

Lesson 3: Early Settlements of California

Focus Questions:

What century is it?

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

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

History/Social Science Standard 4.2:

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

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

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

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

Historical and Social Science Analysis Skills:

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- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts...(REPV 2)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

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

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

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

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

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

Procedure:

1. Ask students to identify today’s date. Record it on the chalkboard. Explain that this is the 21st century. It includes the years 2000 to 2099. (Note: Some historians consider 2001 to 2100 as the 21st century.)
2. Write the date 1950. Explain that this is the 20th century. Ask several students the date of their birth. Find each date on the time line. Ask, “In what century were you born?”
3. 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 identify within which century a specific date falls. Practice identifying and writing the names of the different centuries.
4. Using the Event Cards for each of the explorers, have students identify the proper century for each explorer. Place each event card in chronological sequence on the time line.
5. Discuss the century for each event. Explain that a *decade* stands for 10 years. Beginning with 1400, have students practice reciting the names of the decades, and where applicable, identifying and reciting the century for each group of decades. Have students summarize the key events of the historical era (Early Explorers of California). Discuss terms such as *past*, *present* and *future*.
6. Explain to students that in this lesson, we are going to skip ahead 150 years to the 18th century. During the interim time period, California was forsaken by the European explorers.

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

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

Migration to California

Names: (Include name of person interviewed and name of the student.)	Date Arrived	Arrived From	Reasons for Migration

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

Procedure:

1. Migration to California

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

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

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

2. Oral Interview Activity

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

3. Time Line Activity

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

4. Reasons for Migration - the "push/pull" factors

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

5. Push/Pull Factors

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

6. Map Activity - Mapping Your Move

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

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

Compare and contrast the patterns of movement. Ask:

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

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

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

Materials needed: World map and globe

1. Lack of Settlements in California

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

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

2. Map Activity

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

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

3. Let’s Settle Alta California

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

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

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

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

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

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

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

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

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

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

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

1. Expedition of Gaspar de Portola

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

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

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

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

3. An Eyewitness Account

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

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

Procedure:

Within the groups of 4, assign specific students number 1 – 4. Then, assign a color (pen, crayon or highlighter) to each number. Students can highlight different parts of the text (See below) on their copies of the primary source (**Handout #3.2**). (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**.

4. Pose relevant questions

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

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

5. Analyze information noted in an eyewitness account

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

6. Retrieval Chart – Settling Alta California.

Complete the section for Gaspar de Portola on the graphic organizer *Settlers of Alta California from 1769* (Handout #3.4).

7. (Optional) Gaspar de Portola Poetry

This activity provides students the opportunity to show what they know about the explorer, Gaspar de Portola. Also, the poem also provides practice with parts of speech. Refer to Handout #3.5 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 # 5 Why were missions established throughout California?

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

Compare and Contrast

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

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

Materials needed: Harcourt *Reflections* textbook; map on Harcourt's *Reflections*: page 127 Copies of *Retrieval Chart – Settlers of Alta California from 1769* (Handout #3.5).

1. Father Junipero Serra

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

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

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

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

2. What geographic factors of California determined the location of the missions?

Specific geographic and human-based requirements were necessary for the establishment of a workable mission; i.e. arable soil for crops, a plentiful water supply and a large native population.

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

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

Materials needed: Harcourt *Reflections* textbook; Copies of *Retrieval Chart – Settlers of Alta California from 1769* (Handout #3.5).

1. Juan Bautista de Anza

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

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

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

While the colonists remained in Monterey, Anza and a squad of soldiers spent the following month exploring the San Francisco Bay area. Before Anza left the San Francisco Bay area, he designated the site for the future San Francisco Presidio and the Mission Dolores. Finally, on April 13, 1776, Juan Bautista Anza left Monterey and returned to Tubac, Mexico. Two months after Anza's departure, the colonists left Monterey and headed northward "to sow 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.)

2. How did the geography of California affect the land routes of Juan Bautista de Anza?

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

3. Map activity

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

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

Harcourt's *Reflections*: page 122

5. Retrieval Chart– Settlers of Alta California

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

Activity # 8 Settling Alta California Time Line.

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

1. Settling Alta California Time Line

Add names, dates, locations and events from this lesson to the time line begun in Activity #1 Refer to *Settlers of Alta California from 1769 (Handout #3.5)*.

2. Skill Lesson

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

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

3. Absolute Location

Provide a California map. Have students locate 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.

Standard 4.2 Indians, Missions and Ranchos

Activity # 9 Assessment: Letter to the King

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

Materials needed: For each student, a copy of *Handout #3.6*.

Standard 4.2.2 and 4.2.3 Early Explorers and Settlements of California: Letter to the King

Note: Literacy Unit 3 correlates well with this standard.

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

Rubric:

Indicator: Knowledge of Historically Accurate Content

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

Indicator: Historical Interpretation and Analysis of Significance

Recommended Correlation: Use Formal letter rubric for a writing grade

See Literacy Unit 5 page 70 – adapt response to expository text to reflect the work in this inquiry or align the assessment using the criteria listed on the *Writing Formal Letter in Responses to the Issues in Expository Text: Questions Writers Ask*

(The R.A.F.T. is based on a lesson by Denise Smith.)

Activity # 10 Assessment: Construct a Bio-Wheel

Materials needed: For each student, a copy of *Handout Handout #3.7*.

Standard 4.2.2 and 4.2.3 Early Explorers and Settlements of California: Construct a Bio-Wheel and a Map of Exploration

Please note the prompt includes two parts

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

- Juan Rodriquez Cabrillo
- Sir Francis Drake
- Sebastian Rodriquez Cermeno
- Sebastian Vizcaino
- Gaspar de Portola
- Father Junipero Serra
- Juan Bautista de Anza

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

On the smaller, inside circle write:

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

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

- Aims/goals
- Obstacles
- Historical significance (accomplishments)
- Geographic significance (importance of mountains, deserts, ocean currents, and wind patterns)

Rubric

Indicator: Knowledge of Historically Accurate Content

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

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

Rubric

Indicator: Knowledge of Geographic Content

Assessment:

The major assessment for Lessons 2 and 3 includes either **Early Explorers and Settlements of California: Letter to the King** (Activity #9) or **Early Explorers and Settlements of California: Construct a Bio-Wheel and a Map of Exploration** (Activity #10) Refer to Handouts # 3.6 and Handout #3.7 for the prompts and rubrics.

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.

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

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

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

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

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

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

Family Migration Interview Form

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

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

DIARY OF GASPARD DE PORTOLA DURING THE CALIFORNIA EXPEDITION OF 1769-1770

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

May 1769

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

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

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

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

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

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

August 1769

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

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

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

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

Written Document Analysis Worksheet

1. Type of Document (check one):

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

2. Unique physical qualities of the document

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

3. Date(s) of document: _____

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

Position (Title): _____

5. For what audience was the document written: _____

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

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

1. _____

2. _____

3. _____

B. Why do you think this document was written?

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

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

1. _____

2. _____

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

F. _____

Gaspar de Portola Poem

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

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

Line 2: 2 adjectives to describe the person

Line 3: 3 verbs describing the person's actions

Line 4: 4 nouns that appropriately relate to the person

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

Line 6: 2 more adjectives to describe the person

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

Retrieval Chart - Settlers of Alta California from 1769

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

Early Explorers and Settlements of California

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

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

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

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

Construct a Bio-Wheel and a Map of Exploration

Standard 4.2.2 and 4.2.3 Early Explorers and Settlements of California: Construct a Bio-Wheel and a Map of Exploration. Please note the prompt includes two parts

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

- Juan Rodriquez Cabrillo
- Sir Francis Drake
- Sebastian Rodriquez Cermeno
- Sebastian Vizcaino
- Gaspar de Portola
- Father Junipero Serra
- Juan Bautista de Anza

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

On the smaller, inside circle write:

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

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

- Aims/goals
- Obstacles
- Historical significance (accomplishments)
- Geographic significance (importance of mountains, deserts, ocean currents, and wind patterns)

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

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

Rubric

Indicator: Knowledge of Geographic Content

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