



Californio to American: A Study in Cultural Change



(Photo by Beth Boland)



(Photo by Beth Boland)

Surrounded today by all the bustle of a metropolitan area, Rancho Los Alamitos (Ranch of the Little Cottonwoods) began as an outpost shelter for *vaqueros* (cowhands) away from the main ranch property. The rudimentary structure was situated on a small hill overlooking thousands of acres of open space. The land, with its natural spring, was once part of the Indian village area of Puvungna. Later, *Californios*, Spanish settlers in what is now the state of California, erected several small adobe dwellings in the midst of their cattle ranges. Successive owners made changes to one of these adobes until it was transformed into an elegant 18-room ranch house. Today, Rancho Los Alamitos provides a tangible example of the physical and cultural change that took place in the region from the Spanish colonial days through the Mexican territorial era to the modern American period.



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Where this lesson fits into the curriculum

Time Period: 19th century

Topics: The lesson could be used in units on the history of westward movement or multiculturalism in America. *Californio to American* will help students understand how Americans modified the Californio building style, at the same time adopting aspects of that style and way of life.

Relevant United States History Standards for Grades 5-12

This lesson relates to the following National Standards for History from the UCLA National Center for History in the Schools:

US History Era 2:

- **Standard 1A:** The student understands how diverse immigrants affected the formation of European colonies.
- **Standard 1B:** The student understands the European struggle for control of North America.
- **Standard 3:** The student understands colonial economic life and labor systems in the Americas.

US History Era 4:

- **Standard 1C:** The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.
- **Standard 2A:** The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.
- **Standard 2E:** The student understands the settlement of the West.

US History Era 6:

- **Standard 1A:** The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.
 - **Standard 1C:** The student understands how agriculture, mining, and ranching were transformed.
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Relevant Curriculum Standards for Social Studies

This lesson relates to the following Curriculum Standards for Social Studies from the National Council for the Social Studies:

Theme I: Culture

- Standard C: The student explains how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.

Theme III: People, Places, and Environment

- Standard G: The student describes how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like.

Theme V: Individuals, Groups, and Institutions

- Standard I: The student analyzes groups and institutional influences on people, events, and elements of culture.

Theme VI: Power, Authority, and Governance

- Standard C: The student analyzes and explains ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict and establish order and security.

Relevant Common Core Standards

This lesson relates to the following Common Core English and Language Arts Standards for History and Social Studies for middle and high school students:

Key Ideas and Details

- CCSS.ELA-Literacy.RH.6-12.1
- CCSS.ELA-Literacy.RH.6-12.3

Craft and Structure

- CCSS.ELA-Literacy.RH.6-12.5
- CCSS.ELA-Literacy.RH.6-12.6

Integration of Knowledge and Ideas

- CCSS.ELA-Literacy.RH.6-12.7

Range of Reading and Level of Text Complexity:

- CCSS.ELA-Literacy.RH.6-12.10



About This Lesson

This lesson is based on the National Register of Historic Places registration file, "[Rancho Los Alamitos](http://npgallery.nps.gov/NRHP/GetAsset/3a843445-401e-40c3-b9e8-3796a708305c/?branding=NRHP)," [http://npgallery.nps.gov/NRHP/GetAsset/3a843445-401e-40c3-b9e8-3796a708305c/?branding=NRHP] (with [photographs](http://npgallery.nps.gov/NRHP/GetAsset/cd4b8e48-881d-42b0-8d43-5367dbe65418?branding=NRHP) [http://npgallery.nps.gov/NRHP/GetAsset/cd4b8e48-881d-42b0-8d43-5367dbe65418?branding=NRHP]) and other source material. It was written by Peter Cheoros, a mentor teacher and history social science department chairperson at Lynwood High School, Lynwood, California. It was published in 2000. TwHP is sponsored, in part, by the Cultural Resources Training Initiative and Parks as Classrooms programs of the National Park Service. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

Objectives

1. To describe the history of California prior to 1848 and its early Californio culture;
2. To relate how the Californios were changed by the coming of the Americans;
3. To analyze documents and plans that describe Californio architecture
4. To explain how the architecture of buildings can reflect basic changes in the way people live.
5. To investigate properties in their own community listed in or potentially eligible for inclusion in the National Register of Historic Places.

Materials for students

The materials listed below can either be used directly on the computer or can be printed out, photocopied, and distributed to students.

1. Two maps of California;
2. Two readings on the history of Rancho Los Alamitos;
3. A site plan of Rancho Los Alamitos;
4. A floor plan of Rancho Los Alamitos showing different construction phases;
5. Five photographs of Rancho Los Alamitos.

Visiting the site

Rancho Los Alamitos Historic Ranch and Gardens is owned by the city of Long Beach and operated by the Rancho Los Alamitos Foundation. It is open to the public Wednesday through Sunday, 1-5 p.m. Admission is free. Located on Bixby Hill Road,

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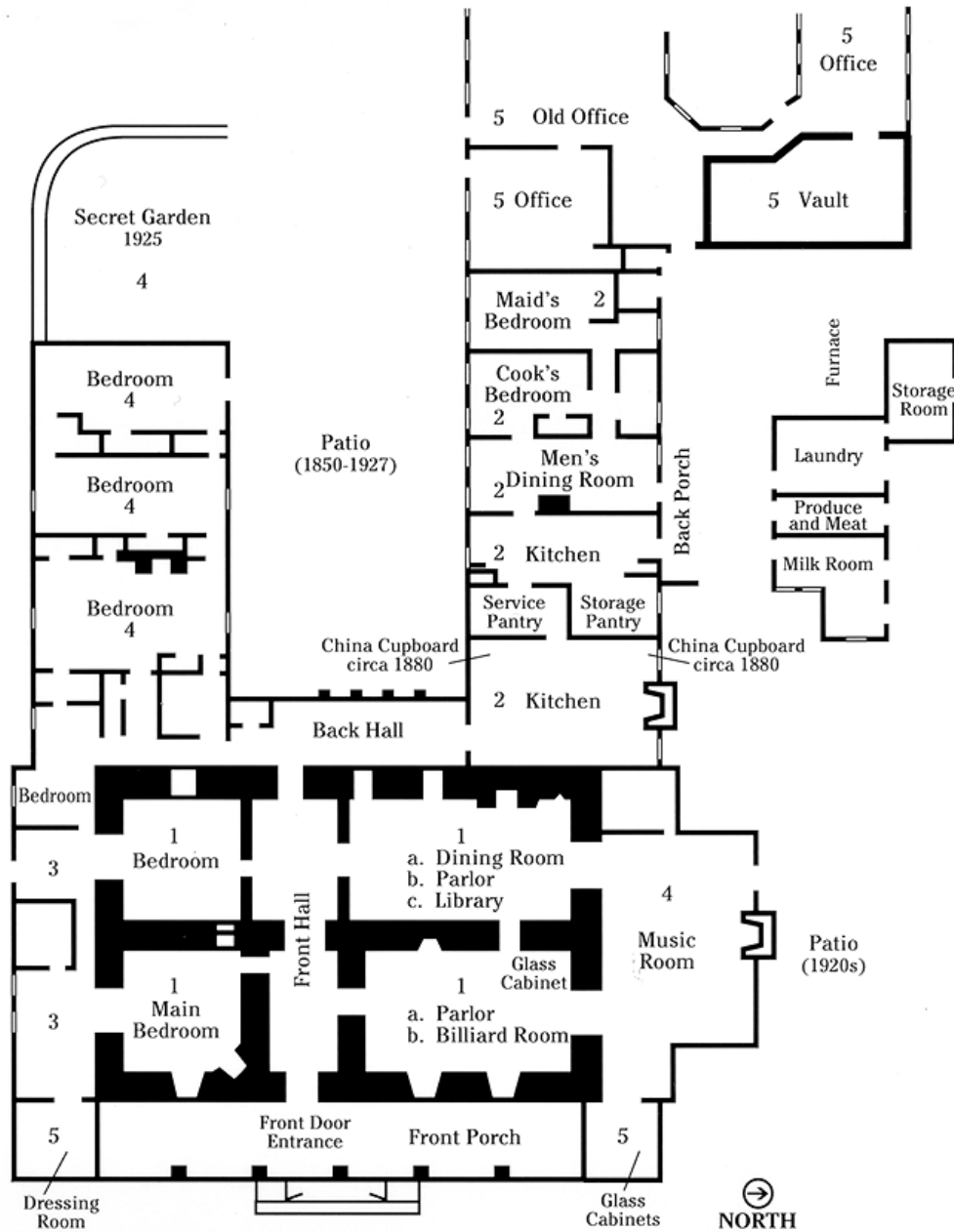


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the rancho can be reached by exiting the San Diego Freeway at Palo Verde Avenue and turning south on Palo Verde. Enter through residential guard gate at Anaheim and Palo Verde. For more information, contact Rancho Los Alamitos Historic Ranch and Gardens, 6400 Bixby Hill Road, Long Beach, California 90815, or visit their [website](#).



Getting Started



Based on the floor plan, what purpose might this structure serve?

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Photo Analysis Worksheet

Step 1:

Examine the photograph for 10 seconds. How would you describe the photograph?

Step 2:

Divide the photograph into quadrants and study each section individually. What details--such as people, objects, activities--do you notice?

Step 3:

What other information--such as time period, location, season, reason photo was taken--can you gather from the photo?

Step 4:

How would you revise your first description of the photo using the information noted in Steps 2 and 3?

Step 5:

What questions do you have about the photograph? How might you find answers to these questions?



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Setting the Stage

In 1542, Juan Cabrillo was sent to California from the newly conquered Spanish province of Mexico to search for gold. He sailed along the coast of Alta (Upper) California and prepared the first written description of the region. Because Cabrillo's exploration party failed to find gold, the Spanish more or less ignored the region for the next two centuries. It was not until 1769 that the first permanent European settlers arrived, led by Gaspar de Portola and Father Junipero Serra. Within the next decade, missions and *presidios*, or military forts, were established along the coast at San Diego, Monterey, San Gabriel, and San Francisco. In 1781, the *pueblo*, or town, of Los Angeles was created. By the end of the century, nearly a dozen more missions had been established in California.

Most Spanish settlers established themselves on *ranchos*, or ranches, where they soon developed a distinct culture centered around cattle-raising. To stimulate colonization, the Spanish, and later the Mexican, government issued huge land grants. During the Spanish period these were awarded mostly to retired soldiers. A grant entitled the individual to live on and work the land, but it did not convey ownership. One soldier, Manuel Nieto, was granted 167,000 acres on which he raised cattle. Today, a small piece of this land grant is preserved and open to the public as Rancho Los Alamitos Historic Ranch and Gardens.

In 1821, after the Mexican government took control of California, the number of land grants increased as did the number of residents of non-Hispanic birth or descent. Some land grants were awarded to foreigners—mostly Americans—who were willing to become Mexican citizens. Many Californios (Spanish settlers in what is now the state of California) had little use for Mexico and engaged in sporadic revolts during the 1830s and 1840s. Then came the Mexican-American War and the 1848 Treaty of Guadalupe-Hidalgo. Under this agreement, Mexico ceded huge tracts of land in the Southwest to the United States. Called the Mexican Cession, these territories together constituted the largest single land acquisition by the United States since the Louisiana Purchase of 1803. Although the rancho system was maintained, within 20 years control of most ranchos had passed into the hands of Americans by purchase, force, or fraud.

In 1846, approximately 11,500 of California's 14,000 non-indigenous residents were of Spanish or Mexican descent. By 1850, two years after the discovery of gold in the northern part of the territory, Spanish-speaking Californians were only 15 percent of the non-Indian population; by 1870, only 4 percent. However, change came more slowly in the southern region of California. The few Americans who had settled in Southern California prior to its transfer to the United States to some extent had attempted to integrate themselves into the local culture. Frequently, they married into prominent Californio families, learned at least rudimentary Spanish, and converted to the Roman Catholic religion. Until the 1870s, Mexican Californians remained a sizable portion of the residents and voters in Southern California. Eventually, however, the press of the growing population of non-Hispanos and economic changes destroyed an old way of life.



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Locating the Site

Map 1: California



Alta, or Upper, California stretched from San Diego in the south to San Francisco in the north. From San Diego south, the region was known as Baja, or Lower, California. The peninsula south of what is today the state of California is the only section still known as Baja California and is part of Mexico.

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Questions for Map 1

1) Locate the main Spanish settlements of San Diego, Los Angeles, Santa Barbara, Monterey, San Jose, and San Francisco. What do these locations have in common? Why would they have been important to the Spanish?

2) Find the city of Long Beach where Rancho Los Alamitos Historic Ranch and Gardens is located today. How would you describe its location?

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Questions for Map 2

1) Carefully study Map 2 and then try to find the approximate location of the Nieto land grant on Map 1. What clues helped you determine this location?

2) How does Map 2 help you to understand the extent of the Nieto land grant? Why did the Spanish king award land grants? What might this indicate about the Spanish population of Alta California at the time?



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Determining the Facts

Reading 1: The History of Rancho Los Alamitos

Rancho Los Alamitos (Ranch of the Little Cottonwoods) is one of the few sites remaining that represents the growth of Southern California from the time of its first occupation by Europeans. The ranch house itself has grown from a four-room adobe shelter to an 18-room structure and serves today as an outstanding example of the way in which an existing Spanish-Mexican structure gradually developed into an eastern form adapted to the California lifestyle.

Rancho Los Alamitos was carved out of a 300,000-acre land grant called "Los Coyotes" awarded by the king of Spain to Manuel Perez Nieto in 1790. Nieto was a corporal in the Spanish army stationed at the San Diego presidio and had come to Alta California with the Portola-Serra expedition of 1769. He retired in 1795 and settled down on his rancho to raise cattle. The following year, Governor Borica ruled in favor of the San Gabriel mission's petition for more land, and reduced Nieto's holdings to 167,000 acres. Nieto's wife and five children inherited the rancho upon Nieto's death in 1804. His oldest son Juan built an adobe house on the property and acted as manager. In 1834, the land was divided into five ranchos: Santa Gertrudes, Las Bolsas, Los Alamitos, Los Cerritos, and Los Coyotes. By this time, California had become a territory of Mexico. Mexican Governor Jose Figuero purchased the 28,000-acre Los Alamitos rancho that same year and added additional houses. No one is certain whether the surviving adobe dates from the early 1800s or from 1834, but the earlier date is more likely.

Abel Stearns, a New Englander, purchased Rancho Los Alamitos in 1842 for he and his young Spanish-Californian wife, Arcadia Bandini, to use as a summer home. As a trader who settled in Los Angeles, Stearns had become one of the area's wealthiest citizens. He served as the first *alcalde* (mayor) during the Mexican period and president of Los Angeles under American rule. Stearns was typical of the Americans who came to Southern California during both the Mexican and the American periods. He adopted some of the Californio ways of life, but put his own American stamp on others. Stearns became a large landowner and cattle rancher and helped to change the economic life of Southern California. During his ownership of Rancho Los Alamitos, California was annexed by the United States (1848) and subsequently became the 31st State of the Union (1850). He increased the traditional Spanish-Mexican cattle-raising operation of Rancho Los Alamitos and added to the house by building a north wing of wood-frame construction, positioned at right angles to the original adobe.

In 1861, Stearns mortgaged the rancho to Michael Reese, who purchased it at a sheriff's sale five years later. A Bavarian, Reese settled in San Francisco in 1850 and purchased large tracts of land vacated by the exodus to the gold fields. By 1878, when Reese died while on a trip to his homeland, his estate was worth more than \$6 million. He never lived at Rancho Los Alamitos, but leased it for stock grazing.

In 1878, John Bixby leased the ranch from Reese and moved into the deteriorating adobe. Thus began what was to be a 90-year occupation of Rancho Los Alamitos by the Bixby family. By the early 20th century, this family would be one of the largest landowners in the Los Angeles area. John Bixby had traveled from his native state of Maine to California to supervise the sheep-raising operation of his cousin Jotham Bixby's Rancho Los Cerritos. During the Civil War, cotton was replaced by wool, hence the profitability and importance of raising sheep to the newly

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created state. In 1881, John Bixby purchased Rancho Los Alamitos in partnership with I. W. Hellman and J. Bixby & Co. (which comprised Jotham Bixby & Flint Bixby & Co.). To make the adobe more livable for his wife and young children, John Bixby added many improvements before he died suddenly at age 39 in 1887. The ranch was then divided into three parts; his wife and two children received the middle section, which included the ranch house and gardens, the barns, and the corrals. By 1915, Rancho Los Alamitos was described in the following way:

One of the most beautiful in this section, the buildings being located on the heights overlooking the mountains, the valleys and the sea, an ideal spot for a home, the land extending six miles along the coast and being in itself a small principality. The old adobe house that was built over 100 years ago with walls from three and a half to four feet in thickness, has been improved and modernized, and yet retains the appearance and necessarily its historical interest that clings to the days when the Spanish dons reigned supreme. The other buildings of the ranch are large and in keeping with the progressive spirit of the owner.¹

By 1915, Rancho Los Alamitos was commonly referred to as the Bixby Ranch. In 1968, the surviving trustees of the Bixby Home Property Trust granted the furnished ranch house, gardens, and six barns to the city of Long Beach to maintain and develop as a regional historic and educational facility.



Questions for Reading 1

1) Why might the king of Spain have felt free to award large tracts of land in California to his subjects?

2) How does Rancho Los Alamitos reflect the history of Southern California?

3) Who was Abel Stearns? What was his connection to Rancho Los Alamitos?

4) How did Michael Reese make his fortune?

5) Why do you think the Bixby heirs gave Rancho Los Alamitos to the city of Long Beach?



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Determining the Facts

Reading 2: The Construction of Rancho Los Alamitos

The ranch house is constructed in a U-shaped plan that has evolved over approximately 175 years. At the base of the "U" is the original, early 19th-century adobe structure now sheathed in stucco. This section consists of four single rooms off a central hall built upon foundations presumed to be field stones laid in adobe mortar. A screened porch extends across the front of the adobe. The north wing, constructed on a brick foundation around 1850, was the first major addition. Originally constructed by Abel Stearns to house his *vaqueros* (cowhands), this wing is sheathed in rough board with tall, narrow windows, and walls of one-inch thick board covered with painted plasterboard. In the years between 1878 and 1887, the adobe was extended to the south with another wooden addition. In 1925, a second story of stucco-over-frame construction was added over the original adobe. An open porch with a simple stick railing was added on the west side of this second story. The result imparts a flavor of Monterey construction to the entire building. (The Monterey, California, style typically featured pitched roofs, while most other Spanish-Mexican architecture in America had flat roofs.)

Adobe is the Spanish name for bricks made of mud that have been dried in the sun. They are usually fairly large in size, averaging a foot wide, 6 or so inches thick, and 13 to 18 inches long. Sun-dried bricks have been used for construction in various parts of the world since the beginnings of civilization. When the Spanish arrived in the Americas they found the Indians of Mexico and the Southwest using these adobe bricks.

An important building material for settlers in California and the Southwest, adobe brick literally could be made from the soil on which a building was erected. All that was needed was a clay soil with a small amount of sand or loam in it. Water was mixed with the soil, and straw was often added to protect against breaking. The resulting mud was then poured into wooden molds, and the bricks were left to dry in the sun. The brick walls of a completed building would be covered with adobe mud plaster. When this coat was dry, it would be covered with a lime-based plaster. Apart from the ease of finding and making this building material, adobe was popular with the Spanish and American settlers because of the superb insulation it provided against both heat and cold.

The Spanish used adobe bricks to build most of their missions and other early buildings throughout California, the Southwest, and much of Mexico. These early houses have come to be referred to as adobes, usually with the name of the owner or the ranch attached—as in the Los Alamitos adobe.

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Questions for Reading 2

- 1) Why were adobe buildings made with such thick walls? How does this construction reflect adaptation to the environment?

- 2) Why might it have been important to build the various additions to Rancho Los Alamitos?

- 3) In what ways were the construction methods different for each phase? How do these new construction methods reflect changes in the culture?

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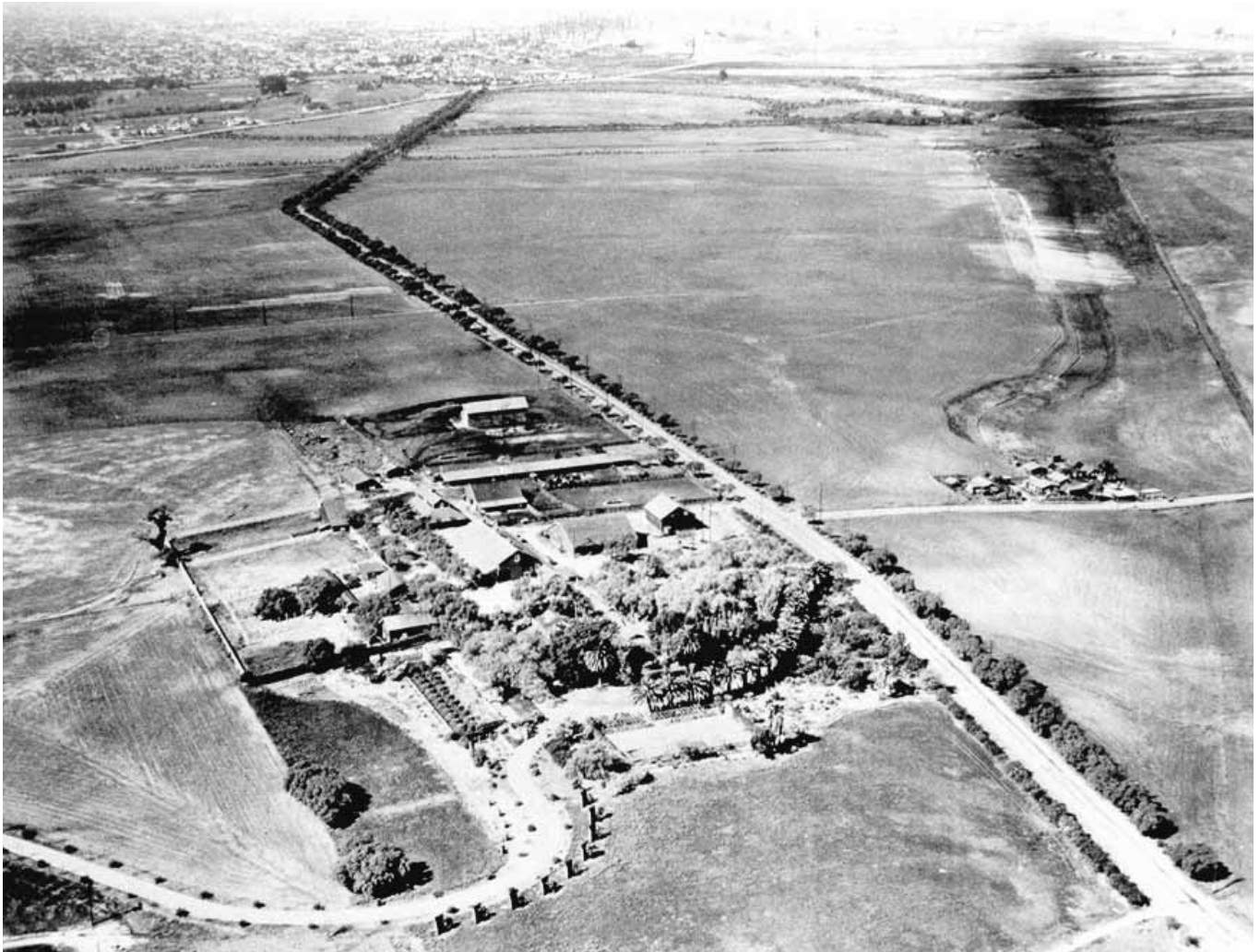
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Visual Evidence

Photo 1: Aerial view of Rancho Los Alamitos, 1936



(Rancho Los Alamitos Photograph Collection)

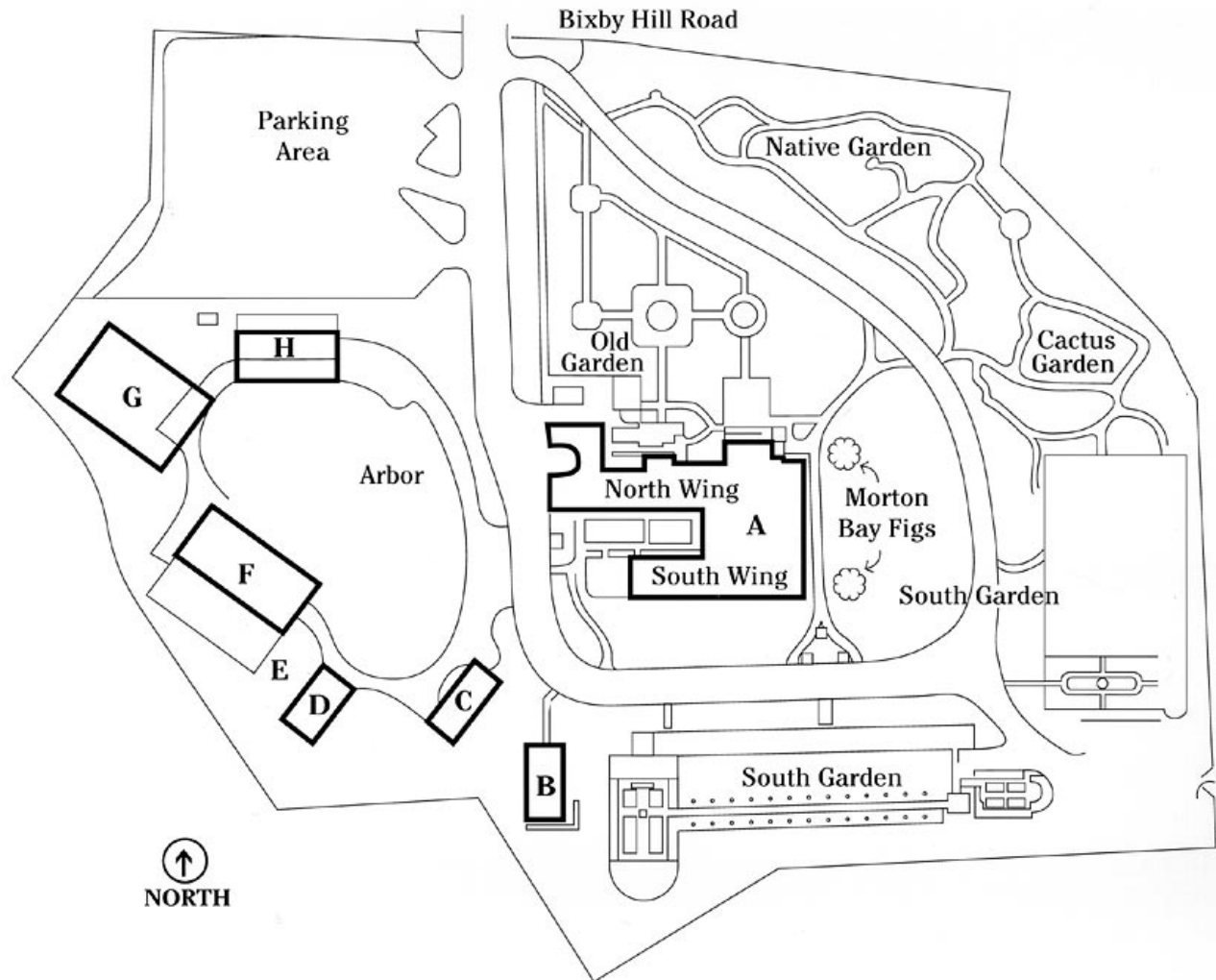
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Drawing 1: Site plan of Rancho Los Alamitos today



- A. Bixby residence and office
- B. Foreman's House
- C. Milking Barn
- D. Blacksmith's Shop
- E. Chuck Wagon
- F. Feed Barn
- G. Stallion Barn
- H. Horse Barn

Photo 1 shows how Rancho Los Alamitos appeared in 1936. The city of Long Beach and the oil derricks of Signal Hill can be seen at the top of the photo. Drawing 1 depicts the ranch at the time the property was nominated for inclusion in the National Register of Historic Places in 1981. Florence Bixby developed the gardens, largely in the 1920s and 1930s, using prominent landscape architects such as the Olmsted Brothers, William Hertrich, and Florence Yoch. Today, the seven-and-a-half-acre site and its gardens are preserved and open to the public.

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Questions for Photo 1 & Drawing 1

1) How would you describe the rancho's setting in the 1930s? What factors might have caused this setting to change in the more recent past?

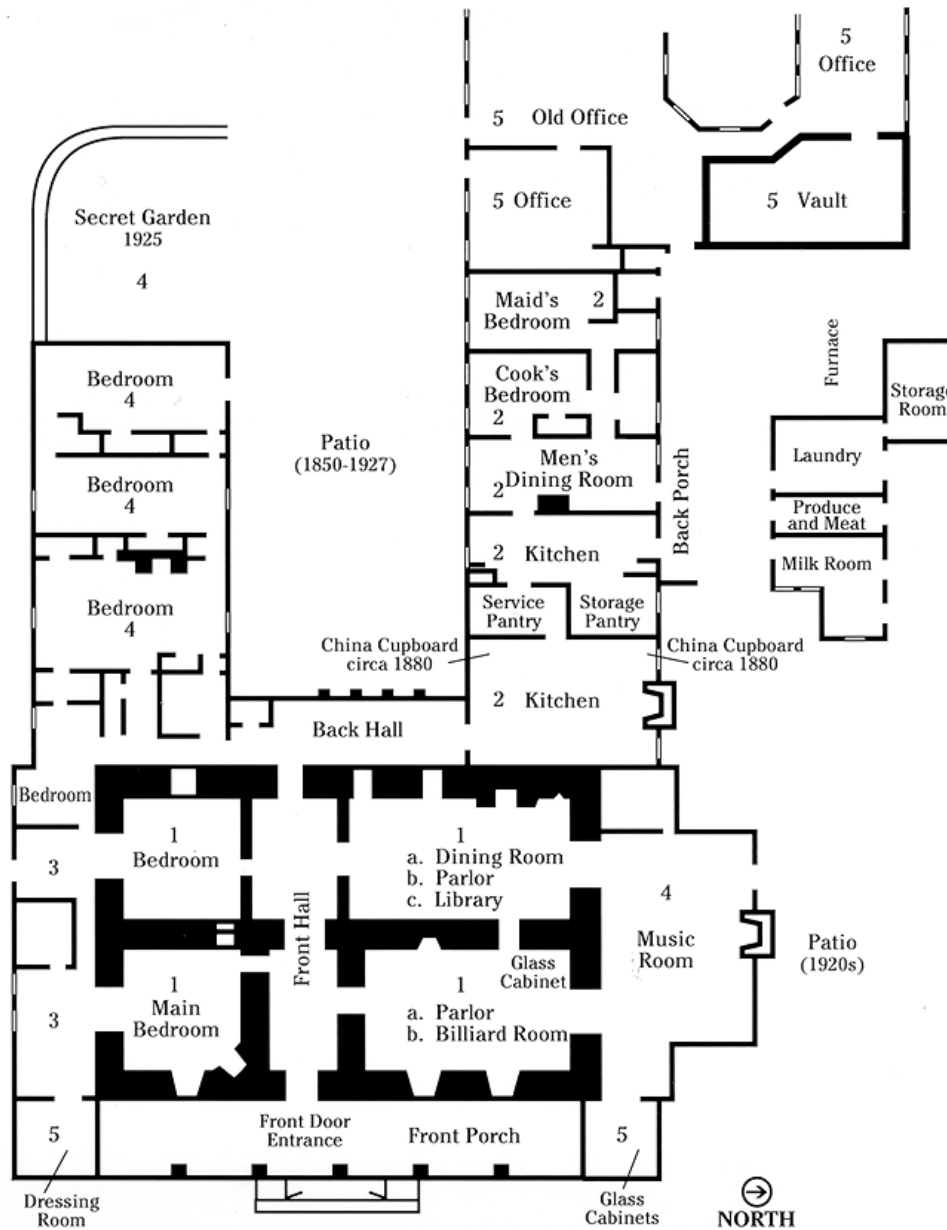
2) What can you learn about the rancho's operations from studying Drawing 1?



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Visual Evidence

Drawing 2: Floor plan of Rancho Los Alamitos



Drawing 2 indicates the evolution of the original adobe into the Bixby ranch house

Phase 1: Original adobe.

Phase 2: Changes made by Abel Stearns in the 1850s, shortly after California became part of the United States.

Phase 3: Small additions made by the Bixby family between 1878–87.

Phase 4: Changes made between 1887–1925.

Phase 5: Last changes made by the Bixby family.



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Questions for Drawing 2

1) Examine phase 1, which shows the original adobe. What do you notice about the thickness of the walls? Why was this the case? What can you surmise about the occupants' way of life from examining this original portion?

2) Examine phases 1 and 2 together. What do you notice about the thickness of the walls in phase 2? What might have accounted for the change in construction methods? How do the additional rooms reflect a change in the living habits of the occupants?

3) Examine phases 1, 2, 3, and 4 together. How have the functions of some rooms changed? Which changes might have been the result of the increasing prosperity of the ranch?

4) Examine the plan as a whole. What indications are there that the ranch continued to prosper? Which changes do you think were made for the comfort of the Bixby family and which for utilitarian purposes?

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Visual Evidence

Photo 2: Rancho Los Alamitos, front view



(Photo by Beth Boland)

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Photo 3: Rancho Los Alamitos, front and side view



(Photo by Beth Boland)

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Photo 4: Rancho Los Alamitos, view from rear patio



(Photo by Beth Boland)

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Questions for Photos 2, 3, & 4

- 1) Match each photo to the floor plan in Drawing 2

- 2) How would you describe the rancho based on these photos?

- 3) How would you describe the rancho's setting?

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Visual Evidence

Photo 5: Rancho Los Alamitos, interior



(Rancho Los Alamitos Photograph Collection)



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Questions for Photo 5

1) The window on the far left is recessed. Does this give you a clue as to where this room is located in the rancho? (You may want to refer to Drawing 2).

2) What can you learn about the last occupants of the house by studying this photo?

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Putting It All Together

The following activities will help students understand the importance of Rancho Los Alamitos as a historic resource and learn how to evaluate historic resources in their own community.

Activity 1: The Ranch House

Consulting the drawings and photos in the lesson, have the students construct a model of the Rancho Los Alamitos, using cardboard or any other practical material. The students should be sure to make the walls of the original house thicker than those of the additions. Some may choose to draw their conception of what the house looked like during the various stages of its construction. Either of these activities will help students visualize more clearly the changes that occurred in Rancho Los Alamitos from 1850 to the early 1900s.

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Activity 2: Imagining Life at Rancho Los Alamitos

Have the students write journal or diary entries or short papers in which they imagine they are living in the ranch house during each of the first four stages of its construction. They should try to describe what daily life was like and how it changed. Encourage them to think about the problems of daily life each phase of construction attempted to solve. What were the advantages of the changes? What were the disadvantages? Another variation of this activity would be for students to role-play the same situations.



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Activity 3: Determining National Register Eligibility

The nomination form documenting Rancho Los Alamitos for listing in the National Register of Historic Places (NRHP) provides a brief history of the site, describes its significance, and presents an argument for designating it as a place of historical importance. Ask the students to discuss whether they agree that this rancho has enough historical importance to be included in the Register. They should select at least two of the areas of significance listed below that typically are applied by the NRHP in deciding whether or not inclusion in the Register is justified. The students should cite specific facts to support their conclusions and defend their selections. Note that some of the following areas may not be applicable or the evidence presented may be insufficient.

- Archeology Historic—Non-Aboriginal: archeological study of non-aboriginal cultures after the advent of written records.
- Architecture: the practical art of designing and constructing buildings to serve human needs.
- Economics: the study of the production, distribution, and consumption of wealth; the management of monetary and other assets.
- Ethnic Heritage—European: the history of persons having origins in Europe.
- Ethnic Heritage—Hispanic: the history of persons having origins in the Spanish-speaking areas of the Caribbean, Mexico, Central America, and South America.
- Exploration/Settlement: the investigations of unknown or little-known regions; the establishment and earliest development of new settlements or communities.
- Industry: the technology and process of managing materials, labor, and equipment to produce goods and services.

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Activity 4: Locating Significant Local Properties

Using the criteria found in Activity 3, have the students examine a property in their own community that is listed in the National Register or that students believe should be listed. Have them discuss which areas of significance they would use if they were preparing a nomination for that property, and how they would justify their decisions. Students and teachers who are interested in finding out what properties in their area are listed in the National Register should consult the National Register's [NRIS](#), a searchable on-line database. The online versions of Bulletin 15, [How to Apply the National Register Criteria for Evaluation](#) and Bulletin 16a, [Guidelines for Completing National Register of Historic Places Forms](#) may also be of interest. If a property is not listed, consider contacting the local preservation or historical organization, or the state historic preservation office, for information about preparing a nomination. Students could research information for and prepare a nomination for the property.

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References and Endnotes

Reading 1

Reading 1 was adapted from Nancy J. Sanquist, "Rancho Los Alamitos" (Los Angeles County, California) National Register of Historic Places Registration Form (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1981).

¹*A History of California and an Extended History of Los Angeles and Environs, vol. 3* (Los Angeles: Historical Records Co., 1915), 540.

Reading 2

Reading 2 was adapted from Nancy J. Sanquist, "Rancho Los Alamitos" (Los Angeles County, California) National Register of Historic Places Registration Form (Washington, D.C.: U.S. Department of the Interior, National Park Service, 1981).



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Additional Resources

By looking at *California to American: A Study in Cultural Change*, students will better understand the history of Southern California under Spanish, Mexican, and American governments. Those interested in learning more will find that the Internet offers a variety of interesting materials.

Library of Congress

["California As I Saw It"—First Person Narratives of California's Early Years, 1849-1900](#), part of the Library of Congress's [Digital Collections](#) consists of the full texts and illustrations of 190 works documenting the formative era of California's history through eyewitness accounts. It is an extensive resource on California history during the pre-Spanish era, Spanish conquest, and cession to America. The site includes full-text primary sources, photographs, maps, and a bibliography.

The Library of Congress's [Treaty of Guadalupe Hidalgo page](#) includes a brief introduction, a historic map of the area used for the negotiations, and pages of the actual Treaty.

The Avalon Project at the Yale Law School

The Avalon Project offers digital versions of documents relevant to the fields of Law, History, Economics, Politics, Diplomacy and Government. Included among these documents is the text of the [Treaty of Guadalupe Hidalgo](#).

The Story of Cerritos: A History in Progress

This [web page](#) offers an extensive history of the city of Cerritos, California, which is located within the original Nieto grant. Of particular interest are chapters titled, "[Spanish Exploration and Settlement](#)" and "[Ranches under Spanish, Mexican and American Rule.](#)"

City of Los Alamitos

This website includes a page on the [History of Los Alamitos](#). It provides brief information on the Nieto land grant and the eventual establishment of the township of Los Alamitos.

Early History of the California Coast--A National Register of Historic Places Travel Itinerary

[This National Register of Historic Places Travel Itinerary](#) links National Parks with places listed in the National Register that illustrate early periods of Coastal California's history. The over 45 historic places highlighted, including Rancho Los Alamitos and Los Cerritos Ranch House, in this itinerary can teach us about the contributions of the various people who settled in what became the United States of America.



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• Monterey

• Santa Barbara

• Los Angeles

• Long Beach

• San Gabriel

• San Diego



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