

# Unit Overview:

## From the Pre-Columbian Societies to the Spanish Mission and Mexican Rancho Periods

---

### California History-Social Science Grade 4, Standard 2

Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

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

### Historical and Social Sciences Analysis Skills

#### Chronological and Spatial Thinking

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

### Research, Evidence and Point of View

2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...(REPV 2)
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contents of those events.
2. Students identify the ... physical characteristics of the places they are studying and explain how those features form the unique character of those places.

### Focus Questions

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

### Assessment: Prompts and Rubrics

Standards	Lesson	Title	Teacher Directions	Handout for students with the prompt and rubric
4.2.1	Lesson 1	Comparing and Contrasting California Indian Tribes	page 4	page 10, <i>Handout #1.3</i>
4.2.1	Lesson 1	A Mural Depicting Life in a California Indian Tribe	pages 5 & 6	page 11, <i>Handout #1.4</i>
4.2.2 4.2.3	Lesson 2 Lesson 3	Letter to the King	Page 43	page 51, Handout # 3.6
4.2.2 4.2.3	Lesson 2 Lesson 3	Bio-Wheel and Map of Exploration	pages 43 & 44	pages 52 & 53, Handout # 3.7
4.2.4 4.2.5 4.2.6	Lesson 4	Life in the California Missions	pages 59 & 60	Page 64, Handout # 4.4

## **Literacy Links**

A variety of activities are included in the lesson that support and develop reading and writing standards. Examples of these literacy activities are:

### **Reading**

- Identify the main idea and supporting details
- Make generalizations
- Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information...)
- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- Compare and contrast information about the California Indians after reading several passages or articles.
- Engage in research using a variety of print and internet resources
- Develop and use new content-specific vocabulary

### **Writing**

- Take notes and record information based on research on to a retrieval chart
- Use various reference materials (e.g., reference books, encyclopedia, online information) as an aid to writing.
- Quote or paraphrase information sources, citing them appropriately.
- Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- Write narratives
- Write summaries that contain the main idea of the reading selection and the most significant details.

### **Listening and Speaking**

- Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- Make informational presentations.

# Teacher Background – California Indians Today

Information from: [http://www.fourdir.com/chapter4\\_california\\_indian\\_history.htm](http://www.fourdir.com/chapter4_california_indian_history.htm)

Three groups of California Indians exist today.

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

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

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

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

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

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

**Traditional Lands:** Every square inch of California was once owned by an Indian **ethnie**. This includes where you live. Today, the California Indians occupy only a small portion of the state. Many live on reservations or small reservations called rancherias. Many others now live in the cities, suburbs, and rural areas just as you do.

Many archeological sites have been preserved that give us insight into how they lived. Many places that are sacred to the California Indians have been preserved and others have not. Many of the stories have been preserved. Yuroks and Hupas still dance the Jump Dance. Cahuillas, Serranos, and Luiseños still sing the Bird Songs. Members of the California Indian Storytellers still tell the stories. Members of the California Indian Basket weavers still weave the baskets.

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