ask a few questions each day. If so, keep the grid on the board and have students keep their answer sheets in their desk until all questions have been covered.

Variations:

California Trivia

Divide the class into two groups. Give each student in each group a number. To maximize participation, have all students keep an answer sheet and write down the answer to each question before the student contestant answers. Call up the number ones from each group. Ask each student a question. For each correct answer, give the team one point. If a student answers incorrectly, no points are gained or lost. Continue until everyone has had a turn to attempt to answer a question. At the end of the game, tally up the points; the team with the most points wins.

Teams Write the Questions

As students get more proficient in California geography and history, allot the groups 5-10 minutes to formulate questions. After the questions have been written, collect the questions from both groups. Ask each team a question written by the opposing group. For each correct answer, give the team one point. If a team answers incorrectly, no points are gained or lost. Alternate teams and continue until all questions have been asked. At the end of the game, tally up the points; the team with the most points wins.

Daily Geography Unit 4.2

1. Present-day California was part of what European country? (Spain)
2. Why were Spanish explorers trying to find what they called the Strait of Anian? (It would shorten the trip to Asia.)
3. Hernando Cortes thought Baja California was an island, but it is really a peninsula. What is the difference between an island and a peninsula? (an island is land entirely surrounded by water; a peninsula is land that has water almost all around it)
4. What did the Spanish call the area explored by Juan Rodriguez Carillo in 1542? (Alta California)
5. What body of water did Sir Francis Drake sail through to reach the Pacific Ocean from the Atlantic Ocean? (Strait of Magellan)
6. In the 1560s Spain sent trading ships from New Spain to the Philippine Islands. What ocean did the ships cross? (Pacific Ocean)
7. Which place in Alta California did the Spanish explorer Sebastian Vizcaino describe as a very good port, and well protected from all winds? (Monterey)
8. Where did Father Junipero Serra build the first mission in Alta California? (San Diego)
9. What kinds of animals were brought to Mexican California by missionaries and colonists from Mexico? (cattle, horses and mules)
10. What was the name of the road built by Spain to link its settlements in Alta California? (El Camino Real)
11. Near which body of water was the first presidio in Alta California built? (San Diego Bay)
12. Alta California's first pueblo grew into which present-day city? (San Jose)
13. From which country did Mexico want to be independent? (Spain)
14. What is a diseno? (a hand-drawn map that showed the boundaries of a land grant)
15. Near which bay did the Russians build Fort Ross? (Bodega Bay)
16. What products did Californios get from cattle? (tallow and hides)

Teacher Evaluation Form

Dear Teacher:

We hope that you enjoyed this curriculum guide! We'd like to hear from you about what worked for your class and what did not. What would you like to see changed? Please take a minute to fill out this form and mail it to the address below, Attn: Dr. Priscilla H. Porter, or drop it off at the Teacher Education Office. Thank you for your time.

1. Which parts of the Teacher Guide did you find the most useful? (Check all that apply.)
- | | |
|--|---|
| <input type="checkbox"/> Lesson Activities | <input type="checkbox"/> Background Information |
| <input type="checkbox"/> Handouts | <input type="checkbox"/> Extended Activities |
| <input type="checkbox"/> Relation to Content Standards | <input type="checkbox"/> Resources |

2. Did you use this material as__ part of an institute or __ on your own?

3. What should be added in future guides? _____

4. What should be deleted in future guides? _____

5. Will you keep this guide for future reference? Pass it to another teacher? _____

6. Did the guide meet your expectations? Suggestions for improvement are welcome. _____

7. Which grades would most benefit from this guide? _____

8. For which subjects are these materials most appropriate? _____

(Optional) Teacher's Name _____
Grades you Teach _____ Subjects _____
School Name and District _____

We appreciate your opinions. Please return this form to:

Dr. Priscilla H. Porter

prisporter@aol.com

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