

UNIT VII

EUROPEANS IN THE PIMERÍA ALTA



REVOLT AND CHANGE

By participating in a social experiment and discussing cultural differences between the Spanish and the O'odham people, students gain firsthand experience in understanding the events leading to the Pima Revolt of 1751.

PAGE 7.3



JUAN BAUTISTA DE ANZA

Students will read, discuss, identify and describe various excerpts of Juan Bautista de Anza's life. In doing so, they will understand the importance of a Spanish (Basque) hero and the lifestyle of a soldier in the 18th century.

PAGE 7.5

UNIT VII - ARIZONA STATE STANDARDS - 2006

LESSON 13 - REVOLT AND CHANGE

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C3 PO3	describe the location/cultural characteristics of Native Americans
	S1 C5 PO4	describe the impact of Native Americans and other cultures in AZ.
	S1 C5 PO5	describe the conflict between newcomers and Native Americans
READING	S1 C6 PO4	use graphic organizers to clarify text meaning
	S1 C6 PO6	use reading strategies to comprehend text
	S3 C1 PO1	identify main idea and supporting details in expository text
	S3 C1 PO6	interpret information from diagrams
	S3 C1 PO7	distinguish cause and effect
	S3 C1 PO8	draw valid conclusions from expository text

LESSON 14 - JUAN BAUTISTA DE ANZA

SUBJECT	STANDARD	DESCRIPTION
SOCIAL STUDIES	S1 C3 PO2	describe the impact of Spanish colonization on the Southwest
	S4 C1 PO6	locate features on a map
	S4 C4 PO3	describe how transportation routes result in human settlement
	S4 C4 PO4	describe cultural characteristics of Arizona's population
	S4 C4 PO5	describe major regional economic activities/land use patterns
READING	S1 C6 PO1	predict text content
	S1 C6 PO2	confirm predictions about text
	S1 C6 PO5	connect information and events to experience
	S1 C6 PO6	use reading strategies to comprehend text
	S3 C1 PO1	identify main idea and details in expository text
	S3 C1 PO5	identify print and electronic reference sources

LESSON 14 - JUAN BAUTISTA DE ANZA - EXTENSION ACTIVITIES

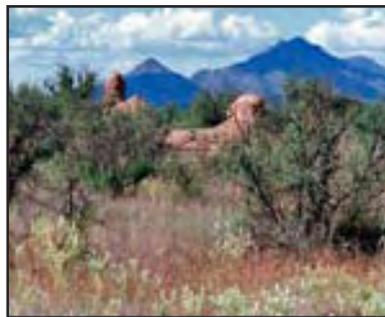
Page 7.8 – Social Studies	S4 C4 PO4	describe cultural characteristics of Arizona's population
Reading	S3 C3 PO1	determine author's position in persuasive text
Page 7.9 – Social Studies	S4 C1 PO3	construct maps using symbols
Reading	S3 C1 PO3	determine author's main purpose in expository text
Page 7.10 – Writing	S1 C1 PO1	generate ideas through drawing
	S3 C2 PO2	write an expository paragraph
Page 7.11 – Social Studies	S4 C1 PO6	locate physical and human features using maps
	S4 C1 PO7	use maps to locate physical and human features in Arizona
Page 7.12 – Social Studies	S1 C3 PO2	describe the impact of Spanish colonization on the Southwest
	S1 C3 PO3	describe location of Native Americans during the Spanish period
Writing	S3 C1 PO1	write a speech based on real events
	S3 C4 PO1	write persuasive text
Page 7.13 – Social Studies	S1 C3 PO2	describe the impact of Spanish colonization on the Southwest
	S1 C3 PO3	describe location of Native Americans during the Spanish period
Writing	S3 C2 PO3	write in expository text (a peace treaty)

In the early 1680's the first Europeans who arrived in the general vicinity of Tumacácori were cattle ranchers, the Romo de Vivar family. They established ranches at Terrenate and the Divisadero on the sweeping turn of the Santa Cruz River where it changes from a south flowing river to one that flows north. There were no fences anywhere. Their cattle and other livestock ranged as far north as present-day Nogales, Tumacácori, and possibly even Tucson. Unfortunately, the Apaches were migrating into the area and, at least in part, made their living by raiding. Ranchers were forced to leave the region. They moved their operations south to Cananea and Arizpe, Sonora.

Soon after, Father Kino arrived in the area. He established several missions, including Tumacácori, the first mission in Arizona, in 1691. The missions quickly became a place where the raiding Apaches could steal horses, other livestock and supplies. Unlike the Romo de Vivar family, the missions managed to hang on.

In 1695 there was a small revolt in the Altar River Valley that started with the O'odham at Tubutama. They were unhappy with some of the Spanish people and an Opata Indian overseer who the Spaniards had given authority over them.

The O'odham ended up killing several people as far south as Caborca, including Father Saeta who had accompanied Father Kino to Tumacácori on his first visit there four years earlier. Father Kino rushed to the scene and was able to stop the rebellion before it went any farther.



For many years after Father Kino died, most of the missions of the Pimería Alta were overseen by Father Agustín Campos. He served in the Pimería Alta for forty-three years and was loved by the O'odham. There was almost another revolt when Jesuit supervisors tried to remove aging Father Campos from San Ignacio.

Father Campos' coachman, an O'odham from Tubutama named Lázaro Chihuahua, was ready to lead several hundred O'odham warriors against the Spanish in Father Campos' defence. Fortunately for all, Father Campos agreed to retire.

Until the 1730's, other than Father Campos, there were no other missionaries in the area north of the present-day border with Mexico. In 1726, Juan Bautista de Anza (*the father*) had been made captain of the Presidio of Fronteras, south of where Douglas, Arizona is today. He began to send soldier escorts to the Pimería Alta to protect the Spanish people who wanted to stay there. By 1728, Diego Romero had established the Santa Barbara Ranch on the Santa Cruz River, (*south of Kino Springs or southeast of Nogales*). By 1729, Anza had established the Guevavi Ranch where it is still located north of the Little Red School House. He also started the San Mateo Ranch where the Rio Rico Golf Course is today. Unfortunately, the first Captain Anza was killed by Apaches in May of 1740. His family had to move out of the captain's house at Fronteras.

UNIT VII - EUROPEANS IN THE PIMERÍA ALTA - BACKGROUND INFORMATION

One of his older daughters married José Antonio Romo de Vivar. The family was able to move to their ranch at the Divisadero. Anza senior's widow, María Rosa Bezerra Nieto, bought the ranch from the Romo de Vivar family. It is there that the captain's youngest son, also Juan Bautista de Anza, grew up.

In 1751 while the Anza family, including 15-year-old Juan Bautista, Jr., was living on the Divisadero Ranch, a major revolt broke out again in the Altar Valley. An O'odham Indian named Luis had been given authority over all the O'odham soldiers by the Spanish Governor of Sonora. He became unhappy with Father Keller, who was a missionary stationed at Santa María Suamca. Luis asked his cousin, Pedro Chihuahua, an orphan on the Santa Barbara Ranch, to come to Saric. Luis was planning to kill all the Spaniards in the Pimería Alta. He tried to involve Pedro in the conspiracy. Pedro decided not to get involved and moved back to the Santa Barbara Ranch.

Just before daylight on November 21, 1751, Luis led a revolt that killed 120 people between Arivaca, Arizona and Caborca, Sonora.

As in 1695 when several Opata Indians were killed, it was not only Spaniards that the rebelling O'odham killed. This time they killed numerous Yaqui Indians.

All of the cultures were so different from each other that their difficulties finally ended in many deaths. A battle was fought between the Spanish and the O'odham near Arivaca in January, 1751. Forty-three rebels were killed. Young Juan Bautista de Anza went with his brother-in-law to San Ignacio to join the volunteer militia. Pedro Chihuahua was executed because he had known about the planning of the uprising. The Spaniards thought he was involved in the conspiracy.

Due to the uprising, the Spanish government decided to build two more presidios in the Pimería Alta. A site for one of them was chosen at Altar, and the other one at Tubac. Young Juan Bautista de Anza was with the squad of militia soldiers who recommended Tubac be one of the sites. Eight years later, the first captain of the new Tubac Presidio was killed by a Seri Indian arrow. Juan Bautista de Anza, now twenty-three years old, was appointed to be its captain.

Anza would serve there for nearly seventeen years. It was a time of relative peace in the Pimería Alta, partially because of Anza's skills as a soldier and peacemaker.

Unfortunately, a great war was fought with the Seri Indians just south of the Pimería Alta. The Apaches continued to raid and cause hardship for the Spanish missions and settlements. Because of his service in the Seri war and his skills as a fighter and peacemaker, Anza received a commission. He was to lead an exploratory expedition to find a route to California in 1774. After finding the route, he was promoted from Captain to Lieutenant Colonel. He was in charge of taking nearly 300 people to California to colonize what is today known as San Francisco.

Upon returning from his successful colonizing trip to California, the viceroy appointed him governor of New Mexico. He served successfully for ten years. There he would prove to be one of the greatest statesmen ever produced by what we today call the Southwest.



LESSON OVERVIEW

By participating in a social experiment and discussing cultural differences between the Spanish and the O'odham people, students gain first hand experience to understand the events leading to the Pima Revolt of 1751.

Subjects

Reading and Social Studies

Preparation

Read the background information and optional references regarding the Pima Revolt. Devise a class schedule as described in Part I.

Materials

None

Time

Part I - one or more sessions;
Part II - one session.

Vocabulary

O'odham, characteristic, revolt, revolution, unique

Reference to the Encounters Box

B-5 *Tumacacori: From Rancheria to National Park*;
B-8 *Kino Guide II*

REVOLT AND CHANGE

Part I

This activity will take your students through an actual experiment in which they will personally experience both positive and negative effects of an encounter with a different "culture." It will serve as a transition to discussing and learning about the encounters that led to the Pima Revolt of 1751.

1. The teacher is to take on a different teaching style from normal for a minimum of one period or longer. Drastically change your routine so that you impress the students both positively and negatively. For example: Give them a treat that you normally would not; change the seating arrangement; if the norm is to allow talking, enforce silence or vice versa; let them out early for recess; demand that they remain in their seat, etc. The idea is to incite a mini-revolt in your class!

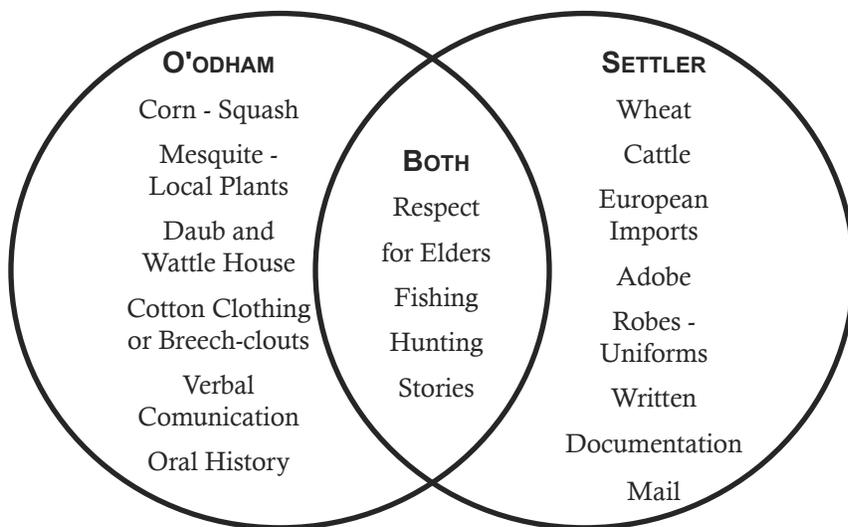
2. After conducting the encounter experiment for some time, you will most likely be close to having a revolt! Before a total mutiny, stop and discuss with the students the pros and cons of your actions.

- *Did they understand the reasons for your actions?*
- *Did any of them get upset? Why or why not?*
- *What would they predict if this continued for a week? A month?*
- *Was this just cause for a revolution? If not, what would be?*



Part II

1. Using a Venn Diagram (below), lead students in a brainstorming activity to contrast beliefs and lifestyles of the O’odham Indians and the early Spanish settlers or missionaries. Use the following list as a reference to stimulate the discussion. Which listed words apply only to the O’odham? Only to settlers? To both?



2. Review and Discussion

- *What characteristics were unique to the O’odham people?*
 - *How about the settlers?*
- *What did the O’odham and the settlers have in common?*
- *What kind of activities might they have done together?*
- *Were there things that were extremely different?*
- *Could these differences have led to disagreements or fights?*
- *How about war or revolution?*

3. Using the Background Information (pages 7.1 - 7.2), read or explain the contents. Discuss the events that led to the revolt.

- *How might the revolt change life in the Pimeria Alta for the settler, the Indians?*

RESOURCES AND REFERENCES

Cycles of Conquest, Edward H. Spicer, Univ. Of AZ Press, Tucson, 1972;
Entrada, Bernard L. Fontana, SPMA, Tucson, 1994;
Mission of Sorrows, John L. Kessell, Univ. of AZ Press, Tucson, 1970;
Pedro de la Cruz, alias Chihuahua - conspirator, scapegoat, victim, Don T. Garate, Tumacacori National Historical Park, 1999;
Tubac Through Four Centuries, Henry Dobyns, AZ State Museum, Tucson, 1959.

ENRICHMENT

- Assign students to write a one-paragraph to one-page essay examining the different belief systems. What differences might make one group angry and lead to a revolt?
- Use excerpts from different accounts of the Pima Revolt. Have students try to put together their own story. Explore other historical events in the same manner.



LESSON OVERVIEW

Students will read, discuss, identify and describe various excerpts of Juan Bautista de Anza's life. In doing so, they will understand the importance of a Spanish (Basque) hero and the lifestyle of a soldier in the 18th century.

Subjects

Geography, Reading, Social Studies and Writing

Preparation

Read the Background Information on *pages 7.1 - 7.2*; review the questions on *Master Pages 7.7* and the six short stories on *Master Pages 7.8- 7.13*.

Materials

Six copies of the six short stories on *Master Pages 7.8 - 7.14*, one for each reading group; working copy of *Master Page 7.14*.

Time

One or more sessions.

Vocabulary

See *Master Pages 7.8 - 7.13*.

Reference to the Encounters Box

Y-5 The Tubac Story

Y-8 Juan Bautista de Anza National Historical Trail, reference book;

Y-9 Juan Bautista de Anza National Historical Trail, map and guide.

JUAN BAUTISTA DE ANZA

Part I

This lesson includes a series of reading selections depicting events in the life of Juan Bautista de Anza. We suggest that each segment be used separately using appropriate comprehension strategies.

1. Introduce Juan Bautista de Anza as an important figure in Arizona History. Use the background information on *Master Pages 7.1 and 7.2*, from reviewing the reading selections on *Master Pages 7.8 - 7.13*, or check out the Juan Bautista de Anza National Historic Trail website at www.nps.gov/juba and at the Web de Anza at <http://anza.uoregon.edu>.

2. Divide the class into six different reading groups and assign each a reading selection from **Master Pages 7.8 - 7.13**. (You may also choose to do each selection with the entire class.)

3. Give a copy of the historical map on *Master Page 7.14* to each group and ask students find the locations referenced on the their assigned reading selection.

4. **Review or have** students read the discussion questions on *Master Page 7.7* and attempt to make predictions for their assigned reading.

5. Assign each group to read their designated selection from *Master Pages 7.8 - 7.13*.

6. Ask students to discuss their reading selection using the questions on *Master Page 7.7*. Have them confirm and discuss their predictions.

7. As an optional evaluation, have students complete the discussion questions on *Master Page 7.7*.

Refer to the bottom of each reading selection for extension activities.

DID YOU KNOW?

The Juan Bautista de Anza National Historic Trail encompasses 1210 miles of deserts, rivers, oak woodlands, shorelines, grasslands, and chaparral. It's as urban as Tucson, Los Angeles, and San Francisco, and as rural and wild as Anza-Borrego Desert State Park. Entwined in a city or isolated from civilization, this trail offers adventure, excitement, and an opportunity to experience history in the places where it occurred.

The trail commemorates, protects, marks, and interprets the route traveled by Anza during the years 1774 - 1776. Starting in Sinaloa and Sonora, New Spain (which is now in Mexico), he brought over 200 settlers to San Francisco to establish a mission and presidio there. This feat is made more remarkable when you realize that the west was still a vast wilderness, and cities such as San Francisco, Los Angeles and Santa Barbara did not yet exist. The Anza Trail is therefore unique in its location and historical context. It connects Mexico to San Francisco, and the 18th century to the 21st. It invites travelers to experience the interweaving of the three elements of the Spanish plan for the colonization of its northern frontier: presidios (military forts), missions (religious centers), and pueblos (civilian towns). By following the trail, it becomes easier to grasp the links between the presidios of Tubac, Santa Barbara, and San Francisco, and to see patterns in the location, construction and use of Spanish Missions. By visiting sites marking the humble beginnings of the cities of San José (founded in 1777) and Los Angeles (founded in 1781), their modern development becomes even more marvelous.

You can drive the Anza Trail from Nogales, Arizona, to San Francisco, California, or simply visit places in between to experience the trail and its stories at your own speed. You can walk, hike, or ride along the recreational trail, or visit nearly a hundred historical sites. In the words of Captain Juan Bautista de Anza, "¡Vayan subiendo!" (Let's go everybody!).

From Juan Bautista National Historical Trail - Website

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

RESOURCES AND REFERENCES

Antepasados, Donald T. Garate, Los Californianos, PO Box 1773, San Leandro, C A, 1995;
*Antipasodos : A guide to the Juan Bautista de Anza National Historic Trail*_ Greg Bernal-Mendoza Smestad, PH.D., Los Californianos, San Diego, CA, 2005;
Anza's 1779 Comanche Campaign, Ron Kessler, Adobe Village Press, Monte Vista, CO, 1943;
Juan Bautista de Anza: Basque Explorer in the New World 1693-1740, Donald T. Garate, Univ. of Nevada Press, Reno & Las Vegas, 2003;
Juan Bautista de Anza National Historic Trail, Southwest Parks and Monuments Association, Tucson, AZ 1994;
The Anza Trail and the Settling of California, Vladimir Guerrero, Santa Clara Univ., CA, Heyday Books, Berkeley, CA, 2006;
 Juan Bautista National Historic Trail website: [www..nps.gov/juba](http://www.nps.gov/juba) or at the University of Oregon's Web de Anza at: <http://anza.oregon.edu/>

ENRICHMENT

- Assign students to do the Anza Junior Ranger program at <http://www.anzajuniorranger.org/> or visiting one of the Anza websites: <http://anza.uoregon.edu/> or www.nps.gov/tuma.
- Consider hiking part of the Anza trail. The section between Tumacacori and Tubac, Arizona are ideal with hikes ranging from 1/2 to up to 6 miles.
- See further enrichments on each reading selection, *Master Pages 7.8-7.13*.

JUAN BAUTISTA DE ANZA - COMPREHENSIVE STUDY QUESTIONS

Fronteras

1. Who was this section mainly about? *Main Idea*
2. Where and when was he born? *Details*
3. What is a presidio? *Vocabulary*
4. What happened to his father and what changes did that bring to the family? *Detail and Cause/Effect*
5. What did people expect of Juan and why did they expect that? *Comprehension*

Divisadero

1. What two kinds of education did Juan receive? *Knowledge*
2. What two lessons did Juan learn from the Apache raid at the Divisadero rancho? *Comprehension*
3. What was the best kind of house to build and why? *Comprehension*
4. What caused Juan to join the volunteer militia? *Cause and Effect*
5. How did Juan become the Tubac presidio captain at the age of 23 years? *Cause and Effect*

Tubac

1. Why was Capitán Anza so often away from the Tubac Presidio? *Comprehension*
2. What is a cuera? *Vocabulary*
3. How was the captain able to defeat the Apaches? *Comprehension*
4. How was he able to survive the attack? *Comprehension*
5. Why do you think it was important to get the mule pack train to Tubac? *Inference*

San Francisco

1. What was Anza's father's dream? *Knowledge*
2. What is an expedition? *Vocabulary*
3. Why did it become important to make that dream come true? *Comprehension*
4. Why was Father Garcés chosen to be the primary guide for the expedition? *Comprehension*
5. What remarkable thing happened to the people of the expedition? *Comprehension*

Cuerno Verde

1. What was Anza's reward for the settlements he started in California? *Comprehension*
2. Who was Cuerno Verde? *Recall*
3. What did Anza do to be able to surprise the Comanches in their village? *Comprehension*
4. Why was Cuerno Verde's attack unsuccessful? *Cause and Effect*
5. Why didn't Anza want the Comanches killed after they fled Taos? *Inference*

Ecueracapa

1. Why did Anza visit the Hopi Indians? *Comprehension*
2. What is an epidemic? *Vocabulary*
3. Who was Toro Blanco and what happened to him? *Recall*
4. Why did the Comanches want to get rid of Toro Blanco? *Cause and Effect*
5. How was it possible for the pioneers to travel safely through the Comanche lands? *Comprehension*

Juan Bautista de Anza – Reading 1: Fronteras

Juan Bautista de Anza (Wan Bow-tées-ta day Onsa) was born on July 7, 1737 at the Spanish mission Cuquiáráchi (Koo-kee-áre-ah-chee). The mission, located at the extreme northern boundary of the Spanish frontier in what was then New Spain (now Sonora, Mexico), was for the Opata Indians. There was a garrison (fort), or presidio, of Spanish soldiers just a few miles away called Santa Rosa de Corodéguachi (Kor-oh-dáy-gwa-chee). Juan's father was the commander and captain of soldiers at this presidio. The people called it Fronteras, because it was so far out on the fringes (edges) of the north frontier. It was his father's responsibility to protect the Spanish settlers of Sonora from raiding Apache Indians.

Juan's father was also named Juan Bautista de Anza. The name means "John the Baptist of the Anza family" in English. Juan's father was a Basque (Bask) from northern Spain. His Spanish mother, Rosa María was raised at Janos (Há-nos) presidio in what is now northern Chihuahua (Chee-wá-wa), Mexico. It was their religious custom to name children after saints. Although his full name was Juan Bautista, or John the Baptist, he was known as "Juan." Later, people called him Señor Anza, (Mr. Anza). His soldiers, when he became a commander like his father before him, called him simply *Capitán*, or *Capitán Anza* (Captain Anza).

Juan lived for his first four years in the captain's house at the hilltop Fronteras Presidio. Just two months before his fourth birthday a tragedy struck his family, changing his life forever. His father was killed in an Apache ambush while returning from an inspection of the missions at Tumacácori, Guevavi, and San Xavier. Suddenly the fatherless family would have to move out of the captain's house at Fronteras. His mother would have to make other arrangements for Juan and his four older sisters, María, Gertrudis, Margarita, and Gregoria, and his older brother, Francisco.

Little Juan was too young to really remember his father. He would be told repeatedly that since he had the same name as his father, he should grow up to do the things that his father would have done if he had lived. He should be a soldier and a peacemaker like his famous father. Juan took their suggestions to heart and would become an even more famous soldier and peacemaker.

EXTENSION ACTIVITY

- Juan's sisters would have been expected to help their mother with the household chores. Juan and his brothers would have had more freedom to play. Their toys would have been made from wood pieces, rocks, clay from the river bank and scraps of cloth. Describe how boys living in a fort might have used these materials to create games to play.

Vocabulary: Opata, Seri, Apache, *Basque*, *Presidio*

AZ State Standard: SS4-S4 C4 PO4 / R4-S3 C3 PO1

Juan Bautista de Anza – Reading 2: Divisadero

Juan Bautista de Anza grew up on the Divisadero (Dee-vees-ah-dáy-row) Ranch on the Santa Cruz River south of present-day Nogales, Arizona. There he learned the ways of a *vaquero* (ba-káy-row), or cowboy. Manuel José de Sosa, a government scribe and his mother's uncle, taught him to read and write.

He witnessed his first Apache raid at the Divisadero when he was only seven years old. Several of his friends died. The ranch was burned to the ground and his family had to start over. It was at that time that he learned two important lessons. First, the Apaches and other Indian tribes of the area relied more on cunning than they did large numbers of warriors. Secondly, houses built far apart, and with grass roofs, have little protection and burn quickly. After the attack on the Divisadero settlers of the area, government officials passed a decree, or law. No house could be built in Sonora unless there were two or more built together. For every four houses there would be a tower built to watch for raiding parties. No more houses would be built of wood with grass roofs. They would be built with adobe and tile. Many years later, when he became governor of New Mexico, Anza put this same basic rule into effect. This was to prevent those settlements from being destroyed by Comanches.

In the fall of 1751, the Pima Indians revolted in the Altar Valley west of the Divisadero. Of the 120 people who were killed in the uprising, many were close friends of young Juan and his family. So, at the young age of fifteen years, he joined the volunteer militia to help put down the rebellion. The militia found the rebels' hideout in the mountains near Tucson. He also was with a survey party who recommended that a new presidio be built at a place called Tubac, to help prevent such disasters in the future. Soon after that, his brother-in-law, Gabriel Vildósola (Gob-ree-el Beel-dóe-so-la) was made captain of the Fronteras Presidio where Juan had spent his early boyhood.

He returned with Gabriel as a cadet in the frontier cavalry. He rose quickly to the rank of lieutenant and began to draw the attention of other commanding officers, including the governor of Sonora, Juan Mendoza. While fighting Seri Indians with other troops under Governor Mendoza's command, the captain of the new presidio at Tubac was wounded by a poisoned Seri arrow. Since Anza knew the country better than anyone, he was assigned to take the dying captain back to Tubac. After the sad journey, he informed Governor Mendoza that the captain had died. He received orders back to take charge of the Tubac presidio. Juan Bautista de Anza had risen from a cadet in 1754 to a presidio captain in 1759, a mere five years. He was only 23 years old!

EXTENSION ACTIVITY

- Draw a picture of a small settlement with at least 4 houses the way that the settlers had to build them to protect themselves from Indian attacks and fire.

Vocabulary: *vaquero*, scribe, cunning, *presidio*, adobe, Comanches, Pima, militia, rebellion, cadet, Seri

AZ State Standard: SS4- S4 C1 PO3 / R4-S3 C1 PO3

Juan Bautista de Anza – Reading 3: Tubac

Juan Bautista de Anza was commander of the Tubac Presidio for seventeen years, but he hardly ever had time to be there. Shortly after he was made captain, the Great Seri War was raging in the south, near present-day Hermosillo, Sonora. When he wasn't fighting in that war, he was chasing raiding Apaches. The Indians stole horses or other supplies from one of the missions or settlements in a fifty-mile radius of Tubac. He was left with little time for anything else. He did take time out in 1771 to travel to Arizpe, Sonora, to marry his sweetheart, a young lady named Ana María Pérez Serrano. Then it was back to fighting the continuing battles that affected every corner of the frontier.

As a cavalry soldier, he was wounded twice by Seris and twice by Apaches. It was amazing that he survived the poisoned tips of the Seri arrows. Juan usually wore his *cuera - kway-rah*), or “leather jacket” armor, especially on the night of May 2, 1778. The full moon was shining brightly. Anza and five soldiers were escorting a loaded pack mule train with supplies for the soldiers at Tubac through the mountains between Saracachi (Sah-rah-cáh-chee) and Cucurpe (Koo-kóor-pay), Sonora. He was at the lead of the pack mules and their handlers. About forty Apaches struck Anza and two soldiers as they were nearing the top of a ridge. The packers and their mules were strung out down through the bottom of an arroyo to the top of the ridge on the other side of the canyon. The other three soldiers were on the high ground on the other side, following the pack string, when the Apaches appeared in the low ground.

Captain Anza quickly planned to make the invaders think they were surrounded. Hollering and screaming at the top of their lungs, he and the two soldiers with him, charged down the hill at the raiding Apaches. The other three soldiers on the opposite side of the canyon quickly realized what their captain was trying to do and charged the Apaches from that direction. The trick worked. The Apaches, thinking they were surrounded, fled with only one of the pack mules – but not without firing off arrows in both directions. Storming down the hill at full gallop, the captain took ten of the arrows in the chest. None fully penetrated his heavy leather armor. The force of each one of them nearly knocked him off his horse. He only received numerous bruises and several broken ribs.

He calmly continued on to Tubac to deliver the pack train. Five days later he was back down in the Cerro Prieto (Dark Mountain) fighting Seri Indians.

Extension Activity

- Draw a picture of Anza and his men fighting off the Apache raid. Write a caption that describes the picture.

Vocabulary: *presidio*, Seri, Apaches, *cuera*, *arroyo*, hollering

AZ State Standard: W4-S1 C1 PO1 / W4-S3 C2 PO2

Juan Bautista de Anza – Reading 4: San Francisco

In his early years at Tubac, Juan Bautista de Anza spent much of his time fighting Seri Indians in Sonora and chasing raiding Apaches. He had little time for anything else. He always had in the back of his mind, however, his father's dream – to find a route from Sonora to what the Spanish called Alta California (Upper California). In 1769 Gaspar de Portolá had led a Spanish expedition from Baja California (Lower California) to establish presidios and missions in Upper California. They had discovered a magnificent bay now called the San Francisco Bay. It became urgent that the Spanish find a better land route. They needed to colonize this new bay before the English or the Russians did. Captain Anza proposed taking some of his soldiers from Tubac to find such a route.

In 1774 he was given permission to lead twenty-eight soldiers and some other workers with saddle horses, pack mules, and some beef cattle for eating on the way. Father Francisco Garcés, who had explored as far as Yuma, was his primary guide. Just before they left Tubac, Apaches stole the fresh horses that they had been holding in reserve. So, they had to go all the way from Tubac to San Francisco on horses that were tired before they started. They crossed the Colorado River near Yuma, Arizona. They suffered greatly in the huge sand dunes between Yuma and the California mountains. They were able to push through to San Gabriel, a mission that has now grown to be Los Angeles, California. Anza went from there quickly up to Monterey, south of San Francisco, where Portolá had established a presidio.

Anza then rode 2710 miles on horseback to report to the Viceroy in Mexico City. As a reward for finding the route to California, he was promoted to lieutenant colonel. He was ordered to recruit families to go back with him to San Francisco and start a Spanish colony there. On his way north he recruited families in Sinaloa and Sonora. Along with 100 soldiers and workers, he took 200 recruits in thirty families, including 119 children. Eight babies were born on the trail to California. The expedition traveled those many harsh and difficult miles losing only one person—the wife of Vicente Feliz, Manuela Piñuelas. She died on the evening the expedition left Tubac, October 22, 1775, while giving birth to the couple's seventh child. The baby boy, named Juan Capistrano Felix, and the other seven babies born on the journey, lived to see California.

It took a full year from the time Anza signed up the first recruit until the expedition arrived in Monterey. From there he went north with nineteen other men and explored the new bay. He decided where the San Francisco Presidio would be built. Then he again turned around and rode the 2710 miles to Mexico City to report a second successful expedition to the viceroy.

EXTENSION ACTIVITY

- Find a map of California and Arizona. Try to trace the route that Anza used to lead his people across the desert from Tubac to San Gabriel. Then try to make a route to San Francisco. *What did you learn using the maps about the difficulty of the trip?*

Vocabulary: Seri, *presidio*

AZ State Standard: SS4-S4 C1 PO6 / SS4-S4 C1 PO7

Juan Bautista de Anza - Reading 5: Cuerno Verde

As a reward for successfully taking 300 people across deserts and mountains to colonize the San Francisco Bay, Juan Bautista de Anza was made governor of New Mexico. In December 1778 he arrived at the capital, Santa Fe. He learned that the Spanish settlements in the area were being destroyed by a band of Comanche Indians under the leadership of a man called Cuerno Verde (Green Horn). This Comanche chief had sworn vengeance on all Spanish people for the death of his father. He had vowed to drive them all out of New Mexico or kill them in the process.

Governor Anza acted quickly. That summer of 1789 he headed north with 500 soldiers, 300 Ute Indians, and nearly 2500 saddle horses and pack mules. His expedition was like a huge traveling city. Dust from the horses' hooves rose into a gigantic cloud that could be seen for miles. The noise of that many people and animals moving could also be heard from a great distance. Yet Anza was able to sneak up on the Comanches.

First, he traveled north, over a more difficult route not usually used by the Comanches. Second, he traveled at night by moonlight to arrive at the San Luis Valley in Colorado. The Comanches in the Sangre de Cristo (Blood of Christ) Mountains could not see them or their dust cloud in the moonlight.

In this way Governor Anza and his soldiers were able to sneak up on Cuerno Verde's village and destroy it. They learned that Cuerno Verde had gone south to Taos, New Mexico, to raid that village. The same day that Anza successfully destroyed Cuerno Verde's village and captured his horses, Cuerno Verde attacked Taos. Cuerno Verde's attack had no success at all. Governor Anza had taken measures to protect the New Mexico settlements.

Now, Anza knew where Cuerno Verde was. As he headed home, his scouts reported to him daily where the Comanches were on their way north from Taos. When the time was right, Anza's forces ambushed them, killing Cuerno Verde and several other chiefs. The Comanches fled east toward present day Nebraska. Anza's soldiers wanted to pursue and destroy them, but the Governor said "No!" He did not want to kill them. He wanted to make peace with all Comanches. He hoped they would return to their homes with the report that New Mexico now had a governor who would rather make peace, but who would fight – and win – if he needed to.

EXTENSION ACTIVITY

- Pretend that you are Capitán Anza. What would you say to Cuerno Verde if you were to meet him to get him to make peace? Write out a short speech to give him reasons for making peace with the Spaniards.

Vocabulary: vengeance, Comanches

AZ State Standard: SS4-S11 C3 PO2 / SS4-S1 C3 PO3 / W4-S3 C1 PO1 / W4-S3 C4 PO1

Juan Bautista de Anza – Reading 7: Ecueraçapa

It would take several years, before the Comanches were ready to make peace, but Governor Anza was patient. By September 1780 he had organized an expedition to visit the Hopi Indians. The Hopis were starving because of a long drought that had caused all their crops to die. He offered them help and invited them to move closer to Santa Fe and Albuquerque. Later that winter, he organized an exploratory expedition and succeeded in finding a direct route south from Santa Fe to Arizpe, Sonora.

The following February as he was traveling back to Santa Fe, people in New Mexico were dying from a disease called smallpox. His expedition rode unknowingly into the epidemic. The first soldier of the Arizpe expedition to die was the young drummer boy, Juan Fragoso. He passed away on March 19, 1781 and was soon followed by several other soldiers.

In August Governor Anza learned that he had been ordered by the King of Spain to collect tax monies from his soldiers and the citizens of New Mexico. The money was to help fund the colonists under the command of George Washington in the War of Independence that was taking place on the east coast. Over the next couple of years, Anza collected 3777 pesos to help the colonists gain their independence from England.

Four years later, Governor Anza's patience with the Comanches began to pay off. Over the years since the death of Cuerno Verde, the Comanches had been trying to bring their various bands together to make peace with the Spanish Governor in Santa Fe. There had been another Comanche chief like Cuerno Verde, Toro Blanco (White Bull), who was determined to fight and kill Spaniards. The Comanches, themselves, killed him in order to get him out of the way of the peace process. Finally, a chief of one of the bands, who was respected by all, a man named Ecueraçapa, sent messengers to Governor Anza. He asked that he be allowed to come into Santa Fe to meet with the Governor. Anza readily agreed. On February 25, 1787, he warmly welcomed Chief Ecueraçapa to his home in Santa Fe.

The two men worked out a peace treaty. The Comanches agreed to not only make peace with the Spaniards, but also with the Ute Indians. Three days later, Governor Anza and Chief Ecueraçapa rode to the village of Pecos, New Mexico. There they met with the different bands of the Comanche and representatives of the Ute tribe. They put together the longest lasting peace treaty that was ever made with the Comanche nation. This peace treaty was still in effect fifty years later when pioneers of the newly formed United States of America started migrating west. This allowed the pioneers to travel peacefully across Comanche lands.

EXTENSION ACTIVITY

- If you were writing the peace treaty between the Spaniards and the Comanches, what would you put in it? Design a peace treaty. Sign it with the names of Anza and Ecueraçapa.

Vocabulary: Comanches, drought, small pox, epidemic, Ute

AZ State Standard: SS4-S11 C3 PO2 / SS4-S1 C3 PO3 / W4-S3 C2 PO3

