

# Teaching the Anza Trail

A Five-Day Curriculum for Grades Three and Four in California and Arizona

Produced: 2005, File updated: 2017

National Park Service

Juan Bautista de Anza National Historic Trail

[nps.gov/juba](http://nps.gov/juba)

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## Introduction

The ***Second Anza Expedition Social Studies Unit*** is an interactive classroom program designed to assist elementary-level teachers and students in gaining historical literacy and cultural understanding about early Spanish settlement in Northern Mexico, California, and Arizona. It is packaged as a complete kit that involves role-playing, problem-solving and historical inquiry. The project has been funded by a matching grant awarded to the Santa Barbara Trust for Historic Preservation (SBTHP or Trust) and by the National Park Service (NPS).

This project is a curriculum-based endeavor meant to fulfill a variety of social studies and language art requirements for California and Arizona students in the third and fourth grades. Teachers can follow the entire series of lesson plans and guide their class through five, one-hour lessons, that will bring the students along the 1,200-mile Anza Trail from Mexico to San Francisco. Alternatively, teachers can pick and choose among the activities and develop a program that is specific to their needs. Finally, teachers will find in the appendix a variety of individual lesson plans tied to the same standards dealing with Spanish colonial history that can serve as a compliment to the existing program.

The California State Framework for History and Social Science and the Arizona State Social Studies Standards suggest that teachers move in a sequential manner from pre-contact indigenous groups, to Spanish explorers, to the Spanish-Mexican settlers of the Mission and Rancho periods. The lesson plans outlined in this manual will allow students to better understand the time and place from which the first European colonizers came, who these people were, why they came, how they came, and what Alta California was like when they arrived. This unit of study can easily precede study of the mission system.

The objective of this teaching unit is to have students take an active role in an imaginary trek along Anza's second route. They will gain appreciation for the hardships encountered by early settlers. Each participant will be assigned a specific character with whom to identify. Students will work in a journal, which includes a map, information, problem solving and creative writing. They will learn about the native peoples who lived along the Anza Trail, as well as the geography of the area involved. They will become familiar with the animals and plants within the different deserts along the trail route and discuss some of the ways they were used by Native Americans.

This current version of the ***Second Anza Expedition Social Studies Unit*** has been modified to include additional resources for teachers. To be helpful in bilingual classrooms, all of the student materials are now available in Spanish and English. Additional information about the National Park Service and its role in interpreting the Anza Trail has been added as well. The identity cards have been reviewed to include accurate information about the actual people that took part on the Anza Expedition. The notebook includes an electronic version of the entire curriculum in PDF format.

As teachers continue to provide feedback on the curriculum, the ***Second Anza Expedition Social Studies Unit*** will be modified to be a more effective educational tool.

The impetus and virtually all of the work on this project came from California schoolteacher Kathy Chalfant. Chalfant researched, wrote, and tested the material while working as a docent with the Santa Barbara Trust for Historic Preservation. The National Park Service remains grateful for her work in providing an interesting and fun tool that can be used by teachers in classrooms throughout the entire length of the trail.

## Acknowledgments

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Channel Coast District, California Department of  
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Santa Barbara County Schools

Los Californianos

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*A special note of thanks to the descendant group Los Californianos for their research efforts in establishing accuracy in the identity cards. This project was supported by the National Park Services Challenge Cost Share Program. Materials in this manual have been developed by the Santa Barbara Trust for Historic Preservation. They may be copied for educational purposes only, giving standard recognition for materials used. Published 2002.*



## Curriculum Standards Applicable to the Anza Trail Lesson Plan

### California - Social Science

#### *Third Grade*

#### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

- Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
- Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

#### **3.2 Students describe the American Indian nations in their local region long ago and in the recent past.**

- Describe national identities, religious beliefs, customs, and various folklore traditions.
- Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).
- Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
- Discuss the interaction of new settlers with the already established Indians of the region.

#### **3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.**

- 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.
- Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
- Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

#### *Fourth Grade*

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

- Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
- Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
- Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, and Gaspar de Portola).

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

Arizona - Social Science

*Third Grade*

**1SS-F3. Use stories to describe past events, people, and places, with emphasis on:**

- PO 1. contributions from past events and cultures
- PO 2. examples of individual action, character, and values
- PO 3. descriptions of daily life in past time and different places, including the various roles of men, women, and children

*Fourth Grade*

**1SS-E1. Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials.**

*(Note: Historical research skills and analytical skills. These skills are to be learned and applied to the content standards for grades 4-5.)*

- PO 1. Place key events on a timeline and apply chronological terms correctly, including B.C.E. (B.C.), C.E. (A.D.), decade, century, and generation
- PO 2. Identify primary and secondary sources historians use to construct an understanding of the past, using such sources as letters, diaries, newspaper articles, archaeological evidence, maps, and government records

FOCUS: Arizona

**1SS-E2. Describe the legacy and cultures of prehistoric American Indians in Arizona, including the impact of, and adaptations to geography, with emphasis on:**

**1SS-E3. Describe Spanish and Mexican colonization and economic, social, and political interactions with the first inhabitants of Arizona, with emphasis on:**

- PO 1. the location and cultural characteristics of the O’odham (Papagos and Pimas) and Apaches during the Spanish period
- PO 2. the reasons for the early Spanish explorations, including those of Fray Marcos de Niza, Estevan, and Francisco Vásquez de Coronado
- PO 3. the reasons for Spanish colonization, including the establishment of missions, presidios, and towns and impact on native inhabitants
- PO 4. the contributions of Father Kino
- PO 5. the creation of unique, strongly held cultural identities from the Spanish and Indian heritage

## The Second Anza Expedition

### Program Summary

A History-Social Studies Unit for Third and Fourth Grade Students Studying Spanish Settlement of Northern Mexico, Arizona, and Alta California

**Goals:** Teachers will be given information about Spanish colonization and the Anza Expeditions. Lesson plans and materials will allow the teacher to help students understand this time period in California History. Students will study Spain's reasons for, ideas about, and procedures for settling Alta California in the late 1700s. They will gain appreciation for the hardships encountered by early settlers and how good leadership helps bring a successful ending to a long journey. Students will learn about the native peoples who lived along the Anza route and develop fundamental knowledge of the geography of the areas covered.

**Objectives:** Students will be assigned a specific character with which to identify. Students will keep a journal while studying about Anza's second expedition. The journal will include maps, information, questions, and creative writing exercises. Small groups of students will work together to solve problems that arise during a simulated trek.

**Components:** Teacher information

- Lesson plans
- Workpapers for journal
- Extras
- Glossary
- Bibliography
- Identity cards
- Trek cards

**Outline of Daily Program Themes:**

- Day One: Introduction
- Day Two: Geography
- Day Three: Colonial Culture
- Day Four: Problem Solving Trek
- Day Five: Completion of Trek and Evaluation

*Note: The Santa Barbara Trust for Historic Preservation has a set of realia that may be borrowed for ten days as a part of the Trek (805) 966-9719. The National Park Service office of the Anza Trail has a similar resource available for loan that can be sent free of charge for two week loan.*

## History and Significance

An analogy to consider: Lewis and Clark were to the settlement of the Pacific Northwest as Anza was to the settlement of Alta California.

*Juan Bautista de Anza — pathfinder, leader*

“Like father, like son” is an observation made that describes how a child often carries on the same work as his or her parent. In the year 1774, Juan Bautista de Anza was doing what his father and grandfather had done before him. He was a Spanish soldier.

Living in the northern frontier of New Spain, Juan’s father dreamed of opening up a land route from Mexico City to the Pacific Ocean. In time, his son would realize this accomplishment, expediting the settlement of New Spain.

*The Historic Setting*

The Anza expedition of 1775-76 took place because of a unique combination of political, economic, religious, and military circumstances. In 1773, when Anza was planning his trip, Spain claimed an immense territory including the western United States, Florida, and the Philippine Islands. What is Mexico today had been occupied by the Spanish for over 200 years and they had established colonies in New Mexico nearly 175 years earlier. Spanish soldiers and settlers had been living in Santa Fe since 1607 – 13 years before the pilgrims arrived at Plymouth Rock. In what is Arizona today, Spanish influence extended as far north as the Gila and Colorado Rivers. Father Kino had established a chain of missions throughout southern Arizona and northern Sonora in the late 17th and early 18th centuries. Spain clearly had a long period of occupation in North America, although further expansion into northern Arizona and Alta California was greatly hampered by the southwest deserts.

As the mines of the Americas continued to send wealth back to Spain, the riches of the Philippines also took on greater significance. Crews of the Manila galleons had long suffered from pirate attacks and scurvy, so the need for ports along the western coast of the Californias from Cabo San Lucas to Monterey attained high priority. By the 1760s, Russian ships were reported as far south as present day Oregon, searching for seal and otter pelts. English and French pirates threatened the slow-sailing Spanish trading vessels. The crowns of both countries were supporting voyages of discovery, threatening Spain’s hold on its empire.

In the meantime, other political factors changed the course of events in Spanish America. In 1767, Carlos III of Spain, reacting to the growing power, wealth, and influence of the Catholic Society of Jesus throughout his empire, expelled the Jesuits from all of his realms. Up to that point, this Catholic order has been responsible for most of the New World missions and schools. King Carlos turned over the missions under Jesuit control to other religious orders or to the secular Church. From their bases in Baja (Lower) California, the Franciscans were anxious to expand the mission frontier into Alta (Upper) California.

For decades, the power of the Spanish Empire had been in decline. The increasing supremacy of the English Navy, a series of costly wars, and rampant inflation from the influx of gold from the colonies were eroding away Spanish might. In 1768, José de Galvez was appointed to the post of Minister of the Indies with both the task and the desire to return the empire to the old days of wealth and glory. Both Galvez and the Franciscans cast their eyes northward and began to lay plans for exploration and settlement from Baja California to the north. 7

The resulting Portolá expeditions of 1769 and 1771 produced the establishment of five missions and two presidios in Alta California: San Diego de Alcalá in 1769; San Carlos Borromeo de Carmelo in 1770; San Antonio de Padua in 1771; San Gabriel Arcángel in 1771; San Luis Obispo de Tolosa in 1772; and the presidios at San Diego in 1769 and Monterey in 1770. During the 1769 expedition, a scouting party stumbled upon San Francisco Bay, which had eluded seaborne explorers for more than a century.

In 1774, from San Diego to Monterey - a distance of some 500 miles - Spain could rely on only a small force of about 61 soldiers and 11 Franciscan Fathers in these five missions and two presidios in Alta California. These settlements were utterly dependent upon outside supplies for survival during their early years. The threat of starvation and attack was a constant threat.

#### *The Need for an Overland Route*

Providing provisions to the struggling settlements by sea was hazardous due to the prevailing winds and currents along the California coast. Supply ships attempting to beat their way northward from Baja California to Monterey often took five times as long to reach their destination as those sailing south. Often they were blown out to sea to disappear forever or were driven to destruction along the rocky coastline. Overland travel from Baja California was also long and arduous.

The feeble settlements and outposts necessary for the protection of the empire's integrity and for the Franciscans as they pursued the salvation of souls could only be strengthened and supplied if a dependable and safe overland route could be opened between Sonora and Alta California. Such a route could lure more settlers to California, and would allow food to reach the new settlements from the farms of northern Mexico.

The project of opening a land route had a history going back to Father Eusebio Kino at the end of the 17th century. The Spanish military and early missionaries braved the unknown in small steps, establishing routes later followed by adventurers like Father Francisco Garcés who traveled to the Pimas on the Gila River, and once crossed the Colorado River to approach the foot of the San Gabriel Mountains. In the 1730s Juan Bautista de Anza, Senior, urged opening a land route from Sonora to the Pacific.

The final impetus to exploration came in 1769 when Captain Juan Bautista de Anza, the son, commander of the small Presidio of Tubac along the Arizona-Sonora frontier, learned through the local Pima Indians (Tohono O'odham) that neighboring tribes - the Quechan and the Cahuilla - reported white men on the west coast. If American Indians were navigating their way across the California desert, Anza felt that there was a chance that he could as well. This timely report of the Portolá expeditions suggested that a convenient overland route was feasible. He was convinced that he could find a way across the deserts and mountains dividing Sonora and Arizona from Alta California.

#### *The Exploratory Expedition*

When Antonio Maria Bucareli y Ursua became Viceroy, the governor for New Spain, he attempted to secure Alta California for the King. In 1773, he granted Anza's petition to lead an overland expedition to California. Costanso, the engineer with the Portolá expedition, and Father Sera, father of the mission system in Alta California, were both in Mexico City at the same time and both helped to influence Bucareli's decision.

“...in virtue of the exploration of the port of San Francisco made by Captain Don Pedro Fages in company with Father Juan Crespi in the year 1772, in the month of March, and of the report which was given of it, accompanied by a map in which they delineated a great river which they said they had found and called the Rio de San Francisco an order came from Madrid to the effect that that port should be occupied and settled immediately.”

-Font 's Complete Diary in *Anza's California Expeditions*, Vol. IV, p.225.

On January 8, 1774, Anza left the Tubac Presidio in southern Arizona with a small band of twenty soldiers, a dozen servants, and a herd of 200 cattle and pack animals. Father Garcés accompanied the expedition to lend spiritual guidance and desert experience, and to seek out friendly Indian villages he had visited on previous travels. An additional guide was Sebastian Tarabal, a Baja California Indian that had fled the Mission San Gabriel, who appeared at Tubac just before the expedition started.

The expedition went by way of Caborca in the Altar Valley to replace horses that had been stolen in an Apache raid at Tubac. This southern route put Anza on the classic short road to the Colorado River, later known as “El Camino del Diablo (Devil 's Road)”, passable by small units which could rely on sparse water holes and rock tanks for water. Instead of following river routes, it headed directly across the harsh desert landscape of northern Sonora. This route was commonly used by patrols from Altar. It was not a suitable route for a large colonizing expedition because of the lack of forage and water. For this reason, on his return, Anza explored the Gila drainage to ascertain feasibility of that route for a larger contingent of settlers.

The party reached the Yuma Indian villages at the junction of the Colorado and Gila Rivers without difficulty. Here Anza courted the favor of the Yuma chief, Salvador Palma, to help ensure future safe passage at this crucial point in the journey.

After several false starts and skirmishes with thirst and starvation, the expedition succeeded in finding a way across the California desert. Once on the other side of the desert, they searched out a mountain pass that would lead them to coastal California. On March 22, 1774, Anza arrived at the newly founded Mission San Gabriel. Since San Gabriel was already linked by known trails to the growing chain of missions between San Diego and Monterey, the overland route to California was now open for supply, emigration, and military use.

Now Spanish authorities could lay the last cornerstone for the grand scheme for the protection and settlement of Alta California — the establishment of an outpost on the recently discovered port of San Francisco. This harbor could be defended against all enemies and could provide a perfect northern anchor for Spanish defenses.

“As a consequence of the first journey which the Lieutenant-Colonel Don Juan Bautista de Anza made by way of the Colorado River to Monterey in the year 1774 ...it was decided in Mexico to make this second expedition and journey, the better to explore the country, and especially to conduct thirty families of married soldiers to the port of

Monterey in order by means of them to settle and hold the famous port of San Francisco.”

-Font 's Complete Diary in *Anza's California Expeditions*, Vol. IV, p.1

*The Colonizing Expedition, 1775-76*

Upon his return, Anza was promoted to Lieutenant-Colonel for his accomplishments. He quickly gained from Bucareli appropriate recruiting authority to command an expedition of settlers to San Francisco to establish a presidio and two missions. He selected as his second in command José Joaquín Moraga, Second Lieutenant of the company at the Royal Presidio of Fronteras. A veteran with eighteen years of service, his father had met death in the Indian frontier wars just as Anza's father had. Eventually, Lieutenant Moraga would lead the colonists to the actual founding of the Presidio of San Francisco in the name of Spain.

Anza began his recruitment some six hundred miles south of the current Arizona-Sonoran border. He found his first recruits just north of the Mexican tropics near Culiacán and in the region of Sinaloa which, after 200 years of settlement, had a population which might be willing to risk a forbidding journey for opportunities to live in a new settlement. He continued to recruit settlers and their families from small communities in Sinaloa and Sonora including Sinaloa de Leyva, Alamos, and El Fuerte. Eventually, the settlers gathered at Horcasitas, Sonora, located about 175 miles south of today's international border. In Horcasitas, three recruits died of unknown causes. On September 29, 1775, 177 persons left for Tubac. Between Culiacán and Tubac, four births occurred.

After delays at Tubac due to Apache raids which depleted the stock, the expedition set out on October 23, 1775. As accounted for in the expedition diaries, there were 240 persons:

Anza, three officers, eighteen veteran soldiers from the Presidios of Sonora and Tubac, twenty soldier recruits, 29 women (wives of the soldiers), four volunteer families, 128 children, twenty muleteers, three vaqueros, three servants, three Indian interpreters, 695 horses and mules, and 355 cattle. Recent translations of letters written by Anza during his journey from Culiacán to Horcasitas have revealed that more vaqueros may have escorted the expedition than accounted for in the diaries. A more realistic number for all persons on the expedition may be over 300 (Garate, 1995).

Just as on the previous expedition, a spiritual leader accompanied the group. In addition to his role as a priest, Father Pedro Font would chart out the route they were taking, using an astronomical quadrant to determine the latitude. Both Anza and Font kept detailed diaries of the entire journey. Father Garcés had also set out with the expedition, as did Father Thomas Eixarch of Tumacácori, a mission site near Tubac. Garcés kept an expedition diary as far as the Colorado River where he and Eixarch remained to help establish a mission for the Yuma people.

The first night out, a woman died in childbirth. She was buried at Mission San Xavier del Bac, just south of Tucson. The baby survived to cross the deserts to reach the Mission San Gabriel in California, where he was left with the mission priests. Given the hardships yet to be endured, it is striking that the expedition would record no more deaths during their entire trip. After Father Font conducted three marriages, the expedition left San Xavier del Bac on October 26. The colonists now left the last outpost of Spanish civilization in the Pimeria Alta, and would not see another until they reached Mission San Gabriel in Alta California. From San Xavier del Bac the expedition moved northward up the Santa Cruz

River valley, past present-day Tucson. A rest near the Gila River enabled Anza and Father Font to visit the ancient Casa Grande ruins. The party then followed the Gila west to the Colorado River. Delays were numerous, due to sicknesses of both humans and animals, and a stop for one more birth.

The party finally reached the Colorado River on November 28. There, they were greeted by Chief Palma as well as scores of Yuma Indians. Palma offered the expedition hospitality with gifts of food, shelter, and advice on their desert crossing. With the assistance of the Yuma people, the entire expedition was led across the cold waters of the Colorado River and into the California desert.

On December 4, 1775, leaving Fathers Eixarch and Garcés behind to minister to the Yuma people, the expedition followed the Colorado River west. They were headed for known water at San Sebastian Marsh on the other side of the desert. Anza knew that water was very limited along the way. Springs were meager and could not supply the entire group of settlers. As a result, Anza divided the expedition into four groups: three groups of colonists and one of livestock, each traveling a day apart to better secure water and forage. Anza hoped that the few springs would recharge sufficiently between visits to provide enough water for the group.

Surprisingly, instead of battling desert heat, they instead encountered an unusually cold and snowy winter. Their progress was hampered by freezing winds, lack of forage, and drifting snow. But, by December 17, the entire party had reached the haven of San Sebastian Marsh on the other side of the desert. Despite the cold weather, the colonists set forth again on December 18. Dry camps alternated with wet ones. At one dry camp, the thirst-plagued cattle, meant to provide future meat for California, stampeded. Nearly fifty were lost.

“In the morning we found eight beeves (cattle) and one of the vaqueros mules frozen to death, for since they came so thirsty, and gorged themselves with water, the bitter cold of the night killed them. At noon the sergeant [Grijalva] arrived with the second division of the people of the expedition and the second pack train. They came half dead with cold from the cruel weather...”

-Font 's Complete Diary in *Anza's California Expeditions*, Vol. IV, p.133

Having crossed the desert, they entered Coyote Canyon in what is now Anza Borrego Desert State Park. On Christmas Eve night, during a fierce storm, a baby was born. With the cold weather and the new infant, they rested on Christmas, and on December 26 the colonists reached the pass. Fifty miles from Mission San Gabriel, they finally entered fertile land. They reached the Santa Ana River on December 31, and Mission San Gabriel Arcángel on January 4, 1776. With their arrival, the expedition more than doubled the non-indigenous population of Alta California.

After struggling across the desert, the site of the San Gabriel Mission must have been overwhelming. Cultivated fields, cattle, sheep, and hogs thrived at Mission San Gabriel. The church had been relocated since Anza's first trip and was still composed of crude buildings. The colonists' spirits revived with food, water, and rest. Their stay at San Gabriel became much longer than expected when Anza agreed to help Fernando Rivera y Moncada, Comandante of California, suppress hostilities between Spanish and Kumeyaay peoples in San Diego.



While in San Diego, Anza hoped to find additional supplies for the journey to Monterey. The colonists were straining the resources of San Gabriel. But in San Diego, he encountered delays in subduing the Kumeyaay forces and in gathering supplies at San Diego. Further delays occurred at San Gabriel when several soldiers deserted. Finally, on February 21, 1776, the expedition set forth toward Monterey, leaving Lieutenant Moraga behind to chase the deserters. The colonists followed known trails to Mission San Luis Obispo and Mission San Antonio. There they were eventually rejoined by Moraga who had captured the deserters and returned them to Mission San Gabriel.

On March 10, they reached Monterey after a journey of 130 days and over 1000 miles from Horcasitas. The Monterey Presidio, then six years old, consisted of a chapel, a barracks, some small houses, and a stockade. Father Serra had moved the mission to the Carmel Valley, a short distance away, where the land was more suitable for farming.

The colonists waited in Monterey while Anza set out on March 23 to explore the port of San Francisco and to pick a site for settlement. He took with him twenty people including Father Font, Lieutenant Moraga, eight soldiers, muleteers, and local guides for a total of twenty persons. In San Francisco, they selected a site for the presidio on the headlands above the bay and for a mission near an arroyo they named Arroyo de los Dolores, after the day of its discovery, "Friday of Sorrows" [Good Friday].

"The port of San Francisco...is a marvel of nature, and might well be called the harbor of harbors...Indeed, although in my travels I saw very good sites and beautiful country, I saw none which pleased me so much as this. And I think that if it could be well settled like Europe there would not be anything more beautiful in all the world..."

-Font's Complete Diary in *Anza's California Expeditions*, Vol. IV, pp.333 and 341

Following orders to explore the extent of the 'river' of San Francisco, the party moved southward around the end of the bay, traversing the low foothills on the east side of the bay to the Carquinez Strait, traveling east toward the Sierra Nevada, and then south to return to Monterey on April 8.

The colonists were destined to wait for several more months before seeing the port of San Francisco. Rivera y Moncada had made his own exploration of the bay area in 1774 and had decided that it was not suitable for settlement. Despite Anza's enthusiastic report of his reconnoitering expedition sent to Rivera at San Diego, the colonists were not given permission to leave Monterey.

Tired of waiting, Anza set off on the return trip to Mexico on April 14. The major part of his task was completed. With him went Father Font, the ten soldiers from Tubac, some servants, and one couple who had decided not to stay in Alta California. The party reached Horcasitas on June 1, after an absence of eight months.

After considerable delays, Comandante Rivera finally relented, and the colonists left Monterey for their new home on June 17, 1776, under the command of Lieutenant Moraga. On June 27 they reached the site of Mission San Francisco de Asís (Mission Dolores) and began the gradual task of building the mission, the presidio, and their new homes.

### *Significance of the Anza Expeditions*

Anza's vision for an overland route to Alta California was an integral part of Spanish foreign and colonial policy in the New World. The goal of this policy was to contain England, France, and Russia and to extend Spain's hold upon her territories.

Anza displayed remarkable leadership to bring nearly 300 people safely over a little-known route in a hostile environment. As an ambassador for the Spanish crown, Anza made contact with the many native peoples. He established a precedent for peaceful relations between the Spanish settlers and the numerous indigenous groups in Arizona and California – relationships which would make future settlement in Alta California easier for the Spanish. Along the way, he also documented locations of water, forage, and fuel which made possible a route of settlement between Sonora and Alta California.

Although the Anza Trail was largely abandoned by the Spanish after an uprising of the Yuma Indians in 1781, it had allowed the passage of enough cattle, settlers, and soldiers to ensure the survival of the existing settlements and to begin the pueblos of San José and Los Angeles. The Gila River section of the trail would be the basis for the Mormon Battalion route, the Butterfield Overland Mail route, and the "southern route" many Americans followed to settle in California.

The soldiers and families that Anza escorted to California brought their language, customs, traditions, and general expressions of Hispanic culture as it existed in the New World. These early settlers of California were a mixed group with European, Native American, and African heritage. They had a significant impact on the cultures of the indigenous peoples they encountered and on the development of California.

The diaries of the two expeditions provide a record of the American Indian cultures and of the landscapes encountered by Anza at the time. They offer today's reader a window to life on the Spanish frontier at the end of the 18th century. The arrival of the Anza expedition marked a dramatic change in the history of Alta California. The introduction of new plants and animals began the process of dramatically altering the landscape. The arrival of settlers and expansion of the missions and pueblos radically altered existence for the American Indian communities throughout the southwest. Anza and Font's diaries reveal important details of the culture and daily lives of these peoples during the time of first contact.

Today, the Anza Trail is commemorated as an important turning point in the history of the southwest. The story of the hundreds of settlers seeking out a better life on the edge of the Spanish Empire is part of a universal story of people throughout time and across the globe facing challenges to create a better world for their families.

*This above excerpts has been extracted from the [National Park Service Anza Trail website, History Section](https://www.nps.gov/juba/plan/history1.htm) direct link: <https://www.nps.gov/juba/plan/history1.htm>.*

## The Juan Bautista de Anza National Historic Trail

The effects of the Anza Trail significantly altered the history of the American west. As a result of the expedition, the culture of New Spain was deeply ingrained in the history of the southwest. Native communities were forever affected by the onslaught of Spanish and then Mexican and American settlement brought on by the opening of the Anza Trail. Landscapes were forever altered with the arrival of exotic animals and plants. Yet, for an event that had such a dramatic effect on Arizona and California, it was only recently that a larger number of people began to recognize and acknowledge it.

Interest in the Anza Trail exploded during the American Bicentennial in 1976. As organizers in California and Arizona looked for an event from 1776 to add to the national celebration, the one key event they could find was the Anza expedition. Support among volunteers along the Anza Trail route galvanized support around the idea of hosting a reenactment ride on horseback along the trail. For eight months, volunteers rode the trail, using the diaries as a guide as they moved from one Anza campsite to the next. Thousands of people along the route cheered them on. Small communities in rural Mexico, Arizona, and California played host to the entourage as it arrived. Main thoroughfares in large cities were closed to make way for the costumed riders. Their final arrival in San Francisco marked the first time in nearly two centuries that someone had rode the entire route. The Anza Trail was once again alive.

Following the reenactment, there was increased interest in the Anza Trail. A growing movement of supporters sought some sort of national recognition to commemorate the historic route and its role in history. The creation of the Appalachian Trail in 1937 established the precedent for creating a trail corridor that offered the ability to enjoy scenic beauty to a broad group of users. The passage of the National Trail Act in 1968 established the framework for recognizing additional nationally significant trails. But it was not until 1978 with the dedication of the Lewis and Clark National Historic Trail that Anza supporters had an example of what the Anza Trail could become. Like the Lewis and Clark Trail, the Anza Trail is primarily significant because of the historic story it tells. Volunteers began to petition their Congressional representatives to consider including the Anza Trail as an addition to the National Trail system. After a series of studies and plans, Congress passed and the President signed an amendment to the National Trails Act in 1990 creating the Juan Bautista de Anza National Historic Trail. They directed the National Park Service to administer the 1,200-mile route by working with other federal, state, and municipal agencies as well as private landowners and volunteer groups.

Today, thousands of visitors drive the entire trail route from Nogales to San Francisco each year. Visitors to the Anza Trail can explore over 300-miles of recreational trail along the route by foot, bike, or horse. Each year, National Park Service staff coordinate with a variety of local land managers to develop more active recreational trail with the ultimate goal of building a continuous recreational trail from the Mexican border to the San Francisco Bay. Historical sites associated with the Anza expedition such as Mission San José de Tumacácori, Tubac Presidio, and Casa Grande Ruins in Arizona as well as Anza Borrego Desert State Park, the San Gabriel Mission, and the San Francisco Presidio in California help interpret the story as well as provide students and teachers with the opportunity to touch a piece of history. For those interested in seeing the entire trail, they can use a driving guide that will take them from Nogales to San Francisco as well as a series of trail signs that line the driving route.

The Juan Bautista de Anza National Historic Trail is only one of 23 National Trails in the United States. Each was created by Public Law because of their significance to the country's history or because of the natural beauty they capture and the recreational opportunities they afford. Through them, National

Park visitors can experience history first hand as they weave their way back in time to the crucial junctures in the country's history. From the Iditarod National Historic Trail in Alaska, to the Appalachian National Scenic Trail from Maine to Georgia, to the Selma to Montgomery National Historic Trail in Alabama, each trail reveals another picture of the diverse canopy of experiences that is America.



Figure 1 The American National Trail System Map (NPS)

Below is a translation of a letter that Anza wrote to Don Antonio Bucareli y Ursua (Viceroy of New Spain) in May 1775 to give you an idea of how he, Anza himself, felt about his second trip to Alta California.

*First of May*

*El Fuerte, Sonora, New Spain*

*Sir,*

*I have been occupied in pursuit of the recruitment of troops which Your Excellency has deigned to commission me from the 25th day of March, when I arrived at Culiacán, until today in which I am found in this village of El Fuerte; having been previously fifteen days in the village of Sinaloa. Up to the present I have 18 recruits, although I am concerned that not all of those have families, or children as we require, because that particular class of parents have not presented themselves, being fearful of the enormous inconvenience of transporting so many children and supporting them on the road, on account of their great scarcity of provisions. They have expressed themselves previously on that subject.*

*On my part, with the consent of the magistrates and other people of authority who have patronized me, I have solicited, that is to say, pressured, the said class and others less fortunate as has been reported. To this end, everywhere in the jurisdictions of the three mayors, I have asked the proper judges for public proclamations of intent, with declaration of the allowances, wages and supplies granted by the King. I will make this evident to Your Excellency at a convenient time as well as the fact that you have attained my vigilance and eagerness to fulfill everything in Your Excellency's orders.*

*Among the eighteen recruits there are counted a hundred and twenty people, all of whom go completely voluntarily and pleased with their luck. Even though it is painful because of the children riding with them (such is the march because of the situation and poor condition of the saddle horses), they go on the march triumphant in their King and their new destination.*

*I have not had any other than the said method for the anticipated persuasion of the recruits, because desertion would be inevitable and impossible for me to remedy<sup>1</sup>,*

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<sup>1</sup> Early on the trip muleteer deserted. He was chased after, returned, and received twelve lashes.

*especially since up to today the officer and presidial soldiers who are destined to combat this reality, have not yet arrived.<sup>2</sup>*

*I am persuaded that some more people can be gathered, well, stimulated by those already recruited, various debts of theirs will follow them. So, to empower them in everything, I accepted them as settlers without the condition of being soldiers.*

*I am transporting all the soldiers, their wives and children with corresponding care to obtain the greatest convenience possible. With this, and in view of their voluntary enlistment, I am nearly certain we will not experience the desertion of other occasions.*

*Our Lord keep Your Excellency many years. Village of El Fuerte, 1 May 1775.*

*Juan Bautista de Anza*

The image shows a handwritten signature in cursive script. The name 'Juan Bautista de Anza' is written in a fluid, connected style. Below the name is a large, decorative flourish or 'squiggle' that loops and swirls, which is the rubric mentioned in the caption.

Figure 2 The official signature of Juan Bautista de Anza with rubric

(rubric)<sup>3</sup>

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<sup>2</sup> Apaches had raided the Presidio in Tubac and taken all the horses. The soldiers who were to ride down and escort the group up to Tubac had to wait until other horses could be found.

<sup>3</sup> Young boys educated in Spain were allowed to experiment with designing a distinctive rubric “squiggle” as part of their signature. Only signatures with rubrics were official.

## Lesson Plan: Day 1 Horcasitas to the Gila River

### Concept

Anza was a Spanish soldier who lived over 225 years ago. He found a trail overland to Alta California to help settle the area because Spain was afraid other countries would claim that land. He was asked to lead over 240 people to Alta California in 1775. The class will pretend to be some of the actual people who went on this trek while learning about this part of California history. On Day 1 of their trip, students will make their journal, get their identity card, and prepare their first journal entry. The teacher will read Anza's letter with them and discuss why it is written the way it is. The students will read the journal entry example and use it as a model for their own journal entry.

### Preparation

- Make a journal for each student
- Organize identity cards to suit class numbers
- Approximate time for lesson: 45 – 50 minutes

### Classroom Activities

- Teacher reads Anza's letter to class
- Students given outline of Program Daily Themes (as seen on p.1)
- Students given a journal
- Students read aloud "The year is ..." in journal
- Students given an identity card
- Teacher demonstrates completion of first page in journal by using Anza's identity card and filling in a copy of the first journal page on overhead projector or board
- Students complete first page of journal with their identity card
- Teacher and students read the Day 1 Summary

### Notes

There are 37 identity cards, one for the teacher (Anza), 18 boys, and 18 girls.

Of the close to 300 people who made this trek from Tubac to Monterey there were several different categories of people. Anza (teacher), as leader, had a second and third in command (Moraga and Grijalva). These two cards should be given to boys or girls who can handle leadership. There were three priests at the start of the trip, but only Father Font went all the way - the other two stayed in the Colorado River area to work with the Yuma Indians and explore an alternate route to Monterey. (Font should be given to a boy or girl who can handle leadership also.) Font's character will be different from all the rest. He was the religious leader for the group and he held a special knowledge of the astronomical quadrant. Information on quadrants in "Extras".

The other people fit into three categories: (1) soldiers and their families from the Presidios of the Sonora frontier of New Spain, (2) soldier recruits and their families from the Sinaloa and Sonora areas of New Spain, and (3) farmers and their families from the Sinaloa and Sonora areas of New Spain. Also traveling with the group are muleteers, cowboys, servants and a commissary who kept track of supplies.

## Directions for Making Student Journals

### Materials needed:

- Cover 13" x 8 ½" (wallpaper samples work well)
- 3 pieces of light cardboard two 8 ½" x 5 1/2" (A) and one 8 ½" by 2 ½" (B)
- Glue (see direction 1)
- Stapler (see direction 2)
- Hole punch, use standard setting for binders (see direction 3)
- Pages copied for activities and punched at the top
- 2 brads

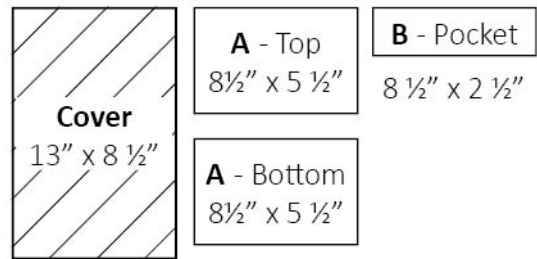


Figure 3 Graphic Representation of materials needed to make student notebook

### Directions:

1. Glue **A** to back side of cover. Leave ½" space between the two pieces of cardboard and 1 ½" space between one piece of cardboard and the edge of the cover.
2. Staple cardboard **B** to bottom on three sides to make a pocket.
3. Fold top over and punch through both layers.
4. Insert journal pages and secure with brad from the front side. Write your name and date on the front.

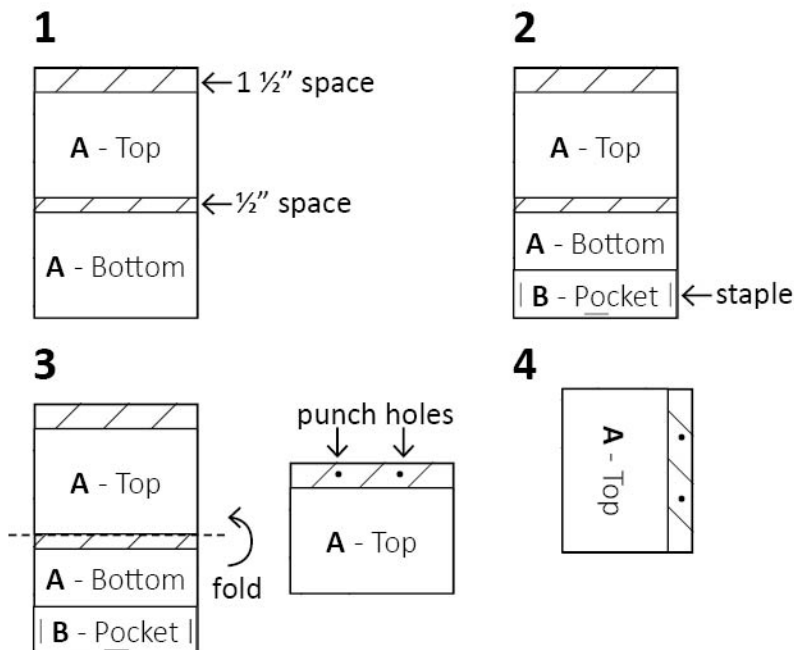


Figure 4 Graphic to complement written Student Journal construction directions



Anza's letter to Don Antonio Maria Bucareli de Ursua, Viceroy of New Spain, to be read to students to begin this unit of study.

*Most Excellent Sir*

*Sir,*

*The superior order of Your Excellency, dated the second of the present month, advised me that upon completion of the journey of my expedition to Monterey, I must deliver to Commander Don Fernando de Rivera y Moncada the soldiers and families that I took from Sonora, to the end that they take up residence at the Port of the San Francisco River, which particular I will fulfill exactly.*

*I will verify the same without the loss of time by going in partnership with the said commander to the aforementioned Port, to the end that the terrain will be examined, in view of which we will determine the site for the location of the fort to be erected as Your Excellency has directed me to travel.*

*I hold in my possession the corresponding packet of documents for Don Fernando de Rivera y Moncada, Reverend Father Junipero Serra and Father Francisco Garces, which I will deliver in person to prevent any accidental loss.*

*Our Lord guard the life of Your Excellency many years. New Spain, January 7, 1775.*

*Most Excellent Sir*

*Juan Bautista de Anza (rubric)*

*Most Excellent Sir* (common heading for letters in 1775)

*Sir* (This letter was sent to Antonio Maria Bucareli y Ursua, Viceroy of New Spain)

*The superior order of Your Excellency, dated the second of the present month, advised me that upon completion of the journey of my expedition to Monterey (the first Anza Expedition 1774 –1775 that discovered the trail to Alta California), I must deliver to Commander Don Fernando de Rivera y Moncada (Commander of Alta California Military and Governor of the Province) the soldiers and families that I took from Sonora (the group he was to select and recruit), to the end that they take up residence at the Port of the San Francisco River (at this time it was thought that the bay was the mouth of a large river ), which particular I will fulfill exactly.*

*I will verify the same without the loss of time by going in partnership with the said commander to the aforementioned Port, to the end that the terrain will be examined, in view of which we will determine the site for the location of the fort to be erected as Your Excellency has directed me to travel.*

*I hold in my possession the corresponding packet of documents for Don Fernando de Rivera y Moncada, Reverend Father Junipero Serra (he had asked for this group) and Father Francisco Garcés (Garcés went, but only to the Colorado River, Font was selected to go in his stead because he could use the quadrant and record latitudes), which I will deliver in person to prevent any accidental loss.*

*Our Lord guard the life of Your Excellency many years. New Spain, January 7, 1775.*

*Juan Bautista de Anza (rubric)*

Journal Page  
to be read orally in class

*The year is 1775 and the King of Spain wants many Spanish people to move up into the new strange lands called Alta California where Native Americans have lived for thousands of years. The King is Afraid that some other countries may take the land away from Spain if no Spanish people are living there. If Spanish people are living there other countries will know that the land belongs to the Crown of Spain.*

*I have lived in the northern part of New Spain all my life and I'm not sure that I want to move. The King has sent his representative to ask us to move. So we are going on a long trip by land to Alta California. Our leader on this trip will be Captain Juan Bautista de Anza. He is well known and has been to Alta California before. The trip will not be easy, but Captain Anza will see us through I'm sure.*

*There is much to do before we can start. There will be soldiers, priests, muleteers, vaqueros, scouts, servants, interpreters, farmers, wives and children. This will be close to three hundred people all together. We will need 340 horses, 165 mules, and 302 beef cattle. When everything is gathered and we are all packed we will meet at the Tubac Presidio to start our trip.*

*After we all get to Tubac the rest of the trip will be in four stages. First we will leave Tubac to go to the Gila River. From the Gila River we will travel to the Colorado River. After we cross the Colorado River we will cross the desert to the Mission at San Gabriel in Alta California. From Mission San Gabriel we will reach the Pacific Ocean and travel north to Monterey. For most of us our final destination is San Francisco Bay. There we will build a new presidio and mission.*

## The Second Anza Expedition to Alta California

My name is \_\_\_\_\_ . I am going on a long trek to Alta California from my home in \_\_\_\_\_ , New Spain.

I will be keeping this Journal as I travel.

First I will tell you a little about myself.

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## Day 1 Summary

Having recruited nearly 200 people to settle San Francisco and almost 100 soldiers, cowboys, and escorts to help bring them north, Anza stopped his expedition in Horcasitas in present day Sonora to prepare for their journey across the Sonoran and Arizona deserts. Although Anza had gathered hundreds of horses and mules to aid the travelers on their trip, the night before their planned departure, Apache Indians arrived and took the majority of the animals. Anza and his soldiers tried to find as many replacements as possible, but there simply were not enough horses in the Sonoran frontier to make up for the loss. In the end, the expedition left with less horse than they needed. Many settlers would end up walking large portions of the route when animals were weak or died.

The trail from Horcasitas to the presidio at Tubac was well established. Yaqui and Tohono O'odham Indians had traveled over these river valleys for centuries. Spanish settlers had lived in this region for many generations and had established a network of small communities. Anza was the commander of the presidio of Tubac. He had spent most of his life living in the region and knew the people there. Saying goodbye to his wife and friends would have been very difficult.

The expedition traveled north from Tubac along the Santa Cruz River. The river corridor was flat and provided a water source for the nearly 1000 animals traveling on the expedition. Anza knew the countryside as well as the culture of the Native Americans that lived there. He had worked with soldiers from the Indian community and had learned to speak some of the languages.

On their first night out from Tubac, the expedition experienced their one and only death. Manuela Piñuelas died while giving birth to a son. After she was buried at the Mission San Xavier del Bac, the sadness of the day was broken by the joy of three separate weddings for couples leaving on the expedition. They left the mission with mixed emotions about the trials that awaited them along the trail.

The farther north the expedition traveled, the less Spaniards they saw. The small foundation of the recently established presidio in Tucson would be their last Spanish contact until they reached the recently created San Gabriel Mission, almost 500 miles and two immense deserts away. As the water in the Santa Cruz River began to disappear, Anza's big concern was where he would find his next water supply. Anza sent scouts down the trail to see if water was available. They returned with good news: recent rains had left some pools of water between Tucson and the Gila River – a three day trip for the expedition. The expedition said good-bye to the last Spanish outpost and embarked on their epic journey.

## Lesson Plan: Day 2 Gila River to the Colorado River

### Concepts

Maps help us to learn about geography (a science which encompasses a great variety of topics). Anza's trail leads through two large deserts, which impacted their travels. Students will see and receive a map of the Anza Trail for the first time and trace out the route to the Gila River. They will learn about some of the desert plants and animals in the areas that they are crossing through. Finally, they will write in their journals what desert animals and plants are their favorites.

### Preparation

- Display a large map on the wall that can be drawn on. An overhead map may be made from the transparency included
- Gather information of desert environment, animals and native cultures of the area. See "Extras "
- Approximate time for lesson: 45 minutes (can be extended)

### Classroom Activities

- Teacher uses large wall map to point out the location of the trail that Anza had discovered on his first trip
- Teacher discusses where the trip will take them, following the route of the second expedition
- Teacher and class read the Day 2 Summary
- During the discussion the teacher will share information on the geography and native people of the area (Sonoran and Colorado Deserts)
- Students will become aware of the native flora and fauna of the desert area
- Students refer to the map on page 3 in journal, locate hometown listed on their identity card and trace the route on their map

### Notes

The trip should start in Horcasitas (see Day 1 Summary and on Day Five "Synopsis of Anza's Trek").

During the discussion you may wish to draw on the wall map the progress of the trip and during this time pin large pictures on the map of plants, animals and native tribes seen in these areas. On this day you should only go as far as the Colorado River if you plan to go back to the map after the trek on Day Five. If you go as far as San Gabriel Mission you can finish the map on the last day and tie in a later study of missions and presidios.

Students could brainstorm before being informed about what they would expect to see.

If unable to gather additional research materials on desert life, you may wish to eliminate the student journal page "My favorite desert plant, my favorite desert animal."

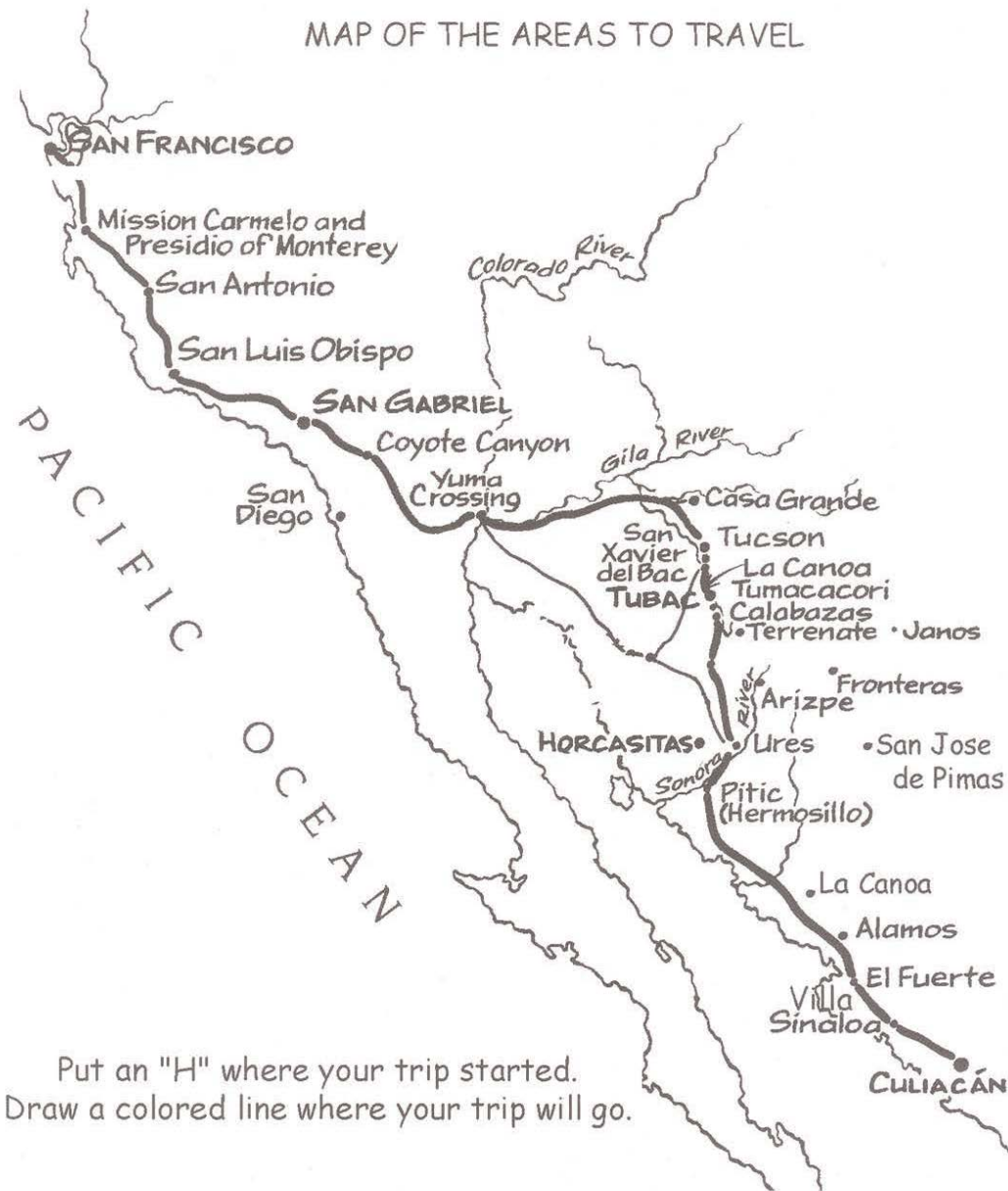


Figure 5 Map of the Anza Trail

## Animals and Plants of the Sonoran and Colorado Deserts

Anza's trail leads through two of the North American deserts. The area that these pioneers came from is the Sonoran Desert. This area encompasses most of Baja California, the northwest area of Mexico and the southwest area of Arizona. The Sonoran Desert has more types of plants than any other North American desert partly because it has two rainy seasons. Winter rain comes from the Pacific Ocean and summer rain from the Gulf of Mexico. It is also one of the hottest with summer temperatures reaching over 120 degrees and winter rarely below freezing.

Our pioneers came from the inland areas of the Mexican Sonora Desert, so they would not have experienced the animals that might have been seen near the Pacific Ocean or the Gulf of California.

Some plants they might have seen:

**Saguaro Cactus**  
**Prickly Pear Cactus**  
**Yucca**  
**Mexican Poppy**  
**Teddy-Bear Cholla**

**Organ Pipe Cactus**  
**Creosote**  
**Chain-Fruit Cholla**  
**Owl's Clover**  
**Ocotillo**

**Cardoon Cactus**  
**Brittlebrush**  
**Palo Verde**  
**Cardon**  
**Cottonwood**

Some animals they might have seen:

**Turkey Vulture**  
**Gamel's Quail**  
**Kingsnake**  
**Western Whiptail**  
**Collared Lizard**  
**Bark Scorpion**  
**Cottontail Rabbit**  
**Black-Tailed Jackrabbit**

**Harris' Hawk**  
**Road Runner**  
**Rattlesnake**  
**Ringtail Cat**  
**Velvet Ant**  
**Woodrat**  
**Javelina**  
**Cactus Wren**

**Bat**  
**Tarantula**  
**Mule Deer**  
**Stink Beetle**  
**Coati**  
**Cougar**  
**Side-Blotched Lizard**

Once the group crossed the Colorado River they would have entered a slightly different environment. The name Colorado Desert is given to the land west of the river, north to about the bottom of Nevada, and about halfway down the southeastern coast of Baja California. Many of the same animals and plants are found in the Colorado Desert but there are some special plants and animals to add to the list. The terrain varies from vast sand dunes (Algodones Dunes) to rocky mountains. The winter rains give areas of colorful fields of wildflowers in the spring.

Some new plants to see:

**Fishhook Cactus**  
**Pencil Cholla**  
**Ironwood**  
**Mormon Tea**  
**Beavertail Cactus**  
**Lupine**

**Barrel Cactus**  
**Chuparosa**  
**Fan Palm**  
**Sand Verbena**  
**Desert Dandelion**  
**Silver Cholla**

**Hedgehog Cactus**  
**Smoke Tree**  
**Agave**  
**Evening Primrose**  
**Indigo Bush**

Some new animals to see:

**Red-Tailed Hawk**  
**Painted Lady**  
**Blister Beetle**  
**Coyote**  
**White-Lined Sphinx Moth**

**Costa's Hummingbird**  
**Spiny Lizard**  
**Pocket Mouse**  
**Bighorn Sheep**  
**Chuckwalla**

**Sidewinder**  
**Kangaroo Rat**  
**Antelope Squirrel**





Figure 6 The Sonoran Desert



Figure 7 The Colorado Desert

## Who Lives in the Sonoran and California Deserts?

### The Animals and Plants along the Anza Trail

*The Anza Trail travels through many different environments. The southern portion runs through both the Sonoran and Colorado Deserts. Like all deserts, both of these areas receive less than ten inches of rainfall a year. Both have mild winters and very hot summers. Monsoon rains arrive in mid-summer in the eastern Sonoran and to a much lesser extent in the Colorado Desert. The Colorado Desert is considered a sub-desert of the Sonoran and tends to be dryer and hotter. Although the Sonoran animals and plants can be found in both deserts, the Colorado Desert species are specially adapted to life in the Colorado Desert.*

#### Sonoran Desert Plants



Figure 8 Saguaro Cactus (NPS)

The **Saguaro Cactus** grows up to 50' tall and can live for over two centuries. Using very shallow roots to absorb surface run-off after summer storms, the saguaro cactus stores large amounts of water in its fluted trunk which can expand like an accordion as it fills. The stored water allows saguaros to bloom almost every year.

There are a dozen different types of **Prickly Pear Cacti**. The pads are actually modified branches that store water, photosynthesize, and produce flowers. Prickly pear often reproduce by cloning. Animals who accidentally bump into the prickly pads can carry them away from the mother plant, where they can re-root and begin growing again.



Figure 9 Prickly Pear Cactus (NPS)

American Indians used the **Soaptree Yucca**, the sharp tipped desert plant, in a variety of ways. Its tough fibers were used to make rope, shoes, and baskets. Its roots contain a soapy material that was used as a soap for cleaning.



Figure 11 Soaptree Yucca (NPS)

A desert annual, the **Mexican Poppy** grows, blooms, and dies in the short amount of time following the winter rainy season and the summer monsoon. With yellow leaves, insects are drawn to its "red eye" on the stamen as they look for pollen and nectar, helping to pollenate the poppy.



Figure 10 Mexican Poppy (NPS Laura Bolyard)



Figure 13 Organ Pipe Cactus (NPS)

Growing in southern Arizona, the **Organ Pipe Cactus** is the second largest in height, growing to nearly 25' tall. Instead of a central stem, it has 5-20 slender branches. The cacti produces flowers which develop into fruits. These lose their spines at maturity, opening to display an edible red pulp which has been used by American Indians for centuries. The pulp can be eaten as is, made into jelly or fermented into a beverage.

**Creosote** grows in all of the American deserts but thrives especially in the low, hot deserts like the Sonoran. The plant's small, oily-coated leaves are well adapted to the desert. The oil helps keep moisture in the plant while giving the leaves a nasty taste which keeps animals away. They primarily reproduce by sending out daughter plants through their roots, creating clones of themselves.



Figure 12 Creosote (NPS)



Figure 14 Palo Verde (NPS)

The **Palo Verde** (Spanish for green wood) survives in the desert by being able to live without leaves during difficult times. In spring, it can be covered with bright yellow blossoms. During the summer when temperatures increase, palo verde trees lose their leaves and photosynthesize through their green bark. After a good summer rain, a palo verde will send out a new round of leaves.

The **Cottonwood** tree is a member of the poplar family and needs a constant supply of water it grows only in areas where the water table is high enough to feed its roots. Early explorers and American Indians would look for cottonwoods in order to find water.



Figure 15 Cottonwood (NPS)

#### Colorado Desert Plants



Figure 17 Chuparosa (NPS)

**Chuparosa** is a bush with gray-green stems and very bright red flowers that thrives in low desert areas. The long, red, tubular flowers are ideal for feeding hummingbirds, who in turn help pollinate the flowers.

The gray-green **Smoke Tree** does not tolerate freezing temperatures and tends to grow only in the lowest deserts. As a tree, it uses a considerable amount of water and usually grows in



Figure 16 Smoke Tree (DesertUSA)

washes where its roots can tap into a water supply. The tree is a member of the pea family and produces dark purple flowers in the spring.



Figure 18 Sand Verbena (NPS)

**Desert Sand Verbena** The sand verbena thrives in the sand dunes of the low, hot desert. After a good winter rain, sand verbena can carpet large stretches of the desert. The plant produces 2-3" clusters of dozens of very small flowers.

**Ghost Flower** The translucent petals of this wildflower give it its ghostly name. The petals have pink and purple dots on their petals which help lead insects down into the cup to pollinate the flower.



Figure 19 Ghost Flower (NPS)



Figure 20 Fan Palm (NPS)

The **California Fan Palm** is the only native palm to the American deserts. Fan palms are very limited in where they can grow – their roots must be in moist or wet soil all of the time. In the wild, they grow in desert oases and areas with year round water that doesn't freeze. A California fan palm can produce hundreds of pounds of berries and seeds each year – a food source that was used extensively by the Cahuilla people.

The hardy **Crucifixion Thorn** survives in the hot Colorado Desert with no leaves. Photosynthesis occurs along the thorny stems and branches. During springs where there is enough moisture, the plant produces five-petaled flowers with small, reddish-brown blooms.



Figure 21 Crucifixion Thorn (DesertUSA)



Figure 22 Barrel Cactus (NPS)

The **California Barrel Cactus** thrives in hot, rocky deserts. Seldom growing more than four feet in height, the cactus is covered with a dense layer of thorns, helping to protect the plant and providing it with some shade. In recent years, producers of cactus candy have killed thousands of barrel cactus from areas near roads and trails.

**Beavertail Cactus** This low spreading cacti usually provides fleshy blooms in the late spring to early summer. The large green pads are covered with hundreds of small, often painful spines.



Figure 23 Beavertail Cactus (NPS)

## Sonoran Animals



Figure 24 Coati (NPS)

The **Coati** is a raccoon-sized, omnivorous mammal with a slender body and long nose. The coati travels with other coatis, often chattering as it goes. The coati eats small reptiles, insects, eggs, nits, and fruit.

Although the **Mule Deer** lives throughout the deserts of the western United States, it does well in areas with denser forage, such as portions of the Sonoran Desert which have a monsoon in the summer. The animal's large ears give it its name and as well as excellent hearing. The mule deer can run 45 miles per hour for short periods to get away from predators.

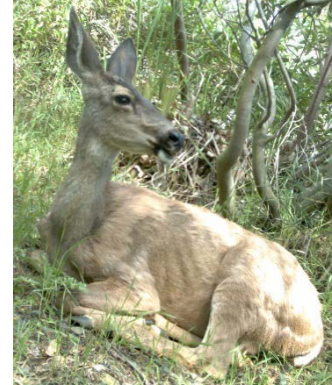


Figure 25 Mule Deer (NPS)



Figure 27 Javelina (NPS)

Although **Javelinas** look a lot like pigs, technically they are classified as separate species. Javelina can grow in size to 60 pounds and will often travel together in groups. Because of their strong odor, you will often smell a javelina before you see one. They eat a wide variety of plants but specifically enjoy prickly pear cactus and agaves.

**Ringtail Cats** get their name from the distinctive rings around their tails. They are animals of the night and eat a variety of small animals as well as agave and other plants. The ringtail cat often will explore canyon walls and cracks with its excellent climbing ability – it can rotate its wrist 180 degrees.

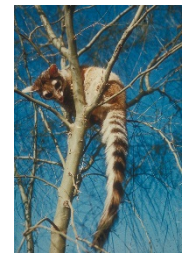


Figure 26 Ringtail Cat (NPS)



Figure 29 Bark Scorpion (USGS)

Scorpions are one of the oldest animal species on the planet. Of the 1,200 scorpion species worldwide, the **Bark Scorpion** is one of the most poisonous and dangerous to humans. Like all scorpions, they use the small hairs across their bodies to pick up the sound vibrations that animals make to help them find their prey.

**Black Collared Lizard** The black collared lizard lives in rocky desert terrains. They are sexually dimorphic, which means that the males look different than the females – the males will develop blue color on their throats with a black center while the females have yellow and orange spots along their sides. This lizard can run so fast that it actually stands up on its hind legs when it gets to full speed.



Figure 28 Black Collared Lizard (NPS)

## Colorado Desert Animals



Figure 30 White Lined Sphinx Moth (NPS)

**White-Lined Sphinx Moths** are a large desert insect has a wingspan up to 8” in width. Sphinx moths come out from their hiding places at dusk and begin feeding on flower nectar. Because of their size, they are often mistaken for hummingbirds. Sphinx moths need tremendous amounts of sugar to hover and they feed on many high nectar plants like dune evening primrose.

Their bodies are well adapted to conserve water – their kidneys filter so effectively that they typically produce no urine.



Figure 32 Chuckwalla (NPS)

The **Chuckwalla** is a large desert lizard can grow to 18” in length with large, fleshy folds of skin.

The chuckwalla feeds on a variety of desert plants including flowers, buds, and fruits. When fleeing danger, the chuckwalla seeks the protection of cracks and crevices. The lizard will jam itself into a tight crack and then inflate its lungs, making it very difficult to remove.

**Colorado Desert Sidewinder** This small rattlesnake thrives in sandy, desert location in the low Colorado Desert. The sidewinder is named for its distinctive side winding locomotion it uses to cross sandy landscapes. Young sidewinders often feed on insects or lizards while older ones will eat rodents like kangaroo rats and even small birds.

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Figure 31 Kangaroo Rat (Desert USA)



Figure 33 Sidewinder (NPS)

Possible Lesson Extension (see journal pages)

My favorite desert plant is

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because

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My favorite desert animal is

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because

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## Day 2 Summary

The Gila River stretched out like a broad ribbon to the west. The Anza expedition used it as a guide, knowing that it would lead them across the desert to Chief Palma and the Yuma People at the Colorado River. Although there was enough water, the animals were always in search of more grass. The Sonoran Desert offered very little grass for the horses and cows. As the weather began to turn cold, the lack of trees made the search for firewood difficult.

As the group followed the Gila River, they encountered many different Native American communities. At each community, Anza would distribute small gifts to the Indians, such as ribbon and beads. The beads were often made into jewelry. Father Font estimated that 3,000 Native Americans were living along the Gila River. As they neared Gila Bend, Anza and Font traveled to view the ruins at Casa Grande and to marvel at the ancient cultures that had built them.

The expedition was forced to stop for a number of days as another woman gave birth. As she slowly gathered strength, many other people including Font and some of the soldiers became sick as they headed west. The delays were definitely a concern for Anza. With a limited number of animals, he had only brought enough food and supplies for four months. Each delay depleted more and more of their food. They would have to take advantage of any food they could find along the way. Hunting for animals and trading with the tribes along the trail would help out. As they were resting along the Gila River, some of Anza's soldiers took advantage of the break to look for additional supplies. Along the Gila, they discovered large fields of salt and collected as much as they could carry both for seasoning and to cure meat.

As the expedition got closer to the Colorado River, Chief Palma of the Yuma Indians sent scouts out to help guide Anza and the expedition in. Anza had met with Palma in 1774 when he had brought a small group of soldiers along the trail. Anza had brought a number of gifts for Palma, including an ornate uniform fitting for a king of the Yuma people. While there, Anza promised that on his return, he would bring Palma south to Mexico to meet the viceroy.

The expedition rested along the Colorado River and enjoyed the hospitality of the Yuman speaking people. The Yuma Indians shared their supply of melons as beans with the Spanish settlers. While they waited, they helped construct a small shelter for the two priests that would stay behind and help serve as missionaries to serve the Yuma community.

When the day finally came to leave, Palma sent some of his strongest swimmers into the river to help catch any of the settlers who fell off of their horses. Many of the settlers could not swim and the Colorado River was running wide, deep, and cold. In the end, everyone made it across the river. Their next big challenge would be to cross the California desert.



## Lesson Plan: Day 3 Colorado River to San Gabriel Mission

### Concepts

Colonizers were Spanish soldiers, farmers, their wives and children. These people were a mix of races who had been born in New Spain and absorbed some of the Native American culture. The organization of this large group was like moving a city every day. Students will design a timeline. Students will also describe what they would need to bring on their expedition to San Francisco and what they would want to bring. Finally, students will conduct a practice trek for their expedition.

### Preparation

- Design timeline
- Prepare for the sample lesson of the Trek
- Approximate time for lesson:1 hour,30 minutes

### Classroom Activities

- Teacher explains timeline (see example in “Extras ”)
- Students complete journal page, *Where did my ancestors come from?* while teacher leads a discussion about events that happened from Columbus to 1776
- Class reads “Daily Travel ” together
- Teacher and students read the Day 3 Summary
- Teacher directs reading of journal page on provisions
- Teacher shares brief list of things that were taken on the trek
- Students decide if they wish to take anything else and make list in journal
- If time allows, teacher gives example of how tomorrow ’s trek will work. Otherwise, do example at the beginning of Lesson 5

### Notes

You may wish to share pictures of cattle, mules, horses, etc.

You may wish to make a large chart listing major items taken on the trek rather than use the list. A story about early colonization of northern New Spain is included for use as a separate reading assignment or to be shared at this time. It uses a family tree as an explanation of times and conditions.

## Timeline Worksheet (with Answers)

A timeline is an important instrument to explain history in context to the times. If you are using a timeline throughout the year you can simply add any dates that do not appear on the worksheet. If this is the first time a timeline is introduced to the class you may wish to expand it at a later date with other topics.

## Where did my ancestors come from?

*10,000 years ago humans arrived on the continents of North and South America. These people developed many different cultures according to their environment. Today we call them the Native Americans.*

*In 1492 Columbus arrived on the outer islands of the mid-Atlantic coast of this continent and claimed the land for the Crown of Spain. A few years later in 1520, Cortez brought a small Spanish army to Mexico City and colonized that area. He brought the Spanish way of doing things. The Native Americans were to speak Spanish, eat Spanish, dress Spanish, and learn the Spanish religion. The Spanish way of doing this was to bring Catholic missionaries, soldiers, and farmers from Spain. The Spanish moved north and south from Mexico City and by 1769 they were ready to colonize Alta California.*

*By this time, most of the Spanish people in New Spain had been born in the New World. Most of the people thought of themselves as Spanish, but many of these people had Native American, or African ancestors. In 1773, Anza received permission from the Viceroy to explore a new overland route to California. In 1775, 240 of these Spanish people from the Sonora and Sinaloa area of New Spain went with Captain Anza to Alta California where they would live and make a new life for themselves.*

Other important dates

- 1810 Start of the Mexican Revolution
- 1821 Independence from Spain
- 1846 Fremont brings American troops to California
- 1848 Mexico signs Treaty of Guadalupe giving Alta California to the United States
- Sept.9, 1850 California becomes the 31st state in the Union.<sup>27</sup>

## Journal Page

### Daily Travel

*Each day we follow a routine while we are traveling. First we get up and dress. Then we go to Mass. After Mass we eat our breakfast of atole (gruel of ground corn) and chocolate. Our tent and provisions must be packed on the mules, but of course the muleteers must be able to gather the mules first. Many nights the mules have strayed while grazing and they must be led back to the campsite. If all is ready the commander tells us to start. Some of us walk instead of riding on horseback. If the weather has been cold it feels better to walk anyway.*

*As we start along we all sing the "Alabado." We have brought along snacks to eat if we get hungry. We will not stop to eat until we reach this night's new campsite. The new site should have good water and grass for the animals to graze on. Once a good place has been found the mules and horses must be unpacked and the tents set up. Dinner is prepared for we are all hungry. If no meat has been found to shoot along the trail we may kill one of the beef cattle for dinner to put in our sopa (a stew of beans and meat) which we eat with tortillas. If it has been a short travel day Father Font may play his instrument for us to enjoy. Usually we are so tired at the end of the day that after dinner we go right to bed.*

*Some days if water was scarce we will travel hard all day and then the next morning we will hurry to the next good waterhole. Capt. Anza will then let us stop early so we can rest.*

*The next day will be like before. There will be new sights to see and new problems to solve during the many leagues we travel. Then we will do it all again until we finally get to Monterey.*

Provisions

*There will be many provisions taken by mule packs for everyone. Here is a list of some of those items. Read them over and then list things that you will need to take for yourself. Remember, everything you take you must carry yourself, unless you have a mule of your own. Next, think of some things that you may not need but would like to have with you. Maybe, these are things that would remind you of your home back in Mexico.*

*Items packed for everyone's use: ten tents, blankets, pinole (cornmeal), beans, chiles, barley, chocolate, brandy, jerked beef, shoe iron (for horse shoes), tools to work on trails and to dig for water, ammunition, guns, knives, beads and tobacco for gifts to natives, pots to cook with, extra clothes, medicines.*

Items you will have to bring along:

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Items you would like to bring along:

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Items teacher might suggest: family religious items, extra pots and pans, lace head covering, handmade belt, etc.

Excerpts from a list of items requested by Anza for the 1775 –1776 Trek to Alta California:

- **Clothing for men:** capes, blankets, huaraches (sandals), boots, hats
- **Clothing for women:** chemises (blouses), petticoats, jackets, rebozos (shawls), ribbons
- **Clothing for children:** material for mothers to make into items needed, hats, shoes, ribbons, blankets (fine and coarse)
- **Arms:** carbines, gun cases, swords, lances, leather jackets (seven layers thick, these cueras were worn like armor), shoulder belts, cartridge boxes
- **Mounts:** two per recruit, saddles, spurs, bridles, saddle bags, mares for women
- **Supplies for trek from Alamos to Tubac:** three food portions per family each day, 20 mules, 20 pack saddles, 30 portmanteaus (packs for mules)
- **Salaries for three months in advance:** regular soldier at one peso a day
- **Outfitted at Tubac:** One banner with “Royal Arms,” eleven tents, hand axes, hoes, spades, crowbar, powder flasks with primers, cartridge boxes with balls, iron frying pans, copper kettles, chocolate pots, box of iron for horseshoes and nails, tools for shoeing horses, two blank books for record keeping, sacks and ropes, 140 skin bags
- **Cattle and food:** 100 beef cattle, 30 loads of flour for tortillas, 60 bushels of pinole (cornmeal), 60 bushels of beans, six boxes of common chocolate, two tierces of white sugar, soap, three barrels of brandy. Extra items for commander and priests
- **Pack Train:** 132 mules, 100 pack saddles, 20 muleteers
- **For Alta California:** 200 head of cattle, six Indian vaqueros
- **Gifts for Indians:** six boxes of beads (no black, mostly red), a fine set of soldier’s uniform for Chief Palma, two bales of tobacco

#### *Notes*

Anza asked for these items; however, he may not have received them all. He was also hindered by Apache raids on horses and cattle shortly before the trek began. Anza’s requests for clothing and money in advance of the trek helped to entice recruits. Families could take other items as long as they had a way to carry them. Families would have wanted to take any religious items they owned. Cattle on the hoof was to be used for food along the way. If cattle died the meat was jerked if possible to carry along. The cattle brought for Alta California was an important addition to the economy of the new colony.

A Story about the Settlement of Northwestern Mexico (optional)

*(If this story is read to/by the class it is suggested that you draw a family tree to avoid confusion about relationships.)*

*Juan was walking with his father to the far cornfield on a hot summer day. He had a question that had been bothering him for some time and felt that now was the time to ask his father.*

*“Father, why did your grandfather come to this hot dry place? You told us that when he left Spain to come to the New World he didn’t know how much he would miss the green trees and fields of Spain.”*

*Juan’s father didn’t know exactly what Juan wanted to know but he guessed that this was the time to tell him about how things really were in Spain when his grandfather first came to the New World.*

*“When my Grandfather came to the New World in 1702 things were not very good in Spain. There was a new King in Spain and he was looking for soldiers to help him with his enemies. The King was worried about other countries trying to take over his lands here in the New World. The King looked for soldiers to send here so that he could protect this land. Your Grandfather was young and he thought it would be a great adventure. His parents were poor and perhaps he could find gold or silver and become a very wealthy man.”*

*“I don’t see any gold or silver here!” said Juan.*

*“No, but at first there was lots of silver and many people did become rich. The soldiers had a hard time trying to protect those people from robbers and Indians. Your Grandfather was a soldier. Most soldiers did not become rich.”*

*Juan was not satisfied with this answer so he continued to ask his father more questions.*

*“Why didn’t Grandfather become rich?”*

*“The place to which his unit of soldiers was sent had no silver. After a while he got very lonely and met my Grandmother and decided that he would marry and settle down as a farmer.”*

*“What was his wife like?” continued Juan.*

*“She was a Pima Indian who had come to the mission at San Xavier Bac. She had learned from the missionaries how to do the things that Spanish people thought were important*

*and she was a good wife to my Grandfather. They had six children but only two lived to be adults. My father and your Great Aunt Maria.”*

*“What happened to Great Aunt Maria?”*

*“You are full of questions today”, answered his father. “She fell in love with the pueblo’s blacksmith. He was a very strong man who had come as a slave to the New World from Africa. Because he was so good at his craft he eventually earned his freedom. They were married and moved to a new presidio called Tubac where he was an important man because of his skill.”*

*“Did they have children?”*

*“I’m not sure since neither of them could write and we never heard from them again.”*

*“Why did your father stay here instead of moving away?”*

*Father looked sad. “He was a soldier, you know. He never got the chance to move. After he married and they had three children he was killed by an Indian raid while he was protecting the soldiers’ herd of horses.”*

*“I know that my Grandmother is always sad when I ask her questions about him,” said Juan.*

*“My sisters and I had to grow up fast to be of help to your Grandmother. We worked on this little farm and did the best that we could. After I fell in love with your mother and we were married my sisters married also. But this area of New Spain is not a good place for farming. Perhaps someday I’ll have the opportunity to move to another place that might remind us of the stories my Grandfather used to tell us about Spain. I will then take my family there so that they can have a better life. What would you think about that Juan?”*

# Juan's Family Tree

\*mestizo, mixed race

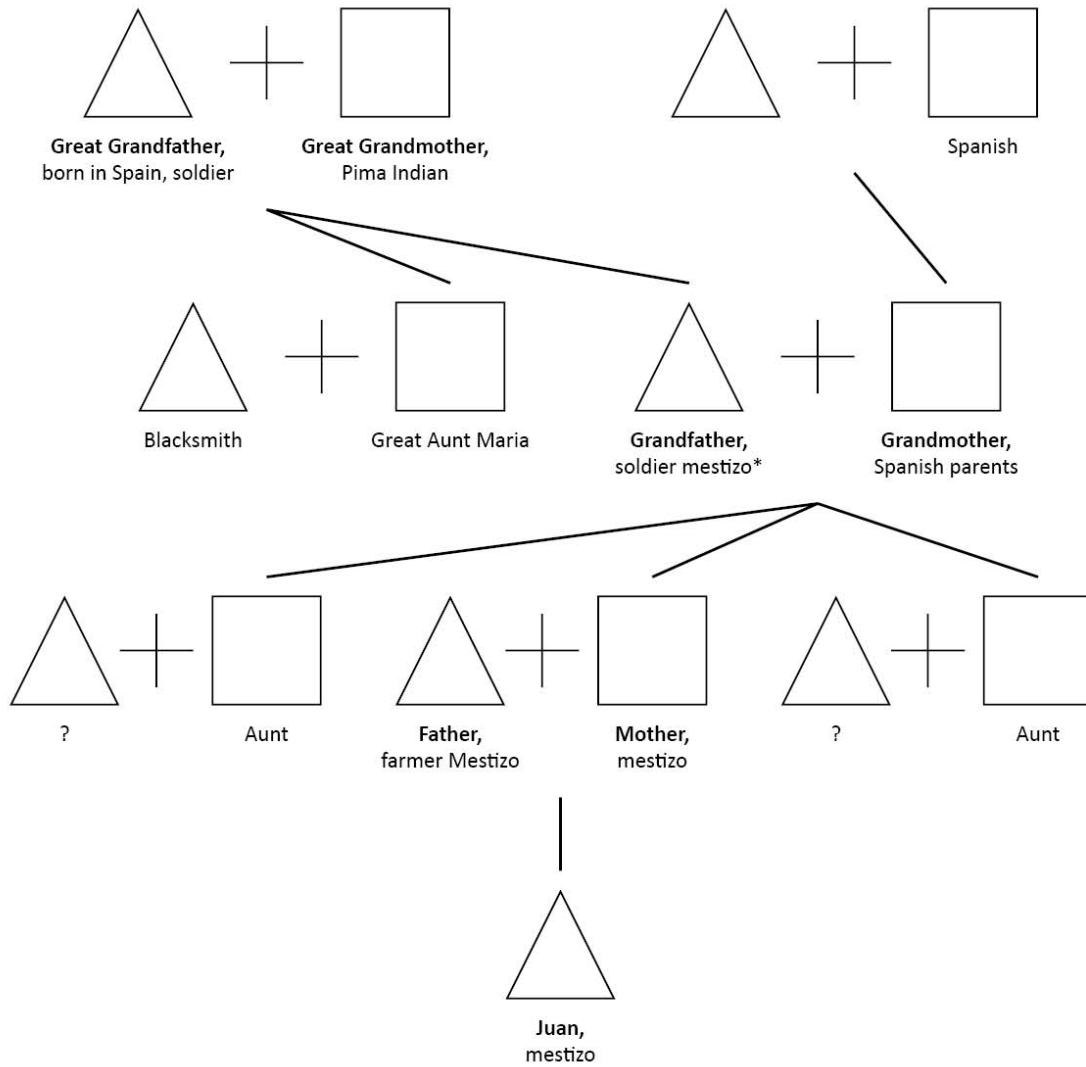


Figure 34 A mock family tree showing the family tree described in the above story.



Lesson of how the sample trek should work

Preparation

Without students noticing, place one practice card in each corner of the room in A B C D order . Write A B C D on the board as if each letter is the corner of a box with no lines. Explain that the class will be taking a simulated trek from the Colorado River to the San Gabriel Mission. In order to do this the class will be divided into three groups and each group will have a leader: Font, Moraga, and Grijalva. The leader will select a scout to find the trail.

For this sample trek Anza (you, the teacher) is the leader and \_\_\_\_\_ (teacher’s selection of a student) is the scout. Hand the scout the first card and instruct him/her to find it in a corner and then come back to tell you where it is (do not bring the card).(card “C”).

When scout returns teacher and scout go to card “C.” Have the scout read the problem on card “C.” Ask class how they think that problem could be solved.

Have the scout go to the next card as directed on the bottom of card “C.”

Scout returns to Anza after he/she finds it and tells Anza where it is. Draw a line on the board from “C” to “A.” Anza and scout go to area “A” and read the problem. Repeat the process as above until all four corners have been visited.

Connect the last letter with “C.” The lines should resemble an hourglass on its side.

A.

B.

D.

C.

Note: sample Trek cards included.

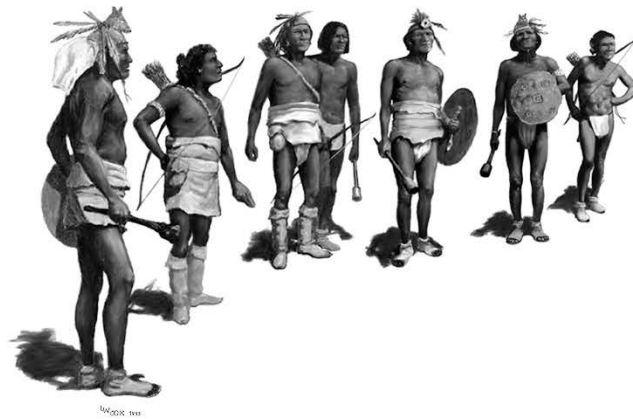
### Day 3 Summary

Crossing the Colorado Desert from the Colorado River to the distant mountains was going to be the most challenging part of the entire expedition. Immense sand dunes blocked the route directly west of the Yuma community on the river. Anza had planned a route that would take them south into what is now Baja California to avoid crossing the sand dunes. There, a couple of small springs, water from recent storms, and a little bit of luck might be enough to allow the passage of the expedition.

Although the desert is typically very hot, when Anza arrived in December, it was freezing cold. Fierce winds and driving snow awaited the settlers as they made the final drive across the desert. They eventually arrived at the base of the mountains that would take them out of the desert and to the new mission at San Gabriel. Cold and weary, they were grateful to be alive.

After resting up and allowing the animals to graze on whatever grass they could find, the expedition headed up Coyote Canyon and out of the desert. As they climbed higher and higher into the mountains, mesquite, cactus, and cat's claw gave way to grass, sage, and eventually trees. Having spent so many months crossing the desert, the sight of oak forests, flowers, and grasses was a welcome change.

At the San Gabriel Mission, the expedition found a thriving community of Indians living at the mission site. Well-tended fields, fattened cattle, and some basic structures as well as a church graced the site. As the expedition rejoiced at the opportunity to rest, Anza was alarmed to hear that the native community at the San Diego Mission had revolted, burning down many of the structures and killing the priest. Anza quickly assembled a group of his soldiers and father Font to accompany him south to help protect what remained of the mission site and presidio. It would be over a month until he returned to San Gabriel. While he was gone, the settlers adapted to living at a remote Spanish settlement on the edge of the empire. It would be good preparation for their new life in San Francisco.



*Figure 35 Pima Soldiers (NPS Wade Cox)*

## Lesson Plan: Day 4 San Gabriel Mission to San Luis Obispo Mission

### Concepts

Many problems were encountered during Anza's Second Trek. Good leadership can help you solve problems. Anza's story is a good example. Students will partake in the expedition. Students will record the results in their journals.

### Preparation

- Divide students evenly into three groups lead by Moraga, Grijalva, and Font
- Using large area spread out five stops in alphabetical order, each with problem cards
- Approximate time for lesson:1 hour

### Classroom Activities

- Teacher and the students will read the Day 4 Summary
- Be sure to explain to students how the Trek should work before going to the area set aside for the Trek.(Either the day before or immediately before going to the area)
  - 1) Students are divided into three groups
  - 2) Leaders (Moraga, Grijalva, and Font) select a scout
  - 3) Scout is given a card to tell where that group will start and scout goes out to find it
  - 4) Scout returns to group and tells leader where it is
  - 5) Group goes to that area
  - 6) Group reads problem card there and discusses how they think the problem is solved
  - 7) Group writes their solution in their journal before going to the next stop
  - 8) Scout then goes out to find the next stop as written on the problem card and students connect the letters on their cards
  - 9) Scout returns and tells leader where next stop is and group goes to next stop and repeats the process (5 through 8) until all stops have been visited
  - 10) Group waits at starting position until all groups finish

### Notes

If one group approaches a stop before another group is finished they must sit away from the other group and wait until they leave.

Students should be reminded to connect the letters as they travel on the Trek. They should connect the last stop with where they began.

Trek -Teacher s Sample of Student Journal Page

**Objectives:** Students will go in small groups to a station and consider a real problem that has arisen on the trip to Alta California. They will decide how they would solve the problem and write it in their journals. Later they will learn what the actual group did when the problem arose.

Journal Page

*As you travel on this trek from Yuma to the San Luis Obispo Mission you will meet some problems. Your leader will send out a scout to find your first stop. The scout will then return to your group and lead you to the next stop on your trek. As your group comes to each stop on your trek, read the problem that has arisen and decide what your group thinks would be the best solution to the problem. Write a brief description of your solution beside the appropriate letter in your journal.*

*Your scout will find the next stop and come back to lead you forward. Then draw a pencil line from your first stop to the next stop. Continue as above until you have been to all five stations and connected all letters.*

A.

B.

E.

C.

D.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

The connected letters should look like a five pointed star.

## Day 4 Summary

Anza returned to San Gabriel to find the mission quickly running short on supplies. The members of the expedition were depleting their stores of food. It was time for the Anza Expedition to move on.

Following the Los Angeles River, the expedition followed well-established Native American trails. These trails would eventually become the El Camino Real that already linked the five California missions. Arriving at the Pacific Ocean near Oxnard, they were greeted by large communities of Chumash Indians living along the coast. Father Font was amazed to see how ably the Chumash navigated the water on their boats, known as tomols. The Chumash fishermen brought in tremendous amounts of fish that they traded for Anza's beads and other things that the expedition had to offer.

The expedition continued to follow the coast north. The constant coastal fog gave father Font much to complain about in his diary. Eventually, they arrived at the newly founded Mission San Luis Obispo. Some of the settlers dressed up for their arrival at the mission, although large pools of mud and water along the trail made for a difficult and messy arrival at the mission. Anza had sent a scout ahead to warn the priests and soldiers of their arrival. As the group arrived at the mission site, the mission priests were ringing the church bells while the soldiers sent off a volley of shot as a welcome.



*Figure 36 Pack Mule Trail (NPS Wade Cox)*

## Lesson Plan: Day 5 San Luis Obispo Mission to Monterey Presidio and San Francisco

### Concepts

The Trek took most of the colonizers all of the way to Monterey. The California portion went from mission to mission (there were only five missions in California in 1776). The group then founded the San Francisco presidio and mission. The group doubled the population of Alta California and the cattle they brought began the economy that led to the hide and tallow trade in the mid-1800s. Anza returned home successfully to be named the Governor of the New Mexico area. Students will discuss their solutions to the expedition problems. Students will complete a letter to their family in Mexico describing their new life in California.

### Preparation

- Pull out images for remaining Trek — California missions, a bear, a whale
- Approximate time for lesson:1 hour

### Classroom Activities

- Teacher and students read Day 5 Summary
- Teacher leads discussion about how the Trek went and the five problems encountered
- Teacher tells what really happened
- Students are told about the remainder of the Trek to Monterey
- Students write a letter about their identity's Trek
- Journals are turned in for grading

### Notes

You should suggest that students put extra paper behind the last page of their journal for their writing assignment (due to the bumpy texture of the Journal).

You may wish to duplicate the records from the 1790 census "Fifteen Years Later ..." and cut them apart to give to the students after the journal is returned.

For those interested in extending the lesson to specific areas the Trek covered (Arizona, New Mexico and California), send a written request to SBTHP, P.O.Box 388, Santa Barbara, CA 93102-0388, Attn Anza Extensions.

## Trek Problems & Actual Solutions

**A. You have arrived at the Colorado River and Captain Anza is worried because the river is much higher than it was when he crossed it on his first exploration trip two years ago. Should you try to build rafts and float people and animals across? Palma, the Yuma Chief, advises you not to try. If you decide against rafts what should you do?**

*Anza decides to look for another place to cross and finds where the river divides into three channels. The packs are lightened and all people and horses cross without mishap. The only problem is that the long-horn cattle cannot bush whack to get to this ford, so the cattle cross the swift river and some are lost.*

**B. You see the vast sand dunes to your right and know that water is going to be very hard to find for all 240 people and all the animals. On the first exploration trip Anza was able to dig down and find water below the level of the sand, but Anza knows there will not be enough for everyone. What would he do?**

*Anza divides the party into three groups (as you did for your trek). Scouts went ahead to dig the wells so the water could seep up into them. Each group travels a day apart and digs the wells for the next group before they leave. A snowstorm hit the second day and the third group was delayed, causing much concern. One man froze his ear off.*

**C. You come over a rise and surprise a small group of natives. The natives are frightened and run away, but they forget to take their baskets and other belongings with them. What would you do?**

*Anza sends two soldiers after them and they return their belongings to them.*

**D. A snowstorm has come up and everyone is very cold. There is not much fire-wood in this area and the animals have strayed because there is little food for them. What would you do?**

*Everyone bundles up as well as they can. The group is forced to travel on for lack of forage and water. Everyone who can walk, walks to help the animals. Each member fills his/her water bag as full as possible before leaving. Whenever forage for the animals is spotted along the trail, they pick it to feed the animals later when in camp for the night.*

**E. It is Christmas Eve and a baby has been born. Should the group move on or will you wait for the mother and baby to be rested?**

*They rest for Christmas Day and the mother and baby are ready to go the next day. See The Christmas Baby story.*

## The Christmas Baby

A legend adapted from "Borrego 's Christmas Angel " by Karl von Voightlander, Desert Magazine 1964

*This migration, the first to travel an inland route from Sonora, New Spain, to California, was the culmination of dreams and work of both clergy and military. Franciscan Fathers hoped for a land route to reach their missions on the lush green coast of California and Captain Anza, after a reconnaissance to map camp sites and water holes, believed it feasible. Over 300 people struggled over desert terrain from Tubac to reach their destination.*

*It was the day before Christmas Eve in the year 1775. Father Font and Captain Anza urged the straggling line forward, sometimes with excessive pressure. But Captain Anza could be tender too, as was proven by his consideration for Senora Lenares who must very shortly give birth to her child. At last the pitiful band reached the valley in the cupped bowl of the San Ysidro, Santa Rosa and V Illecito Mountains. Ahead to the west frowned the twin peaks of Toro Mountain, snow crowned and still to be conquered. Thirsty, hungry and bone tired, the emigrants wrapped themselves in rags and huddled together for the night. A trail-weary mother pointed to a strange apparition on the mountain to the northwest and screamed, "¡Madre de Dios! Look Father, an angel points. Surely it's a good omen. Perhaps it points to water." It was the next morning's dawn when the superstitious woman's good omen gave them hope enough to move forward again. The emigrants chattered and gesticulated toward the etched figure, but Father Pedro Font smiled grimly. He knew, as did Captain Juan Bautista de Anza, leader of the expedition, that water would be found ahead if the exhausted emigrants had the strength to reach it. While the haggard colonists peered hopefully into the pale, bone-chilling December dawn of the Anza-Borrego Desert, the priest hoped that this woman's superstition might provide them with strength.*

*Through ocotillo, cat's claw, and greasewood they pressed until dusk, when a great shout resounded from the vanguard. "A miracle, a miracle in the desert!"*

*Water bubbled down the canyon now known as Coyote Canyon. It tinkled over rocks, soaked marshy cienegas and riffled tender sprigs of watercress before it disappeared again into desert sand. Some of the expedition credited it to the good omen, but most of them fell to their knees and thanked God.*

*That night, on Christmas Eve of 1775, Senora Lenares delivered one of the first Spanish children to be born in California. A day later the emigrants resumed their journey to the Pacific.*



## Day 5 Summary

From the San Luis Obispo Mission, the group traveled to the San Antonio de Padua Mission site. Located in a fertile valley and next to a stream with oak covered hills, the mission offered the settlers a taste of what life would be like when they arrived in San Francisco. They continued their travels, eventually reaching the Monterey Presidio and the Carmel Mission.

Here, the expedition took a much-deserved rest. Anza needed to still determine where the settlement would be established in San Francisco as well as the mission site. He had also been told by the viceroy to seek out the San Francisco River and see what type of fresh water sources flowed into the Bay.

Anza gathered a small group of soldiers as well as father Font and they traveled together north to San Francisco. Along the way, many new sights greeted them, including redwoods, bears, and elk. They also saw new communities of Native Americans. North of Monterey, they met members of the Salinan tribe. Closer to the Golden Gate, they met groups of Ohlone Indians. When they arrived at the Golden Gate, Anza realized that with the commanding view of the bay, this would be the best spot for the new presidio. The grass-covered hills would provide good forage for the horses and cattle that would supply the new settlement. An hour's ride from the presidio, Anza discovered a small creek in a wooded area that would be good for the new mission.

Having finished his work in San Francisco, Anza traveled to the south end of the San Francisco Bay as he and Font mapped out fresh water sources. They continued over to the eastern shore, traveling a few miles inland from the bay. The marshy shoreline made travel any closer difficult. As they moved north, they followed narrow trails that had been created by the Native American inhabitants of the area. Some Indians paid them little attention, while others took note of their passage. Near Hayward, the sight of horses and soldiers caused one Ohlone man to drop to the ground in terror. Farther north near the San Francisco Delta, groups of Miwok Indians swarmed Anza and presented him with gifts of salmon. After meeting with the tribe, Anza continued east to explore the Carquinez Strait, before finally heading south and returning to the settlers in Monterey.

The final job of establishing the settlement in San Francisco would fall to Anza's lieutenant, Joaquin Moraga. Anza needed to return to Mexico to report on the success of the expedition. After a tearful good-bye, Anza left the settlers at their temporary home in Monterey as they prepared for their new lives in San Francisco at the very edge of the Spanish frontier.

## Synopsis of Anza's Second Trek - Sonora, New Spain to Monterey, Alta California

**September 1775:** Participants start to gather at Horcasitas, Sonora, New Spain.

**September 29:** Entire group assembles at the Tubac Presidio and the expedition starts. First night out a son is born to Manuela Pinuelas (name not used as an identity card). She dies of complications. Child lives but dies later at 11 months at San Gabriel Mission. She is the only death besides five miscarriages during the entire trip. There were three live births along the way. Group travels north to the Gila River. Grass is OK but there is a lack of good water. Font performs three marriages at San Xavier del Bac.

**October 27:** Expedition leaves Tuquison, last pueblo before the wilderness.

**October 30:** Anza and Font visit "Casa Grande," an ancient Indian ruin.

**November 1775:** Group travels along the Gila River, encountering salty soil, cold, lack of good pasturage.

**November 27:** Group meets up with Captain Palma (Spanish name for head man of the Yuma Tribe). There is a warm welcome and gifts are given to the Indians. Natives share watermelons that were preserved by burying them in the sand. Gila River joins the Colorado River here. Natives in this area are in peaceful alliance since Anza's previous trip.

**November 30:** Group fords the Colorado River. (The classroom trek exercise on Day begins here and ends at San Gabriel Mission). December is extremely cold. The group advances in three sections to use water wells dug in the soft ground. Font sees seashells in the ground leading him to believe that this area was once under water.

**December 25:** The group has reached Coyote Canyon and a baby is born (see The Christmas Baby story in day 5).

**December 26:** Some soldiers go ahead to find the San Gabriel Mission to get fresh horses.

**December 28:** Group encounters green grass and fresh water.

**January 1, 1776:** Soldiers return from San Gabriel Mission and tell Anza of the uprising at the San Diego Mission. (Request "Extensions" for those interested in this episode)

The following labeled pictures are provided and may be used while relaying information on the rest of the trek.

1. San Gabriel Mission
2. San Diego Mission
3. Whales
4. Bears
5. San Luis Obispo Mission
6. San Antonio Mission
7. Carmel Mission

**January 5, 1776:** Group arrives to warm welcome at San Gabriel Mission.1

**January 6:** Anza leaves the main group at the San Gabriel Mission and takes some soldiers to help cope with the Indian uprising.2

**February 4:** Anza returns to San Gabriel and gets ready to continue trek to Monterey.

**February 21:** The group crosses the Porciuncula River (Los Angeles River).

**February 23:** The group sees the Pacific Ocean (Santa Barbara Channel) and they witness whales' spouting.3

**February 25:** The group camps at Goleta Slough.

**February 29:** The group sees six bears on leap year.4

**March 1:** The day is very foggy.

**March 2:** The group turns the corner at Punta de la Concepcion (refer to California map).

**March 3:** The group arrives at Mission San Luis Obispo.5.41

**March 6:** The group arrives at Mission San Antonio.6

**March 11:** The group arrives at Monterey.7

**March 22:** Anza and a small party explore the San Francisco Peninsula to select a spot for a new mission and presidio.

**April 14:** Anza and returning group leave Moraga in charge and begin journey back to Tubac, arriving home on June 2, 1776.

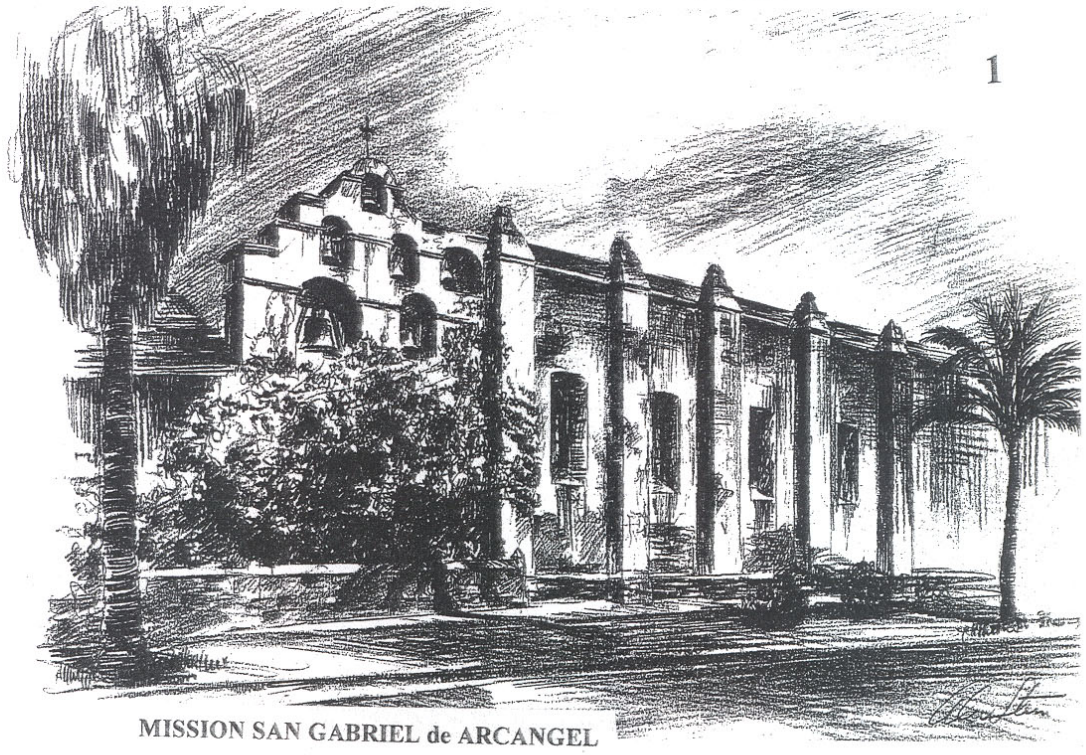


Figure 37 Mission San Diego de Alcada and Mission San Gabriel de Arcangel

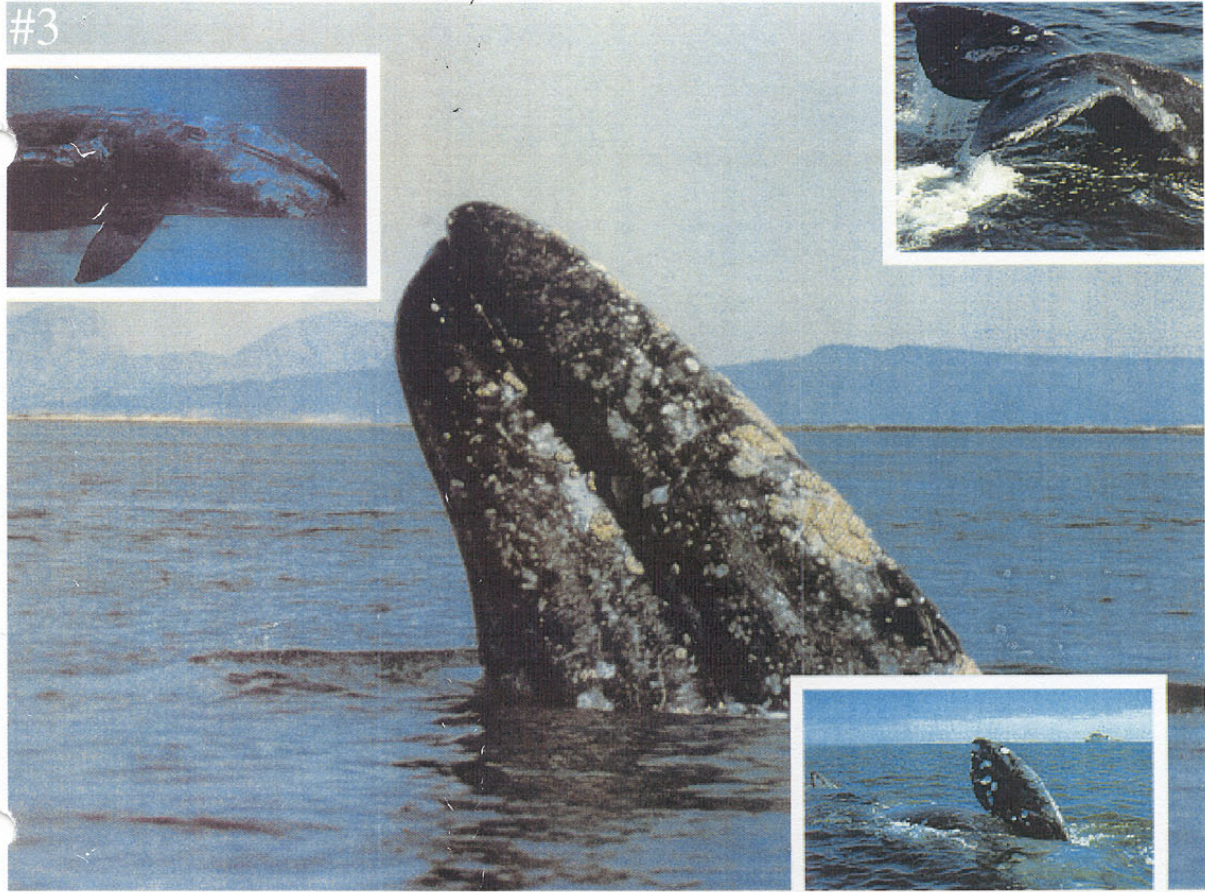


Figure 38 Whales and Bears

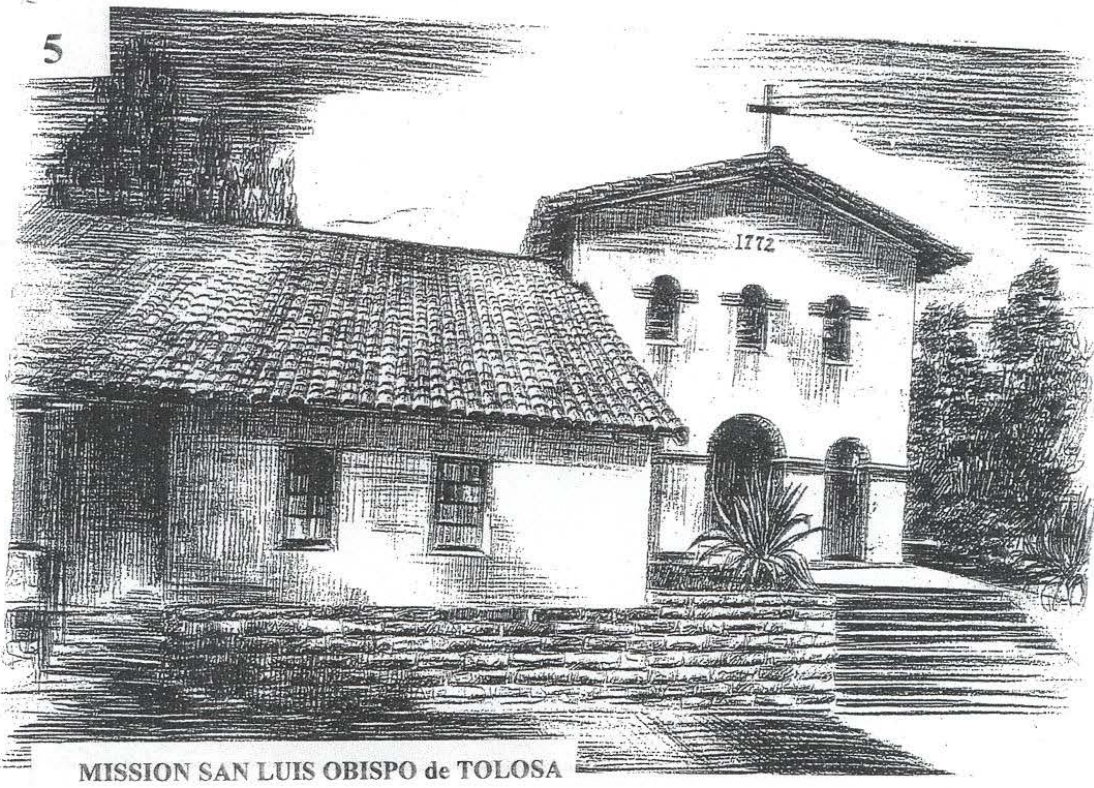
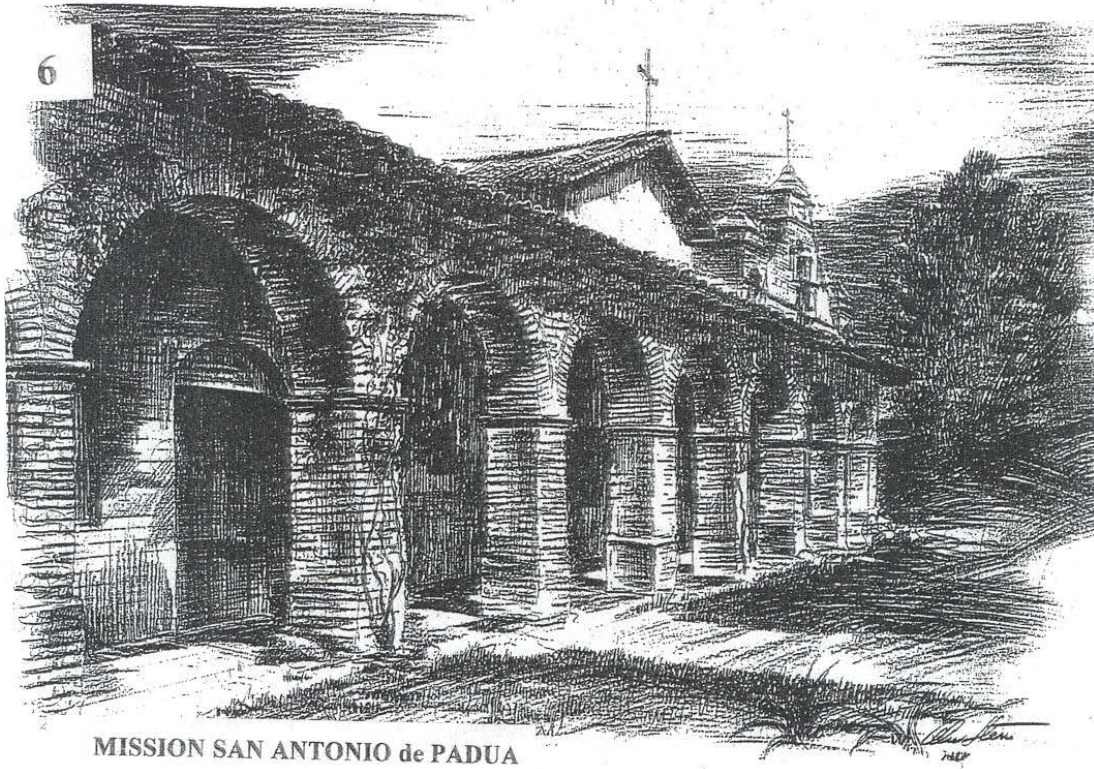
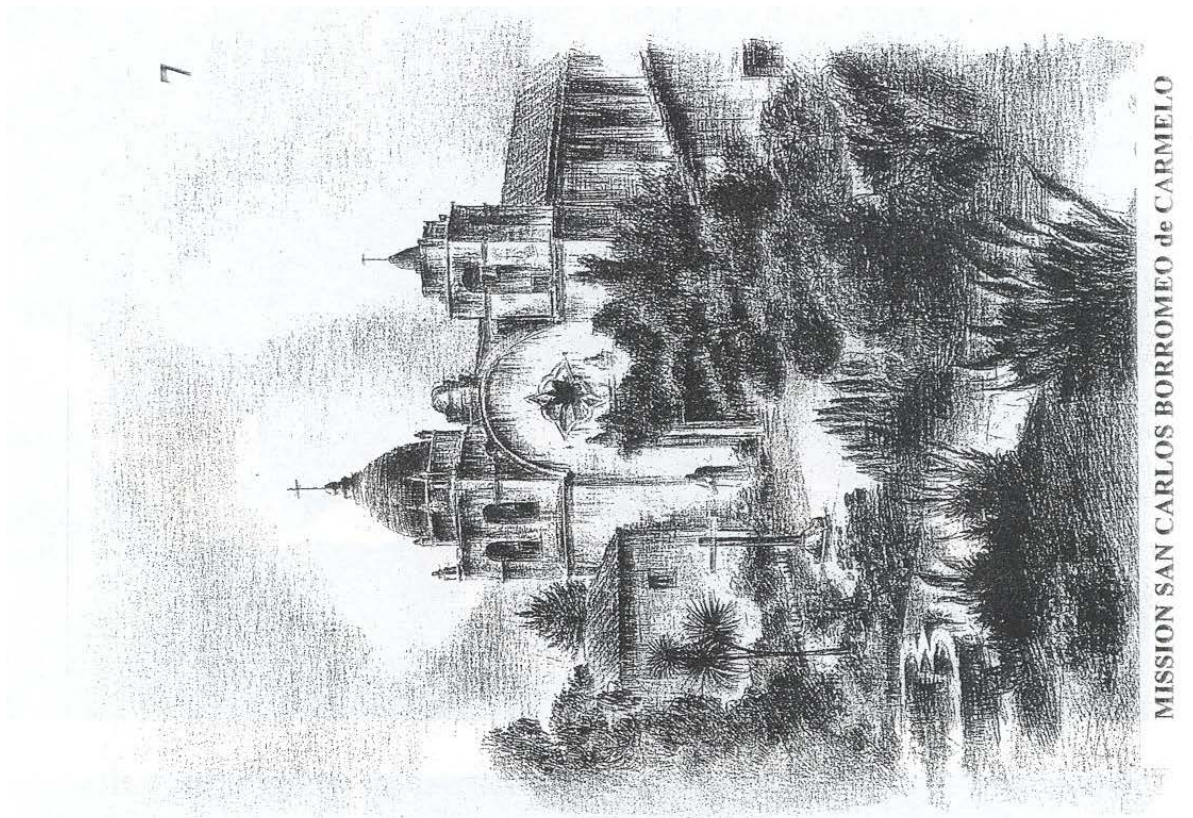
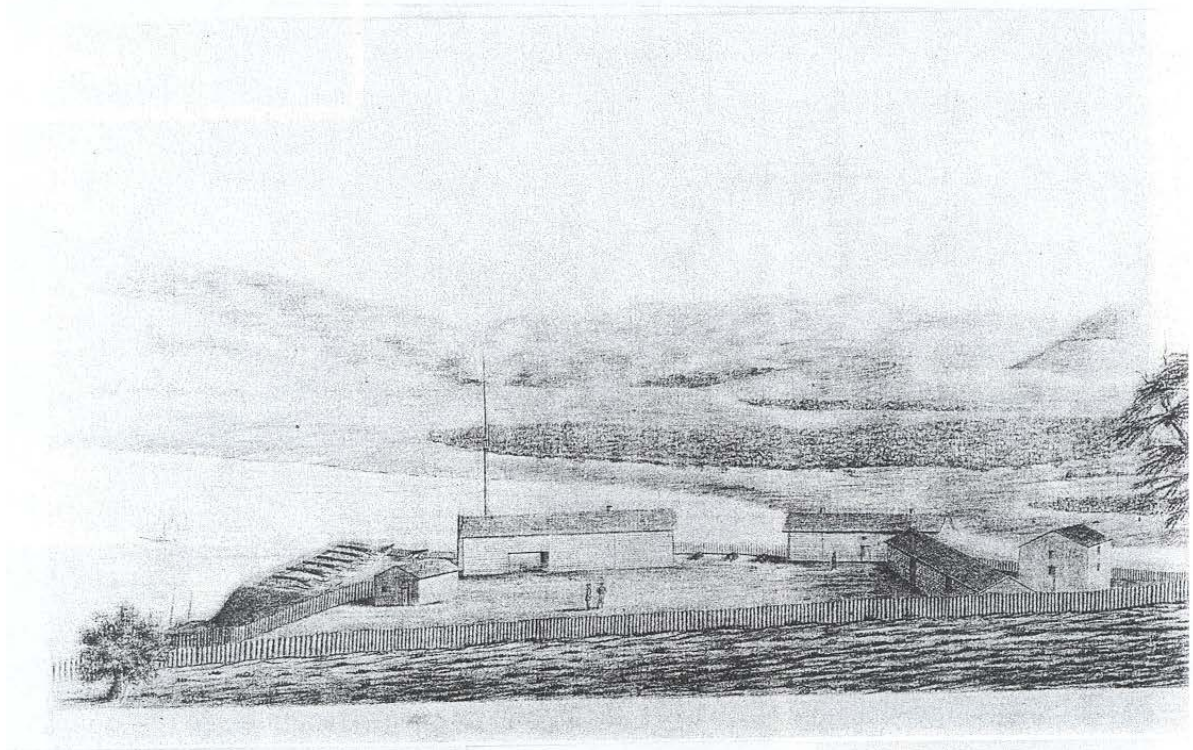


Figure 39 Mission San Antonio de Padua and Mission San Luis Obispo de Tolosa



7

MISSION SAN CARLOS BORROMEO de CARMELO



El Presidio de Monterey

Figure 40 Mission San Carlos de Borromeo de Carmelo and El Presidio de Monterey

#### An Aside: Anza's return trip

On April 14th - 1776, Anza started his return trip with Father Font, ten soldiers from Tubac, some servants and muleteers, the commissary, and one of the recruited couples that decided not to stay in Alta California (Carlos Gallegos and Maria Josefa Espinosa).

Anza's trip back went relatively smoothly and he arrived in Horcasitas on June 1st after an absence of eight months. He then went to Mexico City to give a report on his trip and was made Governor of the Province of New Mexico. He continued in his leadership role there until 1787. He was then made commander of all troops in Sonora. He died suddenly in December 1788 at his home in Arizpe in northern Sonora, Mexico.



Story Starters: Preparatory Lesson

To the teacher: If students have not used story starters before they may need some examples to begin.

**You have arrived at your final destination. You need to write a letter for Commander Anza to take back to Sonora for your friends or relatives left behind. The letter should tell them about your trip.**

(Use at least two of these sentence starters in your letter)

Sentence starters:

This trip has been \_\_\_\_\_

One of the most interesting things I saw \_\_\_\_\_

I was really afraid when \_\_\_\_\_

I think you would like Alta California because \_\_\_\_\_

July 1776

San Francisco, Alta California

New Spain

Dear \_\_\_\_\_

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Fifteen Years Later

Follow up to Identity Cards

*Students may be interested to learn what became of their identity. The following is suggested from the 1790 census in Alta California, fifteen years later.*

(Names not on the lists do not necessarily mean that the person is not still in Alta California. )

1. **Juan Atanacio Vásquez.** This couple had three more children, Cayetana in 1776, María de la Asención in 1778 and Juan Silverio in 1780. They were transferred in 1777 to found the Pueblo of San Jose. Gertrudis died in 1782 in San Jose. Antonio enlisted into the Santa Bárbara Company in 1789 and married there the same year to Isabel Cortez and they are living in Santa Bárbara in 1790 with no children - yet. There is no further record of Atanacio or any of the four younger children. It is likely that Atanacio took his family back to New Spain where there was family to help care for the children. Tiburcio was married in San Xavier del Bac by Father Font to Antonia Bojórquez. In 1790 he and his wife are living in San Jose with seven children.

2. **Josefa Acuña** and Antonio García had two more children: José de los Reyes in 1777 and Francisco María León in 1778. Her husband had died in January of 1778 and Josefa remarried in May of 1778 to Juan Antonio Amesquita, a member of the Anza expedition, and she died in 1783. Vicente Arroyo had married his stepsister Dolores Amesquita in 1781. In 1790 he is a soldier in Monterey with two children. Graciana married in 1778 her stepbrother Manuel Amesquita and is living in San Jose with five children. Francisco enlisted in May of 1790 into the Monterey Company and is in Monterey. Daughter Josefa married in 1785 to José María Martínez and is living in San Jose, with no children. Francisco León García appears to be living with his stepfather, Juan Antonio Amesquita, in Monterey. Guillermo and Reyes are living but not identified in the 1790 census.

3. **Antonio Quterio Aceves** and his wife had one more child, José María in 1777 and in 1790 are living in San Jose as farmers with their sons Gregorio and José María. Cipriano enlisted into the San Francisco Company in 1785, and Pablo enlisted into the Monterey Company in 1789. In 1790 they are both still single and listed in San Francisco. Their daughter Petra married in 1778 Antonio Romero, a farm worker and they are living in San Jose with one son. Gertrudis married in 1784 the widower, Manuel Gonzáles, an Apache Indian and farm worker, and they also live in San Jose with two of Manuel's children from his first marriage.

4. **Juana María Cárdenas** and her husband and their younger children were traveling from Northern California to Los Angeles in 1790 and are not listed in any census. There were five more children: Anacleta in 1778, José de los Santos in 1779, Francisca Xaviera in 1781 who died the next year, Teresa in 1784 and Ursino in 1786. Rosa, married in 1780, Sebastián López, son of Sebastián López and Felipa Neri, and they are living in Monterey with two children. Antonia, india, married Antonio Buelna in 1780 and they are living in Monterey with four children and a ten year old orphan girl. Bartolomé Tapia married Francisca Villalobo in 1785 in Ventura. In 1790 he is the mayordomo of Mission San Luis Obispo with his wife and two children. Juan José enlisted into the Monterey Company in 1788 and is living in Monterey still single. Manuela married in 1781 Juan María Pinto, son of Pablo Pinto and Francisca Xaviera Ruelas, and they are in Monterey with five children. Isadora married Marcos Briones in 1784 and they are also in Monterey with three children.

5. **Ignacio María Gutiérrez.** The third child Diego Pascual was born November 19 along the Gila River, a fourth child, Martina was born in 1778. Neither Ignacio Gutiérrez, his wife nor the two younger children are found after 1782. María de los Santos married in 1780 Alejo Feliciano Miranda, a Yaqui Indian. In 1790 they are living in San Francisco with five children. Petrona married in 1782 Francisco Bernal, son of Juan Francisco Bernal and Ana María Soto, and are also listed in San Francisco with one child.

6. **Petra Ygnacia Ochoa,** her husband and child cannot be traced for certain on the lists. They had five more children baptized at Mission Dolores, the last in 1787. There is no further mention of them or their children, and it appears that the entire family returned to New Spain.

7. **Feliciana Arballo's** happy spirit on December 17, 1775 caused Father Font some heartburn. He reported, "A very bold widow sang some verses which were not at all nice, applauded and cheered by all." The man with whom she had come began to punish her, but Anza stopped him, which Font also opposed. Feliciana left the expedition in San Gabriel where she married Francisco López in April of 1776 with Ignacio Gutiérrez and Antonio García testifying as to her eligibility to marry. She and her soldier husband are found in San Diego with their five children. The older of her first two daughters, Tomasa, married in 1786 Juan José Sepúlveda, and is living in San Diego with a son. The younger Eustaquia married in 1789 José María Pico, son of Santiago Pico and Jacinta Bastida, and also is living in San Diego with no children yet.

8. **Luis Joaquín Álvarez de Acevedo.** By 1780, Joaquín had become a cabo at Mission Dolores. Their daughter, Francisca had died in 1777, and no record of the family is found after 1782, and apparently they returned to New Spain.

9. **Bárbara Espinosa.** The first baptism in the new Mission Dolores in San Francisco was their son, Francisco José de los Dolores in 1776. In 1790 Bárbara Espinosa and her husband are listed in San Francisco with fourteen children, although by 1785 they began baptizing their children at Santa Clara where Ignacio was probably in the escolta there. In addition to the two children who came with them and the child baptized in 1776, there were eleven more, all of whom will live to marry. They were: Francisco María in 1777, Damasio in 1778, Isidoro in 1780, Rafaela in 1782, Ana María Josefa in 1783, Joaquín in 1784, Bernarda in 1785, Tomás Antonio in 1786, Juan in 1787, Rafael in 1789 and Fernanda in 1790. Francisca married in 1787 Bartolomé Pacheco, son of Juan Salvio Pacheco and Carmen del Valle, and is living in San Francisca with two children.

10. **Pablo Pinto** died in 1783 in San Francisco, where he was a cabo. His wife Francisca is recorded as a widow living in Monterey and a morisco. Apparently life has been difficult for her, as she is given as 70 years old but she really is only 55. Juan María married in 1781 Manuela Tapia, daughter of Felipe Santiago Tapia and Juana María Cárdenes, and in 1790 is listed in Monterey with five children. Marcelo enlisted in 1786 into the Monterey Company, is single and listed in Monterey in 1790. Juana married in 1776 Mariano Antonio Cordero and is listed in Santa Bárbara with their two children.

11. **Teresa Pinto** is living in San Francisco with her husband who is now a cabo. They have six children. Venancio age 15, Francisco Adriano 13, Rafael 11, Juan Crisóstomo 9, Leandro 7 and Alejandro Fidel 4. The last five were all born in California.

12. **Casimiro Varelas.** Although Casimiro was not a recruit in 1775, he was accepted into the military soon after he arrived in Alta California. The family moved from northern California to Los Angeles in 1790 and are not listed in any census. In this time period Casimiro and his wife had many more children, although several had died, apparently including Juan Antonio. The surviving children in 1790 were: Cayetano, born in 1781, Encarnación in 1783, Luisa in 1786, Antonio in 1787 and Ignacio in 1789.

13. **Gertrudis Peralta.** Antonio Sotelo died in January 1777 and Gertrudis two months later. It is worth noting that Gertrudis' burial record has her as Gertrudis Buelna. Neither Ramón nor Juan Antonio appear in any record, however as Ramón was only 7 he would have been taken in by one of the other families, and appear under their name. As for Juan Antonio, we cannot even be sure of his surname.

14. **Pedro Bojórquez.** Francisca Lara died in January 1777. Pedro Bojórquez remarried in July 1777 to Angela Trejo, the widow of Domingo Alviso. In 1790 he is living in San Jose with his new wife and three children, Hermenegildo Ignacio 12 years old, Bartolomé Francisco 10, and José María 6. He is working as a vaquero, and the family are español. Agustina, the daughter of his first wife, married in 1787 her stepbrother, Francisco Salvador Alviso and in 1790 is living in Monterey with no children.

15. **Jacinta Bástida** and her husband, Santiago Pico, came south in 1782 and Santiago completed his tour of duty in 1785. They are in Los Angeles in 1790 with Santiago listed as a vaquero. Their eldest four sons all enlisted in the Santa Bárbara Company between 1782 and 1788. José María married in 1789 Eustaquia Gutiérrez, daughter of the widow Feliciano Arballo, and had been transferred to the San Diego Company. José Dolores and Miguel are in Santa Bárbara and single. Xavier and Patricio are living in Los Angeles with their parents, Xavier being in the escolta at Los Angeles. Antonia died in 1783. No later record of Josefa is found.

16. **Manuel Valencia.** They had one more girl in 1776, but she died in 1779. María de la Luz died in 1776 and Manuel died in 1788. Gertrudis married in 1779 to Salvador Espinosa, a soldier and is living in Monterey with one child. Francisco enlisted in 1786 into the San Francisco Company and was married in 1790 to Victoria Higuera. They are living in San Francisco with no children. Their son Ignacio has not been identified in the 1790 census, but he enlisted in 1792 in San Francisco.

17. **Felipa Neri.** There is no record of this couple or their daughter Justa after December of 1777. This family remained in San Gabriel until May and apparently Tomasa became engaged to Pedro Antonio Lisalde whom she married in July 1776. She died in 1778 in San Gabriel after the birth of one daughter who survived. Sebastián Antonio López joined the Monterey Company where he married, in 1780, Rosa Tapia the daughter of Juana María Cárdenas and Felipe Santiago Tapia of the expedition. Their first three children died soon after birth. In 1790 he is listed as español, with two young children, both of whom lived to adulthood and became soldiers.

18. **Ana María Josefa Soto.** In 1790 Josefa Soto and her husband Juan Bernal, are living in San Francisco with one girl age 8, probably a grandchild. Dionisio enlisted in 1781 into the Monterey Company and married in 1784 Manuela Mesa, daughter of Valerio Mesa and Leonora Borboa, and is living in Monterey with no children. Joaquín enlisted in 1784 into the San Francisco Company and married in 1785 Josefa Sánchez, daughter of Antonio Sánchez and Dolores Morales, and they live in San Francisco, with two children. Francisco married in 1782 Petrona Gutiérrez, daughter of Ignacio María Gutiérrez and Ana María de Osuna. He enlisted in 1783 into the San Francisco Company and they live there with one child. Apolinario enlisted in 1784 into the San Francisco Company and is there also, still single. Ana María married in 1784 Gabriel Moraga, son of Don José Joaquín Moraga and María del Pilar León, and they live in Monterey with three children. Teresa married in 1786 Marcos Chaboya, and is living in San Francisco with no children.

19. **Micaela Ruiz** (or Bojórquez as she was known in California) and Manuel Gonzáles were transferred to San Jose in 1777, where they had another child in 1778, Romualdo. Micaela died in 1780 and Manuel remarried in 1784 Gertrudis Aceves, daughter of Antonio Aceves and Feliciano Cortés. They had only one child who died soon. Manuel was mayor of San Jose in 1785. They are living in San Jose with two children from his first wife, Francisco and Romualdo, where Manuel is a farmer. Gregoria

married in 1785 Manuel Mendoza and is in Monterey with three children. Ana María married in 1780 Claudio Alvarez and is living in San Jose with four children. Juan José is not married and is in Monterey. Ramón died in 1782.

20. **Isabel Berreyesa** married in 1777 Juan Peralta, son of Gabriel Peralta and Francisca Xaviera Valenzuela, and they are living in Monterey with no children. With Isabel's impending marriage, Nicolás felt very left out of things and asked to be allowed to leave San Francisco, but he either changed his mind or permission was not given, as in 1779 he married María Gertrudis Peralta, sister of Juan. In 1782 he enlisted into the San Francisco Company and in 1790 he is still in San Francisco with his wife and five children.

21. **María Dolores Morales.** Antonio had left the service by 1785, and in 1790 he and Dolores are living in San Francisco with Antonio 17, Pilar 12, Juana 10 and Ramóna 9, the girls all born in San Francisco. Josefa married Joaquín Bernal, son of Juan Francisco Bernal and Josefa Soto, in 1785 and is living in San Francisco with two little girls. Juana, born in San Francisco in 1776, married Miguel Pacheco, corporal in San Francisco, son of Juan Salvio Pacheco and Ma del Carmen del Valle, in 1789 and is living in San Francisco with no children.

22. **Joaquín Ysidro Castro** was sent to San Jose in 1777 to found the new pueblo there. In 1790 he, with Martina, is living in San Jose as a farm worker with two of their children, Francisco and Carlos. Ignacio was married in 1780 to Bárbara Pacheco, daughter of Juan Salvio Pacheco and Ma del Carmen del Valle, and is living in Monterey with two children. Mariano and Joaquín both enlisted in 1788 into the Monterey Company and they are both single and listed in Monterey. Ana Josefa married José Soberanes in 1776 and they are living in Monterey with 5 children. Encarnación married Surgeon José Dávila in 1782 and went with him to Mexico City. It is unclear where Francisco Antonio, the Indian boy was in 1790, but we know he survived because he married in 1802 at Santa Clara Petra Aceves, widow of José Antonio Romero. (He may be one of the four unnamed Indians in the 1790 census of Monterey).

23. **Manuela Piñuelas.** In 1790 Vicente Feliz is living alone in San Diego, Manuela having died on the first night out from Tubac when Antonio Capistrano was born. He died 11 months later in San Gabriel. This family was probably one of the families who remained at San Gabriel. Vicente was the cabo for the founding of the new pueblo of Los Angeles in 1781. Francisco married Josefa Cota in 1788 and is living with her in San Diego with no children. Doroteo enlisted in 1781 into the San Diego Company. He married Juana Lobo in 1787 and is listed in San Diego with one child, but is probably in San Gabriel as a member of the escolta there. Loreta had married Ignacio Olivera in 1778 and died in 1789. He is living in Santa Bárbara as a widower with four children. Antonia died in 1780. Manuela married Ignacio Narciso Olivera, the brother of Loreta's husband in 1783, and is living in Santa Bárbara with two children. José de Jesus married in 1789 to María Celia Cota, the sister of Francisco's wife and a widow. He enlisted in 1790 in San Diego. They are listed in San Diego with four of María Celia's children and one of their own, but is also probably a member of the escolta at San Gabriel.

24. **Pedro Pérez de la Fuente.** In 1777 Pedro petitioned to leave San Francisco as he still had no family. It appears that he did not find a wife and his request was granted as we find no further record of him.

25. **Carmen del Valle.** Juan Salvio Pacheco died on New Year's Day 1777. Their eldest son, Miguel, enlisted in the San Francisco Company the next day. In May of 1777, the widow, Carmen, felt useless there and petitioned to leave California but did not. She died in Monterey in December of 1790 just before the census. Miguel finally married in 1789 to Juana Lorenza Sánchez, daughter of Antonio Sánchez and Dolores Morales. He and his bride are listed in San Francisco. Ignacio enlisted into the San

Francisco Company December of 1783. In 1787 he married Apolinaria Cantúa and they are living in Santa Clara or San Jose in 1790 with a one year old son. Gertrudis married Ignacio Archuleta in 1777. They went to San Jose where he is a farm worker in 1790 with five children. Bartolomé enlisted into the San Francisco Company July of 1784. In November of 1787 he married Francisca Soto, daughter of Ignacio Soto and Bárbara Espinosa. They are living in Santa Clara or San Jose in 1790 with two young daughters. Bárbara was married in 1780 to Ignacio Castro and they are living in Monterey with two sons.

26. **Gregorio Antonio Sandoval** and his wife Dolores left the expedition in San Gabriel, where he was employed by the mission as a servant. He later joined the army, and had only one child María Josefa Antonia, born in 1781 in San Diego. In 1790 the family was listed in the San Diego census, but they may have been in San Gabriel, as that escolta was from the San Diego Company.

27. **Manuel Ramírez Arellano** was sent to San Jose in 1777, and stayed there until after 1784. By 1787 he had moved to Los Angeles. Mariano died in 1782, but they had four more children by 1790, Teodoro in 1782, Rosalia in 1784, Martina in 1787 and Rafaela in 1790. The family is living in Los Angeles in 1790 with four children. He lists his occupation as a weaver. Mateo Vega left the expedition at San Gabriel and was a soldier very soon after. He assisted at the founding of Mission San Juan Capistrano in 1776 and was killed in 1781 in the Yuma Massacre.

28. **Ignacio Anastacio Higuera**. Ignacio and Micaela were indeed married by Father Font at San Xavier del Bac. In 1780, Ignacio got into trouble for brawling and spent about a year in the Monterey jail. In 1790 they are living in San Francisco with two children José Loreto born in 1778 and Antonia born in 1782.

29. **José Joaquín Moraga's** wife María del Pilar León and only son Gabriel arrived in California in 1781, before he died in 1785. In 1790, his widow is living with an 11-year-old orphan in Monterey. Gabriel enlisted in 1783 and married in 1784 Ana María Bernal, daughter of Juan Francisco Bernal and Josefa de Soto. In 1790 they are listed in the Monterey Company with three children, but he was actually cabo of the escolta stationed at Mission San Antonio.

30. **Juan Pablo Grijalva**. In 1790 Juan Pablo Grijalva is now the alférez at the San Diego Presidio and will be promoted to Teniente in 1797. He and his wife have accepted the care of a 14-year-old orphan. His oldest daughter, Josefa, married in 1782 the widower Antonio Yorba a soldier in Monterey and is living in San Diego with two sons by his first wife Gracia Feliz, a Monterey Indian and three children with Josefa. The younger daughter, Carmen, married in 1785 Pedro Peralta, son of Gabriel Peralta and Francisca Manuela Valenzuela, and is living in San Francisco with three children. Claudio may be the Claudio Álvarez, , married to Ana María González, india, daughter of Manuel González and Micaela Ruiz, and living in San Jose with four children.

31. **Domingo Alviso** died in March of 1777 at San Francisco, where he was cabo. Ángela married the widower Pedro Antonio Bojórquez later that same year and in 1790 is living with him in San Jose with three children. Francisco is single living in Monterey, Xavier married in 1787 Agustina Bojórquez, daughter of Pedro Bojórquez, and is living in Monterey with no children. Daughter María Loreto married in 1784 Luis Peralta, son of Gabriel de Peralta and Francisca Manuela Valenzuela, and is living in San Francisco with three children. Juan Ignacio has not been located in the 1790 census, but we know he survived, as he married in 1794 in San Francisco. All three brothers joined the army after 1790.

32. **Valerio Mesa** was assigned to San Jose in 1777 where he was cabo. A son Nicolás was born there in 1777 and a daughter Rafaela in 1779. In 1790 he and his wife are living in San Jose with three of their children, Juan, the youngest that came with him, Nicolás and Rafaela. Ignacio enlisted in 1784 into the San Francisco Company, Antonio enlisted in 1790 into the Monterey Company. In 1790, both are

listed in Monterey and single along with their brother Joaquín. José Dolores enlisted in 1787 into the Monterey Company and married in 1788 to Josefa Villavicencio. In 1790 they and their two year old son are listed in Monterey, but are actually in the escolta at Mission San Luis Obispo. Manuela married the soldier, Dionisio Bernal in 1784, son of Juan Francisco Bernal and Josefa Soto, and they are in San Luis Obispo with her brother José Dolores Mesa.

33. **Francisca Romero.** Micaela was indeed married at the Mission San Xavier del Bac (a few miles south of Tucson) three days later. In 1790 Francisca Romero and Ramón Bojórquez, now a retired soldier are living in San Francisco with an eight year old girl. Gertrudis married in 1777 José Sinoba, a blacksmith, and they are living in Los Ángeles with four children. Micaela and Ignacio Higuera are living in San Francisco with two children. It is probable that Ana María Bojórquez, married to Ignacio Rochín who came with Rivera in 1781, is another daughter. They are living with four children at Mission San Juan Capistrano, where he is mayordomo.

34. **Josefa Espinosa.** By the time the expedition had reached Monterey, Carlos Gallegos had changed his mind about remaining and had obtained permission to return to New Spain. He and Josefa left Monterey with Anza on April 14, 1776. According to one source Carlos was later stationed at Yuma, where he was killed in 1781 Yuma Massacre. The fate of his wife is unknown, but most of the wives and children were ransomed.

35. **Juan Antonio Amesquita.** Juana Gaona died in 1777 and Antonio married Josefa Acuña, the widow of Antonio García in 1778, they had two daughters: Juana María Anselma in 1780 and Petra Regalada in 1782. His second wife, Josefa died in 1783 and in 1790 Antonio is living in Monterey with his stepson Francisco León García. Manuel's wife Rosalia also died in 1777 and he married Graciana Arroyo, a daughter of Josefa Acuña and her first husband, Dionicio Arroyo in 1778. He had been sent to San Jose in 1777 where in 1790 they are living with five children. Daughter Josefa married in 1777 Hermenegildo Sal, from Spain and quartermaster in San Francisco. They are now in Monterey with three children and a 15 year old boy who may be her stepbrother Reyes García. In 1781 María Dolores married Vicente Arroyo, her stepbrother and they are living in Monterey with two children. Matilde married in 1783 to Juan María Verdugo, a Monterey soldier and they are now in San Diego with no children yet. Gertrudis married in 1787 to Antonio Altamirano who died in 1789. Their only child died in 1789, only three months old. Gertrudis, Juana María and Petra have not been identified in the 1790 census, but they all survived to marry in the next few years.

36. **Gertrudis Rivas.** On Christmas eve Gertrudis gave birth to a boy whom Father Font baptized on Christmas Day of 1775, giving him the name Salvador Ignacio. There were seven more children: Marcela in 1777, Francisca in 1779, Mariano in 1781, José de los Santos in 1783, Nicolás in 1784, Antonia in 1786 and Rosa in 1788. In 1790 Ignacio Linares and his wife Gertrudis are living in San Francisco with Salvador, the Christmas baby, the oldest, and the seven others, all born in San Francisco. Daughter Gertrudis married in 1784 Manuel Vargas (who, in 1795 had retired and was the school teacher at the San Diego Presidio) and in 1790 Sergeant Vargas and his wife are living in Monterey with one child. Ramón had enlisted in the spring of 1790 into the San Francisco Company and is listed there. Juliana married in the fall of 1790 to José Larios, a Monterey soldier.

37. **Justo Roberto Altamirano.** There were five more children born after they arrived: Marcos in 1777 at San Francisco. Justo Roberto was assigned to the escolta at Santa Clara soon after, where the next four were born: Lucas Domingo in 1778, Miguel in 1780, Ramón in 1782 and Romualdo in 1785. Loreto Delfina died in 1788. The eldest, Antonio Roberto married in 1787 Gertrudis Amesquita, daughter of Antonio Amesquita and Juana Gaona. He died in 1789 San Francisco as well as their only child. Matias

died in 1783. In 1790 Justo is living in San Francisco alone. The five younger children are known to have lived but have not been identified in the 1790 census.

38. **Francisca Xavier Valenzuela.** Gabriel Peralta was assigned to the new pueblo of San Jose in 1777. In 1790 Francisca Xavier Valenzuela is in San Francisco with her husband, now a retired corporal, and no children are at home. Juan José married in 1777 Isabel Berreyesa of the Anza Expedition, and they are in Monterey with no children. Luis enlisted in 1781 into the Monterey Company and he married in 1784 María Loreta Alviso, the daughter of Domingo Alviso and María Ángela Trejo. They are living in San Francisco, where he has been promoted to cabo and with him are the first three of their 17 children. Pedro enlisted in 1783 into the San Francisco Company and married 1784 María del Carmen Grijalva, the daughter of Juan Pablo Grijalva and Dolores Valencia, and is living in San Francisco with three children. Their oldest son Juan Pablo will go the next year to live with his grandfather Juan Pablo Grijalva in San Diego and never return. Gertrudis married in 1779 to Nicolás Berreyesa, the brother of Juan Jose's wife and is living in San Francisco with five children.

39. **Father Pedro Font** returned with Anza to Horcasitas. He went to Ures and completed his short diary, then he was assigned briefly to Ímuris where he suffered through the Indian uprising of November 1776. He went to Átil and Magdalena, and then Tubutama where he finished his long diary of the Expedition in May of 1777. He was at Caborca after 1780 and died at its visita of Pitiquito sometime after September 8, 1781.

40. **Don Juan Bautista de Anza.** On the return, Anza took Chief Palma and three other Yuma Indians to Mexico City where they were baptized on February 13, 1777. Upon his return to Mexico City, Anza was made commander of all the troops in Sonora in the fall of 1776, then he was made Governor of New Mexico in 1777. In 1779, with 800 men and 2500 horses, he led an expedition across New Mexico and Colorado, to engage the Comanches under the command of Chief Cuerno Verde. The campaign resulted in his death and that of several other head men. Anza then summoned all the remaining Comanche chiefs to Santa Fé and there negotiated the longest lasting peace treaty ever signed by the Comanches with any of the governments of Spain, Mexico, or the United States. He led an expedition in 1780 to discover a route between Santa Fé, New Mexico, and Arizpe, Sonora, which was the capital of the Provincias Internas, which was successfully completed. He asked to be released as Governor in 1786 and his request was granted in 1787. He was made commander of the Buenaventura Presidio (previously Fronteras Presidio) in 1787. He was made commander of all the troops in Sonora shortly thereafter then was made commander of the Tucson Presidio in the fall of 1788. He went to Arizpe, Sonora, and died there suddenly on December 19, 1788. He is buried in the cathedral at Arizpe.



## Student Notebooks

The following pages are the student copy of activities.

Letter from Anza

The Second Anza Expedition to Alta California

Map of the Anza Expedition

Sonoran Desert Plants and Animals

Daily Travel

Provisions

Journal Page

Sentence Starters

Letter from Anza

*The year is 1775 and the King of Spain wants many Spanish people to move up into the new strange lands called Alta California where Native Americans have lived for thousands of years. The King is afraid that some other countries may take the land away from Spain if no Spanish people are living there. If Spanish people are living there other countries will know that the land belongs to the Crown of Spain.*

*I have lived in the northern part of New Spain all my life and I'm not sure that I want to move. The King has sent his representative to ask us to move. So we are going on a long trip by land to Alta California. Our leader on this trip will be Captain Juan Bautista de Anza. He is well known and has been to Alta California before. The trip will not be easy, but Captain Anza will see us through I'm sure.*

*There is much to do before we can start. There will be soldiers, priests, muleteers, vaqueros, scouts, servants, interpreters, farmers, wives and children. This will be close to three hundred people all together. We will need 340 horses, 165 mules, and 302 beef cattle. When everything is gathered and we are all packed we will meet at the Tubac Presidio to start our trip.*

*After we all get to Tubac the rest of the trip will be in four stages. First we will leave Tubac to go to the Gila River. From the Gila River we will travel to the Colorado River. After we cross the Colorado River we will cross the desert to the Mission at San Gabriel in Alta California. From Mission San Gabriel we will reach the Pacific Ocean and travel north to Monterey. For most of us our final destination is San Francisco Bay. There we will build a new presidio and mission.*

The Second Anza Expedition to Alta California

My name is \_\_\_\_\_ . I am going on a long

trek to Alta California from my home in \_\_\_\_\_ , New Spain.

I will be keeping this Journal as I travel. First I will tell you a little about myself.

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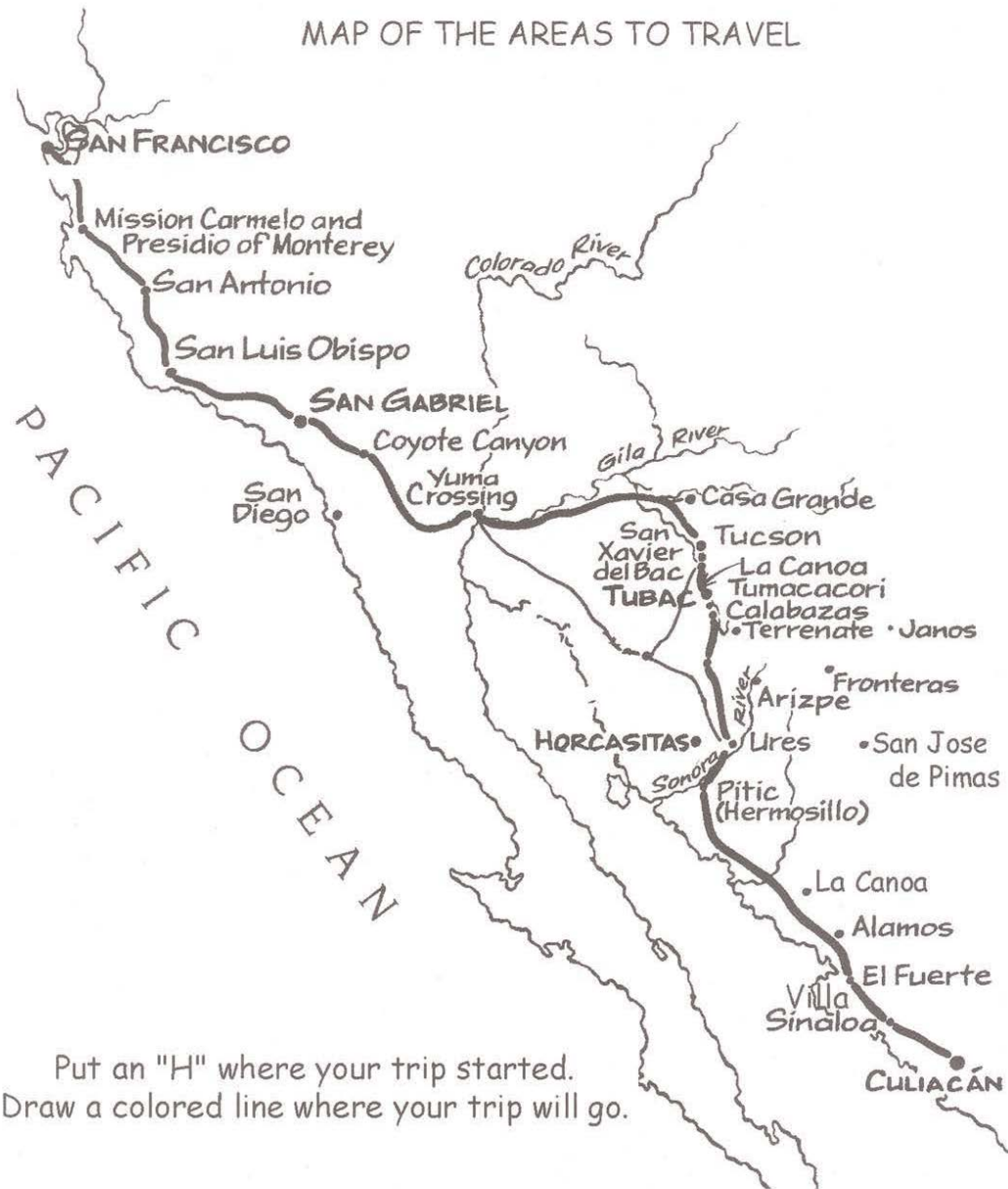
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Map of the Anza Expedition



Sonoran Desert Plants and Animals

My favorite desert plant is

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because

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My favorite desert animal is

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because

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Where did my ancestors come from?

\_\_\_\_\_ years ago humans arrived on the continents of North and South America. These people developed many different cultures according to their environment. Today we call them the Native Americans.

In \_\_\_\_\_ Columbus arrived on the outer islands of the mid-Atlantic coast of this continent and claimed the land for the Crown of Spain. A few years later in \_\_\_\_\_, Cortez brought a small Spanish army to Mexico City and colonized that area. He brought the Spanish way of doing things. The Native Americans were to speak Spanish, eat Spanish, dress Spanish, and learn the Spanish religion. The Spanish way of doing this was to bring Catholic missionaries, soldiers, and farmers from Spain. The Spanish moved north and south from Mexico City and by \_\_\_\_\_ they were ready to settle Alta California.

By this time, most of the Spanish people in New Spain had been born in the New World. Most of the people thought of themselves as Spanish, but many of these people had Native American, or African ancestors. In \_\_\_\_\_, Anza received permission from the Viceroy to explore a new overland route to California. In \_\_\_\_\_, 240 of these Spanish people from the Sonora and Sinaloa area of New Spain went with Captain Anza to Alta California where they would live and make a new life for themselves.

## Daily Travel

*Each day we follow a routine while we are traveling. First we get up and dress. Then we go to Mass. After Mass we eat our breakfast of atole (gruel of ground corn) and chocolate. Our tent and provisions must be packed on the mules, but of course the muleteers must be able to gather the mules first. Many nights the mules have strayed while grazing and they must be led back to the campsite. If all is ready the commander tells us to start. Some of us walk instead of riding on horseback. If the weather has been cold it feels better to walk anyway.*

*As we start along we all sing the "Alabado." We have brought along snacks to eat if we get hungry. We will not stop to eat until we reach this night's new campsite. The new site should have good water and grass for the animals to graze on. Once a good place has been found the mules and horses must be unpacked and the tents set up. Dinner is prepared for we are all hungry. If no meat has been found to shoot along the trail we may kill one of the beef cattle for dinner to put in our sopa (a stew of beans and meat) which we eat with tortillas. If it has been a short travel day Father Font may play his instrument for us to enjoy. Usually we are so tired at the end of the day that after dinner we go right to bed.*

*Some days if water was scarce we will travel hard all day and then the next morning we will hurry to the next good waterhole. Capt. Anza will then let us stop early so we can rest.*

*The next day will be like before. There will be new sights to see and new problems to solve during the many leagues we travel. Then we will do it all again until we finally get to Monterey.*

Provisions

*There will be many provisions taken by mule packs for everyone. Here is a list of some of those items. Read them over and then list things that you will need to take for yourself. Remember, everything you take you must carry yourself, unless you have a mule of your own. Next, think of some things that you may not need but would like to have with you. Maybe, these are things that would remind you of your home back in Mexico.*

*Items packed for everyone's use: ten tents, blankets, pinole (cornmeal), beans, chiles, barley, chocolate, brandy, jerked beef, shoe iron (for horse shoes), tools to work on trails and to dig for water, ammunition, guns, knives, beads and tobacco for gifts for the natives, pots to cook with, extra clothes, medicines.*

Items you will have to bring along:

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Items you would like to bring along:

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Journal Page

As you travel on this trek from Yuma to the San Luis Obispo Mission you will meet some problems. Your leader will send out a scout to find your first stop. The scout will then return to your group and lead you to the next stop on your trek. As your group comes to each stop on your trek, read the problem that has arisen and decide what your group thinks would be the best solution to the problem. Write a brief description of your solution beside the appropriate letter in your journal.

Your scout will find the next stop and come back to lead you forward. Then draw a pencil line from your first stop to the next stop. Continue as above until you have been to all five stations and connected all letters.

A.

B.

E.

C.

D.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

The connected letters should look like a five pointed star.

Sentence Starters

*This trip has been.....*

*One of the most interesting things I saw.....*

*I was really afraid when .....*

*I think you would like Alta California because .....*

You have arrived at your final destination. You need to write a letter for Commander Anza to take back to Sonora for your friends or relatives left behind. The letter should tell them about your trip.

*(Use at least two of the sentence starters in your letter)*

July 1776

San Francisco, Alta California

New Spain

Dear \_\_\_\_\_

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ID Cards, Timeline & Extras

## Copy of Trek Problem Cards

A. You have arrived at the Colorado River and Captain Anza is worried because the river is much higher than it was when he crossed it on his first exploration trip two years ago. Should you try to build rafts and float people and animals across? Palma, the Yuma Chief, advises you not to try. If you decide against rafts what should you do?

Your next stop is "D"

B. You see the vast sand dunes to your right and know that water is going to be very hard to find for all 240 people and all the animals. On the first exploration trip Anza was able to dig down and find water below the level of the sand, but Anza knows there will not be enough for everyone. What would he do?

Your next stop is "E"

C. You come over a rise and surprise a small group of natives. The natives are frightened and run away, but they forget to take their baskets and other belongings with them. What would you do?

Your next stop is "A"

D. A snowstorm has come up and everyone is very cold. There is not much fire-wood in this area and the animals have strayed because there is little food for them. What would you do?

Your next stop is "B"

E. It is Christmas Eve and a baby has been born. Should the group move on or will you wait for the mother and baby to be rested?

Your next stop is "C"

## Copy of Identity Card Texts

The following list represents some of the individuals that made up the nearly 300 people on the 1775-76 Anza expedition. Every effort has been made to research the identities for accuracy. Los Californianos, the descendant organization that includes the families of the Anza expedition, spent considerable time and effort researching the accuracy of the information. Still, it is extremely difficult to guarantee accuracy. Records from this time were often incomplete, contradictory, or missing. The intent of the identity cards is to give teachers and students examples of the complexity and diversity of some of California's first non-indigenous settlers.

### Families

- (01) Juan Atanacio Vásquez, wife is María Gertrudis Castelo
- (02) Petronila Josefa Acuña, husband José Antonio García
- (03) Antonio Quiterio Aceves, wife is María Feliciano Cortés
- (04) Juana María Cárdenas, husband is Felipe Santiago Tapia
- (05) Ignacio María Gutiérrez , wife is Ana María de Osuna.
- (06) Petra Ignacia Ochoa, husband is Agustín de Valenzuela
- (07) María Feliciano Arballo, widow
- (08) Luis Joaquín Álvarez de Acevedo, wife is María Nicolasa Ortiz
- (09) María Bárbara Espinosa, husband is Ignacio de Soto
- (10) Pablo Pinto, wife is Francisca Xaviera Ruelas
- (11) María Teresa Pinto, husband is Nicolás Galindo
- (12) Casimiro Varelas, wife is Juana Santa Ana Pinto
- (13) Gertrudis Peralta, husband is José Antonio Sotelo
- (14) Pedro Bojórquez, wife is María Francisca de Lara
- (15) María Jacinta Bástida, husband is Santiago de la Cruz Pico
- (16) Joseph Manuel Valencia, wife is María de la Luz Muñoz
- (17) Felipa Neri, husband is Sebastián Antonio López
- (18) Ana María Josepha de Soto, husband is Juan Francisco Bernal
- (19) María Micaela Ruiz, wife of José Manuel Gonzáles.
- (20) Isabel Berreyesa, brother is Nicolás Antonio Berreyesa.
- (21) María Dolores Morales, husband is José Antonio Sánchez
- (22) Joaquín Isidro de Castro, wife is María Martina Botiller

- (23) Manuela Pinuelas, husband is Vicente Feliz
- (24) Pedro Pérez de la Fuente, single
- (25) María Carmen del Valle, husband is Juan Salvio Pacheco
- (26) Gregorio Antonio Sandoval, wife-to-be is María Dolores Ontiveros
- (27) Manuel Ramírez Arellano, wife is María Aguada López de Haro
- (28) Anastacio Higuera, wife to be is Micaela Bojórquez

#### Soldiers

- (29) Don José Joaquín Moraga, wife is María del Pilar León
- (30) Juan Pablo Grijalva, wife is María Dolores Valencia
- (31) Domingo Alviso, wife is María Ángela Trejo
- (32) My name is Valerio Mesa, wife is María Leonor Borboa
- (33) María Francisca Romero, husband is Ramón Bojorques
- (34) Josefa Espinosa, husband is Carlos Gallegos
- (35) Juan Antonio Amesquita, wife is Juana Gaona
- (36) Gertrudis Rivas, husband Ignacio Linares
- (37) Justo Roberto Altamirano, wife is Loreto Delfina Alviso
- (38) Francisca Xaviera Valenzuela, husband is Gabriel Peralta

#### Leaders

- (39) Father Pedro Font
- (40) Don Juan Bautista de Anza (Teacher)

#### Full Biographies

1. **My name is Juan Atanacio Vásquez.** I am 40 years old. My wife's name is Gertrudis Castelo, and she is 25 years old. We have two boys: Antonio 8 years old and Pedro José 7. I am also bringing my relative Juan Tiburcio, age 20. I have been a farm worker in Agualulco, Sinaloa. Last spring when Colonel Anza set up his recruiting table in the plaza of Culiacán I listened to what he had to say and I was the first one to sign a contract to go on the expedition.
2. **My name is Josefa Acuña,** and I am 28 years old. My husband is Antonio García and he is 42 years old. I have five children, two from my first marriage to Dionisio Hernández-Arroyo, Vicente 12 years old and Graciana 10, and three with Antonio, Francisco 6, Guillermo 5 and Josefa 3. My husband

lived in Guanajuato, Sonora, and came four years ago to Culiacán. He was a farm worker. Last spring my husband heard that Commander Anza was recruiting soldiers to take with him to Alta California to serve at a new presidio promising a salary and when we get to California, land, stock and tools. My husband has accepted the assignment. He is one of the oldest men in this group, but he is strong and healthy. We are both looking forward to starting a new life in Alta California. This will be the first expedition to go to Alta California by land from the mainland. Before it has been by ship to Loreto, then land or even all the way by ship. Commander Anza has gone over this trail only once so there may be many surprises. Hopefully we will all get there safely.

3. **My name is Antonio Quiterio Aceves.** I am a 35 year old. My wife's name is Felician Cortés, and she is a 30 year old. We have five children: three boys, Cipriano 6 years old, Gregorio 4 and Juan Pablo 1, and two girls, Petra 12 and Gertrudis 3. We also have living with us José Antonio who is 20 years old. We were both from Durango, but times became hard for us there, so we went to Culiacán. There I was a farm worker, but life was no better. Last spring when Commander Anza set up his recruiting table in the plaza asking for men who would like to join the army and help start a new presidio in Alta California, I listened to him. I went home and told my wife that I would be joining. It will be a hard trip as our youngest children will have to ride with us on our horses, but we hope for a better life.
4. **My name is Juana María Cárdenas,** and I am 23 years old. My husband's name is Felipe Santiago Tapia and he is 39 years old. I have only been married to him for a short time. His first wife, Filomena Hernández, died, leaving him with eight children to care for. Since we have been married, we have had a little boy, Victorio who is now 6 months old. The other sons of my husband are: Bartolomé 11 years old, Juan José 9, Christobál 8 and Francisco 7. His daughters are: Rosa 13, Antonia 12, Manuela 6 and Isadora 5. Last spring when Commander Anza came to Culiacán and set up his recruiting table in the plaza the proclamation said they were particularly interested in large families. With my husbands's eight children from his first wife and our new baby, my husband was very welcome.
5. **My name is Ignacio María Gutiérrez.** I am 30 years old, and am an Indian. My wife's name is Ana María de Osuna. She is 25 years old, and an Indian as well. We have two girls: María de los Santos 8 years old and Petrona 7. Last spring Commander Anza came to Culiacán to ask for men who would like to join the army. He said that we would have the opportunity to learn how to be soldiers and then travel to Alta California. We will be given land in Alta California and can settle in the new colony there. I would be willing to move to Alta California to help establish a new presidio, because our life here has been very hard. We hear that Alta California is a good place to live. After a long discussion with my wife, I decided to go along, despite the hazards and length of the trip. My wife is expecting our next child very soon, but there have been other children born so far on the expedition.
6. **My name is Petra Ignacia Ochoa,** and I am 20 years old. My husband is Agustín Valenzuela, and he is 30 years old. We have one daughter, Seferina, who is 3 years old. My husband heard that Commander Anza was recruiting soldiers to serve at new presidio in Alta California, and he has accepted the assignment. I am not too happy about it, since the new presidio is so far away, and we must travel along a very dangerous trail. When we arrive, who knows what we will find? Life here in Culiacán, Sinaloa, has been very hard, so perhaps it will be better for us to move to this new area.
7. **My name is Felician Arballo.** I am 25 years old and widow of José Gutiérrez with two children María Tomasa 4 years old and Eustaquia born only a month ago. My husband died a few months

ago, and there was no one in my area that I would like to marry. Last spring people came by my house and told me they had enlisted to go with Commander Anza to Alta California. I begged him to let me and my daughter to go with him and Anza accepted me the next day. Although I am recently a widow, I am a happy person, and I like to sing and dance.

8. **My name is Luis Joaquín Álvarez de Acevedo.** I am 35 years old. My wife's name is Nicolasa Ortiz, and she is 30 years old. We have two children, a boy, Juan José 12 years old and a girl Francisca 6. I am a farm worker and lived in Villa de Sinaloa, Sinaloa, New Spain. Last spring Commander Anza asked for men who would like to join the army. He said that we would have the opportunity to learn how to be soldiers and then travel to Alta California. We hear that the land in Alta California is very rich and good for raising cattle. Our life here in Villa de Sinaloa has been very hard. The more I think about it, the better this opportunity looks to me, and my son is anxious to go also.
9. **My name is Bárbara Espinosa,** and I am 18 years old. My husband is Ignacio Soto. He is 27 years old. We have two children, a boy Antonio 2 years old and a girl Francisca 1. When Commander Anza came to Villa de Sinaloa recruiting soldiers to go to Alta California he wanted couples with large families. We have only two children but we are young and healthy and expect to have many more and my husband was permitted to enlist. I am anxious to go as I have family there already. We are also bringing 14-year-old Simón Antonio, as there will be a large herd of horses and other livestock on the trail. Simon's help with them will be needed.
10. **My name is Pablo Pinto.** I am 43 years old. My wife's name is Francisca Xaviera Ruelas, and she is 40 years old. We have with us two boys, Juan María 16 years old, Marcelo 14 and a girl Juana who is 12 years old. Our two married daughters and their families are also coming. I am a farmer living in Villa de Sinaloa, New Spain. Living here has become very difficult, and I worry about my sons being able to make a living in this area. This year the drought has been very bad and farming almost impossible and I don't think it will get better very soon. So I decided to join Commander Anza's expedition and become a soldier. I am older than most of the others, but I am strong and in good health, so I am confident I will be successful.
11. **My name is Teresa Pinto.** I am an 18 year old from Villa de Sinaloa. My husband's name is Nicolás Galindo, and he is a 33 year old from Chihuahua. We have a little boy who is 5 months old named Juan Venancio. When my father, Pablo, arrived here in El Fuerte, he told us that he had enlisted in Commander Anza's expedition to Alta California. We were given the opportunity to go as part of my father's family. We would be given all the things we need for the trip and, when we arrive, land, animals, tools, and other things that would help us make a new start in the new land, but we will not get a salary. My sister Juana will be going with her husband, so it will be good to have all of my family close by. My husband hopes to enlist in the Army.
12. **My name is Casimiro Varelas,** and I am 27 years old. My wife's name is Juana Santa Ana Pinto, and she is 16 years old. We have one little boy, Juan Antonio who is 5 months old. Last April my father-in-law enlisted in Commander Anza's expedition to Alta California, and two weeks later my wife's sister and her husband also agreed to go. This would leave my wife as the only one of her family here. She has pleaded with me to ask the Commander to allow us to go also as part of the family. We have been offered food and supplies to make the trip and land and tools and stock to become established there. I decided that this is a good idea and have been accepted.
13. **My name is Gertrudis Peralta,** and I am 25 years old. My husband's name is Antonio Sotelo and he is 29 years old. We have one child Ramón who is 5 years old. We will also bring along a 12-year old boy, Juan Antonio. Last April Commander Anza came to Villa de Sinaloa and set up a recruiting table



in the plaza. My husband came home and told me that if he enlisted we would all get a complete set of clothes. When he did enlist, this is what I received: 3 blouses, 3 white cotton petticoats, a heavy skirt, a light skirt, an undershirt, 2 linen jackets, 2 pairs of fine stockings, 2 pairs of everyday stockings, 2 pairs of shoes, 1 hat, and 6 yards of ribbon. I have never had this fine a wardrobe in all my life.

14. **My name is Pedro Bojórquez.** I am a 27-year-old español. My wife's name is Francisca Lara, and she is 18 years old. We have one child, a little girl Agustina, who is one year old. I was a farm worker living in Villa de Sinaloa. Last April Commander Anza asked for men who would like to join the army and go to Alta California. As soon as we enlisted we would start receiving army pay and I got: 3 good linen shirts, 3 pairs of cotton under pants, 2 cloth jackets, lined and trimmed, 2 pairs of pants, 2 pair of stockings, 2 pair of buckskin boots, a hat and 4 yards of ribbon for my hat and hair.
15. **My name is Jacinta Bástida,** and I am a 26 year old. My husband's name is Santiago de la Cruz Pico, and he is a 38 year old. We have six children. Five are boys: José Maria 7 years old, José Dolores 6, Francisco Xavier 5, Miguel 4, Patricio 3, and our youngest, a girl Antonia 2. In addition to the clothes given to my husband and myself, hats, shoes and ribbons were provided for our children. I was also provided so many yards of cloth to make clothing for my children. I am so grateful that we brought along 15-year-old María Josefa to help with so much sewing.
16. **My name is Manuel Valencia.** I am 36 years old. My wife's name is María de la Luz Muñoz, and she is 30 years old. We have three children: two boys, Francisco 5 years old, Ignacio 2 and a girl, Gertrudis 7. I was a farm worker living in Villa de Sinaloa. Last spring Commander Anza asked for men who would be willing to join the army. Our pay is one peso every day. Life there had been very hard, and this would allow me to provide much better for my family, so I decided to enlist.
17. **My name is Felipa Neri,** and I am 45 years old. My husband's name is Sebastián Antonio López, and he is 47 years old. We are the oldest couple going with the expedition. We have three children who are going to go with us to Alta California. Our son Sebastián Antonio is 17 years old, and our oldest daughter Tomasa is 20 years old. Our youngest girl, Justa, is only 5, and you can imagine how spoiled she is. Last spring Colonel Anza came to our town and asked for men who would be willing to become soldiers and move to Alta California to help found a new presidio. He was very pleased when my husband enlisted as he is an experienced mule packer and driver.
18. **My name is Ana María Josefa Soto,** and I am a 35-year-old española. My husband's name is Juan Francisco Bernal, and he is a 38 year old. We have seven children, five boys: Dionicio 17 years old, Joaquín 15, Juan Francisco 14, Apolinario 10, and Tomás January 7 and two girls: Ana María 5 and Teresa 2. My husband and the older boys had been working on Rancho El Tule near Villa de Sinaloa, when Commander Anza came to our town asking for recruits. My husband and I thought this would give much greater opportunity for our sons. The boys also hope to enlist in the army when they are old enough. Here you need to have six horses and a mule just to be eligible to enlist. There will be a large herd of cattle and horses on the expedition and my husband and boys will be very useful in helping drive the herds.
19. **My name is Micaela Ruiz,** and I am the wife of Manuel González. I am 28 years old, and my husband is 35 years old. We have five children, three boys: Juan José 14 years old, Ramón 6 and Francisco 1 and two girls, Gregoria 15 and Ana 8. My husband and I are both Apache Indians. The unchristianized Apaches have made many raids on other Indians as well as on the españoles. They steal horses, because they like to eat horse meat. We are going with fewer saddle horses than Commander Anza had planned because of their raids. Still, many of us have accepted the faith and

customs brought by the missionaries. Our family goes proudly to prove our loyalty to the Church and King.

20. **My name is Isabel Berreyesa**, and I am a 18 year old. My brother's name is Nicolás Antonio Berreyesa, and he is 15 years old. Both our parents have died and left us alone. It has been very hard for us to make a living, and we have become very poor. When Commander Anza came to Villa de Sinaloa, we heard that some of our neighbors have enlisted. I have no husband and Nicolás is too young to join the army, but we begged coronal Anza to let us come along. Nicolás can help with the animal herds and I can help with the children. Colonel Anza finally consented. Perhaps Nicolás will become a soldier when he is older.
21. **My name is María Dolores Morales**, and I am 26 years old. My husband's name is Antonio Sánchez, and he is 29 years old. We are both españoles. We have two children, a 3-year-old girl, Josefa, and a 2-year-old boy, Antonio. Last spring Commander Anza came to Villa de Sinaloa and asked if any men would be willing to become soldiers and move to Alta California to help found a new presidio. My husband and I talked it over. It will be a hard trip for us, especially since the children are so young and we will each have to carry one in front of us on horseback for many long days. We will be taking a very dangerous trail, and it is a very long trip. We will be given land in Alta California. We hear it is a good place to live and to bring up our two children. My husband is also happy, since he has always wanted to be a soldier but did not have an opportunity before.
22. **My name is Joaquín Isidro Castro**. I am 43 years old. My wife's name is Martina Botiller, and she is 40 years old. We are both españoles. We have been blessed with eight children: five boys, Ignacio Clemente 22 years old, Mariano 14, Joaquín 7, Francisco 5, and Carlos Antonio, 6 months and three girls, Ana Josefa 18, Encarnación 8, and Martina, 4 We are also bringing a 9 year old Indian boy from Guasave that we have given the name, Francisco Antonio Castro. I have had a very hard time earning enough to support my large family. By joining Commander Anza's expedition, I can be certain that they will all be provided with food and clothing now. When we get to Alta California, I will also get land and stock to provide more for them.
23. **My name in Manuela Piñuelas** and I am 31 years old. My husband is Vicente Feliz, and he is 34-years-old. We have six children: three boys, Francisco 12 years old, Doroteo 10, and José de Jesus 2 and three girls, Loreta 8, Antonia 6, and Manuela 4. We are from Álamos, which used to be a very prosperous town, but the mines have closed and life there is hard. I am one of three wives who are expecting a baby soon. Several others have already had babies after they had joined the expedition and were on the trail to Tubac. I have already had six children and I expect this will go as well.
24. **My name is Pedro Pérez de la Fuente**, and I am 28 years old and still not married. I was so poor that I could not provide for a wife and so could not ask anyone to marry me. Perhaps I will do better and will find a pretty señorita who will accept me as a husband
25. **My name is Carmen del Valle**, and I am 40 years old. My husband's name is Juan Salvio Pacheco, and he is 46 years old. With us are our three adult children: Miguel 25, Ignacio 15 and Gertrudis 13, and our two younger children: Bartolomé 10 and Bárbara 8. Miguel and Gertrudis will both be looking for someone they wish to marry. Although Ignacio is old enough to do a man's work, it will be another ten years before he is old enough to take the responsibility of a family. My husband and I have had a hard time bringing up our 5 children, and we hope that in this new land all of them will be able to marry well, have many children and prosper.
26. **My name is Gregorio Antonio Sandoval**, and I am a 30 year old widower. My wife-to-be is Dolores Ontiveros who is 19. We will be married by Father Font when we arrive at San Xavier del Bac

Mission. Several months ago I was living in Chihuahua when the word came that Commander Anza was recruiting soldiers for a new settlement in Alta California and would consider anyone. I was too poor to marry again and this would allow me. I convinced my girlfriend, Dolores, that I would go to Horcasitas and enlist and she could come to San Xavier del Bac in Sonora, where we would be married. I have heard that she has arrived there. We have waited a very long time, and this is our opportunity. I was not allowed to enlist because I was not married, but I will be soon.

27. **My name is Manuel Ramírez Arellano.** I am 33 years old. My wife's name is Agueda López de Haro, and she is 17 years old. We are both Españoles. She was born in Álamos and I was born in Puebla de Los Angeles, both in Sonora. We have one little boy Mariano a year old. I was living in Horcasitas when Commander Anza came to Horcasitas and asked for men who would like to join the army. He said that we would have the opportunity to learn how to be soldiers and then travel to Alta California. I thought about it for two months, as my life here has not been that bad. I was told that land in Alta California is good for raising stock, and I have brood mares that I can take along. I will bring Mateo Vega, my muleteer, with me. I was accepted just a month ago.
28. **My name is Ignacio Anastacio Higuera,** and I am an 18-year-old español. I am engaged to Micaela Bojórquez who is a 12-year-old. Father Font will marry us in three days at San Xavier del Bac. I have been going along with the expedition as a volunteer. Last month Colonel Anza accepted me as a member of the expedition as a settler not soldier, so I receive food and clothing but no salary.
29. **My name is José Joaquín Moraga.** I am 30 years old having been baptized in 1745 at Guevavi, Sonora (now Arizona). I was the alférez at the Fronteras Presidio when I was asked by Commander Anza to be the second in command of a very important expedition from Tubac to Monterey in Alta California. This trek will be taking many families to this new land. I have been asked to stay in Alta California and be responsible for starting a new presidio and settlement in the San Francisco area. Each of the ones staying is to bring his family. As my wife has been very ill, she is not able to take this trip so I had to decline, but Colonel Anza has given me permission for her to travel when she is well enough, and I am going.
30. **My name is Juan Pablo Grijalva.** I was born at Guevavi, near Tumacacori, in 1744 and am 31 years old. My wife's name is Dolores Valencia. She is 31 years old. We are both españoles. We have two girls, Josefa 6, and Carmen 5 years old. Also going with us is my servant Claudio who is 21 years old. I was a cabo stationed at the Presidio of Terrenate. Commander Anza had asked Sergeant Espinosa to be third in command of the expedition to Alta California, but with his illness at Horcasitas, where three settlers died, Espinosa was so disabled that Anza asked me to replace him with a promotion to sergeant. This opportunity is given to me because of my ability to write and to lead men. Promotion to sergeant is an honor and is not common.
31. **My name is Domingo Alviso.** I am 35 years old. My wife's name is Ángela Trejo, and she is 30-years-old. We have four children, three boys, Francisco, 14, Xavier 12, and Juan Ignacio 5 months and one little girl, María Loreto 8 years old. I was stationed at San Miguel de Horcasitas. Last spring Commander Anza asked me if I would be willing to accept a transfer to the expedition to Alta California to help found a new presidio. One of the conditions was that my wife and children travel with me. I was doubtful, as my wife was expecting our fourth child any day and Juan Ignacio was born only a few days after I accepted. I am a soldier and she is a soldier's wife, so we are here.
32. **My name is Valerio Mesa.** I am 33 years old. My wife's name is Leonor Borboa, and she is 30-years-old. We are both españoles. We have six children: five boys, Joaquín 13, Ignacio 12, José Dolores 9, Antonio 7, and Juan 5 and one girl Manuela who is 8 years old. I was stationed at Altar, Sonora. Last

spring Commander Anza asked me if I would be willing to move to Alta California to help establish a new presidio. Of course, since I am a soldier, I will travel wherever my commander tells me. He is a very wise commander, and is giving me a choice in this matter as I must take my family along. My wife and I thought it over and she has agreed to come, even though it will be a very hard trip for us.

33. **My name is Francisca Romero** and I'm 30 years old. My husband is Ramón Bojórques who is 32 years old. We are from Villa de Sinaloa, but my husband, who is a soldier, was stationed at the Presidio of Buenavista on the Río Yaqui. We are bringing two daughters with us, Gertrudis 14 and Micaela 12. Both girls are already thinking about getting married. Indeed, Father Font has published the banns for Micaela and plans to marry her to Ignacio Higuera in three days. My husband was chosen by Commander Anza to go with him to Alta California to serve at a new presidio, and he has accepted the assignment. Once we arrive, we will be so far away from the rest of my family and friends that I will probably never see them again. I knew what a soldier's life is like when I married Ramón, so I will not complain.
34. **My name is Josefa Espinosa** and I am 17 years old. I am the wife of Carlos Gallegos. He is 34 years old. He is twice my age but he is a kind, good man, and I am happy to be his wife. Carlos is a soldier who has been chosen by Commander Anza to travel to Alta California by way of the trail that Anza found last year. My husband has accepted the assignment, so I will be going with him. I am not too happy about this trip since the new presidio is so far away. I will try to be a good wife and do what needs to be done. Yet, I wish we were not going.
35. **My name is Juan Antonio Amesquita**. I am 35 years old. My wife's name is Juana Gaona, and she is 30 years old. We have five children, one boy: Manuel 14 years old, and four girls: Josefa 12, María Dolores 8, Matilde 4 and María de los Reyes Gertrudis 3. My son will bring his new wife, Rosalía Zamora, who is 13 years old. I am a soldier stationed at Tubac. Last spring Commander Anza selected me to move to Alta California to help found a new presidio. I accepted with pride as I will be one of the few he has chosen. Manuel was much too young when he married and he will need all the help we can give him. I hope that the opportunities in this new land will allow him to succeed.
36. **My name is Gertrudis Rivas**, and I am a 22-year-old española. I am married to Ignacio Linares who is a 30-year-old Indian. We have three children. Our girls are: Gertrudis 7 years old and Juliana 3. Our son Ramón is 4 years old. I lived with my soldier husband at the Presidio of Horcasitas when he was chosen by Commander Anza to go with him to Alta California to serve at a new presidio, and he has accepted the assignment. I am not too happy about it, as I am expecting another child in December. I don't know what will happen when the baby is born, but there have been five births so far, and Commander Anza has been very careful to be sure that the women were well cared for. Many of the other wives on this trip have very young children also.
37. **My name is Justo Roberto Altamirano**. I am a 30 year old from Aguage, Sonora. My wife is Loreto Delfina Alviso. She is 27 years old. We have two boys, Antonio Roberto 7 years old and Matías born last March. I have seven years of service and was stationed at Terenate, when Colonel Anza selected me to join his expedition to found a new presidio. I was very proud because I know that he is one of the best leaders in the army. He only chose ten of us experienced soldiers. It will be difficult for my wife with a seven-month-old infant, but she is strong and goes without fear.
38. **My name is Francisca Xaviera Valenzuela** and I am 33 years old. I lived with my husband, Gabriel Peralta, a veteran soldier, at the Presidio of Terenate. He is 40 years old. We are both españoles and have four children; three boys: Juan José 18 years old, Luis 16, and Pedro 15. Our daughter Gertrudis, is 9 years old. My husband was chosen by Colonel Anza to go with him to Alta California

to serve at a new presidio, and he has accepted the assignment. I am not too happy about the trip, since it will be a hard journey and there are only ten tents for all the soldiers, recruits and their families. I know that my boys will be a big help to all the families and to me as we travel along and, as he can read and write, I am sure that Gabriel will be promoted at the new Presidio.

39. **My name is Father Pedro Font.** I was born in 1737 in Gerona, in Catalonia, Spain. After becoming a Franciscan priest, I came to New Spain as a missionary to teach the Indians our Catholic religion and all the advantages of becoming loyal subjects of the Spanish Crown. I trained at the College of the Holy Cross of Querétaro and was assigned to the Mission San José de Pimas in Sonora, New Spain. This year I have been asked to accompany Commander Juan Bautista de Anza on a trek to Alta California from the Tubac Presidio. I met him in Horcasitas in September. I will be responsible for the spiritual life of the about 300 people who will be on this trek. I have been asked to go because of my expertise in the use of the English quadrant. This instrument will allow me to record the latitudes as we travel. This information will be very important for mapmakers and for future travelers. I have also been asked to bring along my psalterio (a special kind of harp.) The Indians may enjoy its music.
40. **My name is Don Juan Bautista de Anza.** I am 39 years old. I was born in Fronteras in Sonora, New Spain. My father was the commander of the Presidio at Fronteras where he was killed in a battle with the Apache Indians when I was not quite 3 years old. When I was 16 years old, my sister's husband, who was a soldier, began to teach me how to be a frontier soldier like my father and grandfather. By the time I was 25 years old, I was second in command at the Presidio in Tubac. When my commander there died suddenly in 1759, I became the Captain at Tubac. I married Ana María Pérez Serrano in 1771. Until 1773 I was asked to defend against the Apache and Seri Indians I did so. In 1774, I requested and was given the assignment to find a land route from Tubac to Monterey, Alta California. My father had made the same request many years before but died before he could do so. I was successful. When I returned, I was made Lieutenant Colonel. Then in 1775 I was given orders to recruit settler/soldiers to found a colony at San Francisco in Alta California and to take them there. I could offer them a salary at once and food, clothing, transport and land there. They knew that what Anza promises, Anza delivers. My wife will remain at the Presidio in Tubac while I am gone. I am planning on a seven-month trek of over 3,000 miles.

Packing a Mule (mula de carga)

*The muleteers were called "arrieros." At first the mules were unbroken and the arrieros were untrained. Packs fell off, mules ran away, and men stayed behind to recover them. The unseasoned animals tired easily. The routine improved as the group traveled from Horcasitas toward Tubac.*

*It took two arrieros to prepare a mule for the day's travel. First the mule's eyes were covered with a "tapaojos" (leather blinder). Next a soft raw sheepskin ("salea") was laid on the mule's back. Over the sheepskin was placed saddle cloth ("xerga"). A pack saddle ("aparejo") was placed next. The pack saddle was a large rectangular pad stuffed with leather that put a flap on each side of the animal. This was fastened with wide band of woven grass ("cincha") and drawn so tight that the mule appeared to be cut in half. The mule would groan and twist, but the tighter it was the better off the mule would be. The load was then roped onto the saddled mule. If only one pack it rested on top, two packs were loaded one on each side, and if a third pack was added it went on top. The ropes were drawn tight around the mule's body, with both arrieros pulling as tight as they could. In rainy weather a mat was thrown over the top to keep the packs dry. When finished the arrieros shouted "anda!" and the mule trotted off to wait till the all the other mules had been loaded.*

## Important Native Plants

### Agave

The succulent plant, agave, was of great importance to the early natives in desert regions. The desert agave is one of the most drought tolerant of the 136 species of agave found in North America. This plant is sometimes called the “century plant” because of the tall spike that only blooms after 8 –20 years. Once the plant blooms the plant will usually die, but each plant has rosettes grouping around the base for other years. The leaves are armed with stiff terminal spines. The fibers were used for making twine, the spines for needles and the starch core was baked for a staple food (the juice can also be made into a potent drink).

### Mesquite

There are two main species of mesquite found in these desert regions — Screwbean and Honeybean. Both are classified as spiny trees. Mesquite seeds were an important part of Native American diet in this area. The leaves of both species are in opposition on the stem and are very similar to Ironwood. They are most easily identified by their seed pods. The Honeybean pod is longer and flat with small insect holes, while the Screwbean pod is spiraled and shorter. To harvest the seeds from the Honeybean pod one must crush the pod and winnow off the chaff.

### Cacti

Native Americans found that almost every cactus had some sort of fruit. These fruits could be harvested and roasted or eaten raw. The seeds of cacti can be ground into flour. Some cactus provided drinks or sweet jam.

### Roots, Nuts & Farming

The desert area provided roots and nuts wherever the environment allowed them to grow. Most food gathering was woman’s work. Each tribe of Native Americans in these desert regions found ample food, both plant and animal life, to live on. However, farming was also available to those who lived in areas that were compatible for agriculture. Corn, squash, and melons were grown and were important to supplement native roots and nuts.

## Sonoran Desert

This Trek took place through two of North America's deserts –the Sonoran and Colorado. Starting in middle Mexico Sonoran Desert was the home of these immigrants. This desert covers approximately 150,000 square miles from the Gulf of Mexico (including the Sierra Madre Mountains)in the west to the Gila River to the north. Some 2500 species of plants are found here. The Sonoran Desert straddles the frost line where upper slopes of mountain ranges are densely forested with fir and pine trees. The majority of the desert however, is frost-free, thus providing excellent growing conditions for two forms of vegetation: legume trees and columnar cacti. Offshore islands located in the Gulf of California are also included as part of the Sonoran Desert. A variety of sea birds flock to the shores.

Much of the year is filled with warm cloudless days because the desert is shielded from large Pacific storms by high mountain ranges along the western border. This also accounts for the small amount of rain received during the winter. The summer rainy season has moisture rich air originating from the Gulf of Mexico forming large thunderstorms. During this time only a few inches of precipitation actually falls on the desert itself because of being too far from the gulf.

## Colorado Desert

Once the group crossed the Colorado River, they were in the Colorado Desert. This area receives no rain in the summer and some rain and snow in the winter. The Colorado River flows along the entire eastern boundary of the Colorado Desert bio-region on its way to Yuma, Arizona, where Arizona, California and Mexico come together. The Colorado Desert is the northwestern extension of the Sonoran Desert that covers southeastern California. It is a desert of much lower elevation than the Mojave Desert to the north, much of the land lying below 1,000 feet elevation. Mountain peaks rarely exceed 3,000 feet. Common habitats to both deserts include sandy deserts, scrub, palm oases, cacti and desert washes.



## Native Americans along the Anza Trek Route

Reading Font and Anza's diary you will encounter many names and descriptions of the Native Americans they met on the trek. Some of these names were given by the Spanish and are no longer in use. Below is a list of some of the tribes and a very brief description of each particular group. Some resources on these Native Americans are available as Trust Check-out Bag of Indian Resource Books, This bag can be checked out for ten school days from the Santa Barbara Trust for Historic Preservation, call (805)966-9719 for details. For more information you might consult the internet.

Major tribes encountered on first half of the Trek

### *Apache*

This group originated from the sub-arctic region of Alaska and Canada. They broke away from the Athabascan speaking tribes and migrated to Southwestern U.S. about 1500. Characteristics of the tribe are constant moving around in small bands, surviving on game, vegetation, and the spoils captured in raids of other Indians, wagon trains, and settlers. After the Comanches moved into their buffalo hunting grounds the Apaches lost their main food source and relied more heavily upon raiding, trading and farming. The livestock they stole were sold as part of their economy. There was great hostility between the Apache, other tribes and Spanish settlers.

### *Seri*

The Seri lived on the Sonoran Desert coastal region of today's Mexico. They were semi nomadic and made elegant reed boats and traveled up and down the coast. They dressed in garments made of pelican skins and woven plant material and practiced facial decoration of tattooing and painting. They had an intimate knowledge of the sea and were able to live well in a desert environment. The Spanish missionaries were unsuccessful in converting this tribe. The men were fierce fighters and harassed other tribes and the Spanish. They were users of excellent poisoned arrows but these were no match for Spanish guns.

### *Pima and Papago (today called Tohono O'odham)*

The Papago and Pima were related. The Papago lived in the hot desert country of southern Arizona on the border of Mexico. Although the country is not good farming land they farmed it for hundreds of years by living near washes during the wet season taking advantage of every drop of water. When the weather dried all their area up they would move to their winter home at the base of mountains where there were springs. The Pima lived north of the Papago along the Gila River. The difference between the two groups is mainly the more abundant water to which the Pima's had access. This made it unnecessary for them to move in the dry season. The two groups kept in close contact. Both groups farmed, hunted, took advantage of native plants and wove cotton cloth. These people were not war-like but fought the Apaches. When the Spanish came they were converted rather easily. It is thought that the Pimas and Papagos may have been descendants of the Hohokam (a prehistoric people).

### *Yuma (today called the Quechan)*

The Yumas lived in the area around the Colorado and Gila Rivers. They were divided into two groups, the river dwellers and the upland group. Both groups were desert farmers. Other groups adopted their language, but the main group lived at the junction of the Gila and Colorado Rivers. Today the group that lived on the California side of the Colorado are called Quechan Indians. When Anza passed through their

area in 1773-4 the Yumas were fighting many other groups and the Apaches. The chief of the Yumas was called Captain Salvador Palma at this time by the Spanish. Palma was so impressed by the Spanish that he asked for missionaries to come to this area and he helped to establish a coalition of tribes that made the area much more peaceful. When Anza's group passed in 1775 they were given a warm welcome and helped across the Colorado.

Major tribes encountered on the second half of the Trek

#### *Mojave*

The Mojave lived north of the Yuma tribes. They practiced dry farming within clan system. They were traders (mainly of pottery) and could be fierce fighters protecting their land. The art of tattoo was very important to them. Tales of their trading products from the Pacific coast lead Anza and others to believe that an overland trail could be found for the Spanish to use in supplying the California colony.

#### *Cahuilla*

The Cahuilla (cousins of the Paiute in the north) lived in the Colorado Desert. Most tribes in this area belong to the Uto-Aztecan linguistic family. Since their territory was an inland desert area they did not have an early contact with the Spanish. This was probably the group that Anza surprised and frightened away. They were good farmers as well as hunters and gatherers. Their staple food was mesquite beans, piñon nuts, acorns and dates. These were ground into meal and prepared as a cake or mush. They used agave cactus for food and fiber for nets, slings, and sandals. Fruit, seeds and roots of almost all native plants were used as food, medicine, and building materials.

#### *Gabrieleno (today called Tongva)*

The Gabrielenos lived in the Los Angeles Basin and on the islands of Catalina, San Nicolas, and San Clemente. The Gabrielenos came into this area from the north later than other tribes and took over the area. This coastal area provided a good climate for easier living. They were excellent craftsmen and on Catalina they had a good supply of soapstone (steatite) that was eagerly traded with other tribes. The stone was used for carved pots, bowls, and cooking utensils. Their tribal structure resembles the Chumash to the north. "The Lost Woman of San Nicolas," made famous for Scott O'Dell's book, *Island of the Blue Dolphin*, "was a Gabrieleno.

#### *Chumash*

The Chumash Indians had been the largest cultural group in California. They stretched from slightly north of Los Angeles along the coast to southern San Luis Obispo County. There were eight different dialects of the Chumash language. At first the Spanish called all groups that lived in the coastal areas opposite the seven large islands the Channel Indians. The name Chumash is believed to have been given only to the group that lived on Santa Cruz Island. The name Chumash is used for the whole cultural group today. The Chumash were a highly structured society. They had intricate religious beliefs. Today the Chumash have made a concerted effort to gain knowledge of their past.

The Natural History Museum in Santa Barbara has been instrumental in researching their culture.

### *Salinan*

The Salinans lived in rugged mountain areas in San Luis Obispo County down to the beaches along the Pacific Ocean. The northern boundary was Southern Monterey County. They were hunters and gatherers. They used shells to manufacture bead money and were active traders with the inland Yokuts who provided them with obsidian for spear points. There were ongoing disputes with the Costanoans who lived to the north.

### *Esselen*

The Esselen lived in a relatively small area on the Central California coast south of Monterey Bay. In 1770 it was estimated that there were 500 members of the tribe. By 1910 there were none. These were the natives that were brought into the mission at Carmel. It is believed they were related to the Costanoan tribe. They were hunters and gatherers who made tule rafts to reach offshore rocks to gather shellfish.

### *Costanoan (Ohline)*

This tribe inhabited the coastline from the San Francisco Bay down to the San Benito Counties. The large Costanoan group spoke eight different languages and lived in fifty different villages. They depended on the ocean for most of their food. Sea lions, whales that washed up on shore, salmon, eels, etc. were food for these people, but the huge shell middens tell us that they were shell food eaters also. They hunted birds with traps and bolas (piece of bone tied to a string). Reptiles and insects were also eaten. They traded with the Yokuts and Miwok tribes. Vizcaino described them as gentle and peaceful people. Father Font was interested in their tattoos.

## Timeline for the Second Anza Expedition Social Studies Unit

To put this program into historical context the following dates can help explain the flow of events that lead up to the 2nd Anza Trek to Alta California.

**10,000 BC** Asian nomads arrive in the Western Hemisphere; begin to adapt new cultures to the many diverse environments.

**1492** Columbus stumbles onto an island in the Caribbean believing he is in Asia. Names the people he meets Indians.

**1513** Balboa sights the Pacific.

**1521** Cortez defeats Montezuma and Spain's colonization of the Western Hemisphere begins.

**Early 1500s** Silver is discovered in the Northern frontier of New Spain (Mexico today). Native Americans are enslaved to mine silver for the Spanish.

**Mid-1500s** Manila Galleons begin a trade route across the Pacific to the Philippines from the west coast of New Spain. The ships return to New Spain by sailing in a great arch and the goods are then packed overland to Mexico City and Vera Cruz where they are shipped back to Spain. (If all goes well there is a 500% profit.)

**1542** Cabrillo is sent to the north to try to discover a shorter route back to Spain (Strait of Anian) and to map the California coast so that returning Manila Galleons can find fresh water and food.

**1579** Drake explores the California coast and becomes one of many foreign ships to loot Spanish ships.

**1602** Manila Galleon Captain Vizcaino maps the Alta California coast for returning ships and names Santa Barbara on his map.

**1697** Jesuits Missions begin to be established in Baja California.

**1701** Father Kino states that California is not an island.

**1700 –1767** Jesuits establish more missions on the Northern Frontier as far north as present day Tubac.

**1767** Jesuits are expelled and Franciscans take over their missionary duties.

**1769** Spain begins the colonization of Alta California. (Leaders: Serra and Portola)

**1772-3** Serra travels to Mexico City and urges the government to send more colonizers to Alta California.

**1775** Anza completes his first exploratory overland trek from Sonora, New Spain to Monterey.

**1775-1776** Anza leads 240 new recruits, farmers, their wives and children over 1800 miles on the route he had found to Monterey to double the Spanish population of Alta California and begin the cattle industry.

**1777** Anza is given command of the New Mexico territory.

**1788** Anza dies at his home in Arizpe.

## Geography Lesson

### Distance, Direction, and Finding Latitudes

The distance for the entire trip one way would be about 3,000 miles today. However in 1775 Anza and Font were recording distance in Spanish leagues. They were using the time traveled at a certain pace to estimate distance. The Spanish league is one degree on the surface of the earth. (A league is defined in the dictionary as 2.4 to 2.6 miles). The Spanish “yard or meter” was called a VARA. Six thousand, six hundred, sixty-six, and two-thirds varas made one league.

Father Font was chosen to go as chaplain with Anza’s second trek mainly because of his ability to use a quadrant to find latitudes. Font’s diary tells us about his experiences and difficulties and compares recordings with Anza’s while recording latitudes and distances during his trip. Font’s and Anza’s readings were amazingly accurate. We’re not certain about the quadrant that he used, but we know that he and Anza considered it an important, expensive instrument and an important task to perform during the trip. It was necessary to have a compass also to make recordings and Font states that he did not have a “good” compass. Nevertheless the notations both men made on distance, direction and latitude were excellent considering the difficulties. This information was important for Spain to be able to guard its territory with good maps. It would be sometime later that the invention of an accurate timepiece would allow men to determine longitude accurately. The necessary elements to determining latitude are the ability to determine the horizon line and the use of a tool (quadrant) to measure vertical angles above the horizon line and the sun at noon or the stars at night.

Three excellent lesson plans on the use of a quadrant can be found on the Internet at:  
[www.blachschooll.org/staff/wasik/anzalessonplan/astrolabe.html](http://www.blachschooll.org/staff/wasik/anzalessonplan/astrolabe.html)

For students learning to read a map, this might be a good opportunity to teach about the use of coordinates on a map to find location.

## Casa Grande Ruins

Anza and Font took a side trip to visit the ruins of an ancient house built by native peoples we call the Hohokam sometime in early 300 –1300s CE. These people were a mystery to the Spanish as well as the current Native Americans who lived in this region when they visited it.

Font and Anza took exact measurements of the ruins but did not realize that the building gives evidence of being used as a study of the heavens. Today the site is a National Monument and the study of the Hohokam culture has given us more insights into their lives. They were farming people who lived by rivers where they could irrigate their crops. They lived in permanent settlements along rivers in the Phoenix Basin. They traded pottery and jewelry for shells from the Gulf of California, along with macaws, mirrors, and copper bells from tropical Mexico. The building is made from the subsoil “caliche” which is a concrete-like mixture of sand, clay and calcium carbonate. The Pima Indians called these people the ho-ho-KAHM, which means “all gone” or “all used up.” Father Kino was the first Spanish man to visit the area in 1694. Scientists believe that the demise of this culture correlates with a severe drought and general change in the weather patterns. In 1892 the Casa Grande became our Nation’s first archaeological preserve.

## Anza Borrego Desert State Park

You might wonder why Anza traveled in winter to Alta California. After the group left the Colorado River they traveled west into the Colorado Desert region. Temperatures can reach to 125 degrees in the summer. Today the Anza Borrego State Desert Park is favorite spot for winter camping and spring wildflowers.(Borrego is Spanish for sheep. The Park is a shelter for the endangered Peninsular Bighorn Sheep.) You can travel the history of the area going back to 8000 BCE when huge animals roamed in the Pliocene/Pleistocene megafauna. Native Americans can be dated with evidence from 3000 CE. After Anza in 1775 the trail was used for one more organized trip by the Spanish in 1781.This group was led by Rivera and suffered a Yuma Native uprising at the crossing at the Colorado.(See the 1781-82 trek to found Los Angeles, San Buenaventura Mission and the Santa Barbara Presidio.)The trail then fell into disuse until the end of the Mexican American War when the Butterfield Stage and the Mormon Battalion made history in this area.

## Glossary

### Spanish vocabulary

*alabado* -a song of praise

*alférez* -rank of ensign in the Spanish army, second lieutenant

*alforja* -saddlebag, knapsack, food provisions for a trip

*armorer* -gunsmith, a person appointed to keep the weapons in repair and ready for instant use

*arriero* -muleteer, driver of pack animals

*arroyo* -a small stream or creek, water course

*atole* -Mexican drink made of corn meal

*beeves* -a full-grown steer, bull, ox, or cow, especially one intended for use as meat

*chemise* -blouse

*El Camino Real* -the road used by the Spanish for long distance travel (the King's highway). The plan was for El Camino Real to go from Mexico City to the top of California.

*huaraches* -a flat-heeled sandal with an upper of woven leather strips

*mayordomo* -the head steward or superintendent of a mission or civic property

*mestizo* -a person of mixed racial ancestry, a person of mixed Spanish and Indian ancestry

*Pimas* -a Native American people inhabiting south central Arizona along the Gila and Salt rivers

*pinole* -meal made of ground corn or wheat and mesquite beans

*presidio* -a garrison, especially a fortress of the kind established in the southwest United States by the Spanish to protect their holdings and missions; a fortified military post, official military establishment, especially in frontier areas, generally made up of a palisade or walled enclosure within which were the barracks, store house, and powder magazine, and a chapel. The size of the presidio varied with its importance and number of men stationed there. According to the regulation of 1772, a cordon of 15 presidio establishments was to be placed on the northern frontier of New Spain to protect it from the attacks of hostile Indian tribes.

*psalterio* -a special kind of harp

*rebozo* -a long scarf or shawl worn over the head and shoulders by Mexican women

*serape* -oblong of cloth, by day a cloak and by night a blanket

*sopa* -soup

*tapaajos* -leather blindfold

*vaquero* -a hired man, especially in the western United States, who tends cattle and performs many of his duties on horseback; cowboy or cowhand

*vara* -Spanish yard (approximately 33 inches);or stick

English vocabulary

*adobe brick* -a brick of clay, straw, and water that is poured into a wooden frame and dried, or baked in the sun

*blacksmith* -one that forges and shapes iron with an anvil and hammer or one that makes, repairs, and fits horseshoes

*carbine* -a lightweight rifle with a short barrel

*commissary* -a supermarket for military personnel and their dependents, usually located on a military installation

*compass* -a device used to determine geographic direction

*deserters* -persons who abandon their duty

*emigration* -the act of emigrating; removal from one country or state to another, for the purpose of residence

*forage* -food for domestic animals; fodder

*ford* -a shallow place in a body of water, such as a river, where one can cross by walking or riding on an animal or in a vehicle. *forge* -a furnace or hearth where metals are heated or wrought; a smithy

*hide* -the raw or tanned skin of cattle; used to make leather products, bags, and more

*interpreter* -one that interprets, as to explain or tell meaning of

*jurisdictions* -the territorial range of authority or control

*latitude* -an imaginary line around the Earth parallel to the equator

*league* -a unit of distance equal to 2.63 miles or 5000 varas

*longitude* -an imaginary great circle on the surface of the earth passing through the north and south poles at right angles to the equator

*mare* -a female horse or the female of other equine species

*mass* -public celebration of the Eucharist in the Roman Catholic Church and some Protestant churches.

*mission* -a building or compound housing a body of persons sent to a foreign land by a religious organization, especially a Christian organization, to spread its faith or provide educational, medical, and other assistance

*mounts* -animals for riding



*muleteer* -a driver of mules

*native* -originating, growing, or produced in a certain place or region; indigenous; a plant or animal that has lived in an area since pre-historic times

*New Spain* -the former Spanish possessions in the New World. At its greatest extent, New Spain comprised South America (except Brazil), Central America, Mexico, the West Indies, Florida, and much of the land west of the Mississippi River.

*pack train* -a line of animals, such as horses or mules, loaded with supplies for an expedition

*portmanteau* -a large leather suitcase that opens into two hinged compartments

*proclamation* -a formal public statement

*provision* -a stock of necessary supplies, especially food; an order by a tribunal that accompanied a royal decree and directed that it be implemented.

*quadrant* -a tool used to measure vertical angles above the horizon line and the sun at noon or the stars at night

*realia* -objects or activities used to relate classroom teaching to the real life experiences of peoples studied

*reconnaissance* -an inspection or exploration of an area, especially one made to gather military information

*rubric* -a distinctive design used with signature

*scurvy* -a disease caused by deficiency of vitamin C, characterized by spongy and bleeding gums, bleeding under the skin, and extreme weakness

*scout* -one who explores in order to obtain information

*secular* -not specifically relating to religion or to a religious body

*tallow* -hard fat obtained from parts of the bodies of cattle, sheep, or horses, and used in foodstuffs or to make candles, leather dressing, soap, and lubricants

*viceroys* -a man who is the governor of a country, province, or colony, ruling as the representative of a sovereign.

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#### Suggested Web Sites

<http://anza.uoregon.edu>

[www.library.arizona.edu/images/dolonys/cpt.4-f.htm](http://www.library.arizona.edu/images/dolonys/cpt.4-f.htm)

[www.nps.gov/juba](http://www.nps.gov/juba)

#### General

Houk, Rose, Sonora Desert, Southwest Parks and Monuments Association, 221 N. Court, Tucson, AZ 85701

Picture Postcard Scrapbook, compiled by the Santa Barbara Trust for Historic Preservation

Wallace, Marianne D., America 's Deserts, Fulcrum Publishing, 16100 Table Mountain Parkway, Suite 300, Golden CO 80403

#### Native Americans

Bean, Lowell John and Bourgeault, Lisa, The Cahuilla, Chelsea House Publishers, a subsidiary of Hights Cross

Harrington, M.R., Ancient Life Among the Southern California Indians, Southwest Museum, Highland Park, Los Angeles, CA 90042

Melody, Michael E., The Apache, Chelsea House Publishers, a division of Main Line Book Co.

Miller, Bruce W., The Gabrielino, Sand River Press, 1319 14th St, Los Osos, CA, 93402.

Noble, David Grant, Ancient Indians of the Southwest, Southwest Parks and Monuments Association

Underhill, Ruth M. Ph.D., The Papago and Pima Indians of Arizona, Filter Press, LLC, P.O. Box 95, Pallmer Lake, CO 80133

#### Desert Plants

Easy Field Guide to Common Trees of Arizona ,Primer Publishers,5738 N. Central Ave., Phoenix, AZ 85012

Ferdon, J., Saguaros, Arizona State Parks, 1300 W. Washington, Phoenix, AZ 85007

Johnson, Paul R., Cacti, Shrubs and Trees of Anza Borrego, Anza-Borrego Desert Natural History Association, Borrego Springs, CA 92004

Nelson, Richard and Sharon, Easy Field Guide to Common Cactus of Arizona, Primer Publishers, 5738 N Central Ave, Phoenix, AZ 85012

Watts, May Theilgaard and Tom, Desert Tree Finder, Nature Study Guild, Box 10489, Rochester, NY 14610

## Desert Animals

Arizona State Parks, Bats of Arizona, Arizona State Parks, 1300 W. Washington, Phoenix, AZ 85007

Arizona State Parks, Bighorn Sheep ,Arizona State Parks,1300 W. Washington, Phoenix, AZ 85007

Arizona State Parks, Gambel Quail ,Arizona State Parks,1300 W. Washington, Phoenix, AZ 85007

Arizona State Parks, Rattlesnakes, Arizona State Parks, 1300 W. Washington, Phoenix, AZ 85007

Arizona State Parks, Ringtail Cat, Arizona State Parks, 1300 W. Washington, Phoenix, AZ 85007

Arizona State Parks, Tarantula, Arizona State Parks, 1300 W. Washington, Phoenix, AZ 85007

Birds in the Anza-Borrego Desert State Park Area, Anza-Borrego Desert Natural History Association, Borrego Springs, CA 92004.

Gustafson, Sarah, Little Critters of the Southwest, Southwest Parks and Monuments Association, 221 N. Court, Tucson, AZ

Mammals of Anza-Borrego Desert State Park ,Anza-Borrego Desert Natural History Association, Borrego Springs, CA 92004

Nelson, Richard and Sharon, Easy Field Guide to Common Birds of Arizona, Primer Publishers,5738 N. Central Ave., Phoenix, AZ 85012

Nelson, Richard and Sharon, Easy Field Guide to Common Insects of Arizona, Primer Publishers,5738 N. Central Ave., Phoenix, AZ 85012

Nelson, Richard and Sharon, Easy Field Guide to Common Mammals of Arizona, Primer Publishers,5738 N. Central Ave., Phoenix, AZ 85012

Nelson, Richard and Sharon, Easy Field Guide to Common Snakes of Arizona, Primer Publishers, 5738 N. Central Ave., Phoenix, AZ 85012

The Reptiles and Amphibians of Anza-Borrego Desert State Park Area, Anza-Borrego Desert Natural History Association, Borrego Springs, CA 92004

## Resource Materials for Loan

### *Sample Realia*

Available from the Santa Barbara Presidio:

PACK ONE Soldier's cape, boots, farmer's shirt, sash, hat, and blanket

PACK TWO Water bule, wooden spoon, copper pot, pinole, pine nuts, basket, and wooden bowl

PACK THREE Two Indian baskets, mesquite pods, coyote melon gourds, 4 arrowheads, mesquite cakes, rabbit skin

PACK FOUR Winter reboso, pink reboso, chemise (blouse), huaraches, ribbons, skirt, vest

PACK FIVE Saddle blanket, small chest, scarf, lace mantilla, rosary, Our Lady of Guadalupe picture, Kokopelli (a primitive image of the mystical flute player, known as a god of harvest and bearer of good luck)

Please call the Santa Barbara Trust for Historic Preservation at (805)966-9719 if you would like to borrow any of these packs of realia.

For those interested in extending the lesson to specific areas the Trek covered (Arizona, New Mexico and California), send a written request to SBTHP, P.O. Box 388, Santa Barbara, CA 93102-0388, Attn. Anza Extensions.

*Available from the National Park Service*

TRAVELLING TRUNK A variety of artifacts from the Spanish colonial period as well as tools used by Chumash Indians. The trunk includes book resources, additional curriculums, as well as period clothing.

Contact The Juan Bautista de Anza National Historic Trail staff at [juba\\_info@nps.gov](mailto:juba_info@nps.gov)

## Additional Stand Alone Lesson Plans

### Mapping and the Anza Trail

This program is designed as an in-class exercise conducted by the teacher. Use a copy of the Map from the journal section of the Anza Trail curriculum

#### *Background*

Juan Bautista de Anza wanted to bring settlers from Mexico to San Francisco. In 1774, he led a group of soldiers from what is now northern Mexico, through Arizona, and across California to the Bay Area - achieving the first overland trip from Mexico to Alta California. Without a map, road, or directions, he navigated his troops across the California desert, through a mountain range, and up the California coast to prove that it could be done. This opened the way for a group of nearly 300 men, women and children to migrate almost 2,000 miles from Mexico to their new homes in San Francisco in 1776.

#### *Map Review*

Students should take a minute or two to examine the map of the "Anza Trail". When they have had enough time to study it, they should identify and mark:

- a) The state of California
- b) The state of Arizona
- c) The Pacific Ocean
- d) The Mexican state of Baja California
- e) The Mexican state of Sonora
- f) Where they live with a star

After reviewing the map, either orally or as a journal exercise, ask them to explain:

- **What natural features did the Anza expedition follow when crossing the deserts of Arizona?**
- **Why do you think they chose to follow them?**
- **What natural feature did the Anza Expedition try to avoid by moving south into Baja California?**
- **Why would they want to avoid this?**
- **The Native American villages were normally near a river or by the ocean. Why would they want to live there?**

**Using the compass in the upper right hand quarter of the map, what general direction did the expedition move in? Do you think the weather changed as they moved in this direction?**

**Using a ruler, try to measure the length of the trail from the Mexico/Arizona border to San Francisco. In miles, how long was this portion of the expedition?**

#### *Background*

Crossing the California desert was the most difficult portion of the entire Anza Expedition. With 300 people and almost 1000 animals, there just was not sufficient water for the three day trip to cross the

desert once they the Colorado River. The Yuma (Quechan) people near the river had helped feed and take care of the expedition before they attempted the desert crossing.

*Discussion Questions*

**Anza knew from his 1774 crossing that there were a few springs in the desert between the Colorado River and the San Gabriel Mission. The springs slowly refilled throughout the day but there was not enough water for all of the people and animals. If you were Anza, how would you have dealt with getting the expedition across the desert?**

*Answer - Anza divided the expedition into three groups of people and one group of animals for a total of four groups. By each group leaving a day apart, there was enough time for the springs to refill and provide enough water to keep everyone going.*

**The Anza Expedition tried to pack all the food that they would need for their six-month trip from near the Mexican border to San Francisco. But often, supplies ran very short. As they traveled through California, they moved through the southeastern desert, across the mountains, along rivers and to the shores. With no stores along the way, where would you get more supplies from to feed the hundreds of people on the expedition?**

*Answer - Anza depended on trading with the Native Americans his expedition met along the way. Along the Colorado River, the Quechan people provided the expedition with fish and melons. Along the Pacific Coast, the Chumash people traded with their fish and baskets with the Anza expedition for beads and ribbons. The four missions that the expedition passed also provided additional food for the settlers, although the missions struggled to meet the needs of 300 people.*

*Alternative Internet based exercise:*

Go to the Web De Anza Internet site at <http://anza.uoregon.edu/atlas/relief/sf.htm> - click on the map segment nearest to your home. First, click on the historic trail link. Next, click on the historic/modern roads link and compare the two images.

**What modern road follows the historic Anza Trail?**

Look at the shading on the map that indicates where the mountains are.

**Does the expedition route go over or around mountains? If you were leading the expedition, would you go over mountains or around them? Why?**

Now, click on the tab with Historic/Major Modern/Streams. Are there major fresh water sources near your home? Where do you think the Anza expedition got their water?

Follow the links to the Atlas to explore other map segments along the Anza Trail.

## Personal Timeline

Students will create an in-class timeline that shows their personal history. They will be able to compare their own timelines to one created in class during a ranger visit that will demonstrate the Spanish exploration in California and on the North American Continent. Students will become familiar with the idea of using a timeline.

### *Background Information*

People have been living in California for a long time. A very long time. Immigrants arrived in North America over 10,000 years ago during the last Ice Age by crossing over the Bering Straits. When Columbus arrived in North America in 1492, American Indians had been on the continent for over 600 generations. It would be another three centuries - 15 generations - before the Anza expedition made it to the shore of California. Yet, when Anza was recruiting families to come to California with him, he was meeting farmers, soldiers, and merchants who had been living and working in Mexico for hundreds of years. Mexico was more their home than Spain - a place that virtually none of them had ever seen.

It's been 228 years since the settlers from northern Mexico came up to live in San Francisco. A lot has changed since they arrived. Over 35 million people now live in California. The landscape is completely changed with the introduction of exotic plants and animals and the arrival of the car.

### *A Personal Timeline*

Students will need a blank sheet of paper. Turn the paper on its side. With a ruler, draw a line from one side to the other. On the left side, put a dot on the line. Underneath it, write the year you were born. Over it, write "My birthday" and draw a little birthday cake. On the right side of the line, put a dot on the line. Underneath, write today's date. Over it write "today". Between the two dots, pick important dates that have happened in your life. For example, put a dot down for the year your brother/sister was born, or the year you started first grade, or the year you moved to your new house. Try to come up with at least six different dates. If you like, draw a small picture over each important date to represent what happened that day.

When you are done, you have created a timeline of your life. You can repeat the exercise using the history of California, Mexico, and Arizona as well.



## A Friendly Letter

This program is designed as an in-class history and language program stressing reading and journal writing. The student will have the opportunity to learn about California's Spanish colonial history and indigenous populations through journal and letter writing.

### *Background Information*

*Read in Class by Teacher or Students*

*1776 was an exciting year in California. Most Americans think of it as the year when the United States declared its independence from England. But few people know that there were actually important events taking place on the West Coast. A year earlier, a group of families had left their homes to take an incredible trip. They were planning on going nearly two thousand miles by horse and foot to California after making the long trek up from Mexico. They hoped to create a fort, a mission, and a city in San Francisco that would protect the northern boundary of the Spanish empire. For hundreds of years, Spain had thought of this area, known as Alta California, as part of their realm, although no Spanish had ever lived in the San Francisco area. For a number of years, sailors from Russia and England had been exploring the California coast as well, hoping to build their own cities and settlements. With all of these groups wanting to live in California, the Spanish King thought it was time to bring as many people as possible to California to build settlements.*

*With all of this planning to create cities, no one had given much thought to the people that had actually been living in these areas. Native Americans, like the Ohlone in San Francisco and the Miwok in the East Bay, had fished, hunted, and thrived throughout the area. They sailed the waters on boats made of reeds, used fire to burn off certain plants so that others would grow, and traded food, baskets, and tools with other tribes from hundreds of miles away. Imagine their surprise at seeing nearly 300 settlers from Mexico. The Indians had never seen horses or the other livestock. The metal tools, the guns, and the colorful clothes that the settlers brought seemed to be from another world.*

*To the settlers, life in San Francisco was like being on a distant planet. Most of the settlers had been farmers in the dry deserts of northern Mexico. As they came north, all of the animals and plants that they knew changed. The Indians that they lived with in Mexico were thousands of miles away - they were meeting other Native Americans who dressed differently, spoke another language, and lived very different lifestyles. The Mexican settlers were hoping for a new and better life in an area where farming would be easier. Many also hoped that one day they would be able to have some land of their*

*own where they could farm and raise their families. Imagine what they would have felt when they saw the Ohlone people living and working in the land that they hoped to settle.*

*So, 1776 was a very exciting time for California, both for the Spanish who had just arrived and for the Indians that had called San Francisco their home for centuries.*

*Exercise - Journal Writing*

For many years, people have used journals or diaries to record or help them remember things that have happened in their lives. During the Anza expedition to California, both the commander Juan Bautista de Anza and the trip's priest Father Pedro Font kept a daily journal of events. Here is an example of a journal that might have been written by a 10-year-old boy on the Anza expedition.

*It's 1775 and King of Spain wants many Spanish people to move up to the strange new lands called Alta California where Native Americans have lived for thousands of years. The King is afraid that some other countries may take the land away from us if no Spanish people are living there. If Spanish people are living there, other countries will know that the land belongs to the King.*

*I have lived in the northern part of New Spain all my life and I'm not sure if I want to move. The King has sent his representative to ask us to move. So we are going on a long trip by land to Alta California. Our leader on this trip will be Captain Juan Bautista de Anza. He is well known and has been to Alta California before. The trip will not be easy, but Captain Anza will see us through I'm sure.*

*I will miss seeing my Abuela Maria and all of my cousins who cannot make the trip. I may never see them again. It will take us six months to reach San Francisco and it is unlikely that I will be able to travel this great distance again. Since the mule and horse are carrying all of our supplies, I was not able to bring my toys - only clothes. I don't think I want to go but my father tells me that we are going to a land with lots of land, plenty of rain, and many animals we can hunt.*

**Now, write a journal entry of your own.** Make believe you are a boy or girl who is about to go on a trip and have to leave your home for a new place thousands of miles away. What things will you miss about your home? What small item can you bring to help you remember your family and friends?

### Exercise - Writing a Friendly Letter

In 1776, there was no such thing as e-mail or a telephone. In order to talk to friends far away, people wrote letters. Sometimes they would take months to get to the other person.

Imagine that you are a member of the Anza expedition. Write a letter to a friend or a member of your family, telling them about what it is like to live in this new and different place. Tell them about what your chores might be, what San Francisco looked like in 1776, or your reactions to the Native Americans.

Or, imagine that you are an Ohlone Indian living near the site of the new Spanish Presidio in San Francisco. Write a letter to a friend describing the horses, clothes, and livestock that the Spanish have brought. How will you communicate with the Spanish settlers? What do you think about them living in an area that you used to play in?

### Spanish Version of the Anza Trail Program

In an effort to conserve paper, the Spanish version of the student materials is included with the attached CD as a PDF file. Additionally, teachers will find a copy of all the resources included in this notebook in electronic format as well.

At a near date, all of these materials will be available from the Anza Trail website for free download at [www.nps.gov/juba](http://www.nps.gov/juba).