Early California History: Exploration and Settlement Curriculum Guide
Equestrian Portrait of Don Jose Andres Sepulveda. Henri Joseph Penelon. c. 1856. Oil on Canvas. Born in Lyon, France in 1827 and active in El Pueblo de Los Angeles by 1853, Henri Penelon was a painter and Daguerre photographer. He decorated the front of the Plaza Church of Los Angeles and created a religious painting for the Church. This portrait shows Sepulveda astride “Black Swan,” a mare imported from Australia, which he matched against Pio Pico’s unbeaten horse “Sacro.” The race was run in 1852 and won by “Black Swan.” The elaborate saddle in the portrait was of the type developed between 1820 and 1840 and was decorated with silver string.

Historic Letter from Father Vicente Francisco de Sarria to Father Geronimo Boscana. San Carlos, California. May 7, 1828. The letter denies Boscana’s request to retire from service at Mission San Juan Capistrano. He died three years later.

Portrait of Pio Pico. c.1880. Oil on canvas. Don Pico Pio was the last Mexican Governor of California, serving from February 1845 to August 1846. He was a colorful figure with a penchant for gambling, and organized the defense against American invaders intent on annexing California from Mexico.

Carriage of Pio Pico, Bowers Courtyard. Pio Pico’s carriage was made and used during one of the most significant periods in California history.
a resource for teachers

developed in conjunction with
the California History Galleries
in the permanent collection at

The Bowers Museum of Cultural Art
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Mission San Juan Capistrano is the seventh mission
founded November 1, 1776 by Fr. Junipero Serra.
Bowers Museum Collection
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Dedicated to the teachers, students and the community lovers of California History

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Almost nothing of the ancient California world remains... in the 16th century there was an estimated population of 310,000 native people, speaking some 60 languages. Each society was rich in tradition, oral history and culture, nearly all of which are now gone forever. Once California was “discovered” by Europeans, the decimation of its indigenous peoples was relentless.

Los Angeles Times Book Review, 11/23/03 of Brian Fagan’s Before California: An Archaeologist Looks at Our Earliest Inhabitants
Foreword

Elementary students, and their teachers, will benefit greatly from this carefully researched, clearly presented, and pedagogically imaginative Early California History: Exploration and Settlement Curriculum Guide. There is a vast qualitative difference between this material and what I personally encountered many years ago in the study of history in elementary school. Considering the many problems currently facing our educational systems, at all levels, from K-12 through research universities, it is gratifying to acknowledge such impressive progress in an important area of the elementary school curriculum. The Curriculum Guide is composed of three major units, or chapters, as well as a fourth unit (an early California time line) and a useful appendix that contains resources for students and teachers. Wherever possible, teachers are encouraged to use the rich historical materials and artifacts of the Bowers Museum to supplement classroom experiences.

Unit One concentrates on the Pacific explorations of the sixteenth century, which substantially influenced subsequent California culture. By this I mean that, ever since those first Spanish maritime explorations, California has offered the world both a place on the map and a series of legends that have kept that place alive in the imagination. In other words, it has offered both a natural and a mental landscape. Indeed, some have claimed that California’s name was derived from a popular mythic romance written in the early sixteenth century by a Spanish author named Montalvo: “Know ye that at the right hand of the Indies there is an island named California, very close to that part of the Terrestrial Paradise....”

Most Western states have known minimal diversity, especially in their early, or founding, years. Not so, California. The state’s very first inhabitants, its Indian peoples, established the pattern for diversity. Once the Spanish settlers arrived (see Unit Two), California’s population was already characterized by what historian James Gregory has called “one of the greatest varieties of discrete cultures of any place on earth.” By the beginning of Hispanic settlement, more than one hundred different tribes, or approximately 300,000 native people, speaking more than eighty different languages, made their home amidst the incredibly varied topography of California. And “Hispanicization” of that indigenous population, rather than its removal, served as the model settlement plan. In this Unit, among many other things, students are asked to explore the impact on this indigenous population of the Spanish imperial system and its three basic institutions: the mission, the presidio, and the pueblo.

In Unit Three, which deals with Mexican California during the early nineteenth century, students encounter interpretative issues regarding the rise of a vast network of private ranchos. These ranchos fundamentally influenced the future course of California land-use and development. Appropriately, special attention is afforded to the ranchos that were located in Orange County, and their economic features and contributions.

All in all, then, Early California History addresses significant issues in such a manner that young students are likely to become much more knowledgeable about what happened. Perhaps even more important, and because of the way in which this Curriculum Guide is conceptualized and structured, they will be made aware that historical inquiry, at its best, involves lively and engaging arguments regarding the meaning of what happened. I commend Professor Emeritus Priscilla Porter and other colleagues who are responsible for this admirable outcome.

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Edward A. Dixon Emeritus Professor
University of California, Irvine

Spencer Olin is a specialist in the history of modern America and of the American West. He is author, coauthor or coeditor of six books and anthologies, including Major Problems in California History, California Politics, 1846-1920, and Racism in California.
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The Bowers Museum of Cultural Art
Introduction

Early California History: Exploration and Settlement is a curriculum guide designed to provide teachers in Grades 3, 4 and 5 with rich materials and activities to foster students’ understanding of the early exploration and settlement of California. Key primary sources from the permanent collection of The Bowers Museum of Cultural Art have been selected as exemplary of the many sources that help to tell the story of early California. The artifacts and images used throughout the guide can be found in the California Legacies galleries, which are housed in the historic wing of the Bowers Museum and include the Exploration Hall and the Ruth Segerstrom Gallery (The Mission and Rancho period).

This manual contains four units and five lessons. Lesson materials include selected academic content standards, historical and social sciences analysis skills, focus questions, suggested activities, student handouts and teacher background information. The activities and materials support the History-Social Science Academic Content Standards for California Public Schools. Many Reading/Language Arts Standards have also been incorporated, especially writing and speaking applications. The focus questions for each lesson are outlined in the chart below.

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Focus Questions</th>
</tr>
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<tbody>
<tr>
<td><strong>Lesson 1:</strong> Early Explorers</td>
<td>Who were the early explorers of California? What sea routes did the early explorers follow? What technological developments made sea exploration possible? What were the aims and accomplishments of the early explorers of California? What obstacles did they encounter?</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong> Settling Alta California</td>
<td>When did your family settle in California and why did they come? Who were the early settlers of California and why did they come? What routes did the early settlers follow? What were the aims and accomplishments of the early settlers of California? What obstacles did they encounter?</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Life at the Missions</td>
<td>What was life like for the people, native and non-native, who occupied the missions? How did the Franciscans change the economy of California from a hunter-gatherer economy to an agricultural economy? What influence did the mission economy have on present-day California’s economy? What were the relationships among soldiers, missionaries, settlers and Indians?</td>
</tr>
<tr>
<td><strong>Lesson 4:</strong> Growth of Ranchos</td>
<td>What is a rancho? What ranchos were located in present-day Orange County? What did the ranchos contribute to the economic development of California? What was life like on a rancho?</td>
</tr>
<tr>
<td><strong>Lesson 5:</strong> Time Line and Review</td>
<td>How can the key events and people of the exploration and settlement of California be placed on a time line and within a spatial context? Over time, what things change and what things remain the same?</td>
</tr>
</tbody>
</table>

The manual may be used either as a comprehensive unit of study connected directly to the artifacts in the Exploration Hall and Mission and Rancho gallery or as a source of individual lessons independent of the exhibit. Teachers who plan to visit the exhibit with their students are advised to complete at least one lesson or a sampling of activities from several lessons prior to attending. You will also find additional Teacher Information Background for your use embedded in the lesson plans and shaded in gray.

The Board of Governors, President, Director of Education and Public Programs, staff and volunteers of The Bowers Museum of Cultural Art, and its sponsoring corporation for the guide, The Boeing Company, hope that this curriculum guide will be a useful, relevant text for fourth grade educators and others who are teaching the history and culture of the local region. Please take time to complete the evaluation form at the end of this guide. Your feedback is important to us.

We look forward to having many groups of students and teachers, as well as parents, grandparents and children coming to The Bowers Museum of Cultural Art and Kidsium, our interactive, hands-on museum for children and their families, to learn about early California’s history and settlement period together.
Bowers Museum Tour, Cultural Art Class and Outreach Presentation Information

School Tour and Cultural Art Class Booking Information

History comes alive for students and teachers through firsthand experiences with original works of art. Cultural art classes, in combination with a tour, reinforce learning and allow students to create artwork that connects to their visit; this artwork can become a souvenir of their museum field trip to take home to remind them of their experience at the museum, over and over again. Classes, taught by professional art instructors, are held at Kidseum (one block south of the main museum) and last one hour. They can be scheduled in combination with your tour or separately. Gallery tours and art classes last one hour each, and are held at 9:30 a.m., 11 a.m., 1 p.m. and 2 p.m., Tuesdays through Fridays. For school tour and art class booking information and to make reservations, please call 714.567.3680, or view our website at www.bowers.org.

Among the specific art classes offered for California history are: Rancho and Mission Era Cattle Brands; Orange Crate Labels; and California Indian Sand Paintings or Petroglyphs (all grades 3 and up).

Cultural Art Trunks

Designed to create a “mini-gallery” in your classroom, the Cultural Art Trunks include hands-on art objects, labels, interpretative materials, activities and games. Trunks are adaptable to all grade levels. The trunk specific to California history study is “Changing Faces, Changing Places” (Orange County history) and there are also Native American trunks. The cost is $35 for a one-week period. Teachers must pick up and drop off trunks. Call 714.480.1522 or x 1520 to reserve a trunk.

Art in Your Classroom

Kidseum museum educators and art instructors provide Art Projects with Cultural Presentations in your classroom. These projects are adaptable to all grade levels and are designed to familiarize students with a variety of techniques, materials, and objects related to the cultures presented. The one-hour experience includes presentations, activities and discussion, which allow students to look at, talk about, and create art. Subjects include: African, Oceanic, and Native American cultures, as well as many more. Classes take place at your school. These lessons can be tailored to meet teachers’ specific needs. The price for 30 students is approximately $175.00 (prices vary according to project). Call 714.480.1522 or x1520 for information and booking.

School and Community Outreach Customized Presentations

We can customize a cultural presentation for your classroom or service group. Please call 714.480.1522 or x 1520 for fees and information.

Educator Workshops, Institutes and Open Houses

The Bowers Museum and Kidseum offer interactive workshops and summer institutes for pre K – 12 teachers that are aligned with the State of California academic content standards. Most of the programs offered to teachers offer continuing education units and are cosponsored by the Orange County Department of Education. Visit www.bowers.org or call 714.567.3649 for specific information.

Educator E-Mail List/Ed Gram

If you would like to be placed on our Education e-mail listing to receive updated information on our events designed specifically for educators, please call 714.567.3649 or 714.567.3680 and give us your e-mail address. We want to hear from you!

Docent Guild Classroom Presentations

Docents provide a stimulating, one-hour presentation with hands-on materials designed to enhance your students’ imaginations and to supplement school curriculum, free of charge, subject to availability. Selected presentations in California History include:

Orange County Then and Now (Grades 3 & 4)

Through slides, museum artifacts and hands-on articles students may note the coming of people from all over the world from the Mission Period.

Off to the Gold Rush! (Grade 4)

Learn about the people who came to work in the gold fields during the California Gold Rush in the 1840s and 1850s. Imagine what it truly was like to work in a gold mine during this time period. (Grade 4)

For further information, and to learn how to sign up for these tours and presentations, please call 714.567.3680 to request a school brochure or visit our website at www.bowers.org.
This guide supports the attainment of the following History/Social Science Academic Content Standards for California Public Schools. Lessons corresponding to each standard are listed.

GRADE 3 Standard 3: Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions. **Lessons: I, II, III, IV**

2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship. **Lessons: III, IV**

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories...). **Lessons: II, IV**

GRADE 4 Standard 1: Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. **Lesson: II**

2. Describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. **Lessons: II, III, IV**

3. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross... **Lessons: II, IV**

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 ranchos periods.

2. Identify the early land and sea routes to, and European settlement in, California with a focus on the exploration of the North Pole (e.g., ...Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. **Lesson: I, II**

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). **Lessons: II, III**

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. **Lessons: II, III**

5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. **Lessons: III, IV**

6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. **Lesson: III**

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

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. **Lessons: III, IV**

GRADE 4 Standard 3: Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross... **Lessons: II, IV**

GRADE 5 Standard 2: Students trace the routes of early explorers and describe the early explorations of the Americas.

1. Describe the entrepreneurial characteristics of early explorers ...and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships...). **Lesson: I**

2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world. **Lesson: II**

3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers. **Lesson: I, II**

4. Locate on maps of North and South American land claimed by Spain and Russia. **Lesson: II**
Historical and Social Sciences Analysis Skills

This guide supports the attainment of the following Kindergarten to Grade 5 Historical and Social Sciences Analysis Skills listed in the Academic Content Standards for California Public Schools. These skills are to be learned through, and applied to, the content standards.

Chronological and Spatial Thinking (CST)
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.
   Lessons: I, II, III, IV, V
2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
   Lessons: I, II, III
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. Lesson: IV
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.
   Lessons: I, II, IV
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, or trade routes) and analyze how relative advantages or disadvantages can change over time.
   Lessons: I, II

Research, Evidence, and Point of View (REPV)
1. Students differentiate between primary and secondary sources. Lessons: I, II
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. Lessons: I, II, III, IV, V
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. Lesson: IV

Historical Interpretation (HI)
1. Students summarize the key events of the era they are studying and explain the historical contents of those events. Lessons: I, II, III, IV
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
   Lessons: I, II, III, IV

Silver Spurs of Pio Pico. Mexico, c. 1840. Steel, embossed silver, leather, fabric. The six spiked and leather buckled straps of these spurs are typical of the Californio style. It was necessary for a horseman to remove his spurs when he dismounted or the four-inch long spikes on the rowels would plow a furrow behind him as he walked. These were given to Forster or his wife, Pio Pico’s sister, when he stayed with them at San Juan Capistrano or at the Santa Marguerita adobe, which Forster owned. Bowers Museum Collection
Visual Arts Academic Content Standards

This guide supports the attainment of the following Visual Arts Academic Content Standards for California Public Schools. Lessons corresponding to each standard are listed.

GRADE 3, Standard 2: Creative Expression. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
1. Explore ideas for art in a personal sketchbook. Lesson: I
2. Mix and apply tempera paints to create tints, shades, and neutral colors. Lesson: III, IV
3. Paint or draw a landscape, seascape, or cityscape that shows the illusion of space. Lesson: III
4. Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes. Lessons: I, III, IV
5. Create an original work of art emphasizing rhythm and movement, using a selected printing process. Lessons: I, III, IV

GRADE 3, Standard 5: Connections, Relationships, and Applications. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
1. Describe how costumes contribute to the meaning of a dance. Lesson: IV
2. Write a poem or story inspired by their own works of art. Lesson: I

GRADE 4, Standard 2: Creative Expression. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
1. Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere). Lessons: III, V
2. Use the conventions of facial and figure proportions in a figure study. Lesson: III
3. Use accurate proportions to create an expressive portrait or a figure drawing or painting. Lessons: I, III
4. Use the interaction between positive and negative space expressively in a work of art. Lessons: III
5. Use contrast (light and dark) expressively in an original work of art. Lesson: III
6. Use complementary colors in an original composition to show contrast and emphasis. Lesson: III

GRADE 4, Standard 5: Connections, Relationships, and Applications. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.
3. Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event. Lessons: I, II, III, IV, V

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> Waistcoat of Don Juan Forster. California, 1823. Chamois, skin. Though he was the only non-Hispanic among the Rancheros of Orange County, John Forster was so well accepted that he received a Spanish name. An Englishman who had become a Mexican citizen, John Forster appears in many of the early documents of the era as “Don Juan Forster.” The Spanish terms Don and Doña are a form of address used with people of great wealth or social standing. Bowers Museum Collection

> Knife. Spanish, c. Early 1800’s. Iron, wood, rope. Clasp knives such as this Spanish Navaja are still used today. The term “Navaja” literally means “knife” in Spanish. This style of knife would most likely be used by a vaquero. The metal has been incised with linear “slash” marks. The wood also is incised with decorative slash marks and a crosshatch design. Bowers Museum Collection
Lesson I: Early Explorations of California

Indians were the first of California’s ancient peoples to establish villages and settle along the coast, and in the desert and mountains. Archaeologists and anthropologists have uncovered some evidence about how these Indians lived through study of artifacts and oral histories that have survived. They generally agreed that the native Californians were hunter-gatherers whose diet was based on large game, abundant plant foods and rich marine life. Men were responsible for hunting and fishing, while women gathered plant foods and cooked. There were many tribes of Indians, speaking more than 100 languages in pre-conquest California.

By the beginning of the Spanish settlement in 1769, approximately 300,000 native people lived within what became California. Although they lacked any concept of land ownership, and did not live together in large groups, Indians were by no means passive occupants and used sophisticated techniques of land and resource management. While the process of settlement and Christianization destroyed much of the Indian population and their way of life, some Indians managed to survive their encounter with the Hispanics who came to the southern part of California.

The Spanish exploration of California was part of a larger pattern of exploration, which followed the conquest of Aztec Mexico in 1521. In 1542, an expedition sailed northward from Mexico under the command of Juan Rodriguez Cabrillo. On Thursday, September 28, 1542, the expedition pulled into a port, which they named San Miguel, but which in fact was the location of what was to become San Diego. By 1543, Spanish ships had surveyed the Pacific coast as far north as Oregon laying claim to the discovered lands in the name of the Spanish Crown. The purpose of these and other explorations was to gather information that could be used in future colonization of these lands.
Lesson I: Early Explorations of California, 1542-1603

Content Standards
History/Social Science: 3.3.1; 4. 2.2; 5.2.1; 5.2.3
Historical and Social Science Analysis Skills: CST 1, 2, 4, and 5; REPV 1 and 2; HI 1, 2, and 3
Visual Arts: 3.2.1; 3.2.4; 3.2.6; 3.5.2; 4.2.5; 4.5.3

Key Artifacts at the Bowers
- **Helmet**, c. 1600. Conquistadors soon learned the heat and rough terrain of Mexico and the Southwest made steel suits of armor unusable, so they later turned to leather padded garments for protection from arrows and spears.
- **Cannon**, c. 17th Century. This iron cannon may have fallen from one of the Spanish trading ships that called at the Dana Point harbor.
- **Octant**, c. 1731. This Spanish instrument gave mariners an estimate of their latitude.
- **Staff**, c. 1775. This Spanish cross staff is the type used by Columbus and later explorers to measure the altitude of the sun and stars.
- **Statue of Juan Cabrillo**, Bowers Museum Courtyard

Key Vocabulary:
Words: Astrolabe, circumnavigate, expedition, explorer, latitude, longitude, galleon, sextant, century, decade, past, present, future
People: Juan Cabrillo, Ferdinand Magellan, Hernando Cortez, Sir Francis Drake, Sebastian Rodriguez Cermeno, Sebastian Vizcaino
Places: Alta California, Baja California, Spain, Phillipines, South America

Focus Questions:
- Who were the early explorers of California?
- What sea routes did the early explorers follow?
- What technological developments made sea exploration possible?
- What were the aims and accomplishments of the early explorers of California? What obstacles did they encounter?

Focus Question 1:
Who Were The Early Explorers Of California?

Suggested Lesson Activities:
Class Discussion: What is an Explorer? Share with students information about a time when you explored something new. Have students work in pairs to share a time when they explored something. Ask a few pairs to tell the class what their partner explored. Ask, “What do explorers do?” (i.e., investigate systematically, examine, search or travel for the purpose of discovery). Introduce the word “expedition” (a journey undertaken by a group of people with a definite purpose; a trip that is made for a special reason, usually to find or explore a certain place.)

Activity: Explorer Word Square. Work together as a class to develop a “word square” for “explorers.” Instruct students to fold a blank sheet of paper into four sections. In the top left-hand corner, write the word, “EXPLORER.” In small groups, have students create their definition of an explorer. Ask each group to share their definition. Combine ideas from the various groups to develop a “class” definition. If desired, several dictionaries or a glossary may be consulted. Write the definition in the lower left-hand corner of the word square.
In the upper right-hand square, have students draw a picture of someone who “is” an explorer. In the lower right-hand square, students draw a picture of something that “is not” an explorer. For example, a student might draw someone watching television.

<table>
<thead>
<tr>
<th>Write the word</th>
<th>Draw a picture to visually show an explorer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLORER</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Write the class definition of an explorer.</th>
<th>Draw a picture to show what is NOT an explorer.</th>
</tr>
</thead>
</table>

Ask students, “If you were an explorer, where would you like to travel? What would you hope to find?” Have them write their response.
Focus Question 2: What Sea Routes Did The Early Explorers Follow?

Suggested Lesson Activities

Class Discussion: Where did the Spanish explorers travel? Explain to students that in the 1500s, Spanish explorers claimed large areas of North and South America for Spain. From 1519 to 1521, Hernando Cortes with more than 500 soldiers conquered the Aztecs in Tenochtitlan (present-day Mexico City) and made Tenochtitlan the capital of New Spain. Soon afterward, 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.

Activity: Map # 1. 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)
- What direction did they sail to reach Mexico? (west)

Explain to students that from 1519 to 1522, Ferdinand Magellan sailed west from Spain and went around (circumnavigated) the globe. Magellan claimed the Philippine Islands for Spain in 1519, and named them in honor of King Philip II.

Activity: Map # 2. On the world map and on a globe, identify the two poles, the equator, the prime meridian and the four hemispheres. Locate the Philippine Islands. Trace the route to the Philippines by going around South America. Note the Strait of Magellan. As needed, include a skill lesson on latitude and longitude.

Activity: How did early mapmakers depict California? This activity, called “The Iceberg,” is designed to help students understand why 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.

Recommendation: 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 connect the story to the experience of 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 that this was partly the reason why some early mapmakers depicted California as an island. California eventually came to mean all the territory from the tip of Baja northward to the still undiscovered Strait of Anian. Explain that the territory now known as California was identified with that name in 1747, when Ferdinand VI of Spain proclaimed a royal decree, “California is not an island.” (This activity is based on a lesson by Diana Parsons.)

Activity: Map # 3. Display a map of present-day California and help students identify 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; and San Francisco Bay. Identify the latitude and longitude of California. Ask, “Why did the early explorers believe California was an island?”

Class Discussion: Significance of California’s relative location. Help students judge the significance (i.e., climate, access to the Pacific Rim) today of the relative location of California. Identify the physical characteristics of California and explain how such features form California’s unique character. Identify harbors along the coast. Discuss the importance of mountains and deserts as physical land barriers to settlement. Note how the relative advantages and disadvantages of the location of California can change over time.
Focus Question 3: What Technological Developments Made Sea Exploration Possible?

Technological developments that made sea exploration possible. Throughout the voyages of the early explorers, latitudes, compass directions and distances were determined and included in the ship’s log. Latitudes (the distance north and south of the equator) were established by the use of a cross-staff or astrolabe. Both instruments required the user to align its sights with the horizon plus either the sun or the North Star. The angle between the horizon and the celestial body was read off a scale that measured degrees on the instrument. However, it was impossible to get a precise reading while on a pitching ship. Latitudes determined on land were more accurate. The astrolabe has now been replaced by the sextant.

Suggested Lesson Activities
Activity: Construct an astrolabe. Have each student construct an astrolabe to determine a ship’s distance north or south of the equator. Materials needed include: cardboard, drinking straw, marker, string, tape and metal washer.
1. Cut a semi-circle out of cardboard, eight inches wide and four inches high.
2. Mark degrees as shown in the sketch.
3. Tie a 12-inch string around the middle of a straw.
4. Tie a metal washer on one end of the string.
5. Tape the straw along the straight edge of the semi-circle.
On a clear night, determine your latitude by sighting the North Star (Polaris) through the drinking straw. The position of the weighted string will indicate the latitude. (This activity idea is from Creative Teaching Press Theme Series – Explorers.)

Class Discussion: Technological Instruments. Bring in examples of an hourglass and compass for students to view. The measurement of longitude, the east-west location of a point, requires an accurate timepiece. In earlier times, time was measured with an hourglass. Unfortunately, the sand hourglass was not accurate enough for the early explorers to correctly figure longitude. Compasses were quite precise at the time, but many of these tools were aligned to work in Seville, Spain, where the magnetic declination would not be accurate to assist anyone in California. Generally, pilots in the sixteenth century were not able to determine latitude, longitude, or direction with great exactness. Chronometers, a more precise tool, were not invented for centuries.
Focus Question 4: What Were The Aims And Accomplishments Of The Early Explorers Of California? What Obstacles Did They Encounter?

Obstacles encountered by early explorers. Early explorers consistently mentioned obstacles that included adverse sea and wind currents. Ships, beaten back by opposing winds from the northwest that threatened to drive them aground, were forced to go farther out to sea. From this vantage point, cartographers found it difficult to accurately chart the rocky 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. This concern was exacerbated between October and March when severe storms occurred, particularly in Northern California. The dense coastal fog banks reduced visibility and were so thick at times as to even lead to the explorers 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 was becalmed and stranded at sea for days.

Conditions aboard ship. Today, numerous luxury cruise ships travel the waters along Alta and Baja California. Conditions on these ships are vastly different from those experienced by the early explorers. The food eaten by early explorers 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, provisions onboard were not enough to maintain the crew. Without fresh fruit, sailors suffered from scurvy, a disease caused by a deficiency of vitamins C and B1. Apart from lacking proper nutrition, crews were often confined by the weather within tiny, poorly provisioned hulls. Plagued by hunger, illness and the great hardships of sailing uncharted seas, the threat of dissension and even mutiny was not uncommon.

Goals, accomplishments and struggles of Juan Rodriguez Cabrillo. Juan Rodriguez Cabrillo, an able navigator and shipbuilder, is credited with claiming Alta 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).

Activity: Identification of Cabrillo’s Route. Distribute Identification of Cabrillo’s Route (Handout #2). The chart demonstrates how historians often do not agree about “the facts.” Explain to the students that the column entitled “Log Name” shows the names used by Cabrillo during his expe-

Cabrillo’s descriptions of the California shoreline provided a crude guide for future mariners. His reports described Indian food, clothing, 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.

Suggested Lesson Activities

Activity: Map #4. On a map of North America, 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 heavy fog.

Class discussion: Cabrillo’s accomplishments and obstacles. Despite the accomplishments of Cabrillo’s voyage, his voyage disappointed officials in New Spain. After all, there were no treasures found, the Strait of Anian was not located and 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; this was not the fabled paradise Spanish officials had hoped he would find. When eventually California was settled, every island, bay and beach named by Cabrillo was renamed.

Activity: Graphic Overview - Early Explorers of California. Distribute copies of Graphic Overview - Early Explorers of California (Handout #1). Help students record information about Cabrillo on the organizer. If appropriate, have students read additional information about Cabrillo. Discuss what was the goal of Cabrillo’s journey to California? What did Cabrillo accomplish? Was Cabrillo’s journey to California considered a success?

Cabrillo’s Records. 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.

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dition. The other columns, which are headed by the names of three prominent historians, show the names these scholars believe represent the 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 the chart (Handout #2), 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.

Activity: Cabrillo’s Log. Divide students into groups of four. Provide each group with a copy of the excerpt from Cabrillo’s Log (Handout #3). Even though students are in groups, it is recommended that this activity be done as a teacher-directed activity.

Using different colored pencils or highlighters, assign each student a number within the teams of four. Then, all number 1’s in each group use one color, all number 2’s use a different color, etc. in order to highlight the information listed below on their group’s copy of the log. (This activity is from a lesson developed by Denise Smith.)

- Student #1 Review the document to find descriptions of the geographic features.
- Student #2 Identify any written description of American Indians.
- Student #3 Find any information about where the explorers are located.
- Student #4 Find any clues that tell the date of the entry.

Activity: Written Document Analysis of Cabrillo’s Log. Distribute a copy of the Written Document Analysis Worksheet (Handout #4). Help students complete the form using the Identification of Cabrillo’s Route (Handout #2) and Cabrillo’s Log (Handout #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 manual. Guide students carefully on the form’s first use so that they learn the process and are better able to complete it independently in the future.

Activity: A Journal of Cabrillo’s Expedition. This activity also engages students in English-Language Arts content standards. First, review the obstacles encountered 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 because of the 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 (an integrated assessment with science.)

Class Discussion: What were the aims and accomplishments of Francis Drake? What obstacles did he encounter? Share this information with your students: 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.

Activity: Map #5. The exact location of Drake’s landing is not known but it is thought to be north of San Francisco, near Point Reyes Peninsula. On a map of California, locate the area named Drake’s Bay.
Juan Rodriguez Cabrillo. In 1542, Juan Cabrillo, navigator and ship builder, led the first European expedition to explore what is now the west coast of the United States.
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 Englishman to circumnavigate (go around) the globe. The English claim to California, however, was not maintained due to inadequate resources.

Activity: Graphic Overview - Early Explorers of California. Distribute copies of Graphic Overview - Early Explorers of California (Handout #1). Help students record information about Sir Francis Drake on the organizer. If appropriate, have students read additional information about Drake. Ask: What was the goal of Drake’s journey to California? What did Drake accomplish? 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.)

Class discussion: What were Spanish galleons and what route did they follow? Spanish galleon ships 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 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.

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

Activity: Map #6. Trace the following routes of the Spanish galleons on a world map.

- 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.

Activity: Spanish Galleon ship measurement. Many galleon ships were built in the Philippines. The types of wood available in the Philippines 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 a load of between 200 to 400 tons.

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 120 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 and have them write down their responses. For science sessions, research the ocean and wind currents along the coast of North America to determine difficulties faced by the explorers.

**Activity: 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 1/4" equals one foot.

The replica galleon ship should include the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Evaluation Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Cutaway illustration with samples of historically accurate cargo.</td>
</tr>
<tr>
<td>10</td>
<td>Ship drawn to scale of 1/4&quot; equals one foot for a ship about 120 ft long.</td>
</tr>
<tr>
<td>10</td>
<td>A written description of the ship and its contents, including the ship’s name and where and when it was built.</td>
</tr>
<tr>
<td>10</td>
<td>Creative illustration of the ship, including the use of color, materials and attractiveness.</td>
</tr>
<tr>
<td>10</td>
<td>Project organization, including neat and legible printing, and on time completion with the work area cleaned up.</td>
</tr>
<tr>
<td>10</td>
<td>A list of jobs accomplished by each group member.</td>
</tr>
</tbody>
</table>

**Activity: Ship vocabulary.** 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.

**The journey of Sebastian Rodríguez Cermeno.** The economic success of the Manila galleon trade renewed Spanish interest in Alta California. Wind and currents made navigation, usually with a loaded cargo ship, difficult. 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.

Captain Sebastian Rodríguez Cermeno, a Portuguese navigator and merchant, was chosen to explore the Alta Californian coast to find safe places to land. 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 because 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. Cermeno and his crew constructed a smaller, open sailboat that Cermeno believed would be better able to explore the rocky coastline.

During stormy weather, the San Agustin’s anchor dragged and broke loose. Almost the entire cargo of treasures and provisions was lost, but the smaller launch was used 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.

**Activity: Graphic Overview - Early Explorers of California.** Distribute copies of Graphic Overview - Early Explorers of California (Handout # 1). Help students record information about Cermeno on the organizer. 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?

**Activity: “Determine the Crew.”** Explain to students that they will work together in small groups to list the type of skills that crew members needed to journey on a galleon ship 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 skills are necessary? (Food preparation, ship repair and navigational skills are only a few of...
the necessary duties.) Remember that “effective”
crewmembers 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 quali-
fied to sign up for the crew based upon the list of responsi-
bilities.

Activity: Graphic Overview - Early Explorers of
California. Distribute copies of Graphic Overview - Early
Explorers of California (Handout # 1). 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?

Prohibition of exploration in California. 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, was not worth the effort
to explore and settle.

More than 60 years of exploration had created a nega-
tive impression of California as a rugged, foul-weath-
ered, rocky coast hazardous to ships. Sea captains
feared California because of unfavorable winds, the
threat 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.

Class discussion: What century is it? 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.) Write the date 1950. Explain that this year is
in the 20th century. Ask several students the date of their
birth. “In what century were you born?”
List a sample of dates on the chalkboard, such as 2001,
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 iden-
tify within which century a specific date falls. Practice iden-
tifying and writing the names of the different centuries.
Also, have students create sentences and dialogues that use
century labels.

Activity: Construct a Time Line Begin a time line from
1450 to 1900 with 1 inch for each 50 years. At the top of
the time line, label each century, as shown below.

<table>
<thead>
<tr>
<th>15th century</th>
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Note: It may be valuable to create a large time line along
the wall(s) of the classroom from 1400 to the present-day.

The Journey of 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, 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.

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 insuf-
ficient fresh fruits and vegetables.

The Vizcaino expedition had not yet found a site for a
port when they discovered the rocky, foggy,
windswep 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 and read, and had a large influ-
ence on mapmaking for nearly two centuries.

In the 1760s, 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 group failed to recog-
nize it on the first expedition.

Class discussion: What century is it? Ask students to
identify today’s date. Record it on the chalkboard. Explain
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Note: It may be valuable to create a large time line along
the wall(s) of the classroom from 1400 to the present-day.
Each decade and/or century can be identified through color-coded paper and pens. Thus text and student-drawn illustrations can be strung side-by-side to form a colorful chain of construction paper or butcher paper.

Place the names and dates of the key explorers of this historical era (Early Explorers of California) in the proper century and in chronological sequence on the time line. For example, the following key people and events may be added:

- In 1542, Cabrillo entered San Diego Bay and claimed California for Spain.
- In 1579, Drake claimed California for England.
- In 1595, Cermeno left the Philippines to look for a safe port on the California coast.
- In 1602, Vizcaino left Acapulco to chart accurately the Californian coast and to locate a sheltered port for settlement.

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 Explorations of California) and explain the historical content of those events. Discuss terms such as past, present and future. Note: Update the time line during future lessons.

Activity: “I Am” Poem. Have each student select one of the early explorers who visited “California.” Using the Early Explorers Graphic Overview (Handout #1), textbooks and other reference materials, have each student complete an “I Am” poem (Handout #5) to demonstrate what he or she has learned about the selected explorer.

Activity: Role play. Divide the students into groups and have them reenact one of the episodes from an explorer’s journey. This might include props, sound effects and costumes. Presentations could be videotaped, photographed or documented in text for an in-house newspaper, school flier or for display on the classroom bulletin board.

Activity: Compare and Contrast. Review the Graphic Organizer – Explorers of Early California (Handout #1) which students have been completing during the lesson. Using the organizer, identify the impact 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**

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

Provide students with some statements to classify, such as:

- 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.

Lesson II:
Settling Alta California, 1769-1781

The actual colonization of California by the Spanish was motivated by several factors: the need for additional ports, the need to consolidate their colonial holdings against encroachment by other European powers, and their concern about the growing threat of Russian colonization of the North Pacific coast of North America. The Portola expedition of 1769 was a first step in addressing these concerns. This important expedition, which was the most significant of four ordered by the Spanish Visitador General, Jose Galvez, arrived in San Diego on July 1st. The expedition, which included Father Junipero Serra, Sergeant José Francisco de Ortega, about ten soldiers, two servants, and forty-four Baja California Native Americans, crossed into what was to become Orange County on July 22, 1769.

Lesson III:
Life at the Missions

In 1768, the King of Spain ordered Father Junipero Serra, a Franciscan missionary from Palma, Spain, to establish a system of missions in an area that had been visited only by early explorers, and that was currently inhabited by native peoples.

Father Serra founded nine missions between 1769 and 1784, following his charge of establishing missions in the new territory. In the years that followed, a system of interconnected missions, estancias, and presidios was established in Alta California. This mission system would forever change the lives of California’s Indians, decimating cultures and languages that had existed for centuries before, and integrating Indians into a way of life that would blend the Native, the Christian and the Spanish into a new Californian culture.
Lesson II: Settling Alta California, 1769-1781

Content Standards
History/Social Science: 3.3.1; 4.1.1; 4.1.2; 4.1.3; 4.1.4; 4.2.2; 4.2.3; 4.2.4; 4.3.1; 5.2.2; 5.2.3; 5.2.4
Historical and Social Science Analysis Skills: CST 1, 2, 4, and 5; REPV 1 and 2; HI 1, 2, and 3
Visual Arts: 4.5.3

Key Vocabulary:
Words: Pueblo, presidio
People: King Carlos of Spain, Jose de Galvez, Gaspar de Portola, Father Junipero Serra, Father Juan Crespi, Juan Bautista de Anza, Los Pobladores
Places: Russia, Alaska, La Paz, San Diego, Monterey, Orange County, San Jose

Focus Questions:
• When did your family settle in California and why did they come?
• Who were the early settlers of California and why did they come?
• What routes did the early settlers follow?
• What were the aims and accomplishments of the early settlers of California? What obstacles did they encounter?

Key Artifacts at the Bowers
• Coin of the Realm, c. 1762. Spanish American coins known as “Pieces of Eight” were widely circulated in the Americas. This silver coin shows the Coat of Arms of Spain on one side; on the reverse are two globes representing the uniting of the Old and New Worlds.
• Gun, c. 1760. This steel gun was found in the Trabuco Canyon area, where the Portola Party lost a gun. The party named the canyon after the lost gun, though there is no evidence that this is the famed weapon.
• Sword, c. 18th Century. Spanish colonial swords were the first metal blades used in California. They were used by soldiers to guard early settlements and, later, missions and presidios.

First Expedition to Settle Alta California. Jose de Galvez, the chief government official of New Spain, conceived and organized what came to be called the “Sacred Expedition.” 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.

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.)

Portola’s Expedition. The Spanish overland exploration of Alta California began as a quest to find Monterey Bay when Gaspar de Portola’s 1769 expedition marched northward from San Diego. 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.

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 Lasuén doubled the number of California missions. By 1804, a chain of 21 missions had been built from San Diego to Sonoma.

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 15, 1776, Juan Bautista de 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.)

Pueblo de Los Angeles, by 1790, had grown to 141 persons, of whom 80 percent were under 16. In the fields around the pueblo grazed 3000 head of cattle. By 1820, the pueblo had increased to about 650 residents, the largest civilian community in Spanish California.

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.

Focus Question 1: When Did Your Family Settle In California And Why Did They Come?

Suggested Lesson Activities

Activity: When did your family settle in California? Why did they settle in 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 of using the “Family Migration Interview Form” (Handout #6), select a student to interview you. (Note: This activity is based on a lesson developed by Akida Kissane Lewis.)

Family Migration Interview Form (Handout #6).
- When did your family (or ancestors) first settle in California?
- From what area did your family migrate?
- Why did your family choose to settle in California?
- What stories can you share about your family’s migration?

Construct a class chart, “Migration to California,” like the one shown below. Explain how helpful a chart can be when interviewing an eyewitness. Model how to record information from your interview on to the chart.

<table>
<thead>
<tr>
<th>Names: (Include name of person interviewed &amp; name of the student)</th>
<th>Date Arrived</th>
<th>Arrived From</th>
<th>Reasons for Migration</th>
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**Activity: Oral Interview.** Using Handout #6, students conduct an oral interview with a parent, older relative, or guardian. Have students plan ahead what relevant questions can be posed about events related to their family’s settlement in California. Following the interview, have students record the data collected on the class “Migration to California” chart. (Be sensitive, some families may not want to share their migration story. Provide the option of interviewing a non-family member.)

**Activity: Time Line.** In Lesson I, a class time line was established. If your time line stops at the end of the 19th century, extend the time line to the current day. Using post-it notes, have each student write his or her name and the date(s) that his or her family settled in California. Affix the post-its to the class time line according to the decade in which the students’ families arrived.

**Class discussion: 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 Orange County 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.

“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 have encouraged 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.

**Activity: Movement and Change.** To initiate this activity, use yourself as an example and tell students about a movement or change that occurred in your life. Afterward, divide the students into pairs and have the partners share a specific event or situation that involved a significant change, e.g., a move to a new house, a new neighborhood, a new city, a new school or a new classroom. Have students respond to the following prompts during a Quickwrite:

- Why did you move or change? Was it a push or pull factor (reason)?
- What changed in your family’s needs to encourage the move?
- Compare your situation before to after you moved.
- Describe how you felt about the change. Did you look forward to it? If you had mixed feelings about the move, what were they?
- What was it like at the new place? How did you adjust?

**Activity: Map #1 - Mapping Your Move.** On post-it notes, have students record their names and their family’s place of origin. Place notes on a large U.S. and/or a world map. Trace family routes from points of origin to California. Discuss the migration of individual families and of groups. Compare and contrast the patterns of movement. Ask, “What are some of the reasons that ‘pushed’ or ‘pulled’ people to California?” “Did the physical characteristics of California play a role in any of the reasons for migration (proximity to the ocean or mountains)?”

**Additional mapping activities:**

- Select a local historic family and trace that family’s migration on a map. Make notations about them on the “Migration chart.”
- Have students draw a family map that includes country, state and town where their family (parents, grandparents, others) lived before residing in California.
- Using yarn or a non-permanent marker, have students mark the various routes taken by family members on a large United States and/or world map.

**Class discussion:** Why was California forsaken for over 150 years? The Spanish did not begin to settle California until the 1760s, more than 150 years after Sebastian Vizcaino’s voyage of exploration. As a review from the previous lesson, Early Explorations of California, discuss the reasons early European explorers did not settle in Alta California.

**Activity: Map #2.** Analyze 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. Ask students, “How have the advantages or disadvantages of California’s relative location changed or stayed the same over time?” How do the physical characteristics of California form its unique character?

**Focus Question 2: Who Were The Early Settlers Of California And Why Did They Come?**

**Suggested Lesson Activities**

**Class discussion: Who were the early settlers of California and why did they come?** Inform your class that in 1768, King Carlos of Spain was concerned that new settlers might encroach upon Spain’s territory in Alta California. The Spanish King heard that Russian fur traders hunting in Alaska planned to expand their fur trading busi-
ness southward along the Pacific Coast toward northern Mexico.

Activity: Map #3. 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. (For additional information on Russian settlement in California, refer to the Teacher Background Information section at the beginning of this lesson.)

Class discussion: Let’s Settle Alta California. Explain to students that in 1769, King Carlos of Spain decided that he must act quickly to settle Alta California in order to protect Spanish claims. 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 chief government official of New Spain, Jose de Galvez, 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 bays of San Diego and Monterey. 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.

Galvez arranged an expedition to found presidios and missions, both at 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.

Activity: Map #4. Locate La Paz on the tip of Baja California. Note the locations of San Diego and Monterey.

Focus Question 3: What Routes Did The Early Settlers Follow?

Suggested Lesson Activities

What route did the Portola expedition follow northward from San Diego? Share with your class that in 1769, Gaspar de Portola’s expedition marched northward from San Diego in search of Monterey Bay. (For additional information about Portola’s expedition, refer to the Teacher Background section at the beginning of this lesson.)

Activity: Map #5 - Portola’s Expedition into California’s present-day Orange County. Distribute a copy of the “Route of Portola Expedition, 1769” (Handout #7). Ask students to study the map (provide magnifying glasses, if possible) to find Portola’s route and Portola’s camp sites. Interpret the information shown through the map’s symbolic representations (using map and globe skills) and determine the absolute locations of places. Locate geographic features and the names of present-day cities. Explain that none of the locations named on the map were used at the time of Portola’s expedition. Encourage students to pose relevant questions about the map.

Explain to students that the Portola expedition entered present-day Orange County on July 23, 1769. Point out the site labeled #1 (on Handout #7), located near San Juan Capistrano.

Class discussion: Father Juan Crespi’s Journal. Read “The Portola Expedition” (Handout #8), which includes descriptions from Father Juan Crespi’s journal. As you read out loud, have students study their copies of the “Route of Portola Expedition” (Handout #7). (Note: Part of this lesson was adapted from the work of Denise Smith and Karen Kirby.)

Activity: Map #6 - Portola Expedition, 1769 Worksheet. Duplicate for each student a copy of the worksheet, “Portola Expedition, 1769” (Handout #9). Using the information from Handout #8, have the students number each dot on the worksheet that corresponds to a site where Portola’s party camped, beginning with #1 at the lower right side of the map. Once each dot is numbered, it will be easy for students to label the names of the camps using Handout #8 as a guide. Have the students also record the dates Portola’s party camped at each site.

Activity: Map #7 – Modern-day Orange County Locations. Using a modern-day map of Orange County, highlight the places where the Portola expedition passed through Orange County. Note how closely the new Foothill Freeway follows the route of Portola’s expedition.
Ask students to explain how the present is connected to the past, and how some things change over time and some things stay the same.

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 in 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.

Activity: 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 #10). 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 and August excerpts which reflect Portola’s attempts to locate Monterey Bay. Remind students that this latter expedition (from San Diego) traveled through what is today Orange County.

Within each group, 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 #10). (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.

Have students pose relevant questions about the events that they encountered in the historical eyewitness account (as described in Gaspar de Portola’s diary). Discuss how it might differ from an eyewitness account written today?

Activity: Analyze information noted in an eyewitness account. Distribute copies of “Analyzing a Document” (Handout #4). After students complete Handout #4 within their group, have them discuss each category with the total class. If desired, record the information on an overhead transparency.

Activity: Gaspar de Portola Poetry. The activity provides students the opportunity to show what they know about the explorer, Gaspar de Portola. Also, the poem provides practice with parts of speech. Refer to Handout #11 for a template for the Gaspar de Portola poem. Directions are as follows:

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: Graphic Overview – Settling Alta California. Refer to the Graphic Overview from the previous lesson, Early Explorers of California (Handout #1). Extend the graphic overview by adding a new page, “Settling Alta California” (Handout #12). Complete the section for Gaspar de Portola.

![Gun c. 1760. This steel gun was found in the Trabuco Canyon area, where the Portola Party lost a gun. The party named the canyon after the lost gun, though there is no evidence that this is the famed weapon. Bowers Museum Collection](image-url)
Focus Question 4: What Were The Aims And Accomplishments Of The Early Settlers Of California? What Obstacles Did They Encounter?

**Suggested Lesson Activities**

**California missions.** Spain sent settlers to Alta California to make sure that the area became a Spanish colony and not an English or Russian colony. The Spanish officials believed 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.

This process of transformation would prove disastrous to the culture and way of life of the Indian populations living in Southern California when the Spanish arrived. It is important to remember that the Indians the Spanish wanted to “transform” were not passive and willing recipients of this acculturation process. Each native society was rich in its own traditions, oral history and culture, nearly all of which is now gone forever due to the effective and relentless goals of the Spanish missionaries and settlers.

For more information on the native cultures that preceded the Spanish in Southern California, see the Bowers Museum’s *Southern California Indian Curriculum Guide.*

**Activity: Compare and Contrast.** Review with students the reasons the early sailing ships visited Alta California. Using a Venn diagram, compare and contrast these goals with the aims of the Spanish settlers after 1769.

**Class discussion: What was the role of Father Junipero Serra?** Provide the following information to your students: 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 Alcalá. Soon after, he sailed to Monterey Bay, established Mission San Carlos de Monterey and held its first mass on June 3, 1770. This mission, however, was soon moved closer to a source of wood and water. The move was only four miles away to the current site of Carmel.

**Activity: Graphic Overview – Settling Alta California.** Refer to the graphic overview, “Settling Alta California” (Handout #12). Complete the section for Father Junipero Serra.

**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.
Activity: Map # 8. Refer to a textbook map for the location of the missions with their dates and order of founding. (Additional information about missions can be found in Lesson III, Life on a Mission.)

Land routes discovered by 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 Southwest Desert 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. Once there he designated the site for the future San Francisco Presidio and the Mission Dolores.

Impact of California geography. 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.

Activity: Map # 9. On a map of North America, trace Anza’s route overland from Mexico to Monterey and San Francisco Bay.

Activity: Graphic Overview – Settling Alta California. Refer back to Graphic Overview, “Settling Alta California” (Handout #12). Complete the section for Juan Bautista de Anza using some of the background information provided above.

Purpose and location of the Spanish presidios. While the missions were the central focus of Spanish California, Spanish officials established four presidios, or military forts, along the Californian coast. The main purpose of a presidio was to protect missions from attack. 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 also 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.

Activity: Map #10. On a map of California, identify the location of the four first presidios. Help students judge the significance of the location of the presidios (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Purpose of the Spanish pueblos. 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 priests or soldiers did not run them. 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.

Activity: Map #11. The first pueblo to be established in Alta California was San José, and was founded on November 29, 1777 near the southern end of San Francisco Bay. Locate San Jose on a map of California.

First settlers of the Los Angeles Region. The second pueblo in Alta California was established on or about September 4, 1781. The settlers (called Los Pobladores or the Founding Forty-Four) traveled from Sonora Mexico under the direction of Captain Fernando Rivera to build an agricultural settlement. It was named El Pueblo de Nuestra Señora la Reina de los Angeles del Río de Porciúncula. Today, it is known as Los Angeles.

Activity: Map #12. The Pueblo de Los Angeles was located near the Porciúncula River (Los Angeles River), about nine miles southwest of Mission San Gabriel. Locate present-day Los Angeles, the Los Angeles River and Mission San Gabriel on a map of Southern California. The site had no harbor and no navigable river, but these were deemed nonessential for the success of a small, agricultural community.

Los Pobladores, Founders of the Pueblo de Los Angeles. The Los Pobladores of the Pueblo de Los Angeles were settlers of mixed backgrounds. More
than half of the original founding families were African-American. The Los Poblanos built adobe homes, raised animals and farmed the land. Captain Rivera offered the families $400, supplies, tools, animals, clothing, a limited period of no taxation, and access to land. The settlers received title to the land after 5 years of “satisfactory residence” which required good behavior, completion of an adobe home, and progress in farming and in raising various stock.

Class discussion: Census Analysis. Provide each student with a copy of “Los Poblanos – The Founders of the City of Los Angeles” (Handout #13). This is the official Spanish census list of 1781, which records the names, race, gender and ages of the 44 Los Poblanos. Projection of the census on an overhead transparency permits a class discussion.

Activity: Construct a Census Chart. Have students construct a chart of the gender, age and ethnic make-up of the Poblanos like the one shown below.

<table>
<thead>
<tr>
<th>Los Poblanos Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POPULATION:</td>
</tr>
<tr>
<td>Adults</td>
</tr>
<tr>
<td>Children</td>
</tr>
<tr>
<td>GENDER:</td>
</tr>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Women</td>
</tr>
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<td>ETHNIC GROUP:</td>
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<tr>
<td>Spanish</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Indian</td>
</tr>
</tbody>
</table>

Activity: Conduct a class census. As a comparison to the 1781 census for the Pueblo de Los Angeles, conduct a census of your class. Determine the total population and age, gender and ethnic groups. Use names of ethnic groups appropriate for your classroom. On a similar chart, insert the census data from your class.

Activity: Analyze the census document. Using the “Written Document Analysis Worksheet” (Handout #4), help students analyze the census. (Note: The census activities are based on the work of Rosie Becerra Davies.)

Activity: Graphic Overview – Settling Alta California. Refer back to Graphic Overview, “Settling Alta California” (Handout #12). Complete the section for the Los Poblanos, the founders of the Pueblo de Los Angeles using some of the background information above.

Activity: Settling Alta California Time Line. Add names, dates, locations and events from this lesson, Settling Alta California, to the time line begun in the previous lesson, Early Explorers of California. (Refer to Handout # 25 for a sample Early California Time Line.) Duplicate page 1 of this time line and cut apart the appropriate sections. Have students practice matching the dates with the events. 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. For additional time line activities, review this manual’s Lesson V, Early California Time Line.

Activity: Absolute Location. Provide maps and globes so that students can identify the absolute location of key places visited during the settlement of Alta California. 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: R.A.F.T. As a culminating assignment, have students write a letter. In the letter, students write as if its author (Role) was Juan Rodriguez Cabrillo, Sebastian Vizcaino, Gaspar de Portola or Father Junipero Serra. Emphasize selecting the proper date (Tense); using proper letter format (Form); directing the letter to the King of Spain (Audience), and describing vividly the findings of the expedition. (Handout # 14)

R: ROLE - Cabrillo, Vizcaino, Portola or Serra
A: AUDIENCE - The King of Spain
F: FORM – Letter
T: TENSE – In the past - 1500’s or 1700’s

Scoring Guide for the R.A.F.T.:
- Identifies the role
- Selects an historically accurate date
- Maintains the historical topic
- Uses important historical facts and reasons to support details
- Shows an understanding of the historical time period
- Has no historical errors
- Writes in a very well organized style
- Follows standard letter format
- Has all required elements of the prompt

(The R.A.F.T. is based on a lesson by Denise Smith.)
Lesson III: Life at the Missions, 1769-1834

Content Standards
History/Social Science: 3. 3.1; 3.3.2; 4.1.2; 4.1.4; 4.2.3; 4.2.4; 4.2.5; 4.2.6; 4.2.8
Historical and Social Science Analysis Skills: CST 1 and 2; REPV 2; HI 1, 2, and 3
Visual Arts: 3.2.2; 3.2.3; 3.2.4; 3.2.6; 4.2.1; 4.2.2; 4.2.5; 4.2.6; 4.2.7; 4.2.8; 4.5.3

Key Artifacts at the Bowers
• **Statue of Saint Anthony Holding the Infant Jesus**, c. 1800. This statue originally stood in the Serra Chapel at the Mission San Juan Capistrano. Following the secularization of the California missions, the statue was given to Don Bernardo Yorba. The statue was eventually gifted by a Yorba descendant to the Bowers Museum.

• **Chasuble Vestment**, c. 19th Century. This chasuble, accented with golden lamé, is said to have been one of the original vestments used in the original old adobe San Antonio chapel, founded by Don Bernardo Yorba.

• **Dispatch Pouch**, c. 1780-1820. Leather bags such as this were used to carry messages from one mission station to another by Native American runners. Few dispatch bags have survived.

• **Alambique (Brandy Still)**, c. 1776 – 1831. This copper brandy still belonged to Don Juan Forster, who reportedly purchased it during one of his many sea voyages. It is the first still to be brought to Alta (Upper) California. Brandy was manufactured by both the missions and early rancheros for exchange with foreign traders.

• **Painting of Santa Barbara Mission by Fannie Duvall**, c. 1890. Oil on Canvas. In this painting the artist portrays the mission against a stark desert, mountain backdrop. The dormer windows and wood roof allow us to date the painting to the late 19th century.

Key Vocabulary:
Words: Adobe, siesta (rest), mural, agriculture, tanning, tallow, forge
People: Priests, soldiers, settlers, California Indians
Places: Mission, presidio, pueblo, estancia

Focus Questions:
• What was life like for the people, native and non-native, who occupied the missions?
• How did the Franciscans change the economy of California from a hunter-gatherer economy to an agricultural economy?
• What influence did the mission economy have on present-day California’s economy?
• What were the relationships among soldiers, missionaries, settlers and Indians?

Focus Question 1: What Was Life Like For The People, Native And Non-Native, Who Occupied The Missions?

Suggested Lesson Activities
Activity: Research, write and present a report on the daily life at a mission. Present the students with the following prompt (Handout #15): *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 non-native, who occupy the mission settlements. Write the report requested by the King.*
**Class discussion: 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 can include television, sports, reading, etc. Review the proper method to denote time, e.g., 7:00 a.m. or 8:00 p.m. Have each student produce a “schedule” or time line of the events for his or her typical school day.

**Class discussion: 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

**Activity: Research jobs performed by Mission Indians.** Have each student select and research one typical job of an Indian who worked at a mission. (Refer to Handout #16). Identify and describe in writing one type of job performed by mission Indians.

- Describe at least three 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.

**Activity: Demonstration/Reenactment Day.** Supplies include: 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; 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. Note: Most missions were built in the shape of a four-sided quadrangle with a courtyard, church, living quarters for the padres, workrooms and storage rooms.

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.
Activity: Paint a Mural to depict the daily life of the people, native and non-native, who occupied the missions. 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 non-native, who occupied a mission. 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.

Focus Question 2: How Did The Franciscans Change The Economy Of California From A Hunter-Gatherer Economy To An Agricultural Economy?

The natural resources of California were so abundant that even densely populated Indian villages did not need an agricultural 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, including string and carrying nets. Much of their food was obtained from the ocean and their villages were built along rivers and streams to have access to fresh water. Acorns were the most important staple food of the Indians. Plant fiber was used in making homes, clothing and a wide variety of basketry forms, including string and carrying nets. Much of their food was obtained from the ocean and their villages were built along rivers and streams to have access to fresh water. Acorns were the most important staple food of the Indians.
most of California’s Indians. In addition, 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)

Even without an agricultural society, California’s indigenous peoples were very familiar with the ecology of their food resources and impressively managed their local environments to enhance their stability and productivity. For example, in places like the Yosemite Valley, Indians periodically burned the underbrush to assure that oaks, the source of acorns, would not be choked out by fast-growing evergreens. (Source: Major Problems in California History, Chan and Olin). In contrast, Spanish settlers were unfamiliar with the climate and land of Southern California. Although the Spanish settlers were relatively few, their way of life 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 (e.g., 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 was 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 practices introduced by the Spanish emerged at the missions. Trained in farming under semi-arid conditions, the Franciscans adapted Mexican Indians’ and European methods in California. Also, the missionaries benefited from both a larger labor supply and a 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, ironically, agricultural skills to make the whole community self-sufficient. Accustomed to highly refined skills in their culture, Indians quickly learned to plow, plant, harvest to support Spanish agricultural practices, as well as tended livestock and constructed tools from stone, wood and leather. As in the other settlements, it was Indian labor that sustained the struggling colony. (Adapted from Rice, Bullough and Orsi. The Elusive Eden)

**Suggested Lesson Activities**

**Class discussion:** Conduct a discussion on the following topics: 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?

**Activity: Sorting.** Provide copies of Handout #17 for each pair of students. Students will 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.”

**Activity: California Indian Journal.** This activity also engages students in English-Language Arts content standards: Imagine you are a Californian Indian. In a journal entry, 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?

**Activity: What influence did the mission economy have on present-day California’s economy?** The efforts of the missionaries and their Indian laborers (begun over 200 years ago) have made California one of the leading agricultural centers in the United States. Many of the missions’ crops are now a major part of California’s industry. Some of the same farming and ranching techniques, first taught by the Spanish friars, are still in use. In small groups, have students brainstorm a list of what they think are present-day California’s Top 20 farm products. Share the following list of farm products and have students compare it with their list.
Ask students the following questions: What influence did the mission economy have on present-day California’s economy? Which of the products grown today were commonly produced at the missions? What products are commonly produced today in Orange County and/or Southern California?

California Agriculture produces more than 350 different varieties of fruits, vegetables, poultry, dairy, livestock and related crops. According to the California Farm Bureau, the leading products for the counties of Los Angeles, Orange and Ventura are nurseries, vegetables, strawberries, tomatoes, lemons and celery. California leads the nation in more than 110 crops including some crops that are only grown in California. These U.S. crops produced only in California include almonds, artichokes, dates, figs, raisin grapes, kiwifruit, nectarines, olives, clingstone peaches (for canning), persimmons, pistachios, dried plums (prunes), and walnuts. Most farms today are specialized. They produce one or two main crops or kinds of farm animals. Types of farms include dairy; egg and poultry; grain; fruit (orchards); vegetable; cattle ranches; and, nurseries. (For further information and/or to request a copy of the most recent Teacher Resource Guide, contact the Foundation for Agriculture in the Classroom by email at cfaitc@cfbf.com or their website at www.cfaitc.org.)

Class discussion: What types of relationships existed among soldiers, missionaries, settlers and Indians?

The mission system in California had three components: missions, presidios, and pueblos. 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?”

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. Indian workers built the presidios and the missions.

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.

Activity: 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.

During the panel discussion, students should use the following English-Language Arts Content Standards for Listening and Speaking:

- Ask thoughtful questions.
- Summarize major ideas.
- Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and evidence.
- Use supporting evidence to substantiate conclusions.

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## California’s Top 20 Farm Products Millions of Dollars

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<tr>
<th>Rank</th>
<th>Commodity</th>
<th>2001</th>
<th>Rank</th>
<th>Commodity</th>
<th>2001</th>
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<tr>
<td>1</td>
<td>Milk &amp; cream</td>
<td>$4,650</td>
<td>11</td>
<td>Cotton, All</td>
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Unit Two: Spanish Settlements In California, 1769-1834

26 The Bowers Museum of Cultural Art
Santa Barbara Mission and Grounds, c. 1899. Artist unknown. Hand painted souvenir mail card; print, colored, matted. Bowers Museum Collection
π Portrait of Pio Pico, c. 1880. Oil on canvas. Don Pico Pio was the last Mexican Governor of California, serving from February 1845 to August 1846. He was a colorful figure with a penchant for gambling, and organized the defence against American invaders intent on annexing California from Mexico. Bowers Museum Collection

▲ Pastel Painting of Santa Margarita Rancho. c. 1880. This watercolor fragment was painted by Alexander F. Harmer. This scene shows a ranch hand leading an unsaddled horse. Don Juan Forster is shown standing in the left foreground at the Las Flores Adobe, Rancho Santa Margarita. Bowers Museum Collection
Lesson IV:
The Growth of Ranchos

There were many changes after Mexico achieved independence from Spain in 1821. Under Spanish rule, land was largely in the hands of the missions, and there were less than 30 land grants recorded. However under Mexican rule the newly appointed Mexican governors of California (between 1821 and 1848, the period known as the Mexican or “Rancho” period in California history) awarded over 800 land grants. Once these granted lands were developed under specific landowners, the property was called a rancho or in current speech, a ranch.

While Mexican rule improved land grant distribution, the Rancho period was also a time where close-knit families accumulated great wealth, and devoted themselves to leisure time and an almost aristocratic lifestyle. The Rancho period was known as “the day of the dons,” marked by huge fiestas and sports such as bearbaiting, bull fighting, and cock fighting. A typical rancho had over 100 employees including wool combers, tanners, soap-makers, washerwomen, blacksmiths and other trades-persons. Many of these local laborers were well-trained Indian “Vaqueros” (cowboys).

The area currently known as Orange County was made up of Ranchos owned by the Yorbas, Picos, Forsters, Avilas, Rios, Sepulvedas and others. By far the largest ranch was the 25-mile long Rancho Santiago de Santa Ana, owned by the Yorba family.
Lesson IV: The Growth of Ranchos

Content Standards
History/Social Science: 3. 3.1; 3.3.2; 3.3.3; 4.1.2; 4.2.5; 4.3.1
Historical and Social Science Analysis Skills: CST 1, 3, and 4; REPV 2 and 3; HI 1, 2, and 3
Visual Arts: 3.2.2; 3.2.4; 3.2.6; 3.5.1; 4.5.3

Key Artifacts at the Bowers
• **Engraving of Don Juan Forster**, c. 1874. Forster was the only non-Hispanic rancho grantee in Orange County. He came to California from Guaymas, Mexico in 1833 and married Maria Ysidera Pico, the sister of Pio and Andres Pico.

• **Portrait of Don Bernardo Yorba**, c. 1840. Don Bernardo Yorba was the principle heir of the Rancho Santiago de Santa Ana and was known as the wealthiest of the Southern California Rancheros. Don Bernardo was one of four sons of José Antonio Yorba, the founder of the Rancho and Spanish Army sergeant who accompanied Portola on his overland exploration.

• **Datebook of Pio Pico**, c. 1876.

• **Historic Cape owned by Doña Maria Jesus Yorba de Scully**, Late 19th – Early 20th Century. This black taffeta, velvet and silk cape was a carry-over of customs prevalent in Orange County during the Rancho Period. The landed gentry of the Spanish Colonial and Mexican Rancho Periods were fond of imported fineries obtained from Mexico, Spain, or the Orient. Elite items of clothing were a reflection of their sense of dignity and landed status.

• **Branding Iron of Doña Maria de Jesus Yorba**, c. 1860. Doña Maria was the daughter of Don Bernardo Yorba, among the wealthiest ranchers in Southern California. Rancho family members each had their own brands.

Key Vocabulary:
Words: Rancho, ranchero (ranch owner), diseño (map), sombrero (hat), reata (rope), saddle, spurs, tallow, fiesta (party)

People: Manuel Perez Nieto, Juan Pablo Grijalva, Jose Antonio Yorba, Juan Pablo Peralta, Yankee

Places: Nieto Rancho, El Rancho Santiago de Santa Ana Juan Pablo

Focus Questions:
• What ranchos were located in present-day Orange County?
• What did the ranchos contribute to the economic development of California?
• What was life like on a rancho?

Orange County Ranchos
Ranchos no longer exist in their original form in Orange County. The ranchos that were once located here, however, were granted two different ways in two different time periods.

**Under Spanish Rule:** From 1769 to 1821, the Spanish government gave land grants by concession. Concessions were technically not land grants because all the lands remained under the ownership of the Spanish monarch. Instead, concessions were a form of reward for an individual’s service to the crown. A concession allowed an individual to have “grazing rights” for his cattle. In order to retain a concession, there were three requirements: build a stone house on the land; stock the rancho with at least 2,000 head of cattle; and have enough vaqueros to keep the cattle from straying.

**After Mexican Independence:** Starting in 1821, the Mexican government distributed rancho grants. However, it was not until after The Secularization Act of 1833, when the Mexican government confiscated mission properties, that new opportunities for land ownership really took hold. Then, anyone who was a Mexican citizen (native or naturalized), a Catholic and who had good moral character could obtain a rancho grant. Applicants (with the above prerequisites) sent a petition to the Mexican governor including a description of the property and a diseño, or map.

This was a historic transition, involving the “secularization” or conversion of the missions into ordinary parish churches. It also resulted in the freeing of Indians from the close supervision by the friars. Together this secularization and emancipation made possible the rise of a vast network of private ranchos, which eventually covered much of southern California. The Californios, who were Mexican-Californians, prospered greatly from secularization by taking over enormous amounts of former mission lands and
mission assets, and whose subsequent wealth and power placed them at the top of a new hierarchical system. For the Indians, many of whom became menial laborers on the new ranchos, it was, in contrast, an extremely painful and disruptive experience. Whatever positive effects freedom from the control of the missions may have had for the Indians were compromised by the new system that arose. The secularization of the mission lands did not allow Indians access to lands, but shifted the land monopoly from a religious to a secular elite.

**Nieto Rancho.** One of two Spanish concessions located in present-day Orange County was awarded to Manuel Nieto in 1794. Manuel Nieto’s holdings were roughly from the San Gabriel River to the Santa Ana River, about 300,000 acres. During the Mexican period, the grant was divided among his heirs into several ranchos, including Rancho Los Bolsas, Rancho Bolsa Chica, Rancho Los Alamitos, Rancho Santa Gertrudes (only the eastern tip extends into Orange County) and Rancho Los Coyotes (located entirely in Los Angeles County).

**Rancho Santiago de Santa Ana.** Only one original Spanish concession was situated entirely within today’s Orange County. This was the 11-league (a Spanish league is about 4439 sq. acres) Rancho Santiago de Santa Ana. Pablo Grijalva had possession of part of Rancho Santiago de Santa Ana by 1801, while the concession for the entire rancho was confirmed after his death in 1810 to his son-in-law, José Antonio Yorba, and his nephew, Juan Pablo Peralta.

José Antonio Yorba, born in Spain, was a soldier and Pablo Grivalva’s son-in-law. He accompanied Portola on the journey from San Diego to Monterrey in 1769, and camps on the river-land that ultimately became his own.

Juan Pablo Peralta was the son of Pablo Grijalva’s daughter and thus Grijalva’s nephew. Peralta established his own family on the south-side of the Santa Ana River and called the settlement, and the surrounding area, Santa Ana Arriba. The Peraltas and the Yorbas raised cattle and grew grapes, fruit trees and other crops to meet their household needs. They were the first rancheros to try to irrigate their lands.

While Nieto, Yorba and Peralta received Spanish concessions for lands within the borders of the current Orange County, the rest of Orange County land grants were made by the Mexican government. There were 21 ranchos in the county (including the Mission San Juan Capistrano lands).

**Rancho Canon de Santa Ana.** In 1834, the Mexican governor, José Figueroa granted Rancho Canon de Santa Ana to Bernardo Yorba, a son of Jose Antonio Yorba. This rancho, containing 13,528 acres was located near the boundary of Orange and San Bernardino Counties, and was north of the Santa Ana River as well as along it. Bernardo Yorba, was said to be able to move his cattle from Riverside to the Pacific Ocean without ever leaving lands that were included as his property.

Bernardo Yorba was able to irrigate his land from the river. Irrigation meant that corn, wheat, beans, orchards and vineyards could be grown. Bernardo Yorba became the wealthiest of the Yorba family members and maintained a self-sufficient rancho. Bernardo Yorba was married three times and had 20 children from the three marriages. His two-story hacienda at Esperanza Road, east of Imperial Highway (6749 Parkwood Court, Yorba Linda) contained some 50 rooms with space for his large family, occasional guests, plus some 20 skilled craftsmen, i.e., a teacher, harness maker, jeweler, plasterer, carpenter, cook, baker and shoemakers. Since there were more than 100 employees and household servants on the rancho, Bernardo Yorba built additional quarters surrounding the adobe. While Indians were laborers on the rancho, they preferred to live in an Indian village located on rancho property. Long after Bernardo Yorba’s death, the hacienda fell into ruins and was finally demolished in 1926. The location of Yorba’s ranching headquarters, at Esperanza (west of Fairmont in Yorba Linda), is a historic landmark site.

**Rancho San Juan Cajon de Santa Ana.** Rancho San Juan de Santa Ana, a large rancho owned by Juan Pacifico Ontiveros, became the original site for the Anaheim Colony and city. Juan Pacifico Ontiveros’s grandfather, Josef, was one of the first soldiers to come to the Orange County area from Mexico. He and his family were part of the group that was sent to settle at Los Angeles in 1781. In the early 1830’s, Juan Patricio Ontiveros decided that he wanted to own a rancho and began the application process to get a Mexican land grant. Unfortunately, Ontiveros died before his request was finalized. His son, also named Juan Pacifico Ontiveros, continued the process and, in 1837, was granted the land called Rancho San Juan Cajon de Santa Ana. After California became an American state,
Ontiveros’ family’s title to the property was confirmed by the U.S. Supreme Court (1857). This rancho was 39,970 acres. Today its acreage contains four different cities: Anaheim, Fullerton, Brea and Placentia. The Ontiveros family built a typical adobe home with thick walls, small windows and earthen floors in the Placentia area. The home site has been marked as an Orange County historic site. It is near the corner of Crowther Avenue and Porter Way in Placentia. The family raised cattle on the vast grassland and had a small garden near their house. The adobe was lived in and restored by its subsequent owners until 1980 when a new owner tore it down.

Southern Orange County Ranchos. In the southern part of Orange County, the rancho lands were kept in larger parcels. In the late 20th century, these parcels were developed on a more uniform basis to form communities such as Mission Viejo, Irvine and Lake Forest. Much of the south county rancho land, including Rancho Mission Viejo, became part of the Don Juan Forster domain during the 19th century. In order to become a property owner and to assimilate into the Mexican frontier land culture, an American named John Forster became a Mexican citizen (Don Juan Forster) and converted to Catholicism. In 1837, Forster married into the Mexican family of Andres and Pio Pico (future Mexican governors of California). Forster was able to acquire land and cattle by inheritance, grant, loans and personal purchase. He purchased the Mission San Juan Capistrano at auction from the Mexican government (Governor Pico) in December 1845 for only $750. Forster lived on the grounds of the mission until Lincoln restored the mission lands to the padres during the Civil War. Later, incoming settler Richard O’Neill obtained title to the Rancho Mission Viejo, and his heirs continued to operate the rancho. As the demand for housing in Orange County increased in the 1960s, they, like the Irvine Company, began to develop south county towns.

The Irvine family came into Orange County in the mid 1860s when James Irvine, Llewellyn Bixby, Benjamin Flint and Thomas Flint bought two ranchos, Lomas de Santiago and San Joaquin. Irvine and his partners began by raising sheep because of demand brought about by the Civil War. In 1874, James Irvine bought his partners’ share of both ranches. These shares and a slice of the Rancho Santiago de Santa Ana became the huge Irvine Company Ranch (1890s). By then, Irvine realized that Orange County, and indeed Southern California, had changed. Railroads cut through the grassland and settlers arrived to farm, not raise cattle and sheep. Gradually, Irvine converted the ranch to agriculture, raising such field crops as wheat, barley, corn and lima beans. In the 1960s, the Irvine Company again shifted its interest and began to develop housing for the new suburbanites who flooded Southern California. Today, houses and a university grace the land where once cattle roamed freely. (Based on the research of Dr. Barbara Milkovich.)

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, 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 often sold back to the rancheros as finished products. Now the cycle was complete, beginning with rancheros and their cattle and ending when cattle products were bought for use by the same rancheros.

Jobs on the Rancho. 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 ranchero 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 (a term used to describe Mexican-Californians of the time) 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.

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 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 ranchero for his herd and this brand design was recorded and registered with the government.

Life on the Rancho

Clothing: Clothing was always in short supply on the rancho. Items most likely to be unavailable were shoes, silk stockings and other articles of clothing such as the 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.

Outdoor Pastimes: Picnics, or meriendas, were popular. The ranchero 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 also rodeos (see the section below). The Spanish-Californian traditions which survived until 1860, included a carefree lifestyle; fiestas with music and dancing; rodeos; and gracious hospitality.

Ranchos Today. Unfortunately, there are no intact ranchos left in Orange County. A few adobe structures remain as museum sites to tell the rancho story. The Estancia on Adams Avenue in Costa Mesa is typical. It was probably an outpost shelter built originally by Diego Sepúlveda, but is best known by its later owner, Gabriel Allen. Other adobes include the Peralta Adobe in Anaheim and the Serrano Adobe at Heritage Hill in Mission Viejo.

Focus Question 1: What Ranchos Were Located In Present-Day Orange County?

Suggested Lesson Activities

Activity: Ranchos of Orange County. Provide students with a copy of “Orange County Map depicting Ranchos and Landmarks” (Handout #18). Have students look for familiar names on the map. Pass out copies of a contemporary map of Orange County. (Note: The Orange County map from AAA works well for this activity.) Compare and contrast the Rancho map with the modern day map. Do any of the original Rancho names still exist today? Determine the location of the rancho where your school is located. (Note: Maps from Thomas Bros. indicate boundaries of the ranchos.) Unfortunately, four ranchos are not labeled on Handout #18. You may want to have students write in the names of these ranchos in their approximate location. The rancho grants and their locations are described below:
• La Puente – located southeast from Mission San Gabriel, east of the San Gabriel River and north of Rancho La Brea. (Note: only a small portion of the La Puente grant is within Orange County.)

• Potrero Los Pinos - located west of Los Pinos Peak in the Cleveland National Forest.

• Rio Tract (the smallest grant) - a seven-acre portion of present-day Capistrano Beach.

• Santa Gertrudes – located northwest of Los Coyotes along the south eastern side of El Camino Real. Only the eastern tip extends into present-day Orange County.

Distribute a copy of “Ranchos of Orange County” (Handout #19). Have students work together to make a list, in sequential order, of the dates for the original concession/grant. Next, have students construct a tally chart to show the number of concessions and /or grants for each year.

### Ranchos of Orange County

<table>
<thead>
<tr>
<th>Date of original Grant/concession</th>
<th>Tally Marks</th>
<th>Date of original Grant/concession</th>
<th>Tally Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1784</td>
<td>1111</td>
<td>1841</td>
<td>1111</td>
</tr>
<tr>
<td>1810</td>
<td>1</td>
<td>1842</td>
<td>11</td>
</tr>
<tr>
<td>1834</td>
<td>1</td>
<td>1843</td>
<td>1</td>
</tr>
<tr>
<td>1837</td>
<td>11</td>
<td>1845</td>
<td>11</td>
</tr>
<tr>
<td>1839</td>
<td>1</td>
<td>1846</td>
<td>11</td>
</tr>
</tbody>
</table>

Analyze the dates and the tally marks. Explain to students that ranchos were granted two ways in two different time periods. The first period covered the time before Spain lost its rule over Mexico and the other included the period after Mexican Independence from Spain in 1821. (Refer to the Teacher Background section of this lesson for additional information.)

### Activity: Map #1: On their copy of Handout #18 (Orange County Map depicting Ranchos and Landmarks), have students shade the Spanish concessions one color and the Mexican ranchos a different color. Ask students to make generalizations about their colored map. Note that the areas not shaded were not included as part of a rancho.

### Activity: Map #2: Locate the San Gabriel and Santa Ana Rivers on a present-day map of Orange County. Explain to students that the first concession in present-day Orange County was assigned in 1784, to a soldier named Manuel Nieto. Nieto’s concession covered all of the territory between the San Gabriel and Santa Ana Rivers. On May 22, 1834, thirty years after Nieto’s death, Nieto’s land was divided into five ranchos granted to his heirs. These ranchos include Rancho Los Bolos; Rancho Los Alamitos; Rancho Los Coyotes; Santa Gertrudes (only the eastern tip extends into Orange County); and Los Cerritos (located entirely within Los Angeles County).

The Rancho Santiago de Santa Ana was the only concession situated entirely in Orange County. Granted in 1810, it belonged to Jose Antonio Yorba and Juan Pablo Peralta. (For additional information about the ranchos of Orange County, refer to the Teacher Background section at the beginning of this lesson.)

### Activity: Rancho Culture Chart/Artifacts and Documents. Divide students into groups of four and then provide each group with bags containing objects or their replicas (via pictures, photos or photocopies). Include any item that could have been utilized during the Rancho Period. (Note: Parts of this lesson are based on the work of Mark Bourgeois.)

Examples of items that may be included are:

- cow hide (leather)
- candle
- toy horse
- toy cow
- carne seca (beef jerky)
- branding iron
- corn
- tortillas
- diseño (map)
- bridle
- reata (rope)
- rosary
- adobe brick (clay)
- sombrero (hat)
- cross
- tallow

Have the students predict how these items might have been used during the rancho period. Group them into the categories found on the “Graphic Overview – Life on a Rancho” (Handout #20). Throughout the remainder of the unit, have students add information to the graphic overview.

### Class discussion: Ranchos of Orange County. Aloud or silently read, “Ranchos of Orange County” (Handout #21). After a discussion, record pertinent information on to the Rancho Graphic Overview (Handout #20).

### Diseño, a hand-drawn map. Both Spanish and Mexican governments used a diseño, or map, to identify a rancho’s specific parcel of land and to show its distinctive landmarks and natural boundaries. Precise measurements 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 entire area was measured. Indicated on a typical diseño 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.
Activity: Diseño of Rancho of San Juan de Santa Ana (Don Pacifico Ontiveros). Duplicate a copy of the diseño of the Rancho San Juan Cajon de Santa Ana (Handout #22). It would be useful to make an overhead transparency of the diseño to use for demonstration. Share information about Rancho San Juan Cajon de Santa Ana from the Teacher Background section at the beginning of this lesson. Ask students to identify all physical and human features visible on Handout #22. Advise students that a diseño is often difficult to read. (Handout #22 is a copy of the diseño recorded in 1852. It was submitted to the United States Government after California became a state in 1850.)

Activity: Diseño of the School: Have each student draw a diseño 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 Handout #23 for additional directions for “Creating a Diseño.”

Activity: Diseño of Our Own Rancho: Inform students that a “fictional” Mexican governor is planning to grant each of them a rancho. First, have students create an appropriate Spanish name for their rancho. Then, have them draw a diseño showing the physical landmarks on their property. If desired, students may also show the location of their adobe home on their diseño. To make the diseño look more realistic, draw the diseño 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. Refer to Handout #23 for additional directions for “Creating a Diseño.”

Measurement with a reata. 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. Each student needs three lengths, one of each color. Knot the three lengths of yarn together at one end. Distribute a set of yarn to each student. Pin or tape one set to the chalkboard so you can model how to braid. Have the students tie the knotted end to a chair so both their 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. Working with a partner is helpful.

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.)

Focus Question 2: What Did The Ranchos Contribute To The Economic Development Of California?

Suggested Lesson Activities

Class discussion: The Economy of the Ranchos. Ask students, “How do you think the families of the ranchos used the land to supply food, clothing, shelter and money?” 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 (ranch owners as distinguished from workers) used the land for only one product: cattle. For more information about the economy of the ranchos, refer to the Teacher Background section at the beginning of this lesson and below.

Jobs on the Rancho. Many ranchos were 100s of acres in size, as cattle required enough land to provide enough grass to eat. On such ranchos, the ranchero might hire as many as 100 workers. 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. They grew their own food, raised their own cattle and sheep, and wove their own wool into cloth.

Activity: Rancho Graphic Overview. Help students record information about jobs on the rancho on their graphic overview (Handout # 20).

Class discussion: 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. Using the overhead projector, show students a transparency of some sample brands. (Refer to Handout # 24 for cattle brand samples.)
Activity: Cattle Brand Art. Materials for this activity include tempera paint, paper, pen, cord or thick string, cardboard, glue and wide-diameter containers for dipping. 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/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.

Activity: Cattle Brand/Rancho Writing. 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.

Focus Question 3: What Was Life Like On A Rancho?

Suggested Lesson Activities:

Activity: 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). Refer to the sample “Early California Time Line” (Handout # 25).

Activity: Guided Reading of Frida Maria, a Story of the Old Southwest. This activity also engages students in English-Language Arts content standards. 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?

First, read page one 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 four 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.

Activity: 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:

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

Activity: Dialogue and Quotations. This activity also engages students in English-Language Arts content standards. 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?

**Activity: Reader’s Theater.** Work together with the students to turn *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.

**Activity: Rancho Days Celebration.** Culminate the unit 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; prizes.

Have adult volunteers help with the celebration 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 doing 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.
Joseph Fiqueos, General de Brigada de la República Mexicana, Comandante General/Inspector y Jefe Superior Político del Territorio de la Isla California.

Por cuanto Don Enrico Pablo, encargado de la dirección de la Compañía Agrícola establecida en el Rancho de Romulo, los Almácigos, ha presentado en solicitude de cinco de último del concejo urbano de fíjose y señal que se aviniese al margen para tierra y señal en el ganado de la compañía, cuando del acuerdo que se termina, ha venido por dicho de ese día en concejo que con mayor el uso de dicho fíjose y señal. Por tanto mandó que se toma fíjose en el libro respetivo y fíjose cierto de el y se le remitiera al vecino para su registro. Dado a documento y firmó y uno de mayo de mil ochocientos treinta y cinco.

F. Figueos

Agustin P. Zam

Trío.
Lesson V:
Early California Time Line
1542-1848

Review of Era and
Key Historic Figures

Historical communication from Mexican General Jose Figueroa, Political Superior in Chief of Alta California, dated March 21, 1834. The letter authorizes the use of a brand (furro) and stamp (señal). With his arrival in 1833, the plan for secularization of the missions continued, and was completed, enabling the Indians to be freed and land began to be granted. Bowers Museum Collection.
Lesson V: Early California Time Line

Content Standards
History/Social Science: 4.2.7
Historical and Social Science Analysis Skills: CST 1; HI 3
Visual Arts: 4.2.1; 4.5.3

Focus Question 1: How Can The Key Events And People Of The Exploration And Settlement Of California Be Placed On A Time Line And Within A Spatial Context?

Suggested Lesson Activities:
Activity: Chronological Time Line. A key structural pattern found in informational text is that of sequential-chronological order. During the study of the early history of California, many names, locations, events and dates are mentioned. A time line can serve as an important framework upon which students can place these names, locations, events and dates.

Activity: Cut and Match. For each pair of students, duplicate a copy of the “Early California Time Line” (Handout # 25). Cut apart the rows of dates and events. Mix each set of strips into an envelope. Have each pair work to match each date with its associate event(s) and then place the events into chronological order. Let students compare their results, first with other pairs and afterward with a copy of Handout # 25. To help students correctly apply terms related to time, have them sort the dates by century and write a label for each century, i.e., label “16th century” for the dates 1542, 1579 and 1595.

Discuss/review each event on the time line. Pose the question, “What else might be included on the “Early California Time Line?” If no large classroom version of the time line has been constructed during earlier lessons, it is recommended you make one now. (Refer to Lesson I, Activity: Construct a Timeline.) Continue to add to or revise the time line as desired.

Activity: Sequencing Events of Early California from 1543 to 1848. Provide students with a copy of the “Early California Time Line” (Handout # 25) and a copy of “Sequencing Events of Early California from 1543 to 1848” (Handout # 26). Instruct students to use the time line to place the following events in their proper sequence by numbering them from 1 to 10, with 1 being the earliest event and 10 being the most recent event. (Note: Events selected are ones found in this manual. Other events may be substituted or added.)

<table>
<thead>
<tr>
<th>Order</th>
<th>Event</th>
<th>Proper Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Mexican-American War ends.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Father Serra establishes the 1st Mission in San Diego.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Cabrillo claims Alta California for Spain.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Portola reaches Monterey Bay and establishes a presidio.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Vizcaino recommends Monterey Bay for settlement.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Los Poblanos establish the Pueblo of Los Angeles.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mission San Juan Capistrano is founded.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Rancho Santiago de Santa Ana is granted to Yorba &amp; Peralta.</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>The Mexican government starts to close missions.</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Mexico wins independence from Spain.</td>
<td>8</td>
</tr>
</tbody>
</table>
Activity: Organizing the Events of Early California History. Provide students with a copy of “Organizing the Events of Early California” (Handout #27). In groups of 4, have students work together to complete the chart shown below. Allow students to refer to the graphic overviews that they completed throughout the lessons in this manual. The chart includes the same event-sequence as the above activity (#2). Note: The terms “Cause” and “Effect” may be substituted for the last two column headings.

Focus Question 2: Over Time, What Things Change And What Things Remain The Same?

Suggested Lesson Activities

Activity: Newspaper Headlines. Incorporate the events on the “Early California Time Line” (Handout #25), into a catchy headline for each event. The activity can be done by student pairs or small groups.

Writing New Stories. Divide the class into 8 to 10 groups. Assign each group one of the key events featured on the “Early California Time Line” (Handout #25). Groups, or individual students, may then develop a series of news stories about ONE event using each of the formats listed below:

- A descriptive story about the event, including who, what, when, where and why
- An “imaginary” interview of a person involved with the event (include imaginary quotations)
- An advice column suggesting a solution to a problem/challenge related to the event
- An editorial or a Letter to the Editor about the event

Assemble the articles into a newspaper for each group. Let the group determine the name of their newspaper, the date of the issue and the design for the paper’s masthead.

3-D Chronological Time Line. Provide class time to review the events recorded on the “Early California Time Line” (Handout #25). Have students work in groups to construct a 3-D time line. Refer to Handout #28 for a list of the necessary steps for this project. Provide access to library resources, textbooks and websites. Students will need a variety of art materials (i.e., construction paper, paint, scissors and glue) to construct their 3-D time line.

As each group presents their time line, they should explain how the events they have depicted made an impact on the history of California.
Putting it all Together:
A Review of the Era and Key Historic Figures

Early Exploration, 1542-1775
Missions and Ranchos in California
1768-1822, Spanish Period
1823-1848, Mexican Period

Spanish Exploration (1542-1775)
Alta (upper) California was first seen by European eyes from the sea. Fifty years after the voyage of Columbus, the peaceful homeland of California Indians, like the Acagchewen and Tongua Indians of Orange County, was forever changed by the sailing vessels, San Salvador and La Victoria, which carried the expedition of Portuguese navigator, Juan Rodriguez Cabrillo, northward. The year was 1542.

Cabrillo died of an infection from a broken arm after battle with California Indians. His exact burial site is unknown. One credible analysis places the site of the battle and Cabrillo’s burial on Santa Catalina Island in 1543.

One hundred and sixty-six years later, on July 23, 1769, the first overland expedition of Europeans entered Orange County. The party of Baja California Governor, Gaspar de Portolá, lost a Spanish blunderbuss called a “Trabuco” one of their campsites. Trabuco Mesa and Canyon get their names from this lost 18th century weapon. On July 26, St. Anne’s Day, the party named the largest river in the valley of Orange County the “Santa Ana.”

In 1775, Juan Bautista de Anza reached the mission at Monterey from the presidio in Tubac, Arizona, proving that supplies could be transported overland to Monterey and San Francisco. For 233 years the Spanish explored and mapped the coastal waters and terrain of Alta California.

The Spanish crown desired to keep California from Russian hands and sought ways of settling the land. Spanish Visitador General José Galvez ordered the colonizing of California in 1768 and sent Captain Fernando de Rivera y Moncada to make camp at San Diego on May 14, 1769. Franciscan Father Junipero Serra and Governor Gaspar de Portolá joined Rivera y Moncada before Portolá ventured further northward. Serra organized missions in Alta California after inheriting the former Jesuit missions of Baja California. Spanish pioneers soon established a cultured lifestyle near the missions of Alta and Baja California while cattle ranching sustained both Padres and Rancheros.

Spanish Settlements In Alta California (1769-1821)
In response to the growing threat of Russian domination of coastal California, and rumors of gold and furs, Spain set out to establish what eventually became a series of missions, each a day’s horseback ride apart, along the length of the state. In 1768, the King of Spain ordered Father Junipero Serra, a Franciscan missionary from Palma, Spain, to occupy “Alta California” and to establish a system
of missions in an area that had been visited only by early explorers, currently inhabited by native peoples. On July 1, 1769, Father Serra erected a cross on a hill overlooking San Diego Bay where the first of 21 missions would be built and where the future path of The Royal Road or El Camino Real would start. Eventually, the missions extended from San Diego to its northern limit at Sonoma, north of San Francisco. Father Serra and his men planted mustard seeds all across their journey, because these seeds were a wonderful spice for bland mission food. Even today, the bright yellow mustard seed flowers still cover the hillsides in California.

The 21 mission sites were selected for their strategic as well as economic importance. They were the hubs of economic activity in the region until 1833, when they were formally “secularized” and were turned over to the Mexican Rancheros (private landowners). The Secularization Act of 1833 removed the administration of the missions from the Spanish church and gave it to the civil authorities in Mexico. By the end of 1834, the missions were dismantled, while mission lands were granted to the Mexican Rancheros known as “Californios.”

**Life at the Missions:**

**Mission San Juan Capistrano**

On November 1, 1776, Father Junipero Serra established the mission of San Juan Capistrano, named in honor of Saint Giovanni of Capistran, a 14th century Italian theologian. This mission became the first European settlement in Orange County. In fact, from 1778 to 1783, the mission served as Father Serra’s home. In 1797, a master builder from Mexico City named Isidro Aguilar supervised the building of the mission’s great Romanesque church (capable of holding 1,300 worshipers). Under Aguilar’s supervision, local Indian labor completed his vision within nine years. Christianized Indians lived nearby and grew wheat, corn, barley, grapes, peaches and apricots for the mission. Upon completion, Mission San Juan Capistrano was the most magnificent example of a California mission. Its architecture became famous around the world as representative of the “California Mission” style.

Unfortunately, just six years following completion, a strong earthquake destroyed the great church killing 40 Indian worshipers. The great church was never rebuilt and its ruins can be seen today.

**Father Junipero Serra**

Father Junipero Serra, a Franciscan missionary and brilliant scholar, was born in 1713, off the coast of Spain on the small island of Majorca, in the town of Petra. He was known as a small, 5’3”, frail priest, who was responsible for converting thousands of California Indians while helping to establish the chain of 21 missions between San Diego to the south and Sonoma to the north. Of the 21 missions in the California chain that he supervised, Father Serra personally established six, including the San Diego mission. The Spanish Governor, Don Gaspar de Portola, had authority over the San Diego mission. De Portola became famous after he personally led a column of soldiers north in search of the famed bay at Monterey.

On that march, Don Gaspar de Portola was accompanied by two Franciscan priests named Crespi and Lasuen plus a young corporal named Yorba. After the expedition, and by the end of the 18th century, Yorba had acquired land and had become the patriarch of a very important Orange County family.

**Mission Indians**

The missionary zeal of the Franciscan Fathers, under the direction of Junipero Serra, led to the rapid Christianization of the California Indians. Along with Christianization, the Indians moved away from their traditional village sites and
relocated around the missions, where they provided a large labor force. The Indians helped to construct the missions, cultivated untold acres of land that produced grains and fruits, and became proficient “vaqueros” or cowboys who worked with thousands of head of cattle, horses, sheep and goats.

As the Indians relocated to the missions and adopted Christianity, they also gave up many of their traditions and art forms. Throughout California, Indian women adapted their weaving to produce what became known as “mission baskets.” They altered their Indian clothing to a distinctly Mexican style; and they incorporated Christian crosses and European glass beads into their Indian jewelry.

Jose Antonio Yorba

Jose Antonio Yorba first traveled through Orange County in 1769, when he served as a corporal under Don Gaspar de Portolá. By 1776, the young corporal Yorba was one of the first settlers in San Francisco. At the same time, Sergeant Juan Pablo Grijalva chose to settle in the area. Grijalva became Yorba’s father-in-law and business partner. Both men retired from the army at the end of the 18th century and settled what became known as Orange County.

While in that Orange County area Yorba amassed a fortune trading sea otter pelts and ranching along the Santa Ana River. When Grijalva died in 1806, Yorba filed for and received the first Spanish land grant in Orange County. The land grant was known as Rancho Santiago de Santa Ana. Yorba and his wife had four sons and five daughters at their rancho. When Yorba died in 1825, just two months before California ratified the Republican Constitution of Mexico, Yorba’s four sons and daughters would continue Yorba’s legacy to be a major force in establishing Orange County.

Bernardo Yorba

Perhaps the best known of Jose Antonio Yorba’s offspring was the third son, Bernardo Yorba. He was well-respected and held such offices as the chief administrator and judicial officer of California and “judge of the plains” (juez del campo). Bernardo Yorba, known both as the “Baron of Santa Ana” and “Don” Yorba, was the most successful landowner of Jose Antonio Yorba’s four sons. After being granted three leagues (13,328 acres) of land in 1834 by Governor Figueroa, Bernardo expertly developed his land. The land was located on the north side of the Santa Ana River near what is now Yorba Linda. Bernardo’s rancho was known as Rancho Cañon de Santa Ana, named for San Antonio, his favorite saint. This rancho had one of the largest and finest haciendas (homes) known in California during the Rancho period. It had 30 rooms distributed over two stories, plus an additional wing of 20 rooms which included servants’ quarters, classrooms and various workspaces.

“Don” Yorba was talented. He developed a huge ranching business in cattle, sheep, burros, mules and horses. His agricultural expertise included farming corn, wheat, beans, and fruit trees. Significantly, he was the first person in California to irrigate his crops with water drawn through ditches. He eventually extended his property by acquiring the adjacent Rancho Sierra plus Rancho Rincon in Riverside and San Bernardino counties. He could ride 30 miles in any direction and never leave his land. At Bernardo Yorba’s death at the age of 57 in 1859, he left behind 11,000 heads of cattle, 15,000 horses, and 8,000 sheep. Unfortunately, Yorba’s grand “Hacienda San Antonio” fell into disrepair, and was torn down in 1927.
What remains is the first non-mission school that was built by Bernardo and the first cemetery that he had constructed.

**Pio Pico**

Pio Pico was the last Mexican governor of California, serving from February 1845 to August 1846. He was a colorful figure with enormous land holdings and a penchant for gambling. Pico organized the defense of California against American invaders, along with his brother, General Andres Pico. Despite their great determination, they were unsuccessful in their efforts to keep California part of Mexico. In 1847, General Andres Pico surrendered California to the Americans at the Treaty of Cahuenga in Los Angeles.

After resisting the American take-over of California, he fled to Baja California. Following the Treaty of Guadalupe Hidalgo, in which Los Angeles was formally ceded to the United State, he returned to California and unsuccessfully attempted to reclaim his land holdings. Resigned to the new state of affairs, he became a successful businessman and served on the Los Angeles City Council. Even without a full restitution of all his lands, he was able to live a life of comfort. He owned the Pico House, Los Angeles’ first major hotel, located in the El Pueblo de Los Angeles (Olivera Street). He was born in 1801 and died in 1894.

The Pico family was among the first settlers of the little town that today is the metropolis of Los Angeles. During the Mexican governance period, the Pico family allied themselves through marriage to a prominent Anglo family. Pico’s sister married John Forster. During the secularization period, when the order was given to seize mission lands, Pico sold Mission San Juan Capistrano to Forster, his brother-in-law. Following the American take-over of California, one of the Forster’s granddaughters married Thomas L. McFadden. It was Mrs. Lucana Forster de McFadden who inherited Pio Pico’s carriage and donated it to the Bowers Museum.

**John (Juan) Forster**

John Forster was an Englishman who arrived in California in 1838, as master of Facio, a trading ship owned by his uncle. Forster adapted to California within a mere three years of his arrival. In that time he petitioned for and received Mexican citizenship, changed his name to Juan Forster, joined the Catholic church; and married Ysidora Pico, both daughter of the important Pico family and the sister of Pio Pico who was the last Mexican governor of California.

In 1844, Forster was working as a shipping agent in the area around San Pedro, but chose to move his family to San Juan Capistrano. Within a year, Pio Pico granted Rancho Mission Viejo to Portenero de las Piños near Saddleback Mountain to Forster (now his brother-in-law). Soon after, Forster bought the nearby San Juan Capistrano Mission at public auction. Forster or “Don Juan Capistrano” was now a major force in the region, using the abandoned San Juan Capistrano Mission as his home.

Forster assisted the Americans for six months (between July 1846 and January 1847) while the war between the United States and Mexico was raging. In July 1846, Major John C. Fremont and his American forces of 220 fighting soldiers sailed from America to invade Mexican California and then to march north to Los Angeles. In July, on their way to Los Angeles, the troops were not only re-supplied and joined by Forster, but were advised by him of an impending ambush near San Gabriel. Thanks to Forster, they changed their route and avoided disaster. By January 10, 1847, Mexican General Andres Pico surrendered California to the Americans, culminated by the Treaty of Cahuenga in Los Angeles.
Local Resources – Museums and Archives

The Bowers Museum of Cultural Art, 2002 North Main Street, Santa Ana, California, 92706. Open Tuesday-Sunday from 10 a.m. to 4 p.m. Closed Mondays. For information call 714.567.3600 or visit www.bowers.org. To book a school tour, rent a cultural trunk, and/or schedule a cultural art class at Kidseum, one block south of the main museum, call 714.480.1520.

Workman and Temple Family Homestead Museum, 15415 East Don Julian Road, City of Industry, California 91745-1029. One mile north of the #60 Freeway at the Hacienda Boulevard exit (twenty miles east of downtown Los Angeles). Open Monday-Friday from 9 a.m. to 5 p.m. The Museum is closed on major holidays. This six-acre site dates from the era when California was still part of Mexico through the decade of the 1920s when Los Angeles had become a major American city. Its historical significance, park-like landscaping, meticulous restoration, and educational programs have received numerous awards at the regional, state, and national level, making it one of California’s true historic treasures.

Early Explorations of California

Cabrillo National Monument, Point Loma in San Diego. 619.293.5450. Witness the reenactment of the 1542 landing of Juan Rodriguez Cabrillo, part of San Diego’s annual Cabrillo festival held in late September. The museum has a gift shop where primary source maps, charts and journals can be purchased.

Los Angeles Maritime Museum, Berth 84, Foot of 6th Street, San Pedro, California, 90731, E-mail: museum@lamaritimemuseum.org Telephone: 310.548.7618, Fax: 310.832.6537. The museum displays: models of ships from the Viking period to the present; sailing tools; and, technology and equipment. The Gift Shop sells model kits of various vessels and ships. “Changing exhibits” explore the maritime history of Southern California, while the museum’s educational affiliate, the Los Angeles Maritime Institute, provides sail-training opportunities for students year-round.

San Diego Maritime Museum, 1492 North Harbor Drive San Diego, California 92101 Phone : 619.234.9153 Email : info@sdmaritime.org. Open every day of the year 9:00 a.m. - 8:00 p.m. The Maritime Museum of San Diego displays our rich maritime heritage and historic connections with the Pacific world. Founded in 1948, the museum grew out of the earlier efforts of a group of local historians and maritime enthusiasts who acquired the sailing ship Star of India in 1927. Now fully restored, the Star of India is maintained by a dedicated group of volunteers and skilled craftsmen and sailed at least once a year. The Museum displays permanent and temporary exhibits, hosts educational and public programs for all ages, hosts public events, and publishes a newsletter and peer-reviewed journal, all with a maritime theme relating to the museum’s mission.

Nautical Heritage Society and Museum, 4532 Del Prado, Dana Point, California, 92629. For information call, 949.661.1001. Monday through Friday hours: 9 a.m. to 5p.m. The museum has the “Lighthouse” protruding from its rooftop and the one-ton cannon (taken from a Spanish galleon) outside. Headquartered at the museum is the tall ship Californian which travels between northern and southern California throughout the year, offering daytime sailing programs to school children as well as day-sails on weekends (whenever docked at Dana Point) to the general public. If the Californian is not in port, you can still visit the society’s small museum dedicated to nautical history of the “tall sailing ships.” They have ship models, sailing art, artifacts salvaged from shipwrecks, antiques, and displays about sailing life from the late 18th and early 19th centuries. Of note, the Californian docks next to another interesting ship, the Pilgrim; this ship is the resident tall ship of the Orange County Marine Institute.

Fort Ross State Historic Park, 19005 Coast Highway One, Jenner, CA 95450. For more information call 707.847.3286. Fort Compound, Visitor Center and Bookstore are open daily 10:00am to 4:30pm. Fort Ross was established in 1812 by Russians as an outpost for sea otter hunters and a permanent trade base. It was the southernmost outpost of a Russian presence in the Pacific Northwest. The Russians remained at Fort Ross until sea otters became scarce in 1841. The holdings were sold to John Sutter, who later became famous when gold was discovered at his sawmill in the Sierra Nevada foothills. None of the original fort structures remain, however several buildings have been reconstructed: the first Russian Orthodox chapel south of Alaska, the stockade, and three other buildings, including the Commander’s House, which contains exhibits of the Russian-American Fur Company and the Russian occupation.
Mission San Juan Capistrano, open daily 8:30 a.m. to 5 p.m. Telephone: 949.234.1300 or visit www.missionsjc.com for additional information. Considered the birthplace of Orange County, the Mission was founded more than 200 years ago. Originally built as a self-sufficient community by Spanish padres and Indians, this mission was a center for agriculture, industry, education and religion. Visitors can hear the tolling of century old bells and walk down its time worn paths. The serenity and peace amid the 10 acres of lush gardens and cool fountains, cloistered by old adobe walls, offers visitors seclusion from the sights and sounds of a busy world. Visit the Serra Chapel, Padres Quarters, Industrial Area, Soldiers Barracks, Cemetery and The Great Stone Church. The Mission is a registered Historic Landmark and is designated a National Historic Treasure.

Spanish and Mexican Ranchos in Orange County, California

Diego Sepulveda Adobe. At the corner of Adams and Mesa Verde Drive in Costa Mesa stands the home of the Diego Sepulveda family. For information of tours and hours, call 949.631.5918. This beautifully restored adobe was originally constructed in 1823. It served for many years as a station for the herdsman of the Capistrano Mission. The location of the adobe offers a commanding view of the "mesa" (coastal plateau) and surrounding communities. Authentically refurbished rooms help the guests relive life as it was during the rancho era of early California.

Ramon Peralta Adobe. This adobe, the only such structure from the era of the Spanish and Mexico land grants, still survives in the Santa Ana Canyon area. Built in 1871, at what was then known as the town of Peralta, the fledgling community consisted of nine such adobes, a combination saloon and pottery shop, and a school. In 1920, the Peralta Adobe was converted into a roadside restaurant and gas station. For the next four decades, the Peralta Adobe catered to the increasing motor traffic between Riverside County and Orange County on the newly paved Santa Ana Canyon Road. Orange County acquired the property in 1977 and had the structure restored as a historic site. The Peralta Adobe is located at the corner of Fairmont Avenue and Santa Ana Canyon Road in Anaheim Hills. For more information call: 714.921.2730.

Pico Pio State Historic Park, 6003 Pioneer Boulevard, #127 Casa de Governor Pio Pico, Whittier, California, 90606. For more information, call: 562.695.1217. In the aftermath of the Mexican War, the last Mexican governor Pio Pico acquired the 9000 acre Rancho Paso de Bartolo; Pico built an adobe casa at de Bartolo that eventually was destroyed by the floods of 1883-84. Pico’s second adobe casa, now known as the mansion, represents a compromise between Mexican and American culture. While living at the mansion, the ex-governor helped to develop the emerging culture of American California. In 1917, the mansion and its property was deeded to the State of California, and was to be followed by its becoming one of the earliest state historic parks in 1927. The mansion in the historic park does not look the way it did when Pico lived there, however, for several reasons: basic restoration, remodeling (over the years) and recent “structural stabilization” from the effects of the 1987 Whittier Narrows Earthquake.

Yorba Cemetery. Jose Antonio Yorba arrived in 1769, with the famed Portola Expedition. He returned in 1801, and set up a homestead on the banks of the Santa Ana River. In 1834, the governor of California granted an approximately 14,000-acre ranch to Jose Antonio’s son, Bernardo. The family was known for their affluence and hospitality. Unfortunately, during the 1920s, the beautiful Yorba hacienda and attendant family chapel were demolished. Today, the family’s cemetery (which includes many other early settlers) is cared for by the County of Orange as the final resting place of Bernardo Yorba. For information regarding the park’s facilities, call: 714.567.6206.

The Ramon Peralta Adobe Historic Site, 6398 E. Santa Ana Canyon Road, Anaheim, CA 92807 For more information call 714.973.3190 or 714.973.3191. The Peralta Adobe is located on land that once was part of the Rancho Santiago de Santa Ana. It was not the oldest adobe in this area but it is the only one remaining today in the Santa Ana Canyon. The Ramon Peralta Adobe was officially open for public use on September 27, 1986. The adobe is available for public visitation and guided tours. Historical exhibits are available for viewing, which include artifacts excavated on site, a furnished period room and numerous photographs tracing the history of the adobe. Structural details uncovered during the restoration work can also be seen by visitors.

Heritage Hill Historic Park. 25151 Serrano Road, Lake Forrest, CA 92630. For information call 949.923.2230 or 949.923.2232. Heritage Hill Historical Park is composed of 4.1 acres and four historic buildings. The fully restored and furnished historic buildings span the early history of the Saddleback Valley and El Toro area from the Mexican Rancho era (Serrano Adobe, circa 1863), to the founding of the town of El Toro (El Toro Grammar School, 1890; St. George’s Episcopal Mission, 1891), through the citrus farming days of the early twentieth century (Harvey Bennett Ranch House, 1908). Guided tours through the buildings are provided for the public Wednesday through Sunday. The tours offer an interpretation of Saddleback
area history through the artifacts, events and people associated with each building. Landscaping of the park is in keeping with the historic nature of the buildings.

Books and Resources for Explorers of California


Paez, J. Cabrillo’s Log 1542-1543 A Voyage of Discovery. San Diego, CA: Cabrillo Historical Association. Cabrillo kept a journal/record on his voyage. (Unfortunately, the original was lost, but a summary log was published.) The summary log’s authorship has undergone recent scrutiny. Once attributed to Juan Paez (a 16th century historian), now the log appears to have been written by a notary public. As an official of the state, a notary wrote a summary of a voyage by examining the ship’s records and interviewing the surviving captain and crew. The 16th century account captured a sense of discovery for each new sight observed by the early explorers (sent by the king). Among the sights described was Los Angeles harbor, then called the Bay of Los Fumos (Bay of Smokes); the summary log’s account of the harbor can provide useful analogies to the smog of today. The appendix can be helpful for students, especially in understanding how historians differ in their identification of the places “Cabrillo” described in his log. A map of California’s coast with place-names identified is in the appendix. The map allows a comparison between log book names and today’s geographic location names.


Books and Resources for Settlers of Alta California

Brennner, Barbara. Wagon Wheels. Harper Collins Publishers, 1978. This book describes a black family’s travels in a wagon during the Westward Movement. Comparisons can be drawn to the Gaspar de Portola expedition and the experiences of the early settlers of the Pueblo of Los Angeles. In pairs, students can list things that each group took on their journey and compare it with what they would take on a journey today. (This activity is courtesy of Denise Smith.)

Erskine, D. (1958). The Big Ride. New York: Thomas Y. Crowell. The plot describes the first colonizing expedition to California from New Spain. The expedition was led by Captain Anza in 1775. The book describes the experiences of young Pedro, his family and his friend Jaime. The boys endure incredible hardships before reaching the present-day site of San Francisco. (Note: The book is out of print but a search online or at local schools or community libraries is worth doing.)

Richter, Glenda. The Stories of Juana Briones – Alta California Pioneer. Bonita, California: Bookhandler Press. 2002. ISBN 0-9700379-1-0. Juana Briones’s life chronicles the experiences of a family in early California. This family from the pueblo of Yerba Buena traveled in 1775, with Captain de Anza to help build the San Francisco Presidio. Her experiences describe a land owner’s struggles to keep her rancho during the period when it became part of the United States. The text is clear and easy to read.

Roberts, Margaret. Pioneer California, Tales of Explorers, Indians, and Settlers. San Luis Obispo, CA: Padre Productions. 1982. ISBN 0-914598-4300 (paperback). This book, written in a narrative expository style, contains stories of the Californian adventure from exploration to the gold rush. If available, read to the class “The Long Lost Bay of Monterey” which provides a description of the reasons for Spanish settlement, e.g., King Charles III of Spain becomes worried that Russian explorers will move south along the coast of California and claim it for Russia.

Smith, Donald, ed. Diary of Gaspar de Portola During the Calif. Expedition 1769-70. CA: University of CA Berkeley Press, 1909. This diary is penned by the early explorer Gaspar de Portola. Portola’s account describes the Indians’ lifestyle along the Californian coast in 1769, including Portola’s observations about trading opportunities, as well as clothing, shelter, food and tools used by the Indians. It is available at university libraries.

Books and Resources for the Missions of California, especially for Orange County

Boule’, Mary Null. Mission San Juan Capistrano. Vashon, WA: Merryant Publishing, 1988. ISBN 1-877599-06-0. This booklet, seventh in a series of twenty-one booklets about California missions, provides general information on California’s missions and a specific discussion of Mission San Juan Capistrano. To assist students in writing a report about Mission San Juan Capistrano, an outline of important topics is located at the back of the booklet.

early Spanish exploration up to the present. Discussions of other Californian missions are available in the same series.

Faber, G. and Lasagna, M. (1986). *Whispers Along the Mission Trail.* Alamo, CA: Magpie Publications. In this fascinating book, the authors take you sailing along the coast of California with courageous sailors on a Spanish galleon; you are an eyewitness with the Indians to the arrival of the Spanish; you travel overland with the padres; and, you observe the establishment of the missions. This book is excellent for reading out loud.


Lemke, Nancy. *Missions of the Southern Coast.* Minneapolis, MN: Lerner Publications, 1996. This informative text for teachers and students charts the histories of the Californian missions of San Diego de Alcala’, San Juan Capistrano, and San Luis Rey and briefly describes life among the Native Americans of southwestern California before the arrival of the Spanish.


Politi, Leo. *Song of the Swallows.* Young Juan lives in San Juan Capistrano in the late 1940s, and likes to visit the mission gardener. He learns all about the swallows and plants. Eventually, Juan creates a garden of his own, and hopes that his garden will appeal to the swallows the next time these birds return to San Juan Capistrano. Written in 1948, it is a romanticized version of mission times.

Ramsey, Mabel and Merle. *This was Mission County, Orange County, California.* Laguna Beach, California: Mission Printing, 1973. This classic reference book provides background information on missions.


Books and Resources for Ranchos


Dana, Richard Henry. *Two Years Before the Mast.* New York: Penguin Books, 1981. On board the trading ship, the *Pilgrim,* in 1835, was a young Bostonian named Richard Henry Dana. For 18 months, Dana and his shipmates collected hides along the Californian coast. He made observations of California’s land and people. When Dana returned to New England in 1840, he published his recollections. Dana provided precise details of the beauties of California’s landscape, its capacious harbors, abundant wildlife and salubrious climate “which there can be no better in the world.”


Osterman, Joe. *The Old El Toro Reader: A Guide to the Past.* This charming book tells the story of Saddleback Valley in one- and two-page topics that easily adapt to daily lessons. It includes coverage of the ranchos of Orange County and lots of historic photos. Reading level is Grade 5 and up. Available from the bookhandler@sprintmail.com


**General History of California, including Orange County**


Friis, Fries: *Orange County Through Four Centuries*. Santa Ana, California: Friis-Pioneer Press, 1982. Friis’s book contains a history of Orange County with extensive background content for teachers and historians alike. His narratives and descriptions are informative and enjoyable to read.

Hallan-Gibson, Pamela. *Orange County: The Golden Promise*. Sun Valley, California: American Historical Press, 2002. This book is a “must” for anyone interested in Orange County history. It is an accurate and illustrated history of Orange County that contains many fine historical photographs and provides in-depth coverage of historical events, beginning with the Mission Period.


**General Books**

Pryor, Bonnie, *The House on Maple Street*. New York: Mulberry Books (William Morrow & Co.) 1987. ISBN 0-688-12031-8. Two girls discover an ancient arrowhead and a broken china cup. The story evolves around the girls’ pondering over these artifacts as they ask: Where did these items come from? Through the children’s investigation, the history of a neighborhood going back for 300 years is revealed. The book is helpful in introducing the themes of continuity and change.

**Visual and Performing Arts Resources**

Arlen. Karen W.; Batt, Margaret; Benson, Mary Ann; and Kester, Nancie N. *They Came Singing: Songs from California’s History*. Oakland, CA: Calicanto Associates. 1995. This booklet and the accompanying disc contain a collection of over 60 traditional songs set in an historical context. The “Songs of the Early Explorers” section includes five songs from the Spanish and English explorers. A useful time line, “Explorations in Early California,” is included.

*“California’s Gold.”* VHS, PBS Los Angeles. This video series explores topics about California’s history and aspects of everyday life in the state. It consists of several video sets, each of which contains 12 programs. A teacher’s guide gives an overview of programs within the set and suggests various resources and interactive instructional strategies which are linked to the *California History-Social Science Framework*.

McNeil, Keith and Rusty. *California Songbook and Songs with Historical Narrative*. The 81 songs on Volume I of the CD include music of the California Indians and early Spanish and English explorers. Also, among the songs are those typical of the gold rush days and of those sung while working on the railroads. The songbook has all the song lyrics plus the music. Available from bookhandler@sprintmail.com

**Web Links**

http://www.californiastory.com

http://www.oc.ca.gov

(County of Orange site, includes a history and a time line.)

http://www.journeysstothepast.com

(Jacque Nunez, storyteller)
## Graphic Overview – Explorers of Early California, 1542-1603 (Teacher Key)

<table>
<thead>
<tr>
<th>Explorer (Full Name)</th>
<th>Sponsor Country</th>
<th>Year(s)</th>
<th>Aims/Goal</th>
<th>Accomplishment</th>
<th>Obstacles/Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan Rodríguez Cabrillo</td>
<td>Spain</td>
<td>1542</td>
<td>Locate the Strait of Anian. Explore the coast of Alta California. Find treasures of gold and silver.</td>
<td>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.</td>
<td>Failed to find the Strait of Anian. Ship returned with no treasure. Geographic features named by Cabrillo were later renamed. Cabrillo died en route.</td>
</tr>
<tr>
<td>Sir Francis Drake</td>
<td>England</td>
<td>1579</td>
<td>Locate a Northwest Passage (Strait of Anian) from Europe to Asia. Capture treasure on Spanish galleons. Circumnavigate the globe.</td>
<td>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.</td>
<td>Failed to find the Northwest Passage (Strait of Anian). The English claim to California was not maintained due to inadequate resources.</td>
</tr>
<tr>
<td>Sebastian Rodriguez Cermeno</td>
<td>Spain</td>
<td>1595</td>
<td>Explore the coast of Alta California for safe harbors for Manila galleon ships.</td>
<td>Coastal exploration of Alta California. (Cermeno’s exploration was overshadowed by his loss of the San Agustín and its cargo.)</td>
<td>Cermeno’s galleon ship, San Agustín, sank in a storm near Drake’s Bay. The cargo was lost.</td>
</tr>
<tr>
<td>Sebastian Vizcaíno</td>
<td>Spain</td>
<td>1602</td>
<td>Accurately chart the Californian coast and locate a sheltered port for settlement.</td>
<td>Mapped the coast of Alta California and discovered Monterey Bay. Wrote an enthusiastic and exaggerated report on the</td>
<td>Vizcaíno’s suggestion that Monterey would make a safe harbor was ignored by Spanish officials for over 150 years.</td>
</tr>
<tr>
<td>Year(s)</td>
<td>Sponsor/Country</td>
<td>Aims/Goal</td>
<td>Accomplishment</td>
<td>Obstacles/Failure</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
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<td>England</td>
<td></td>
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<td>Failed to find the Strait of Anian. Ship returned with no treasure. Geographic features named by Cabrillo were later renamed. Cabrillo died on route.</td>
<td></td>
</tr>
<tr>
<td>1595</td>
<td>Sebastian Rodriguez Cermeno</td>
<td>Accurately chart the Californian coast and locate a sheltered port for settlement.</td>
<td></td>
<td></td>
<td></td>
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</table>
Identification of Cabrillo’s Route

The names Cabrillo gave to the Californian coast were changed over time. Cabrillo’s log was often vague about ship locations during the voyage. The chart below shows some of the location names listed by date in Cabrillo’s log. Historians do not always agree on which modern-day regions correlate to the names Cabrillo used in his log. The chart below is based upon the location names that three scholars believe are the real locations for Cabrillo’s discoveries.

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

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 called 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):**
   - Newspaper  
   - Memorandum  
   - Press Release  
   - Census Report
   - Letter  
   - Map  
   - Report  
   - Log  
   - Telegram  
   - Advertisement
   - Memorandum  
   - Map  
   - Report
   - Other ____________________________________ ______________________________________

2. **Unique physical qualities of the document (check all that apply):**
   - Interesting letterhead  
   - Notations  
   - Seals
   - Handwritten  
   - Typed  
   - Other
   - "RECEIVED" stamp  
   - Report

3. **Date(s) of the document:**

4. **Who is the Author (or creator) of the document?**
   - What is their Position or (Title)?

5. **For what audience was the document written?**

6. **Document Analysis: (There are many possible ways to answer A-E)**
   - A. List three important things noted in this document:
     1.  
     2.  
     3. 
   - B. Why do you think this document was written?

   - C. What evidence in this document helps you understand why it was written? Write examples of that evidence below.

   - 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.
I Am

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 believe
I need
I am

Adapted from Cathy Spiess
Family Migration Interview Form

Name of Interviewer: ____________________________

Name of Person being Interviewed: ____________________________

Relationship to the Interviewer: ____________________________

Date of the Interview: ____________________________

1. When did 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?

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________
Route of Portola Expedition, 1769

Courtesy of OC History Project Teachers
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.

Portola and his company were the first known white men to come to what is now called Orange County. The explorers named many places as they traveled and camped. They approached the southern boundary of the county on July 22, 1769, and camped at what is known today as Los Cristianitos Canyon (#1 on the “Route of the Portola Expedition 1769” map). The canyon’s name means “Canyon of the Little Christians” and it is located a mile east of present-day San Clemente. It was named for what happened at the time that the soldiers (on scout duty) entered the canyon. These Christian Soldiers encountered two dying native girls, who were hurriedly baptized with the names of Maria Magdalena and Margarita. They were the first baptisms in California.

After camping the next day in San Juan Canyon (#2 on map), the expedition arrived at Trabuco Mesa on July 24 (#3 on map). The men first named the mesa San Francisco Solano, but “Trabuco” was the name that stuck after one of Portola’s soldiers lost his trabuco, a type of rifle, on the mesa. The explorers rested on July 25. On the morning of July 26, before leaving Trabuco, the members of the expedition celebrated the Feast Day of Saint Anne. They named the valley below them, Santa Ana. Later they traveled through Santiago Canyon, crossed Aliso Creek and passed where El Toro Marine Base was later located. That night they camped at the springs which Father Crespi named “San Pantaleon.” The soldiers called the springs, “The Springs of Father Gomez.” Later the springs were renamed, “Tomato Springs” (#4).

On July 27, the group stopped at a creek near present-day Orange (#5). They named the creek Santiago in honor of St. James. Father Crespi noted in his diary that there was only a trickle of water in the creek, but it was full of willows, grapevines and brambles. At noon on July 28, the expedition camped on the east bank of a river near what later became the town of Olive (#6). The soldiers named the river “Rio de Santa Ana,” because it seemed to flow from the mountains just named in honor of Saint Anne. Father Crespi called the river “Dulcisimo Nombre de Jesu de los Tremblores” (or in English, “Sweet Name of Jesus of the Earthquakes”), because a violent earthquake rocked the area. Four more earthquakes were felt that afternoon. Today, the river is known as the Santa Ana River.

The next day, July 29, the Portola party crossed the river with some difficulty because of the swiftness of the current. They marched northwesterly and camped near the mouth of Brea Canyon (#7). This last night (in what is now Orange County) was spent near present-day Hillcrest Park in Fullerton. On July 30, Portola and his men passed through the Puente Hills and La Habra Valley before leaving the county. The expedition continued in search of Monterey Bay but they failed to recognize it. They continued northward, and on November 2, 1769, were the first Europeans to view San Francisco Bay.

Portola’s group returned to San Diego on January 23, 1770. Later in the year, Portola made a second expedition northward and successfully found Monterey, establishing a presidio there. Portola is remembered as the leader of the expedition that traveled over the 1000-mile trail from the Baja Peninsula to discover San Francisco Bay and to settle Monterey. (Courtesy of Karen Kirby and Denise Smith.)
Handout # 9
The Bowers Museum of Cultural Art Early California History Curriculum Guide

Portola Expedition, 1769

Label Portolá’s camps:
Los Cristianitos Canyon
Tomato Springs
Santiago Creek
San Juan Canyon
Trabuco Mesa
Hillcrest Park
Santa Ana River

Courtesy of Karen Kirby
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.
Gaspar de Portola Poem

This activity provides you with the opportunity to show what you know about Gaspar de Portola. It also allows you to practice the parts of speech. Fill out the spaces below by following the directions.

Line 1: Name of the person (Gaspar de Portola)
Line 2: Two (2) adjectives to describe the person
Line 3: Three (3) verbs describing the person’s actions
Line 4: Four (4) nouns that appropriately relate to the person
Line 5: Three (3) more verbs to describe the person’s actions
Line 6: Two (2) more adjectives to describe the person
Line 7: One (1) new and different noun for the person.

Line 1 ___________________

Line 2 ___________________   ___________________

Line 3 ___________________   ___________________     ___________________

Line 4 ___________________   ___________________   ___________________   ___________________

Line 5 ___________________   ___________________     ___________________

Line 6 ___________________   ___________________

Line 6 ___________________
<table>
<thead>
<tr>
<th>Explorer (Full Name)</th>
<th>Sponsor Country</th>
<th>Year(s)</th>
<th>Aims/Goal</th>
<th>Accomplishment</th>
<th>Obstacles/Failure</th>
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<tr>
<td>Gaspar de Portola</td>
<td>Spain</td>
<td>1769</td>
<td></td>
<td></td>
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<tr>
<td>Father Junípero</td>
<td></td>
<td>1769-6</td>
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<td>Juan Batista de Anza</td>
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<td>1775-6</td>
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<tr>
<td>Los Pueblos</td>
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<td>1781</td>
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Graphic Overview – Settlers of Alta California from 1769
**Los Pobladores**

The Founders of the City of Los Angeles

*El Pueblo de la Reina de Los Angeles sobre El Río de la Porciúncula* was founded near this site on or about September 4, 1781 as the first Spanish civilian settlement in Southern California. Eleven families, including 22 adults and 22 children, were recruited from the Provinces of Sinaloa and Sonora in New Spain; now called Mexico, by Captain Fernando de Rivera y Moncada, emissary of the Governor of California, Felipe de Neve. Their task was to provide food for the soldiers of the presidios and to help secure Spain’s hold on this region. They included farmers, artisans and stock raisers necessary for the survival of the settlement. Escorting soldiers, the departed Los Alamos, Sonora on February 2, 1781 and arrived in several groups during the summer of 1781. The following list of the 44 pobladores was taken from the official Spanish census of 1781, which recorded their names, race, sex and age. The pobladores ranged in age from one to sixty-seven and reflected the cultural heritage and racial diversity that link the city’s past to the present.

<table>
<thead>
<tr>
<th>Family Name</th>
<th>Father</th>
<th>Mother</th>
<th>Child</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMERIO</td>
<td>Manuel Mulato</td>
<td>Maria Tomasa Mulata</td>
<td>Hombre 30 (Mujer 24)</td>
<td></td>
</tr>
<tr>
<td>LARA</td>
<td>Jose Fernando Espanol</td>
<td>Maria Antonia India</td>
<td>Hombre 50 (Mujer 23)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maria Juana</td>
<td>Jose Julian</td>
<td>Nina 6 (Nino 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maria Faustina</td>
<td></td>
<td>Nina 2</td>
<td></td>
</tr>
<tr>
<td>MESA</td>
<td>Antonio Negro</td>
<td>Maria Ana Mulata</td>
<td>Hombre 38 (Mujer 27)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maria Paula</td>
<td>Antonio Maria</td>
<td>Nina 10</td>
<td></td>
</tr>
<tr>
<td>MORENO</td>
<td>Jose Mulato</td>
<td>Maria Guadalupe Mulata</td>
<td>Hombre 22 (Mujer 19)</td>
<td></td>
</tr>
<tr>
<td>NAVARRO</td>
<td>Jose Antonio Metizo</td>
<td>Maria Regina Mulata</td>
<td>Hombre 42 (Mujer 47)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jose Eduardo (Maria)</td>
<td>Jose Clemente</td>
<td>Nino 10 (Nino 9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mariana</td>
<td></td>
<td>Nina 4</td>
<td></td>
</tr>
<tr>
<td>NAVARRO</td>
<td>Luiz Negro</td>
<td>Maria Petra Mulata</td>
<td>Hombre 55 (Mujer 40)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clemente</td>
<td></td>
<td>Nino 9 (Ninas 7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(and five daughters)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAVARRO</td>
<td>Pablo Indio</td>
<td>Maria Rosalia India</td>
<td>Hombre 25 (Mujer 26)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maria Antonia</td>
<td></td>
<td>Nina 1</td>
<td></td>
</tr>
<tr>
<td>NAVARRO</td>
<td>Basilio Indio</td>
<td>Maria Manuela Mulata</td>
<td>Hombre 67 (Mujer 43)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jose Maximo</td>
<td>Jose Carlos</td>
<td>Nino 15 (Nino 12)</td>
<td></td>
</tr>
<tr>
<td>ROSAS</td>
<td>Alejandro Indio</td>
<td>Juana Maria India</td>
<td>Hombre 19 (Mujer 20)</td>
<td></td>
</tr>
<tr>
<td>VILLAVICENCIO</td>
<td>Antonio Clemente Espanol</td>
<td>Maria Seferina India</td>
<td>Hombre 30 (Mujer 26)</td>
<td></td>
</tr>
</tbody>
</table>

Dedicated September 4, 1981

Los Angeles 200 Committee
R.A.F.T.

To show what you have learned about the exploration of Alta California and its first settlements, select one of the following men to be the author of a fictional letter: Juan Rodriquez Cabrillo, Sebastian Vizcaino, Gaspar de Portola or Father Junipero Serra (Role). Select an appropriate date for the letter (Tense); use the proper letter format (Form); and direct the letter to the king of Spain (Audience), describing vividly the findings of the expedition.

R ROLE Juan Rodriquez Cabrillo, Sebastian Vizcaino, Gaspar de Portola or Father Junipero Serra
A AUDIENCE The King of Spain
F FORM A Letter
T TENSE Past tense (1500’s or 1700’s)
Daily Life on a California Mission

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 non-native, who occupy the mission settlements. Write the report requested by the King. To complete this report, follow the directions in the three (3) sections listed below:

**Section 1: Research the report**

Select one of California’s missions to research. Look for important historical facts about the daily life at the mission, including 3 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 the organizational features (e.g., prefaces, appendices) of texts to locate information.
- Draw information from one or more sources. Include a list of the sources used.
- Find details, examples, anecdotes or experiences to explain and clarify your research.

**Section 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, 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 English-Language Arts Content Standards for Writing Application:

- Frame a central question about life at the mission.
- Include facts and details for focus.
- Write in the formal tone found in reports.

**Section 3: Presentation of the report.**

While orally presenting the report to the King of Spain, use the following English-Language Arts Content Standards for Speaking Application:

- Present an effective introduction and conclusion that guides and informs the King’s understanding of the important ideas.
- 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.
- Use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning.
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
Economic Activity Cards

Cut apart the Economic Activity Cards. Using your knowledge of the era, sort the cards into two piles, one labeled “Agricultural Economy of Spanish Settlers” and the other “Hunter-gatherer Economy of California’s Indians.”

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

Courtesy of First American Bank
### Ranchos of Orange County

<table>
<thead>
<tr>
<th>Rancho</th>
<th>Date of original concession/grant</th>
<th>Original Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boca de La Playa</td>
<td>May 7, 1846</td>
<td>Emigdio Vejar</td>
</tr>
<tr>
<td>Bolsa Chica</td>
<td>July 1, 1841</td>
<td>Joaquin Ruiz</td>
</tr>
<tr>
<td>Cañada de Los Alisos</td>
<td>May 3, 1841</td>
<td>José Serrano</td>
</tr>
<tr>
<td>Cañon de Santa Ana</td>
<td>August 1, 1834</td>
<td>Bernardo Yorba</td>
</tr>
<tr>
<td>La Habra</td>
<td>October 22, 1839</td>
<td>Mariano R. Roldon</td>
</tr>
<tr>
<td>La Puente</td>
<td>July 22, 1845</td>
<td>John Rowland and William Workman</td>
</tr>
<tr>
<td>Las Bolsas</td>
<td>1784 (concession)</td>
<td>Manuel Nieto</td>
</tr>
<tr>
<td>Lomas de Santiago</td>
<td>May 26, 1846</td>
<td>Teodocio Yorba</td>
</tr>
<tr>
<td>Los Alamitos</td>
<td>1784 (concession)</td>
<td>Manuel Nieto</td>
</tr>
<tr>
<td>Los Coyotes</td>
<td>1784 (concession)</td>
<td>Manuel Nieto</td>
</tr>
<tr>
<td>Mission Vieja (or La Paz)</td>
<td>April 4, 1845</td>
<td>Agustin Olvera</td>
</tr>
<tr>
<td>Niguel</td>
<td>June 21, 1842</td>
<td>Juan Avila</td>
</tr>
<tr>
<td>Potrero Los Pinos</td>
<td>April 5, 1845</td>
<td>John (Juan) Forster</td>
</tr>
<tr>
<td>Rincon de La Brea</td>
<td>February 13, 1841</td>
<td>Gil Ybarra</td>
</tr>
<tr>
<td>Rio Tract</td>
<td>July 5, 1843</td>
<td>Santiago Rios</td>
</tr>
<tr>
<td>San Joaquin</td>
<td>April 15, 1837 &amp; May 13, 1842</td>
<td>José Sepúlveda</td>
</tr>
<tr>
<td>San Juan Cajon de Santa Ana</td>
<td>May 13, 1837</td>
<td>Juan Pacifico Ontiveros</td>
</tr>
<tr>
<td>Santa Gertrudes</td>
<td>1784 (concession)</td>
<td>Manuel Nieto</td>
</tr>
<tr>
<td>Santiago de Santa Ana</td>
<td>July 1, 1810 (concession)</td>
<td>José Antonio Yorba and Juan Pablo Peralta</td>
</tr>
<tr>
<td>Trabucco</td>
<td>February 16, 1841</td>
<td>Santiago Arguello</td>
</tr>
</tbody>
</table>

(From Robinson, *Old Spanish and Mexican Ranchos of Orange County*)
<table>
<thead>
<tr>
<th>Category</th>
<th>Life on a Rancho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Types of Shelter</td>
<td></td>
</tr>
<tr>
<td>Types of Tools Used</td>
<td></td>
</tr>
<tr>
<td>Types of Transportation</td>
<td></td>
</tr>
<tr>
<td>Jobs (roles)</td>
<td></td>
</tr>
<tr>
<td>Elements of the Economy</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Entertainment/Customs</td>
<td></td>
</tr>
</tbody>
</table>
Ranchos of Orange County (Student Reader)

When Spain ruled California, large pieces of California land were given to a few soldiers. These were called concessions or land grants. The first land grant was given to Manuel Perez Nieto for his services as a Spanish soldier. He was given all the land between the Santa Ana and San Gabriel rivers. He built a rancho on the land and called it Nieto Rancho.

The only Spanish concession entirely within present-day Orange County was given to Juan Pablo Grijalva. He built the county’s first private residence and moved his family there to live. He named his rancho El Rancho Santiago de Santa Ana Juan Pablo. Grijalva’s daughter married Jose Antonio Yorba, who was a soldier with the Portola expedition. José Yorba and his nephew, Juan Pablo Peralta, received title to the rancho in 1810, after Grijalva died. They ran a fine rancho with many cowboys, horses and cattle.

After Mexico won independence from Spain and took over California, many more land grants were made. There were twenty ranchos in, or partly in, Orange County. Manuel Nieto’s great rancho was divided into several smaller ranchos and granted to his sons. Yorba and Peralta each had so many children that their rancho was separated into pieces for the Yorba and Peralta family members to share.

Many ranchos were huge and a complete, self-sufficient community. Enough food was raised for the family and all of the workers. It was common to find large vegetable gardens and many fruit trees and grapevines. In addition, wheat and corn were raised. The main business of the rancho was raising cattle. The cattle herds roamed freely over the hills and valleys of Orange County. Each rancho had a unique brand or mark to identify its cattle. The brands were burned onto the hides of the cattle.

Once a year in the spring, the ranchos held a rodeo or roundup. Everyone from all the neighboring ranchos gathered together. The vaqueros, or cowboys, gathered all the cattle and separated them by their brands. Each unbranded calf was branded by its owners. All animals that were identified to be killed for their meat, hides and tallow were separated, and the rest of the herd was turned loose for another year.

When the rodeo was over, the rancheros, vaqueros/cowboys and their families had a fiesta (party). After the fiesta, each ranchero with his vaqueros drove the cattle to be killed back to their own rancho. The hides and tallow from the cattle were traded to Yankee trading ships in exchange for supplies that the rancho needed, i.e., tools, furniture, cloth and spices.

The children of the rancheros were taught to read and write by a member of the family, a retired soldier or by one of the priests. The boys were taught by their fathers to ride horse back and to run a rancho. Sometimes, the boys were sent to Mexico or Spain to go to school. At other times, the boys spent part of their time as soldiers at the presidios (forts). Girls were taught housekeeping skills.

The Spanish people thought that it was important to be both a good Christian and a good citizen. Children were taught to be truthful, to keep their promises, to be kind and to be polite. Life was not all serious. The rancheros thought having a good time was an important part of life. So, part of their education included learning to sing and dance well.

Any special occasion was a good excuse to hold a Mexican fiesta. Guests came from neighboring ranchos or as far away as Los Angeles and San Diego. The men and most of the young people traveled on horses, while the elderly and the children rode in the squeaking carretas, or carts, which were pulled by oxen. Often a fiesta began in church, but later moved to one of the rancho adobes. Afterward there were good dinners for all, then games, sports, music and dancing. A typical fiesta lasted several days. If the distance home was too great, the guests stayed overnight at the rancho and returned to their own home at the end of the fiesta.

(Based on the work of Karen Kirby)
Diseño of Rancho San Juan Cajon de Santa Ana
Creating a Diseño

You have decided to petition the governor of California under Mexico for a grant of land. Along with the petition, you must submit a diseño (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 decide 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 diseño, 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)
Handout #24
The Bowers Museum of Cultural Art Early California History Curriculum Guide

Historic Brands of Orange County

Mission Viejo
Boca de la Playa

Rancho Serrano
Santiago de Santa Ana
Rancho San Joaquin

Rancho Trabuco
Rancho Alamitos
Rancho Niguel

Mission San Juan Capistrano
Estancia de Costa Mesa

Courtesy of Karen Kirby
# Early California Time Line

Note: When constructing a large classroom version of the Early California Time Line, begin with the year 1500 and continue to the present day.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1542</td>
<td>Spanish explorer Juan Rodriguez Cabrillo sails along the Alta Californian coast and claims it for Spain.</td>
</tr>
<tr>
<td>1579</td>
<td>English sea captain Francis Drake claims Alta California for England. Drake circumnavigates the globe and captures treasures from Spanish ships.</td>
</tr>
<tr>
<td>1595</td>
<td>Sebastian Rodriguez Cermeno leaves the Philippines to look for a safe port on the Californian coast. Cermeno’s exploration is overshadowed by his loss of the San Agustin and its cargo.</td>
</tr>
<tr>
<td>1602</td>
<td>Sebastian Vizcaino maps the Californian coast to locate a sheltered port for settlement. His report recommends Monterey Bay, but exaggerates it geographic features as a safe-harbor.</td>
</tr>
<tr>
<td>1769</td>
<td>Four Spanish expedition groups arrive in San Diego, two by sea and two overland. The first presidio is built at San Diego. Gaspar de Portola leads an expedition northward from San Diego in search of Monterey Bay. His search leads instead to the discovery of San Francisco Bay. Father Junipero Serra establishes the first mission in Alta California and names it San Diego de Alcala.</td>
</tr>
<tr>
<td>1770</td>
<td>Gaspar de Portola reaches Monterey Bay on his 2nd expedition northward. Portola establishes a presidio in Monterey. Father Junipero Serra arrives in Monterey by ship. Serra establishes the Mission San Carlos de Monterey on June 3.</td>
</tr>
<tr>
<td>1771</td>
<td>Mission San Gabriel is founded and becomes the first non-native settlement in what is now Los Angeles.</td>
</tr>
<tr>
<td>1774</td>
<td>Juan Bautista de Anza reaches Mission San Gabriel on his first overland expedition from Mexico through the Sonoran Desert.</td>
</tr>
<tr>
<td>1776</td>
<td>Father Serra dedicates the Mission of San Juan Capistrano on November 1. This mission is present-day Orange County’s first permanent settlement. Juan Bautista de Anza and 240 settlers reach Monterey Bay on Anza’s 2nd expedition. They found a San Francisco colony.</td>
</tr>
<tr>
<td>1777</td>
<td>Alta California’s first pueblo is built near the southern end of San Francisco Bay where San Jose is located today.</td>
</tr>
<tr>
<td>1781</td>
<td>The Pueblo of Los Angeles is founded on September 4 as a farming community by a group of 44 settlers (Pobladores) recruited from Sinaloa and Sonora villages in Mexico.</td>
</tr>
<tr>
<td>1784</td>
<td>A Spanish Concession is granted to Manuel Nieto, including 300,000 acres between the San Gabriel and Santa Ana Rivers.</td>
</tr>
</tbody>
</table>
### Early California Time Line

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1810</td>
<td>Jose Antonio Yorba and Juan Pablo Peralta receive the first Spanish concession (Rancho Santiago de Santa Ana) situated entirely in present-day Orange County and includes today's cities of Villa Park, Orange, Tustin, Costa Mesa and Santa Ana. The Mexican War for Independence begins. The priest, Miguel Hildalgo, calls on the Mexican people to revolt against Spain.</td>
</tr>
<tr>
<td>1812</td>
<td>The Russians and Aleuts establish Fort Ross on a bluff about 60 miles north of San Francisco near modern-day Bodega Bay. An earthquake destroys the Great Stone Church at Mission San Juan Capistrano and 39 people die.</td>
</tr>
<tr>
<td>1821</td>
<td>Mexico wins independence from Spain. Alta California becomes a Mexican province.</td>
</tr>
<tr>
<td>1833</td>
<td>The Mexican government begins closing the Californian missions and redistributing its property through land grants to Mexican citizens.</td>
</tr>
<tr>
<td>1841</td>
<td>San Juan Capistrano becomes an official Mexican pueblo.</td>
</tr>
<tr>
<td>1845</td>
<td>Mission San Juan Capistrano sells at public auction to John Forrester and James McKinley for $710 in gold and hides.</td>
</tr>
<tr>
<td>1846</td>
<td>Settlers begin the Bear Flag Revolt in Sonoma declaring California an independent Republic, victory occurs June 14. The Mexican-American War reaches California, and on July 2, the United States navy captures Monterey without firing a shot.</td>
</tr>
<tr>
<td>1847</td>
<td>The fighting in California ends with the signing (January 13) of the Treaty of Cahuenga.</td>
</tr>
<tr>
<td>1848</td>
<td>Gold is discovered by John Marshall at Sutter’s Mill on January 24. The Mexican-American War ends with the signing of the Treaty of Guadalupe Hidalgo. Mexico gives northern lands to the United States, including all the land of present-day California, Utah and Nevada, but only parts of New Mexico, Arizona, Colorado and Wyoming. In return, the U.S. pays Mexico $15 million.</td>
</tr>
<tr>
<td>1849</td>
<td>Americans and Californios gather at a constitutional convention in Monterey, and choose 28 delegates to draft the California Constitution of 1849.</td>
</tr>
<tr>
<td>1850</td>
<td>California becomes the 31st state of the union on September 9.</td>
</tr>
</tbody>
</table>
Handout #26
The Bowers Museum of Cultural Art Early California History Curriculum Guide

Sequencing Events of Early California, 1542 to 1848

Note: First, it is recommended that you use the “Early California Time Line” and/or additional resources to help students in identifying the date(s) for each event. Then, determine the proper sequence of the events.

Place the following events in their proper sequence by numbering them from 1 to 10, with 1 being the earliest event and 10 being the most recent event.

_____ The Mexican American War ends.
_____ Father Serra establishes the first Mission in San Diego.
_____ Cabrillo claims Alta California for Spain.
_____ Portola reaches Monterey Bay and establishes a presidio.
_____ Vizcaino recommends Monterey Bay for settlement.
_____ Los Pobladores found the Pueblo of Los Angeles.
_____ Mission San Juan Capistrano is founded.
_____ Rancho Santiago de Santa Ana is granted to Yorba & Peralta.
_____ The Mexican government starts to close missions.
_____ Mexico wins independence from Spain.

Name ___________________________ Date ______________________


Organizing the Events of Early California

Complete the following chart using the “Early California Time Line” (Handout #25) and/or additional resources.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Key People</th>
<th>Challenges Faced</th>
<th>Responses to the Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1542</td>
<td></td>
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3-D Chronological Time Line

Work in groups to construct a 3-dimensional time line of three to five historic events listed on the “Early California Time Line” (Handout #25). Follow the step-by-step instructions below.

1. Select a chairperson to keep track of the step-by-step progress of your group.
2. Review the events recorded on the “Early California Time Line.”
3. Select three to five historic events for the team’s time line, i.e., Mexico wins independence from Spain.

4. Create a title for your 3-D Time Line, i.e., Turning Points in California History.
5. Determine the time intervals for your time line, i.e., decades from 1750 to 1850.
6. On a large sheet of paper, use a ruler to create a proportional time line, like the one below.

   1750 1760 1770 1780 1790 1800 1810 1820 1830 1840 1850

7. Construct a label/sign for each event. Per label, include the name of the event with its relevant dates and locations.

   (1821) Mexico wins independence from Spain...

   1810 1820 1830

8. Determine where to place each label on the time line.
9. Research information about each event.
   (a.) Include 4 to 6 facts per event.
   (b.) Include the names of key people involved with each event.
   (c.) Write the information for each event on a separate sheet of paper to be displayed with your 3-D models.
   (d.) Per event selected, determine what impact it had on the history of California.
10. Use a variety of art materials (i.e., construction paper, paint, scissors and glue) to construct a 3-dimensional model to illustrate each event. Be creative.
11. Display your 3-D models on the time line or on a table beneath the time line.
12. As your group presents its time line, be prepared to explain how the events depicted had an impact on the history of California.
Early California History: Exploration and Settlement
EVALUATION FORM

We need to know if—and how—this curriculum guide helps you so we can emphasize those areas in future guides. How are you using it? What would you like to see different? Help us to assist you! We are available and listening! Thank You!

1. Which parts of the Curriculum Guide did you find the most useful? (check all that apply):
   - Relation to Content Standards
   - Classroom Activities
   - Early Explorations of California
   - Classroom Activities
   - Settling Alta California
   - Early California Timeline
   - Life at the Missions
   - Document Analysis Worksheet
   - The Growth of Ranchos
   - Resources for Students and Teachers

2. Did you use this guide in conjunction with a school tour of the exhibition? □ Yes □ No
   Comments

3. Did you use this material □ Before or □ After your students saw the exhibit? How did you use it?

   Suggestions for improvement/general comments:

4. Will you keep this guide for further reference? □ Yes □ No □ Maybe
   Will you pass it to another teacher? □ Yes □ No □ Maybe

5. For which subjects do you think the materials in this packet are the most appropriate?
   - Art
   - Language Arts
   - Social Studies/History
   - Humanities

6. How did you find out about this guide?

   Have you ever visited the Bowers Museum? □ Yes □ No
   Bowers Kidseum? □ Yes □ No
   If yes, please indicate when which exhibition?
   With Students? □ or by yourself? □.

Optional
Teacher’s Name
Grades you instruct
Subjects you instruct
School Name
City State ZIP
Phone (day) Phone (evening) E-mail

Thank you!
Please send form to:
Education Department, The Bowers Museum of Cultural Art
2002 N. Main Street, Santa Ana, CA 92706
Or fax to: 714.567.3603
Carmel Mission was founded in 1771, the 2nd mission established by Fr. Junipero Serra. Bowers Museum Collection