An Expedition of Change

Lesson Two

Juan Bautista de Anza National Historic Trail

The teacher will explore with the students the significance and impact of this expedition on our national, regional, and local history and cultures, **emphasizing the changes** that have occurred within the fabric of our society.

Students will learn to use compasses and topos maps. Then they will apply these skills to the outdoor setting whether on the hiking trail, open space, or the school grounds. The teacher will guide the students on a journey, using the knowledge they used in Lesson 1 and learning about the 1776 Anza Expedition.

For trail exploration

Prior to arriving at the trail, the teacher will provide an overview of the day's agenda and the lunch period (if included). The teacher will inform students of the any trail elevation gain, as well as information regarding trail safety (see "Trail Safety Guidelines" sheet attached).

Next, the teacher will pass out the "Student Trail Worksheet" (attached) lead students on a guided hike, making needed stops to introduce the activities and information. *The locations in this lesson are designed for the San Juan Bautista (SJB) section of the Anza Trail, but can be adapted for other locations. The props for the SJB can be reserved through the San Juan Bautista State Historic Park at (831) 623-4881.*

Activity One - *Using and Reading a Compass*

At the trailhead, the teacher will ask students what technologies are available today to assist people in reaching their destination. Possible responses by students could include: GPS, maps, etc. After validating responses, the teacher will explain that the expedition relied on certain geographic tools, including a sextant, astrolabe, and compass. The teacher will then explain how to read and use a compass. In groups of three, students will take compass readings along the trail, completing the student trail sheet. For practice, the teacher will provide the field bearing from the trailhead to the cattle guard. Students will write down on the trail sheet the compass reading for the direction travel.

Activity Two – *Stops along the trail*

Use the "Teacher Trail Summary" sheet to provide you with information during the hike.

Stop One - *Spanish Colonialism (SJB - Cattle Guard #1)*

The class will re-visit the reasons for Spanish colonialism, as well as the sphere of Spanish colonialism. Students will engage with Prop 1 Map illustrating the Sphere of Spanish Colonialism.

Stop Two – *Juan Bautista de Anza (SJB - 1^{stb} bend)*

The teacher will provide information on Juan Bautista de Anza, noting biographical information (his date of birth, social class, military experience, his unique signature, etc). Students will engage with Prop 2 Portrait of Juan Bautista de Anza and his signature.

<u>Stop Three</u> – *1775-1776 Anza Expedition (SJB - 2nd bend)*
The class will re-visit the concepts of push and pull factors of immigration. Next, the teacher will ask students to provide examples of these factors. Students will then list **one item** (besides the clothes on their back) that they would take with them to another country.

The teacher will then explain that these push and pull factors have influenced various immigrant groups to the United States, including the group who accompanied Anza on his expedition. The teacher will then stress the types of people who accompanied Anza, their motivations for joining the expedition, and the supplies they were given. Students will engage with Prop 3 Picture of Expedition Members, Picture of Expedition Items, Supply Lists, and ***rebozo***.

<u>Stop Four</u> – *Daily Routine (SJB - 3rd bend)*
Teacher will ask students to describe their daily routine. The teacher will then describe the daily routine of the expedition, breakfast, breaking of camp, packing of supplies, etc. for 300 people and live stock. In addition, the teacher will explain the role of music on the expedition. Ask the students why would they play music for the people as they traveled (answer: music was used to keep the group motivated and keep up their spirits when times where hard. It was also used to let the groups know when to start packing up and when to rest for the night).

<u>Stop Five</u> – *Challenges, Obstacles, and Solutions (SJB - 4rd bend)*
The teacher will ask students what challenges and obstacles an immigrant to California (coming from various directions North, South, East, and West) might experience on his/her way to the Golden State. After validating their responses, the teacher will then ask in what ways could those challenges and obstacles be resolved. Next, the teacher will explain the challenges and obstacles faced by the expedition members using the "Teacher Summary Sheet."

<u>Stop Six</u> – *New Experiences (SJB -5th bend)*
The teacher will ask students what sights, smells, etc. an immigrant to California might experience on his/her way to the Golden State. After validating their responses, the teacher will then describe the new experiences encountered by the expedition members, including earthquakes and indigenous vegetation, like oak trees, blackberry, and California Buckeye, and the various climatic zones encountered. Students will engage with Prop 4 Pictures of Native Plants and Trees.

<u>Stop Seven</u> – *Indigenous Peoples (SJB -6th bend)*
The teacher will explain that the expedition members encountered several indigenous groups along the way. These native peoples were an invaluable resource to the expedition, as they provided lodging, food, geographical information, translation, etc. These interactions were so important that the supply list included beads and tobacco, items Anza gave to native peoples along the trail in exchange for their hospitality, cooperation, etc. (SJB - One group that they encountered in San Benito County was the Mutsun. The teacher will then describe aspects of the Mutsun culture once again using the "Teacher Trail Summary" sheet.)

<u>Stop Eight</u> – *Alas!!! A New Home (SJB - 7th bend)*

The teacher will ask students to explain the feelings of arriving in a place that is unfamiliar, uncharted, etc. For example, what feelings or thoughts did they have on the first day of school or when they moved to a new neighborhood, city, state, country, etc. After discussing these experiences, the teacher will describe that after 140 days of travel the expedition party arrived in Monterey, where it waited for two-months until Anza had surveyed the San Francisco Bay region. Once that was done, the families moved to San Francisco where they established their new homes.

Stop Nine – *Changes in the Landscape (SJB - Cattle Guard #2)*
Following this activity, the teacher will lead students to the second cattle guard. From here, the teacher will turn east towards the San Juan Bautista Valley, describing to students what the area might have looked like at the time of Juan Bautista de Anza's expedition. The teacher will explain that the area was a marshy region, home to tule reeds, elk, deer, duck, and geese. The teacher will then ask students to identify the one structure that dates back to era of Anza's expedition---the Mission San Juan Bautista.

Once this activity is completed, students will break for a twenty-minute lunch period. During this period, the teacher will collect compasses and any other props distributed. The teacher will then remind students to place their trash in their lunch, as the hike is a pack-in/pack-out.

Activity Three - *Topographical Maps*
Following lunch, the teacher will explain to students the purpose of a topographical map and how to read it. Students will then use a laminated, topographical map of the trail to answer questions on the trail sheet.

Descending the Trail - *Changes to the Landscape*
As the students descend the trail, the teacher will describe the changes (both physical and cultural) ushered in by the expedition and later settlement of Alta California.

The physical changes are evident in the invasive plants and trees along the trail. These include: yellow star thistle, oats, olive trees, and eucalyptus trees. The teacher can then ask students how these invasive plants came to be (possible responses included: expedition, livestock, farming, etc.). As the group continues, the teacher will stop periodically and ask students to describe and explain other changes evident in the environment (possible responses include: homes, barbed wire, overgrazing by livestock, roads, deforestation, etc.).

One very important cultural changed that must be addressed is the impact of the mission system on the indigenous people, the Mutsun. Next, the teacher should provide information regarding the cultural changes for the Mutsun, including issues related to land, spiritual beliefs, language, etc.

Prior to departing, the teacher will collect all props and place them in the storage container at the trailhead. Student will finish there worksheet on the trail or back at the classroom.

Trail Safety Guidelines

- Heat can be extreme. Make sure to carry and drink plenty of water, especially when hiking.

- Trails can be rocky and uneven, with steep drop-offs. Wear sturdy footwear and hike with caution. **You must stay with your adult leader at all times.**

- You must take all of your trash back home to be recycled for this is a pack in pack out experience. So please make sure you keep the trail clean.

- Ticks, can carry Lyme disease, are common in parks. To avoid picking them up, stay on the trail. Do not sit or lean on trees, and avoid brushing past any vegetation as you hike. Check yourself frequently for any ticks and if you find one, remove it immediately.

- Let an adult know if you get hurt, if you see something that might be dangerous, or if you have any questions about anything.

- Poison oak and stinging nettle are common plants found outdoors. They can cause severe itching and burning. Stay on the trail to avoid contact with these plants.

An Expedition of Change

Student Trail Worksheet

Juan Bautista de Anza National Historic Trail

Name:_____

Partners' Names:_____

Date:_____

Compass Readings

Trailhead to Stop #1:_____ Stop #1 to #2:_____
Stop #3 to #4:_____ Stop #5 to #6:_____

Stop One - *Spanish Colonialism*
Where did Spain colonize and why?

Stop Two - *Juan Bautista de Anza*
List two facts about Anza

-
-

Stop Three - *1775-1776 Anza Expedition*
List one positive and one negative factor that influenced the expedition members to immigrate into Alta California.

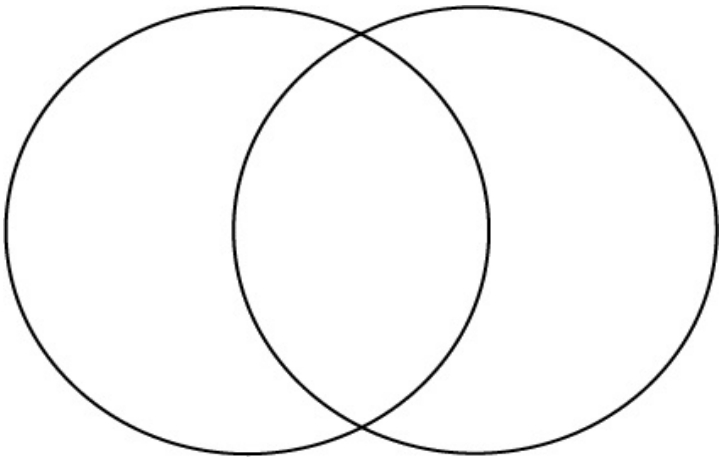
-
-

List two items that an expedition member might have brought to Alta California.

-
-

<u>Stop Four</u> - *Daily Routine*
Describe how your daily routine is similar and different from the 1775-1776 Anza Expedition members. List two things per section.

Your Daily Routine Routine of Expedition Member



<u>Stop Five</u> - *Challenges, Obstacles, and Solutions*
List one challenge and one obstacle the expedition members faced on their trek. List how this obstacle and challenge might be solved.

Challenge	Solution
Obstacle	Solution

<u>Stop Six</u> - *New Experiences*
List one example for each of the five senses that an expedition member experienced when arriving into Alta California.

See
Touch
Smell

Hear
Taste

<u>Stop Seven</u> - *Indigenous Peoples*
Provide two examples of the material and non-material aspects of Mutsun culture.

Material (What did they have?)	Non-Material (What they did and why they did it?)

<u>Topo Activity</u>
Use the laminated, topographical map of the trail to determine the elevation at each of the points listed below.

Trailhead to Stop #1:_____ Stop #1 to #2:_____

Stop #3 to #4:_____ Stop #5 to #6:_____

<u>On the Way Down</u> - *Changes to the Landscape*
Describe two physical changes and two cultural changes that the 1775-1776 Anza Expedition brought to California.

Physical Changes	Cultural Changes

Respond to Prompt

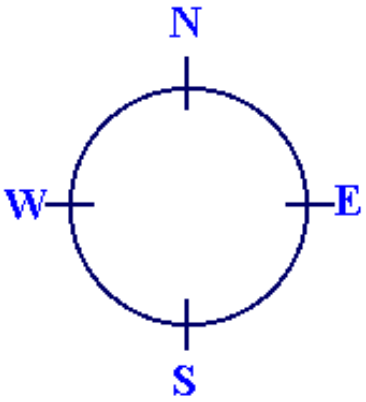
In the space provided below, explain how and why the 1775-1776 Anza Expedition was ***An Expedition of Change.*** Be sure to touch upon the changed experienced by expedition members, the indigenous peoples, as well as the physical landscape.

An Expedition of Change

Lesson Two

Juan Bautista de Anza National Historic Trail

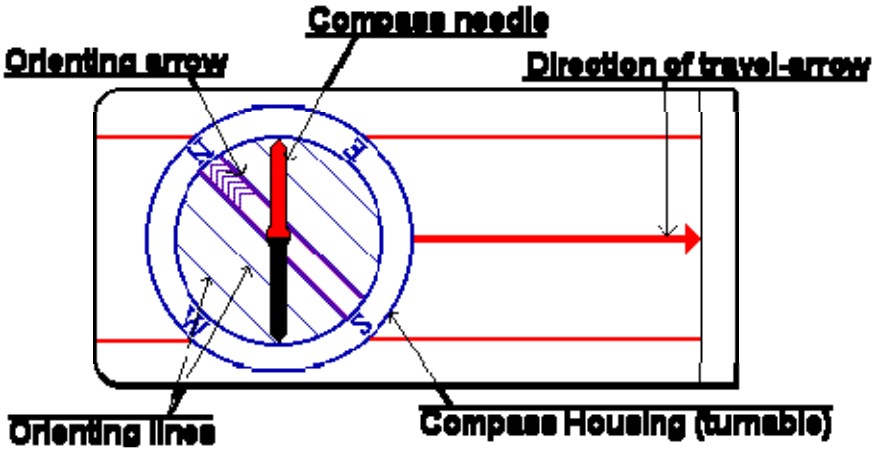
Compass Activity



To determine the direction or bearing, from one point to another, you need a compass as well as a map. Most compasses are marked with four points north, east, south and west. Some are marked additionally with the number of degrees in a circle (north is 0° or 360°; east is 90°; south is 180°; and west is 270°. **One thing to remember is that a compass does not really point north, not true north**, except in some really rare areas. The compass needle is attracted by magnetic force, which varies in different parts of the world. When you read north on a compass, you're really reading the direction of the magnetic north pole.

Taking a Field Bearing – (reading the direction and degrees of a landmark from where you are standing)

1. Face the landmark (bridge, hill, etc.)
2. Hold your compass level and point (**the direction of travel arrow**) at the landmark.



3. Turn the dial of the compass without moving the base of the compass. (the direction of travel arrow should still be pointing at the landmark), until the **orienting arrow** inside the housing lines up with the **red compass needle**.
4. Now read the number on the dial that lines up with the direction of travel arrow, this is the **magnetic bearing** to the landmark.

<u>Compass walk</u>

(example)

1. Line up your direction of travel arrow with the bearing (heading) given (example 40 degrees)
2. Turn yourself around with the compass until the red magnetic compass needle points to the N on the dial. Now walk 40 paces and stop.
3. Now change the bearing to 160 degrees and turn your body with the compass and line up the orienting arrow and a magnetic arrow again and walk another 40 paces and stop.
4. Change the bearing to 280 degrees on the dial turn your body with the compass and again line up the arrows, walk 40 paces and you should be back where you started.

An Expedition of Change

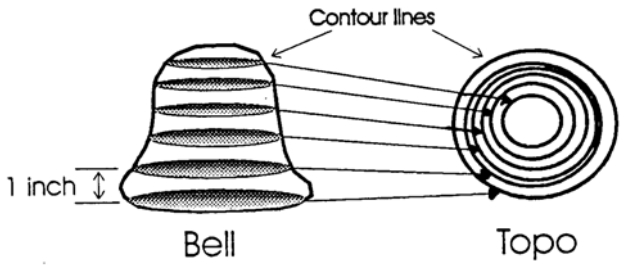
Lesson Two

Juan Bautista de Anza National Historic Trail

Topo Map Activity

Explorers usually make maps of the areas that they have explored. In order to share the information, they will make a drawing or a topographical map. A topographical map is a special kind of drawing that shows the change in the elevation (height) of an area. The shape of the land, including mountains, rivers, and valleys can be identified on topo maps.

Topographical maps can show 3-dimensions on a flat or 2-dimensional piece of paper. From a side view, lines are drawn around an object, like a mountain, at set intervals of height. The height could be one inch or more. The lines are then drawn on a piece of paper as if you are looking down from above.



Try to match each object on the left with its topographical representation on the right.

An Expedition of Change

Teacher Trail Summary

Juan Bautista de Anza National Historic Trail

Anza Trail segment in San Juan Bautista, CA

This information is a supplement to the hike in Lesson Two. It can also be used as an independent activity not associated with the curriculum *An Expedition of Change*. Reservations for the trail props are available by calling San Juan Bautista State Historic Park (831) 623-4881.

Trailhead

- Introduction - 1999 this trail portion was established
- Trail Safety Guidlines and Agenda
- Theme - The 1775-1776 Anza Expedition brought an everlasting historical, cultural, and physical change that is represented in today's society

Life Before the 1775-1776 Anza Expedition

Show picture of the Mutsun Native American Indian tribal area map and landscape before expedition. Introduce the traditional Mutsun lifestyle (food, shelter, clothing, trade/interactions with other tribes etc.)

- The Ohlone Indians lived in the San Francisco and Monterey area for close to 3,000 years. The Spanish called the Ohlone by the name Costanoan, which meant "People of the Coast". The Native American Indians of this area were referred by this name for hundreds of years until descendants chose to call themselves Ohlones.
- Consisted of approximately forty different triblets ranging from 50 to 200 members and was scattered throughout the regions of the Bay Area. Each group had a separate, distinctive name and its own leader, territory, customs, common boundaries, inter-tribal marriages, and trade.
- Lived to the north and east in the San Juan Bautista area and along the San Benito River down to Pinnalces National Monument.
- Women wore a braided tule or grass apron in front and a piece of deerskin trimmed with bird feathers and squirrel tails or rabbits in back. Men generally went naked. During cold weather, both men and women might wear a cape made from the skins of seal, deer, or rabbit.
- Hunters and gathers, they went to the seashore for shellfish (mussels, abalone, clams, and oysters). Along the shore, in the marshes, ducks, birds and other small animals (rats, mice, geese, doves, quail, rabbits, squirrels). The oak and the buckeye forests supplied them with their main food source. They leached away the bitterness with water and turned them into a staple food from which they made flour, bread, soups, and mush.
- Several hundred different types of trade items have been documented such as beads, clothing, abalone shells, projectile points, obsidian, hides, bows, and baskets.

1775-1776 Anza Expedition

Stop One - *Spanish Colonialism (SJB - Cattle Guard #1)*

- Spain feared that England and Russia would colonize the new frontier. Spain had three components for colonization and obtaining the riches of the new lands. The three elements of the plan was to build the presidios/forts (military) for protection, missions for religious centers, and pueblos as civilian towns.
- It's been 225 years since Juan Bautista de Anza travelled the overland route by horse and by foot travelling from the Sonoran desert to northern California, leading to the colonization of San Francisco in 1776 with over 300 men, women and children.

Stop Two – *Juan Bautista de Anza (SJB - 1stb bend)*

- Spain had explored Alta California by travelling the rough trail from Baja California by Gaspar de Portola and Father Junipero Sierra. In 1769 they had also gone by the slow and dangerous sea route. Due to the fact that Sonora had more horses, cattle and people a trail from Sonora would be more valuable to the Spaniards. After Father Sierra's visit with the Viceroy Antonio Bucareli it was decided to try to open a trail from Sonora.

Stop Three – *1775-1776 Anza Expedition (SJB - 2nd bend)*

Show picture of Anza

- 1774 Juan Bautista de Anza asked permission and was granted the assignment to prove that an overland route from Tubac, Arizona to Monterey in Alta California was possible. During his first expedition he travelled with soldiers, padres and Mexican Indians. They finally reached San Gabriel and Monterey and then he was promoted to Lieutenant Colonel.

Stop Four – *Journey (SJB - 3rd bend)*

Show maps of the journey. Read the scroll.

- In October 1775 the second expedition started out with Father Font and Garces together but then later on it was Father Font who continued with the expedition while Father Garces chose to stay behind to explore the Native American culture.
- Travel across a dry wasteland toward the Colorado River. Anza encountered many American Indians along his travel that were instrumental to the success of his expedition. The Yuma Indian Chief Palma showed them a safe and shallow stream crossing for the soldiers and settlers (240) along with mass amounts of cattle (355) and horses (695).

Stop Five – *Challenges, Obstacles, and Solutions (SJB - 4rd bend)*

Individuals who accompanied Anza and the preparation for such a trek

- The Anza Trail represents another layer in a universal story of migrants crossing great distance and enduring tremendous hardships in the hope for a better way of life.
- Recruiting families for the expedition ensured the future success of the Spanish settlements by increasing the overall Spanish presence in Alta California. Moving one's family across such distances, and even giving birth on the trail, was no easy task. There

were 8 births and only 1life was lost along the way. Families had the children taking turns riding the horses as others walked.

- They were exposed to drastic climate changes (heat, drought, snow, wind) as they travel from the deserts to Alta California. They had to dig wells for water and split up the herds a day or two so that there would be enough water from the springs that were along the route. They had to cross ragging rivers and snow covered mountain passes.
- Music was played to help assemble the large group together to let the people know when they were resting, stopping for the nigh or leaving in the morning. Songs were sung along the journey to keep their spirits high during hard times.

Stop Six – *Supplies (SJB -5th bend)*

- Equipping the colonists from hair ribbons to shoes provided clothing, horses, cattle, money (where would they spend it would be another issue) and food. The Anza expedition had to carry the supplies needed to keep the group safe, fed, and healthy. Almost everything was carried by mules. Soldiers, guides, translator, and all of the heads of the house holds were paid one peso per day. All for $500 U.S. dollars.
- Ask the students what items they would take to survive and if they had to take one personal item what would that item be.

Stop Seven – *Changes in the Landscape (SJB – after portable restroom)*
Discuss after lunch.

- In 1776, Anza brought over 1000 horses, mules and cattle to California. The expedition introduce new land uses, plants and animals to the California landscape, setting in motion long-term ecological changes that have forever altered the region's landscape and biological systems.
- Talk about the impacts that barb wire has had on the environment (prevents or hinders land migratory species, introduction of non-native species) Each community is limited, characterized, and affected by numerous environmental factors such as soil, moisture, fire and the topography (the surface features of a region, for example hills, valleys, etc.). Have students look at the ranches below the lunch spot and ask them to see how the farm animals have altered the landscape.
- The four communities that the students will be exploring on the hike are the riparian areas (water, creek near the ranches), chaparral, oak woodland, and the rocky surfaces. Solar exposure, soil type, moisture, and the reoccurrence of fire influence all of these communities. Each community has a variety of different adaptations for both the plants and animals that live in each particular area.

Descending the Trail - *Discuss the rest of the expedition*

- After Monterey in March of 1776, Anza left the settlers of the expedition for a short time so that he could travel on to San Francisco to scout out the ideal location for the settlers to build a presidio and mission. Anza chose the locations based on the fact that they had plenty of wood, water, and grass. He then chose another spot for the mission.

- The structures were started in the summer of 1776 with the care of Lt. Moraga, in that same year on the 4th of July our nation was born and declared its independence.
- After the expedition the actual route wasn't really used because travelling by ship had become more useful because the sea's had been charted. After the mission and presidio were built some families moved to the pueblo of San Jose. Some of the settler actually wrote back to the viceroy requesting him to allow them to leave Alta California. A large number of the members were children or unmarried adults.

"These families request your respectful permission to leave these lands because they are lonely all day and do not have anything in these settlements for them; they feel useless and have no parents and are very young and lonely all day"

After the Expedition

Briefly discuss the Mission period and changes in Mutsun traditional lifestyle. Show the mission set up map, native plant chart and common uses, and the 21 mission map.

- The Mutsun's lived in dome shaped dwellings. The frames were made from bent willow poles thatched with tule or native grasses. The interior walls were covered with mud, with a central hole in the roof allowing the smoke from the fire to escape. The small entrances to the huts were covered with rabbit pelts. Surrounding the central fire pit were various animal pelts (deer, bear, and rabbit) which were used to cover the bare earth.
- Many native plants were also used as a food source, making tools, building materials, in addition to medicines. For example, from Amole (soap root) the Mutsun Indians made brushes, soap, glue and it was used in poultices. Also wild roses were used to make tea; one rose hip has more vitamin C in it than a signal orange.
- Tule grass was also used to build boats. Tule grass is hallow, making it very buoyant and lightweight. Tule bundles were tied together into three bundles then the three bundles were tied together to make a boat which were used for hunting and fishing.
- Mission San Juan Bautista was the 15th mission built with Native Indian labor. The Mutsun's religious beliefs, home, diet, clothing, changed forever after the Spanish arrived. The padres wanted to make them Spanish citizens.
- The last full-blooded Mutsun Indian, Mrs. Ascension Solarsano Cervantes, died in January, 1930 and is buried in the cemetery. Beside the church of Mission San Juan Bautista are over 3,000 Native American Indians buried in the cemetery in large pit graves. They died because the Spaniards unknowingly brought with them disease like the common cold that the Mutsun people had never been exposed to.

Trailhead - *Conclusion*
The1775-1776 Anza Expedition brought an everlasting historical, cultural, and physical **change** that is represented in today's society. The expedition was successful due to the following:

- Unlike previous military endeavors, women and children, not just soldiers and priests, were key in the settlement of California and the success of the 1775-76 Anza expedition.

- It not only brought more people to the territory but as well as cattle and horses for stock to establish the future herds.
- The 1775-76 expedition showed that Anza displayed remarkable leadership in bring so many people safely over a little know route in a potentially hostile environment. The successful arrival of nearly 300 colonists, soldiers and families was largely due to Anza's planning, direction and guidance.