

Lesson 2: Early Explorations of California

1542-1603

Focus Questions:

Why did the Spanish want to explore North America?

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

What were Spanish galleons? What routes did they follow?

History/Social Science Standard 4.2:

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

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

Historical and Social Science Analysis Skills:

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- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...(REPV 2)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

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

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

1. Tracing the Routes of the Spanish

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

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

Ask students questions that seek to identify route details:

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

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

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

2. California as an Island

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

3. The Strait of Anian

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

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

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

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

4. Hernando Cortes

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

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

Have students read additional information about Cortez. Harcourt’s Reflections: pages 110 -111.

Ask questions such as, “What was the goal of Cortez’s journey? What did Cortez accomplish? Was Cortez’s journey considered a success? Why or why not?”

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

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

Copies for each student of:

- Handout # 2.1 *Early Explorers of California Retrieval Chart*
- Handout # 2.2 the “Identification of Cabrillo’s Route” from *Cabrillo’s Log*
- Handout # 2.3 *Cabrillo’s Log*

1. Juan Rodriquez Cabrillo

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

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

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

Cabrillo’s accomplishments and obstacles.

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

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

2. Early Explorers of California Retrieval Chart

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

Ask questions such as:

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

3. Identification of Cabrillo's Route

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

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

Ask questions about Cabrillo's route (Handout #2.2), 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.

4. Cabrillo's Log Activity (Handout #2.3)

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

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

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

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

5. Written Document Analysis of Cabrillo's Log

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

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

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

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

1. Spanish Galleon Ships Carry Luxury Goods and Spices

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

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

2. Spanish Galleon Map Activity

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

Share the following information:

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

Galleons needed a safe place to land in Alta California. The economic success of the Manila galleon trade renewed Spanish interest in Alta California. Navigation with a loaded cargo ship was difficult against the prevailing winds and currents. Battered ships often suffered from leaky hulls. Crews frequently suffered from spoiled provisions, putrid water, illness and death.

The galleon ships needed a safe place to land on the coast of California where the crew could collect wood, water and meat as well as make needed repairs. Rather than send out a separate ship to explore the California coast, Spanish officials decided that the captain of a galleon ship could explore and survey the coast during his ship's return voyage from Manila.

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

What obstacles did early explorers encounter?

Early explorers consistently mentioned obstacles and dangers that included:

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

Conditions aboard ship.

Today, numerous luxury cruise ships ply the waters along Alta and Baja California. Conditions on these ships are vastly different from those traveled by the early explorers. Hardships aboard ship included:

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

3. Write a Question about Early European Explorers to Alta California

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

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

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

Optional Galleon Activities: Refer to the Extended Activities on pages 32 to 34.

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

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

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

1. Francis Drake

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

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

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

2. Retrieval Chart - Early Explorers of California.

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

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

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

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

1. Sebastian Rodriguez Cermeno

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

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

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

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

2. Early Explorers of California Retrieval Chart.

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

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

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

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

1. Sebastian Vizcaino

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

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

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

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

Have students read additional information about Vizcaino: Harcourt's *Reflections*: pages 114 -115

2. Early Explorers of California Retrieval Chart.

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

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

3. California Forsaken

Read to students the following information:

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

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

Over 60 years of exploration had created a negative impression of California as a rugged, foul-weathered, rocky coast hazardous to ships. Sea captains feared California because of unfavorable winds, fears of shipwreck and loss of cargo. While Alta California had a good climate, it had no obvious usefulness nor was there any treasure. In 1606, a royal order prohibited further exploration of California and for more than 150 years, no known ships visited the remote coast. Once again, popular maps began to imagine California as an island.

150 years later, in the 1760's, Vizcaino's maps guided the Serra-Portola expedition to settle California, with Monterey becoming the focus of their colonizing efforts. However, Vizcaino had so exaggerated Monterey's appeal and virtues that Portola's expedition failed to recognize it on the first expedition.

4. Significance of California's relative location

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

Activity #7 Compare and Contrast

1. Compare and Contrast: Cabrillo and Drake

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

Compare and Contrast: Cabrillo and Drake

Cabrillo	Both	Drake

Provide students with some statements to classify, such as:

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

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

Assessment:

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

Additional 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. Student work may be assembled into a unit portfolio.

- Record information about the explorers Cabrillo, Drake, Cermeno, and Vizcaino on Handout #2.1 *Early Explorers of California Retrieval Chart*.
- Answer relevant questions about events they encounter in the historical documents, Handout #2.2 "Identification of Cabrillo's Route" from *Cabrillo's Log*
- Using different colored pencils or highlighters and Handout # 2.3 *Cabrillo's Log*
Student #1 Identify 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.
- Work in groups to complete Handout # 2.4 *Written Document Analysis Worksheet* using *Cabrillo's Log* (Handout #2.3).
- Using the completed Handout #2.1 *Early Explorers of California Retrieval Chart*, compare and contrast two early explorers and identify and interpret the multiple causes and effects of these historical events.

For additional activities, refer to the *Extended Activities for Explorers* on pages 31 to 33.

Explorers of Early California Retrieval Chart, 1542-1603

Teacher Key

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

Explorers of Early California Retrieval Chart, 1542-1603

Student Copy

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

Identification of Cabrillo's Route

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

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

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

Cabrillo's Log

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

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

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

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

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

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

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

Written Document Analysis Worksheet

1. Type of Document (check one):

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

2. Unique physical qualities of the document

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

3. Date(s) of document: _____

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

Position (Title): _____

5. For what audience was the document written: _____

6. _____

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

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

1. _____
2. _____
3. _____

B. Why do you think this document was written?

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

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

1. _____
2. _____

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

Extended Activities for Explorers of California

How did early mapmakers depict California?

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

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

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

Point of View Writing Project – Keeping a Journal

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

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

- an appropriate name for you as the journal’s author
- an explanation of your role on the ship
- two or more daily activities appropriate to your role
- historically accurate dates from Cabrillo’s voyage
- historically accurate locations mentioned in Cabrillo’s log
- weather conditions
- three or more hardships experienced on board 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

Spanish Galleon Ship Measurement Activity

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

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

Replica of a Spanish Galleon Ship

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

The replica galleon ship should include the following:

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

Ship's Vocabulary Activity

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

Determine the Crew Activity

Explain to students that they will work together in small groups to list the type of skills that crew members needed for a galleon ship's voyages of discovery in the 1500s.

Encourage students to think about all of the jobs required aboard ship for the many months at sea. How many men should be hired? What categories of skills or positions are necessary? (Food

preparation, ship repair and navigational skills are only a few of the necessary duties.) Remember that “effective” crew members are essential for a successful voyage. As students work, post signs that focus their attention upon the details. Signs could read, “Think ahead.” or “Once you are at sea, it will be too late.”

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

"I Am" Poem

Have each student select one of the early explorers who visited “California.” Using the Early Explorers Retrieval Chart, textbooks and other reference materials, have each student write an **"I Am"** poem to demonstrate what he or she has learned about the selected explorer. Refer to Unit 2, Lesson 1 for the format.

Refer to Lesson 3 for directions on how to make a Bio-Wheel for an early explorer or an early settler to California.

