



Alta California Here We Come!

3rd – 4th Grade Lesson Plan

Juan Bautista de Anza National Historic Trail



Objectives

- Recognize the benefits of moving from Mexico to California
- Experience the hardships of traveling for eight months

Grade Levels & Time Allocation

- Grades 3rd & 4th
- 45 to 60 minutes

Standards

3 rd Grade	4 th Grade
<p><i>Essential Standards</i></p> <p>3.2.4 Discuss the interaction of new settlers with the already established Indians of the region</p> <p>3.3.1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions</p> <p><i>Secondary Standards</i></p> <p>3.1.1</p> <p>3.2.2</p>	<p><i>Essential Standards</i></p> <p>4.2.2 Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific</p> <p>4.2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians</p> <p>4.2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy</p> <p><i>Secondary Standards</i></p> <p>4.1.4</p> <p>4.2.4</p>

Key Vocabulary & People of Interest

- Expedition
- Colonization
- Presidio
- Cultivation
- Juan Bautista de Anza
- Father Pedro Font
- Chumash, Gabrielino, and Yuma Native Americans

Resources

- Juan Bautista de Anza National Historic Trail, <http://www.nps.gov./juba/>
- Guerrero Vladimir. The Anza Trail and the Settling of California. Berkeley: Heyday Books, 2006.

Materials (available at www.nps.gov/juba/forteahcers as PDF files)

- Lesson Plan
- Pre & Post Quiz
- PowerPoint presentation
- PowerPoint teacher script/notes
- Copies of student map

Introduction

- Details about the expedition are located in the PowerPoint teacher script/notes file
- Alternatively, one can create overhead transparencies or hard copies of the PowerPoint for instruction
- Slides 2, 3, & 4 pertain to the essential question of the journey: How is moving to San Francisco better than staying in Mexico?
- Slide 5 through 10 give information on Anza and expedition members

Guided Practice

Journey is presented in 4 sections, each consisting of information, map, and question

1. Teacher conducts pre-quiz
2. Teacher presents information for that section of the journey
3. Teacher presents that section's map, as students find and draw the route presented on the PowerPoint map to the map on their desks
4. Teacher instructs students to cut out and glue related symbol in corresponding box on student map
5. Teacher leads discussion regarding the question presented to the class in the PowerPoint
6. Teacher conducts post-quiz

Independent Practice

The beginning of the lesson will require some help from the teacher in the areas of drawing the trail lines and gluing the corresponding symbols. However, as the lesson progresses, it is recommended that the instructor use their discretion in assisting the learner.

Assessment

- Anecdotal points for oral answer to discussion questions
- Completed student map worksheet (10 points)
- Pre & post quiz (20 points)

Homework

Students may visit www.anzajuniorranger.org to become a Junior Ranger for the National Park Service. This is an engaging educational opportunity that will build upon and expand a student's understanding of the lesson.

English Language Learner Extension

The lesson is designed to have simple graphics, text, and language to appeal to all learners. Educators are encouraged to take advantage of this opportunity to incorporate some “realia” (artifacts) into the lesson. Another way of incorporating realia is through pictures. For example, a graphical representation of a mule might help a student understand the concept of a “muleteer.”

GATE for Advanced Learner Extension

- Research report on any of the key figures in the expedition
- Write a summary for one of the sections of the trip
- Create a journal from civilian member’s perspective
- Create a graphic representation of a presidio
- Written report on the field trip
- Complete Anza Junior Ranger Program (if not opted by teacher for homework)

For Additional Information:

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