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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.

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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 in Oakland has a similar resource available for loan that can be sent free of charge for two week loan at (510) 817-1323.

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 Eusedio 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 Cahuillas - 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.”

from 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.”

from 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 Joaquin 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 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...”

from 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..."

from 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.

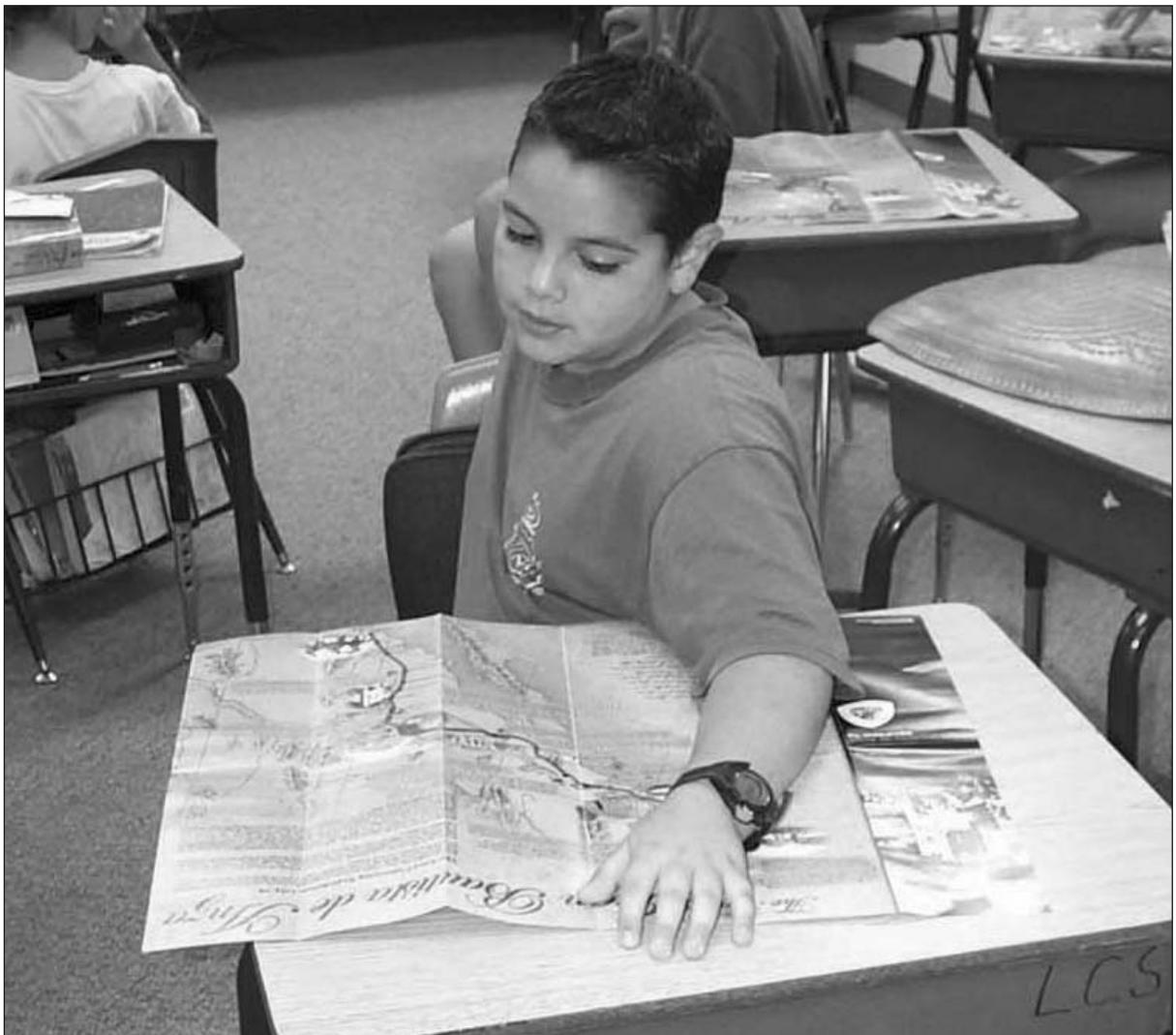
Although the Anza Trail was largely abandoned by the Spanish after an uprising of the Yuma Indians in 1781, it had allowed the passage of enough cattle, settlers, and soldiers to ensure the survival of the existing settlements and to begin the *pueblos* of San José and Los Angeles. The Gila River section 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 website <http://www.nps.gov/juba/plan/history1.htm>.



Mapping out the the Anza Trail as part of a classroom exercise.

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 horse back 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 Tumacacori Mission, 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 interest-

ed 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.



The American National Trail System

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

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
(rubric)****

*Early on the trip muleteer deserted. He was chased after, returned and received twelve lashes.

**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.



***Young boys educated in Spain were allowed to experiment with designing a distinctive rubric “squiggle ” as a part of their signature. Only signatures with rubrics were official!