

## Lesson 2: Early Explorers and First Settlers of San Diego The Spanish and Mexican Eras 1542-1850

### Focus Questions:

- Who were the early explorers of the San Diego area?
- Who were the newcomers who settled in San Diego?
- Why were the first settlements established, and how did individuals or families contribute to their founding and development?

### Activity #1 Exploring California

Materials needed: For each student, a copy of Harcourt *Reflections* textbook for Grade 3, *Our Communities*, Lesson 1, *Exploring California* pages 174-179 and a copy of *Exploring California* (Handout #2.1) Note: Although reference is made to specific pages in Harcourt’s *Reflections*, the same activities and strategies may be completed using any state-adopted textbook. This is an excellent time to use the textbook to build academic content literacy and to practice reading in the content area.

### Procedure:

Step 1: Frontload vocabulary – To assist students with language acquisition, discuss the following words:

**explore** – to set out to find a new place, verb.

**explorer** – a person who goes to find out about a place, noun.

Ask students why explorers might want to leave their homes for unknown lands.

Step 2: Look at and discuss the map of “California as an Island” on page 176.

Step 3: **Turn the Heading to a Question.** Turn to page 175 and read the heading *Rulers Send Explorers*. Reword the heading into a question – Ask students, “Why did the rulers send explorers?” Students read the section to answer the question.

Step 4: **Scan and Write a Fact.** Distribute a copy of *Exploring California* (Handout #2.1). Have students preview the lesson to find the name of explorers and a date associated with each explorer. Record these on to Handout #2.1.

Step 5: It is recommended you complete the section for Columbus together. Next, students can read the lesson using guided practice and take notes about the early explorers on Handout #2.1.

As an alternative, do a **Section, Summary Share**. Divide the class into 3 groups. Have each group read one of the sections in the textbook and complete their copy of Handout #2.1 for their section. Each group then shares a summary with the entire class as students record the information onto their copy of *Exploring California* (Handout #2.1)

Step 6: *Follow Routes on a Map.* Complete the Map and Globe Skills lesson on pages 180-181. Use Transparency 3.1 to help you teach the lesson.

## Activity #2 Explorers to San Diego

**Materials needed:** For each student, a copy of the bio-sketch for Juan Rodriguez Cabrillo and Sebastian Vizcaino; *Then and Now* photo page 104, Ballast Point

### **Juan Rodriguez Cabrillo Bio-Sketch Reading**

Provide each student with a copy of the bio-sketch for Juan Rodriguez Cabrillo. During this unit, each bio-sketch will be read several times using a variety of strategies, including mumble reading, reciprocal reading, and role play.

**Mumble Reading:** First, using “mumble reading,” the teacher reads the Cabrillo bio-sketch, in a clearly articulated voice, while simultaneously the students read in low, quiet voices.

**Reciprocal Teaching:** In reciprocal teaching, students form pairs to reread the bio-sketch, one paragraph at a time. After one student reads the first paragraph, his/her partner asks a question that comes to mind about the reading. Students then switch roles and read the next paragraph. Each partner always gets to ask questions as well as read a paragraph and answer questions. For the first time, it is recommended the teacher have several pairs of students model the process of reciprocal teaching. Plan for enough time to be sure students understand the process.

Partners continue reading each paragraph and asking questions. At the end of the bio-sketch, have one or more of the students summarize the reading. This technique teaches students to focus intently on what they are reading by having to design and ask questions.

**Role Playing:** Select a student to read the part of Juan Rodriguez Cabrillo. Using the bio-sketch, have the student read and practice the bio-sketch to later play this part in the *Living History Museum*.

**Show the *Then and Now* photo of Ballast Point (page 104).** Explain that this is where Cabrillo landed, but in 1542 there were no buildings at this location.

### **Sebastian Vizcaino Bio-Sketch Reading**

Provide each student with a copy of the bio-sketch for Sebastian Vizcaino.

**Mumble Reading:** First, using “mumble reading,” the teacher reads the Sebastian Vizcaino bio-sketch, in a clearly articulated voice, while simultaneously the students read in low, quiet voices.

**Reciprocal Teaching:** In reciprocal teaching, students form pairs to reread the Sebastian Vizcaino bio-sketch, one paragraph at a time. After one student reads the first paragraph, his/her partner asks a question that comes to mind about the reading. Students then switch roles and read the next paragraph. Each partner always gets to ask questions as well as read a paragraph and answer questions. As was done with the Cabrillo bio-sketch, it is recommended the teacher have several pairs of students model the process of reciprocal teaching. Plan for enough time to be sure students understand the process.

Partners continue reading each paragraph and asking questions. At the end of the Sebastian Vizcaino bio-sketch, have one or more of the students summarize the reading. This technique teaches students to focus intently on what they are reading by having to design and ask questions.

**Role Playing:** Select a student to read the part of Sebastian Vizcaino. Using the bio-sketch, have the student read and practice the bio-sketch to later play this part in the *Living History Museum*.

### Activity #3 *Time Line of San Diego's History*

Refer to the **Directions for Creating a Time Line of San Diego's History** described on pages 3-4.

**Event Cards:** Provide the students who read the Juan Rodriguez Cabrillo and Sebastian Vizcaino Bio-Sketches in Activity #1 with a 6" x 6" (or a smaller 2" x 6") piece of construction paper to make an **Event Card**. As described on pages 3-4, each Event Card includes the name of the Bio-Sketch, the date, a brief description of the event, and a small illustration. Encourage students to make the Event Card colorful. Place the completed Event Cards on the **Time Line of San Diego's History**.

Sample Event Cards are listed below:

1542	<b>Juan Rodriquez Cabrillo</b> , an explorer for Spain, discovers what is now California and gives the name of San Miguel to San Diego Bay.
1602	<b>Sebastian Vizcaino</b> , a Spanish explorer, changes the name San Miguel to San Diego.

Throughout this unit, additional event cards will be added. For a complete list, refer to the Time Line of San Diego's History on pages 5-8 and the Bio-Sketches found at the end of the unit. Events cards may be adapted and new cards created for your specific community.

Note: During this unit, each student selects an historical figure from San Diego's history to portray. The students (during Activity #1) who read the bio-sketches of Juan Rodriguez Cabrillo and Sebastian Vizcaino and created an "event card" for the time line will also portray the two local explorers at the **Living History Museum**. The Living History Museum may be held following Lessons 4 or 5. Further information about the Living History Museum is found at the beginning of this unit under the description of the **Directions for the Unit 3 Project: Living History Museum** found on pages 9-12.

### Activity # 4 *Local Heroes Chart*

**Materials needed:** Use either a large piece of chart paper or butcher paper to construct a large version of the **Local Heroes Chart** (shown below). Include the headings: *Name of Local Hero*; *Important Dates*; and, *Description of the Hero's Contributions to San Diego*. Provide space for the over 20 bio-sketches that will be added throughout the unit.

To help students identify and keep track of the bio-sketches read during this unit, begin the **Local Heroes Chart** with Juan Rodriguez and Sebastian Vizcaino. To keep the organizer up-to-date, add new information throughout the unit as students read each new bio-sketch.

**Summarization Skill:** To develop the skill of summarizing, students can help identify the information to include on the chart.

#### Local Heroes Chart

Name of Local Hero	Important Dates	Description of the Hero's Contribution to San Diego
Juan Rodriquez Cabrillo	1542	
Sebastian Vizcaino	1602	

Names will continue to be added to the chart as the unit progresses.

**What’s in a Name? How did the San Diego Get its Name?** In June of 1542, Cabrillo sailed north from Navidad on the west coast of Baja (Lower) California (present-day Mexico). Cabrillo had two small vessels, the *San Salvador* and *Victoria* to carry his expedition on a hard voyage up a wild, unexplored coast, against the prevailing winds. Cabrillo reached San Diego 103 days out, on September 28, discovering the point, the bay, and Alta (Upper) California itself. He called the harbor “San Miguel.”

On May 5, 1602, Sebastian Vizcaino was sent from Acapulco with three ships, the *San Diego*, which he made his flagship, the *Santo Tomas*, and the launch *Tres Reyes*. On November 10, Vizcaino anchored under the lee of Point Loma. Two days later, on the feast day of San Diego de Alcalá, priests with the expedition set up a chapel on Ballast Point (**Refer to *Then and Now* Photo page 104**) and there held the first Catholic service conducted on California soil. On that day, the bay was renamed for San Diego – the honor of the day and the flagship.

**Why was California forsaken for 150 years?** The early explorers did not stay and settle in San Diego. They found California to be an “island” isolated by topography and climate with a rocky, stormy, foggy coastline.

**Why did the settlers come to San Diego?** The Spanish did not begin to settle California until more than 150 years after Sebastian Vizcaino’s voyage of exploration. In 1768, King Carlos of Spain heard that Russian fur traders hunting in Alaska planned to expand their fur trading business southward along the Pacific Coast. The Spanish king was concerned new settlers might encroach upon Spain’s territory in Alta California. Until the 1769, only Indians had lived in the San Diego area.

## Activity #5 Early Communities

**Materials needed:** For each student, a copy of Harcourt *Reflections* textbook for Grade 3, *Our Communities*, pages 182-187 and a copy of *Early Communities of California* (Handout #2.2)

**Procedure:** (Use Lesson 2 Early Communities, Harcourt *Reflections* Textbook pages 182-187.)

**Step 1: Frontload vocabulary** – To assist students with language acquisition, discuss the following words:

<b>settle</b> – to live in a new community, verb.	<b>settler</b> – a person who lives in a new community, noun. A settler is a person that starts a new life in a place where there are no other houses, streets or towns.	<b>settlement</b> – a new community, noun. When a group of people settles an area together, they create a settlement. settle + ment = settlement
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**Step 2: Seek and Use Vocabulary** – Find the meanings of *mission*, *pueblos*, and *presidios*. Check the word meanings in the Glossary. Use each word in a sentence that illustrates the word’s meaning.

**Step 3: Look at the Photos and Read the Captions.** Have students preview the lesson by looking at the visuals and reading the captions. Look also at the map, *Missions, Pueblos, and Presidios* on page 187.

Step 4: **Scan** the lesson to find out when and why the following were built: missions, pueblos, presidios

Step 5: **Read** the lesson and complete *Early Communities of California* (Handout #2.2).

Step 6: **Read a Time Line:** Chart and Graph Skills, *Reflections* textbook pages 188-189, Transparency 3-2

Step 7: Read the story, *Standing on the Edge of the World*, *Reflections* textbook pages 168-173

### **Activity #6 Settlement in San Diego**

Materials needed: For each student, a copy of the bio-sketch for Father Junipero Serra and Gaspar de Portola; *Then and Now* photo Mission San Diego De Alcalá (page 94)

Reading assignment: Print out a copy of the **Father Junipero Serra** and **Gaspar de Portola** Bio-Sketches for students to read. Use “Mumble Reading” to read the Bio-Sketches.

Reciprocal Teaching: After reading each Bio-Sketch, have students engage in reciprocal teaching.

Role Play: Select students to read the parts of Father Junipero Serra and Gaspar de Portola at the *Living History Museum* and to make Event Cards to add to the ***Time Line of San Diego’s History***.

Summarization Skill: Have students help summarize the information about Father Junipero Serra and Gaspar de Portola add this to the ***Local Heroes Chart***.

1769	<b>Father Junipero Serra</b> establishes Mission San Diego de Alcalá on what is now Presidio Hill overlooking what is now Old Town.
1769	<b>Gaspar de Portola</b> establishes the Royal Presidio overlooking what is now Old Town.

Questions to ask:

1. Why do you think settlers might want to leave their homes to live in a new land?
2. What reasons would cause people to settle in certain locations like San Diego? California?
3. What do you think life was like in the early settlements?

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

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

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

**Two by Land:** 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. 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.

**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.

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

Show the *Then and Now* photo of **Mission San Diego De Alcala (page 94)**. Explain that this was the first of twenty-one missions set up by the Spanish. Founded on July 16, 1769, by Father Junipero Serra, the mission was originally located on a hill overlooking the bay. Because of poor soil and scarce water supply, the mission only stayed on this site for five years. A new location was chosen six miles to the east in what is now Mission Valley. This 1895 photo shows the mission at its second site.

The **Mexican War for Independence** began in 1810. Prior to this time, California was under Spanish rule. Mexico took control over California in 1821, beginning the Rancho period.

Add the following event to the Time Line of San Diego's History:

<b>1821</b>	Mexico gains its independence from Spain. San Diego had been under Spanish rule for 280 years.
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### **Activity # 7 The Newcomers Who Settle in Old Town San Diego**

**Materials needed:** For each student, a copy of the bio-sketch for Jose Antonio Estudillo and Juan Bandini; *Then and Now* photos of La Casa de Estudillo (page 86) and Casa de Bandini (page 90).

**Reading assignment:** Print copies of the Bio-Sketches for **Jose Antonio Estudillo and Juan Bandini**. Use "Mumble Reading" to read the Bio-Sketches.

**Reciprocal Teaching:** After reading each Bio-Sketch, have students engage in reciprocal teaching.

**Role Playing:** Select students to play the parts of Jose Antonio Estudillo and Juan Bandini at the *Living History Museum* and to make Event Cards to add to the *Time Line of San Diego's History*.

1829	<b>Jose Antonio Estudillo</b> and his sister are granted Jamal Ranch and Otay Ranch, two of the earliest of 29 land grants in San Diego.
1829	<b>Juan Bandini</b> builds Casa de Bandini, a magnificent one-story, U-shaped adobe noted for lavish fiestas.

Summarization Skill: Have students help summarize the information about Jose Antonio Estudillo and Juan Bandini and add this to the *Local Heroes Chart*.

Show students the *Then and Now* photos of La Casa de Estudillo (page 86) Casa de Bandini (page 90).

### Activity # 8 Life on the Rancho – San Diego’s First Economy

Materials needed: For each student, a copy of Harcourt *Reflections* textbook, *Our Communities*, pages 190-191.

Although they lived in Old Town, both Jose Antonio Estudillo and Juan Bandini also owned ranchos. Read together *Reflections* “Mexican Ranchos” on pages 190-191.

Provide students with background information about the rancho period in California.

**The Missions are Secularized.** In 1834, the Mexican government decided to secularize the missions and turn the operation of the mission lands, buildings and livestock over to the Christian Indians. However, by that time many Indians had left *Mission San Diego de Alcalá* to find work elsewhere or to return to their villages. Little or no provisions were made for the Indians when the missions were closed. Local landowners took the lands from the Indians or bought them from corrupt Mexican officials. Some land was given away as gifts to friends of Mexican authorities. In 1846, *Mission San Diego de Alcalá* was given by the Mexican government to a local businessman, Santiago Arguello.

Ranchos were huge cattle ranches established on former mission property that the Mexican government turned over to Mexican citizens. The processing and exporting of cow hides and tallow (fat used in the making of soap and candles) was the primary economic activity of the Californios (the name given to the people living in Alta California during this time period).

This pastoral economy flourished, especially after the new government opened the ports of Monterey and San Diego to foreign trade. The Mexican governors began to distribute large tracts of land to people of influence. Ranching conditions were almost perfect. The climate was mild enough to allow animals to live throughout the year with little shelter. The small band of 200 cattle brought to California by Gaspar de Portola's expedition, and the few that survived the overland trek with Juan Bautista de Anza's 1775-76 colonizing expedition, provided the original stock from which the local herds developed. These cattle yielded hides and tallow in abundance for export. No widespread planting of crops occurred on the ranchos.

Supplies of clothing and other manufactured articles were always in short supply on the rancho. When women could not get shoes, silk stockings, and other articles of clothing such as a rebozo or mantilla, they learned to do without.

There were almost no schools in California so most of the children did not learn to read and write. Often discharged soldiers would become teachers. Their only qualifications would be an ability to read, write, and do arithmetic.

Picnics, or meriendas, were popular. The ranchero would ride his horse and the women or children might arrive in a two-wheeled cart (carretas) pulled by oxen. The meriendas featured foods such as carne asada (roasted beef), roasted chicken, enchiladas, tamales, and tortillas.

In spring, soon after the calves were born, all the cattle were rounded up and sorted according to their brands. Since the calves were still with their mothers, it was easy to see to which ranch they belonged, so they could be branded. The animals that were to be killed for their meat, hides, and tallow were separated from the rest of the herd. A special type of rodeo, called a matanza, 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 matanza. Often only the hide and tallow were taken and the rest of the carcass and some of the meat were left to decay on the range. Since many ranchos worked together at roundup time, it became a time of celebration with fiestas, barbecues, and dancing the jarabe or fandango.

### Activity #9 Reading a Map of Old Town

**Materials needed:** For each student or group of students, a copy of the survey map, *Old San Diego* dated 1849 (Handout # 2.3), *Then and Now* photo of Old Town from Fort Stockton (page 86). (Optional) *Old Town San Diego State Historic Park* map provided by the California State Parks and available from Old Town San Diego State Historic Park.

During the 1820s what is now called Old Town came into existence. By 1829, San Diego was described as being a collection of thirty houses, mostly occupied by retired officers and their families. The presidio began to decay. The town, however, was prospering. As a result of the hide trade, the port revenues rose to \$34,000, six times those of San Francisco. There were few people and no intensive agriculture, but the hills abounded with the descendants of the cattle the Franciscan missionaries had brought when they came to establish the missions. The animal’s hides came to be called “California banknotes” and were the one thing of real value for export that the economy produced.



**Have students use a magnifying glass to study the primary source map, *Old San Diego*. Ask questions such as:**

- What is the title of this map? (Old San Diego) What are the dates of the map? (Several dates are listed.) How many years ago is this?
- What are the names of some of the streets? How do you think the streets got their names?
- What do you notice about the way the land is used? Can you identify any areas devoted to residential, business, farming, or public use?
- What is the scale shown on the map?

Although this is not a formal assessment, it is helpful for the teacher

to review the rubric.

INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
<b>ANALYSIS OF A PRIMARY SOURCE</b>	Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.



Explain to students that by 1837, the population of San Diego decreased due to water shortages and Indian raids on the ranchos. It lost the title of *pueblo* and was made a department of the *Pueblo of Los Angeles*. By 1840, only 140 persons called San Diego home. The presidio was crumbling away. The tiles and furnishings of the old fort were sold by a soldier to recover the back pay that the government owed him. This left the adobe walls unprotected; the rain soon reduced the walls to little hills of mud. Show students the *Then and Now* photo of Old Town from Fort Stockton (page 86).

If available, have students study the map *Old Town San Diego State Historic Park* provided by the California State Parks available from Old Town San Diego State Historic Park. Compare the present-day map with the Handout #2.3. Locate buildings on the map such as Casa de Bandini/Cosmopolitan Hotel and La Casa de Estudillo.

Add the following Event Cards to the *Time Line of San Diego's History*:

1833	San Diego, whose population has grown to 432, is given pueblo (town) status.
1834	The Mexican government secularizes the missions.
1837	San Diego loses pueblo status after the town's population drops to 150 due to water shortages and Indian raids on the ranchos.
1846	The United States declares war on Mexico.
1848	The war between the United States and Mexico ends with the Treaty of Guadalupe Hildalgo. Alta California was under Mexican rule for 26 years.
1850	California becomes the 31 <sup>st</sup> state of the United States.
1850	San Diego is incorporated as a city.

Optional: Read Harcourt *Reflections* textbook for Grade 3, *Our Communities*, pages 192-195. Complete the Chapter 5 Review on pages 200-201.

### **Activity # 10 New Town**

Materials needed: For each student, a copy of the bio-sketch for William Heath Davis and Mary Chase Walker.

In 1849, many ships began to stop in San Diego Bay on their way to the gold rush in Northern California. A group of investors, including **William Heath Davis**, felt that the best site for a seaport town was on the bay. For \$2,304 the promoters bought 160 acres and they laid out streets. The townsite (now downtown San Diego) was officially named New Town. William Heath Davis's home, originally located at State and Market Street, is the oldest surviving structure in San Diego's New Town. Built on the East Coast and shipped around Cape Horn, it is a well-preserved example of a prefabricated "salt box" family home. Today, it houses a museum at 410 Island Avenue in the Gaslamp District and is a part of the Gaslamp Quarter Historical Society Foundation.

Reading assignment: Provide each student with copies of the bio-sketches for **William Heath Davis**, **Cave Johnson Coutts** and **Mary Chase Walker**. Use "Mumble Reading" to read the bio-sketches.

Reciprocal Teaching: After reading each bio-sketch, have students engage in reciprocal teaching.

Role Playing: Select students to play the parts of William Heath Davis and Mary Chase Walker at the *Living History Museum* and to make event cards to add to the “Time Line of San Diego’s History.”

Summarization Skill: Have students help summarize the information about William Heath Davis, Cave Johnson Coutts and Mary Chase Walker and add this to the *Local Heroes Chart*.

Add the following Event Cards to the *Time Line of San Diego’s History*.

1850	<b>William Heath Davis</b> and several others form a partnership to buy land on which to build a “New Town” closer to the bay. Pre-framed “salt-box” houses are shipped from the East Coast but do not attract settlers.
1851	<b>Cave Johnson Coutts</b> marries Ysidora, daughter of Juan Bandini and he becomes a successful cattle rancher at Rancho Guajome.
1865	Mason Street School, San Diego’s first public school, opens. <b>Mary Chase Walker</b> is the first school teacher.

### Activity # 11 *Who Said This?*

Materials needed: For each student, a copy of *Who Said This?* (Handout # 2.4).

Distribute copies of *Who Said This?* (Handout # 2.4). Using the *Local Heroes Chart* and the *Time Line of San Diego’s History*, have students match each of the statements with the person who said it.

### Assessment:

The assessment of this lesson is integrated with the instruction and occurs throughout the unit. The focus questions provide a framework for the evaluation of the lesson. It is recommended that a scoring guide be developed cooperatively by the teacher and the students to show the requirements for each task. Student work can be assembled into a unit portfolio.

- **Scan and Write a Fact** *Exploring California* (Activity #1, Handout #2.1).
- Complete *Early Communities of California* (Activity #5, Handout #2.2 ).
- Read **Bio-Sketches** (Activities #2, #6, #7, #10).
- Selected students make an **Event Card** to be added to the *Time Line of San Diego’s History* (Activities #3, #6, #7, #10) and prepare their characters’ Bio-Sketch for the *Living History Museum*.
- **Summarize** the material read and add the summary to the *Local Heroes Chart* (Activities #3, #6, #7, #10).
- Analyze a primary source map, *Old Town San Diego*. (Activity #9, Handout # 2.3. Refer to the Primary Source Rubric Indicator listed on page 31.)
- Complete the *Who Said This?* worksheet (Activity #11, Handout # 2.4)
- Optional: Reflections Chapter 5 Review (pages 200-201) and the Chapter assessment.

### Exploring California

DATE	Who were the explorers?	Where did they come from?	Why did they make the journey? (Cause)	What did they do on their journey (effect/outcome)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Exploring California

DATE	Who were the explorers?	Where did they come from?	Why did they make the journey? (Cause)	What did they do on their journey (effect/outcome)
1492	Christopher Columbus	Spain	Sail west around the world	Reached a new continent
1535	Hernando Cortes	New Spain	Looking for the Strait of Anian	Claimed Baja California for Spain
1542	Juan Rodriquez Cabrillo	New Spain	Looking for treasure and for the Strait of Anian	First Spanish explorer to land in Alta California; named present-day San Diego San Miguel.
1579	Francis Drake	England	Explore new lands; ship needed repairs	Claimed California for England
1602	Sebastian Vizcaino	New Spain	Reclaim California, follow Cabrillo's route; drew maps	Renamed San Diego Bay and names Monterey Bay
1700s	Fur traders	Russia	Hunting seals and otters	Hunting seals and otters

## Early Communities of California

Directions: As you read the lesson, make notes to tell what happened when the Spanish settlers built communities in early California.

<b>Buildings</b>	<b>Mission</b>	<b>Presidio</b>	<b>Pueblo</b>
<b>What?</b>			
<b>Who?</b>			
<b>Where?</b>			
<b>When?</b>			

Name \_\_\_\_\_

Date \_\_\_\_\_

Handout #2.2 (Suggested answer key)

## Early Communities of California

Directions: As you read the lesson, make notes to tell what happened when the Spanish settlers built communities in early California.

<b>Buildings</b>	<b>Mission</b>	<b>Presidio</b>	<b>Pueblo</b>
<b>What?</b>	Small religious community	A fort to protect the missions from attack	village
<b>Who?</b>	The Spanish built the missions. King Carlos, Father Junipero Serra, the Indians	The Spanish built the presidios; Spanish soldiers and their families	Indians and people from Spain, New Spain (Mexico), and Africa
<b>Where?</b>	Near the coast of California; 21 missions a days walk from the next	San Diego, San Francisco, Santa Barbara, Monterey	San Jose and Los Angeles
<b>When?</b>	1769	1769	1777

# Old Town San Diego

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**F.H. WHALLEY.**

Old San Diego, May 28<sup>th</sup> 1877

Taken from Pascors map of Pueblo Lands  
December 1869, for Aguirre heirs.

Traced from F.H. Whalley's map  
of May 28<sup>th</sup> 1877.  
Copied by T. I. Butler  
City Engineers Office  
Dec. 1, 1909.



## OLD SAN DIEGO.

Copied from Coutts' Map of Survey A.D. 1849.

Nos in Red from Pooles Survey of 1856.

Nos in Black from Coutts' Survey of 1849.

SCALE.



Note:- Nos. from Pooles' Survey of 1856  
changed to Orange on this map for  
Blue print purposes.

## Who Said This?

Juan Rodriquez Cabrillo  
 Sebastian Vizcaino  
 Father Junipero Serra  
 Gaspar de Portola  
 Jose Antonio Estudillo

Juan Bandini  
 William Heath Davis  
 Cave Johnson Coutts  
 Mary Chase Walker

Below are statements that could have been made by a person from the above group of names. Read each statement, then decide who could have said it, and write the name of that person in the box next to the statement.

I was a Spanish explorer who renamed San Miguel to San Diego.	
Mason Street School was San Diego's first public school and I was the first school teacher.	
Casa Bandini was my home and I held many fancy fiestas there.	
With several others, I bought land on which to build a "New Town" closer to the bay. The "salt box" houses did not attract settlers.	
I founded the San Diego Presidio. My expedition was looking for a land route from San Diego to Monterey. We failed to recognize it on the first trip.	
I founded the <i>Mission San Diego de Alcala</i> for Spain. It the first of twenty-one missions established in California.	
My wife and I lived at Rancho Guajome, a gift from my brother-in-law.	
As an explorer for Spain, I discovered what is now California and gave the name of San Miguel to San Diego Bay	
My sister and I were granted Rancho Otay and Rancho Jamul, two of the earliest land grants in San Diego.	

Name \_\_\_\_\_

Date \_\_\_\_\_