



Journey of Problem Solving

4th Grade Lesson Plan

Juan Bautista de Anza National Historic Trail



Standards

- Subject and California Standards: Social Studies 4.2
- Language Arts Reading 2.0, Writing 1.0 & 2.0

Materials Needed

Provided in this lesson plan

- Lesson Plan
- Lesson One (pre-visit with student worksheets)
- Lesson Two (site visit to San Juan Bautista segment of Anza Trail)
- Lesson Three (post-visit with assessments)

Props (provided at the San Juan Bautista section of the Anza Trail)

- Props for Lesson Two (available upon reservation at San Juan Bautista State Historic Park)

Objectives

- Students will be able to provide at least one reason for the 1775-76 Anza Expedition
- Students will be able to problem solve at least one struggle or hardship the settlers faced
- Students will creatively display an understanding of the influence of the 1775-76 Anza Expedition in at least one era of California history
- Students will be able to compare the natural environment before and after the expedition

Overview

Through these lessons students and teachers will gain an appreciation and understanding for the significance of the 1775-76 Anza Expedition in colonizing Alta California.

Assessment

During the post-visit, students are given a list of questions about the 1775-76 Anza Expedition. Students can choose to answer the questions in a variety of formats including a song, a play, as a presentation, or a paper.

Background

In the 1700's Spain wished to extend its holdings and deter England, France, and Russia from expanding in North America. Missions were already established in Baja California, and five missions and two presidios were already built in Alta California at the start of the 1775-76 expedition. The year before, Anza had successfully led (with the help of Native Americans) a small group of soldiers from Tubac, New Spain to Monterey, Alta California. Anza was granted permission to lead a group of 300 men, women, children and 1000 livestock overland to establish the San Francisco Mission and the Presidio.

Outline

Lesson One (pre-visit in classroom)

Through a series of hands-on activities, students will learn about the preparation for the long journey. They can complete the on-line Anza Trail Junior Ranger activity where they take on a role of an expedition member, create their own fancy signature or “rubric” like Anza, and the invaluable use of the *rebozo* issued to all the women.

Lesson Two (site-visit to Anza Trail segment in San Juan Bautista)

While walking the Anza Trail segment, students are presented with similar problems the expedition members encountered while on their journey. Using the provided props and materials, students work together to develop solutions to these problems, as well as learn how the expedition members solved them in 1775-76.

Lesson Three (post-visit in classroom)

Students pretend they have finished the journey and write a letter home describing the experiences that had and things they learned on the way.

For Additional Information:

Juan Bautista de Anza National Historic Trail

1111 Jackson St., #700

Oakland, CA 94507

(510) 817-1323

www.nps.gov/juba



Journey of Problem Solving

Lesson One – Pre-Visit Activities

Juan Bautista de Anza National Historic Trail



Overview

Through a series of four hands-on activities, students will learn about the preparation for the long journey. Teachers can select from the activities or complete all four.

- Anza Trail Junior Ranger On-line Program
- Rubric as Signature
- Map of Areas to Travel
- The Rebozo

Anza Trail Junior Ranger Program



Most students, and even some teachers, may wonder who Anza was and why the expedition is significant in California culture. To become familiar with the exploration, students (and teachers!) will complete the free on-line Anza Trail Junior Ranger Program. Activities include background information, music, challenges, and successes. The invitation webpage says...

You meet Commander Anza in the plaza near your small farm in Sonora, Nueva España (Mexico). He is recruiting people to go to Alta California. He knows that the Spanish King needs families there to help keep out his Russian and English enemies. Anza also knows that many of the families in your area are very poor and moving to Alta California means the possibility of a new and better life.

It is time to decide. Will you leave your farm, sell off your few belongings, and pack up a few supplies on your horse and mule? Will you say goodbye to your friends and family — many of whom you may never see again?

Each participant assumes an identity of a real 1775-76 Anza Expedition member. When the activities are completed, participants can have a certificate and Anza Trail Junior Ranger badge sent. The website is available from any computer with internet access.

To begin your journey, visit www.nps.gov/juba and click on “Junior Ranger Program”



Journey of Problem Solving

Lesson One – Pre-Visit Activities

Juan Bautista de Anza National Historic Trail



Rubric as Signature

In Anza's time, signatures were called a "rubric." Anza had a specific signature or rubric for signing documents. He had a dramatic squiggle at the end of the last letter. The rubric served to identify the writer and to prevent forgery of a signature.



Write your name here: _____

Now practice writing your name with a rubric in the space below.



Journey of Problem Solving

Lesson One – Pre-Visit Activities

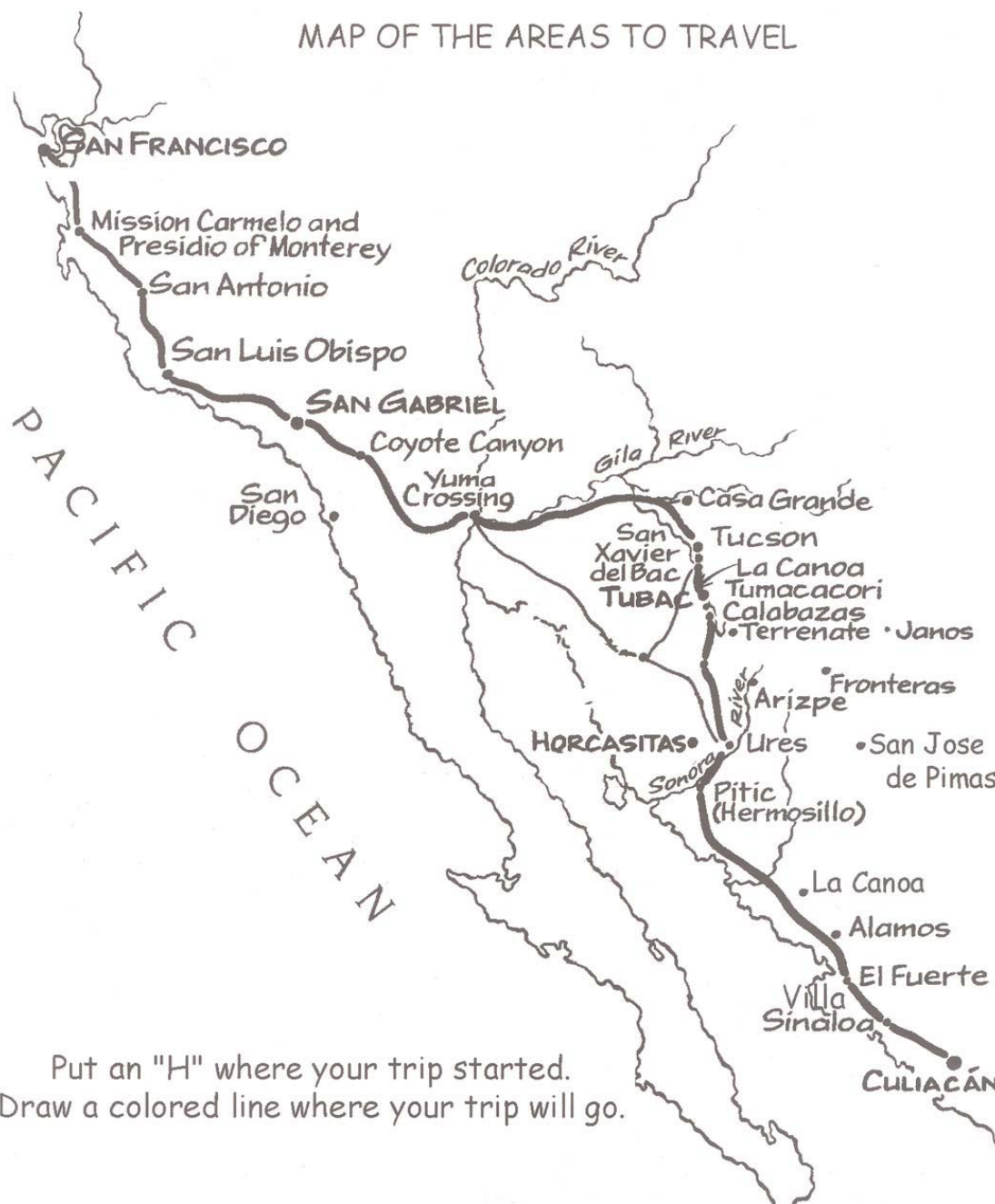
Juan Bautista de Anza National Historic Trail



Map of Areas to Travel

Name: _____ Date: _____

As with any journey, knowing where you are going is very important. Using the map below, locate the start of the trail in Culiacán (Mexico). Trace the route to San Francisco (California).





Journey of Problem Solving

Lesson One – Pre-Visit Activities

Juan Bautista de Anza National Historic Trail



The Rebozo

All members of the expedition were issued supplies, including all their clothing. All women were given a very important traditional garment called a *rebozo*.

The cost estimate for the 1775-76 Anza Expedition made by Don José de Echeveste shows two *rebozos* were issued for each woman, and materials were provided so that they could be made for girls. The fact that two of this common head covering were provided by the King suggests that these were indispensable. The *rebozo* is considered to be the most important garment used by women on the Spanish frontier.

It is worn as a shawl, as a wrap in which to carry a baby, or loosely flung on the arm. Its other uses are as a head covering, to preserve modesty when breast feeding, to provide warmth, or to carry things. Plays, poems and songs have been written about the *rebozo*, and to this day, it is the symbol of dress for a large class of Mexican society.

Its dimensions were typically 28-34 inches wide and 84 inches in length (with a fringe). It can be made of wool, linen, cotton, or a combination of cotton and silk. Colors during Anza's time would be blue, red, striped, or black.

According to trail records, there were 92 children under the age of twelve on the expedition. Six were under the age of two, five under one year and five born while traveling to Tubac. The mothers would be nursing these children as well as keeping them close.

There are various ways to hold a child with a *rebozo* while riding a horse. On the trail, a woman would add a hat, jacket, ride astride for safety, and use the *rebozo* for carrying a young child.

(Notes by Martha Ann Francisca Vallejo-McGettigan, descendant of Feliciano Arballo.)



Feliciano with her baby in a Rebozo

Drawing by Tamra Fox

Name: _____

Date: _____

Color the Rebozos

During the 1775-76 Anza Expedition, Feliciana Arballo probably carried her infant daughter, María Eustaquia, in a rebozo as shown in the drawing on the left. For formal occasions, or in the cold, the rebozo could be used as shown in the drawing on the right.



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Journey of Problem Solving

Lesson Two – Site Visit

Juan Bautista de Anza National Historic Trail



While walking the Anza Trail segment in San Juan Bautista, students are presented with similar problems the expedition members encountered while on their journey. Using the provided props and materials, students work together to develop solutions to these problems, as well as learn how the expedition members solved them in 1775-76.

Prop List

The following items are used with the curriculum for the trail walk. They are available with a reservation made through the San Juan Bautista State Historic Park at (831) 623-4881. **You do not need to make these props if you have a reservation.** The props could also be made for use in the classroom or walk in a different location (see separate file).

Prop 1A: Anza’s Announcement (front side)

Prop 1B: Expedition Map (backside)

Prop 2: 37 Lanyards - 1 teacher (Anza), 18 boys, and 18 girls—pictures of characters (front side), personal descriptions (on back), and what happened to characters 15 years later (insert) Character cards are available on the trail website.

http://www.nps.gov/juba/forteachers/upload/AnzaTrail_EdProg_IDcards_1-12.pdf

http://www.nps.gov/juba/forteachers/upload/AnzaTrail_EdProg_IDcards_13-24.pdf

http://www.nps.gov/juba/forteachers/upload/AnzaTrail_EdProg_IDcards_25-37.pdf

Prop 3A: Photo of Woman’s Clothing

Prop 3B: List of Woman’s and Children’s Clothing Items

Prop 3C: Rebozo

Prop 3D: Photo of Man’s Clothing

Prop 3E: List of Man’s Clothing Items

Prop 4: Illustration and Rubric of Juan Bautista de Anza

Prop 5: Brochure of the Anza Trail (front trail of the past) and (back highways of today)

http://www.nps.gov/juba/planyourvisit/upload/Anza-Trail_Brochure-driving-map.pdf

Prop 6A: Set of 8 Clear “Magic Windows” (plastic sleeves)

Prop 6B: Set of 8 Magic Windows with the San Juan Valley marsh (plastic sleeves)

Only available with the Anza Trail props at San Juan Bautista State Historic Park.

Prop 7A: Native Plants and Trees used by the Ohlone Indian Tribes Card

Prop 7B: Common Wild Flower Info Card

Problem Cards A, B, and C

Problem Cards Solutions Sheet

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 there is a trail elevation gain, as well as information regarding trail safety (see "Trail Safety Guidelines" sheet attached).

Up the Trail: Stops 1-10

Stop 1

Location: Anza Trailhead in San Juan Bautista

Props: 1A & 1B – *Anza's Announcement* and *Expedition Map*

Topic: Recruiting People for the Expedition

Problem: Why would anyone leave their homes to travel to an unknown place?

Activity:

- Read the announcement [Prop 1A (front)]
- Discuss why anyone would consider going to an unknown land. (Possible answers: parent changes a job, military transfer, hope of a better life)
- Look at the expedition map [Prop 1B (back)]
- How many missions were on the map? (5) Presidios? (2)
- Was San Juan Bautista Mission one of the five already here in 1775? (No)
- Why was Anza going on this expedition? Settlers were needed in the San Francisco Bay Area (Russians and British in the Pacific) Also the trail would be a land route for supplies (Sea voyages were difficult due to dangerous coastline, trade winds, and tides)

Be sure all students at some point on the hike have signed the trail log with their FANCY SIGNATURE (name with a rubric). Your feedback is also appreciated in the log.

Stop 2

Location: White Fence/Cattle guard

Props: 4 – *Illustration and Rubric of Anza*

2 – 37 Lanyards with pictures of settlers (front side) and personal descriptions (on back) only.

Important Note: Only look at the front and back of the lanyards. DO NOT look at the lanyard inserts, yet.

Topic: Background of Settlers

Problem: Why would you go?

Activity:

- Discuss possible reasons for joining the expedition (better soil, dad's going, new start...)
- Inform students of the estimated numbers: 300 people and 1000 head of livestock
- Give each student their lanyard ID (Teacher is Anza and pre-chosen student leaders are Lt. Moraga, Grijalva, and Father Font.)
- Remember please **DO NOT** tell students of the lanyard inserts at this time

- **Students read** their ID information on front and back; noting how their character's attributes may help them on their trip.
- Announce that at the end of today's hike students will learn what happened to their character (15 years after the expedition)
- **Teacher reads** the Anza lanyard I.D. card telling students that he is requested to lead settlers to Alta California. He was doing what his father had be asked to do, but could not. The year before, in 1774, Anza had successfully gone from Tubac, New Spain (Arizona) to Monte Rey (Monterey), Alta California, (California) and back with just a few soldiers. Now he would have quite a few more to lead!

Stop 3

Location: Approaching First Turn

Props: 3 A,B,C,D: *Photos of Clothes, List of Supplies, and The Rebozo*

Topic: Supplies

Problem: What supplies would you bring with you for your walk to California, knowing you would not be returning? What would you need to keep you safe, fed, entertained, and healthy?

Activity:

- Discuss what would be needed. Clothes? Food? Money/Payment? Water? Protection?
- Show the pictures of the clothes and the *rebozo*
- Pass Around the list of supplies
- Tell students that today if your family had to move your parents might hire movers and a moving van. The expedition had mules and mule drivers to carry their items.

Stop 4

Location: First Turn

Props: No prop

Topic: Heading Out

Problem: Organization of People and Supplies

Optional Activity: **According to their characters, have the class walk in Anza's order.**

- Discuss how you would get the group to assemble quickly for travel with the soldiers, 300 people, all the needed supplies, and 1000 animals? (Total confusion! Parents, children, animals!)
- **Teacher reads:** Anza had to teach everyone to work together. The first day only ½ hour of travel was made. Also, tents were taken down and assembled daily...9 for troops, 1 for Font, 1 for other two padres, 1 round tent for Anza, and other tents for settlers.
- **Student Reads:** Anza assigned the travelers a place in the march. The assembled group's order was: First 4 scouts; then... Anza, Font, men, women, and children with soldier escorts; rearguard led by Moraga, mule drivers with mule train of supplies, spare horses, and cattle. Father Font would lead the group in singing as they marched out
- Organize the class according to their characters to march to the next stopping point in Anza's order. (You do not have to stay in order. Just experience it!)

Stop 5

Location: first bend

Props: 1B - *Expedition Map*

Topic: Cycle of Life

Problem: Healthcare/ No Hospital

Activity: **Water Break/Rest**

- Inform students that: Only one person died on the approx 1800 mile trail. On the very first night out a mother died giving birth to her son. The travelers asked themselves if the death was some kind of sign! Would/should they go on? Who would care for the baby? Allow students to share ideas of what should happen to the motherless child.
- Show the expedition map pointing to Mission San Xavier.
- Explain to students that at the Mission the mother was buried, the child was baptized, and three weddings were preformed. The child did have a father and others to help raise him.
- Inform the class that the expedition traveled about 6 leagues a day (league being about 2.5 miles) How far would that be a day? (about 15 miles) Up and down our hike today will be about 2 miles. (almost a league) On we go.

Stop 6

Location: Next Bend

Props: 1B *Expedition Map* and *Problem Card A*

Topic: Leadership in Problem Solving

Problem: Crossing the River

Activity: Decision Making

- Show the expedition map, noting the location of the free flowing Colorado River.
- Inform students that on the first expedition Chef Palma, head of the Yuma Tribe, had assisted with the crossing of the Colorado. Now Anza would have to cross the river with even more people, animals, and supplies.
- **Student reads:** Problem Card A - How did they cross the Colorado River?
- Students generate possible solutions.
- **Teacher reads:** What actually happened - Anza decided to look for another place to cross and found where the river divided into three channels. The packs were lightened and all people and horses crossed without mishap. The only problem was the longhorn cattle. The cattle crossed the swift river, but some were lost.

Stop 7

Location: Next Bend

Props: 1B - *Expedition Map* and *Problem Card B*

Topic: Leadership

Problem: Finding Water

Activity: Decision Making

- Show the route, noting the crossing of the high desert in present day Colorado.
- **Student reads:** Problem Card B - How did they find water?

- Students generate possible solutions. Point out that native people looked for cottonwoods, reeds, etc. signs of a riparian (near water) environment.
- **Teacher reads:** What actually happened - Anza divided the party into three groups. Scouts went ahead to dig wells so the water could seep up into them. Each group traveled a day apart and dug wells for the next group. What team work!

Stop 8

Location: Bend Before Restrooms

Props: 1A - *Expedition Map* and *Problem Card C*

Topic: Leadership

Problem: Weather

Activity: Decision Making

- Once again refer to Prop. 1B - expedition map, showing the route.
- Ask students to infer what other problem the settlers might have encountered
- **Student reads:** Problem Card C - The Weather
- Students generate possible solutions.
- **Teacher reads:** What actually happened - Snow was not known to these travelers from New Spain (Mexico). When the snowstorm hit while in the high desert the settlers were taken by surprise. Everyone bundled up as well as they could. The group was forced to travel on for lack of food for the animals and water. Everyone who could walk did in order to lighten the animals' loads. Each member filled their water bag as full as possible before leaving. Whenever food for the animals was spotted along the trail, they picked it and feed the animals later when in camp for the night.

Stop 9

Location: At top of hill - in Large Lunch Area

Props: 1B – *Expedition Map*

4 – *Illustration and Rubric of Anza*

5 – *Brochure of the Anza Trail*

Topic: Even Leaders Need Help

Problem: What happened? Did the expedition get to San Francisco?

Activity: Oral Summary

- Ask students if Anza was a good leader thus far?
- Review how he handled the problems they faced.
- Add that all along the route the help of the Native Americans was very important.

Snack or lunch time!!! (recommended)

Be sure to contain trash and take it down with you.

Take Only Memories. Leave Only Footprints.

Optional Activity:

- While Students are eating use the large trail map, animal and plant identification cards, and/or other info sheets from the backpack as questions arise.

Stop 10

Location: Overlook of the Valley- walk up until you can see the mission and the valley
(Almost to the white gate and cattle guard)

Props: 6A and 6B - 8 sets of “*Magic Windows*”

Topic: Human Influence on the Landscape

Problem: How can we see the past?

Activity One:

- Students look through the clear frame to see the present.
- Students name man-made items they see in the Magic Window of the present (Prop 4A)
- Students then look through the Magic Window of the past (Prop 4B)
- Discuss how the area has changed from the Natives’ time to the present.

Problem: How did the Native Americans survive?

Activity Two:

- Ask students who would have been the first inhabitants (people) of this area that the expedition would have seen?
- Explain to students that the Native American Tribe called the Mutsun lived in the San Juan Valley. They were of the larger Ohlone or Costanoan tribe. Ask students how and why the Native Americans would have survived in the local area.
- The Native Americans lived in harmony with nature. The Mutsuns ate acorns as a primary (important) food source. They gathered acorns and hunted deer in the area. The Mutsuns gathered and hunted seasonally (fall, winter, or spring) as far south as Pinnacles National Monument. Their food, clothes, tools, games,...everything they needed came from the great mall of nature. Where do we get what we need today?

Down the Trail: Stops 11-14

Stop 11

Location: 2 Bends Down

Props: 7A – *Native Plants and Trees used by the Ohlone Indian Tribes Card*

7B – *Common Wild Flower Info Card*

Topic: Native Plants

Activity

- Refer to the Native Plants and Trees Card props to point out native plants and Ohlone uses, such as the oaks for the acorns and plants used for medicinal uses.

Stop 12

Location: 2 Bends Down

Topic: Human Influence - Missions

Activity:

- **Water Break**

- Generate from students what would have changed for the Mutsun when in 1797 Father Lasuen brought the mission system to San Juan Bautista. (i.e. new food, language, dress, celebrations, religion, etc.)

Stop 13

Location: 2 Bends Down

Topic: Human Influence

Activity:

- Explain and discuss with students the relationship of the Anza expedition with the establishment of Mission San Juan Bautista. (i.e. the expedition opened an overland supply and settler route from New Spain making establishing more missions easier.)

Stop 14

Location: Back at the first cattle guard and white fence

Topic: Human Influence - Review of the Expedition's Effect

Problem: What happened to the settlers after they reached San Francisco?

Activity:

- Reveal to the students what happened to their characters 15 years later.
- Instruct students to take out and read their lanyard inserts.
- **Teacher Notes** - Some of the expedition members requested to the Spanish Viceroy to return home after the San Francisco Mission and Presidio was completed in July 1776.
“These families request your respectful permission to leave these lands because they are lonely all day and do not have anything in these settlements; they feel useless and have no parents and are very young and lonely all day”
- Note some of road names now in local areas that came from the settlements after the expedition; (i.e. Berryessa, Peralta, etc.)

Collect, organize, and return all the props to the backpack. Return the backpack to the park staff at San Juan Bautista State Historic Park.

We hope you enjoyed your hike. Thank You.

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.



Journey of Problem Solving

Lesson Two

Juan Bautista de Anza National Historic Trail



Props for Trail Walk

Prop 1A: Anza's Announcement (front side)

Prop 1B: Expedition Map (backside)

Prop 2: 37 Lanyards - 1 teacher (Anza), 18 boys, and 18 girls—pictures of characters (front side), personal descriptions (on back), and what happened to characters 15 years later (insert) Character cards are available on the trail website.

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Prop 3A: Photo of Woman's Clothing

Prop 3B: List of Woman's and Children's Clothing Items

Prop 3C: Rebozo

Prop 3D: Photo of Man's Clothing

Prop 3E: List of Man's Clothing Items

Prop 4: Illustration and Rubric of Juan Bautista de Anza

Problem Cards A, B, and C

Problem Cards Solutions Sheet

Prop 5: Brochure of the Anza Trail (front trail of the past) and (back highways of today)

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Only available with the Anza Trail props at San Juan Bautista State Historic Park

Prop 6A: Set of 8 Clear "Magic Windows" (plastic sleeves)

Prop 6B: Set of 8 Magic Windows with the San Juan Valley marsh (plastic sleeves)

Prop 7A: Native Plants and Trees used by the Ohlone Indian Tribes Card

Prop 7B: Common Wild Flower Info Card

Anza Prop 1A

Attention all Citizens!

Wanted - Families to build a settlement in San Francisco. Must be strong and able to travel hundreds of miles by foot and horse.

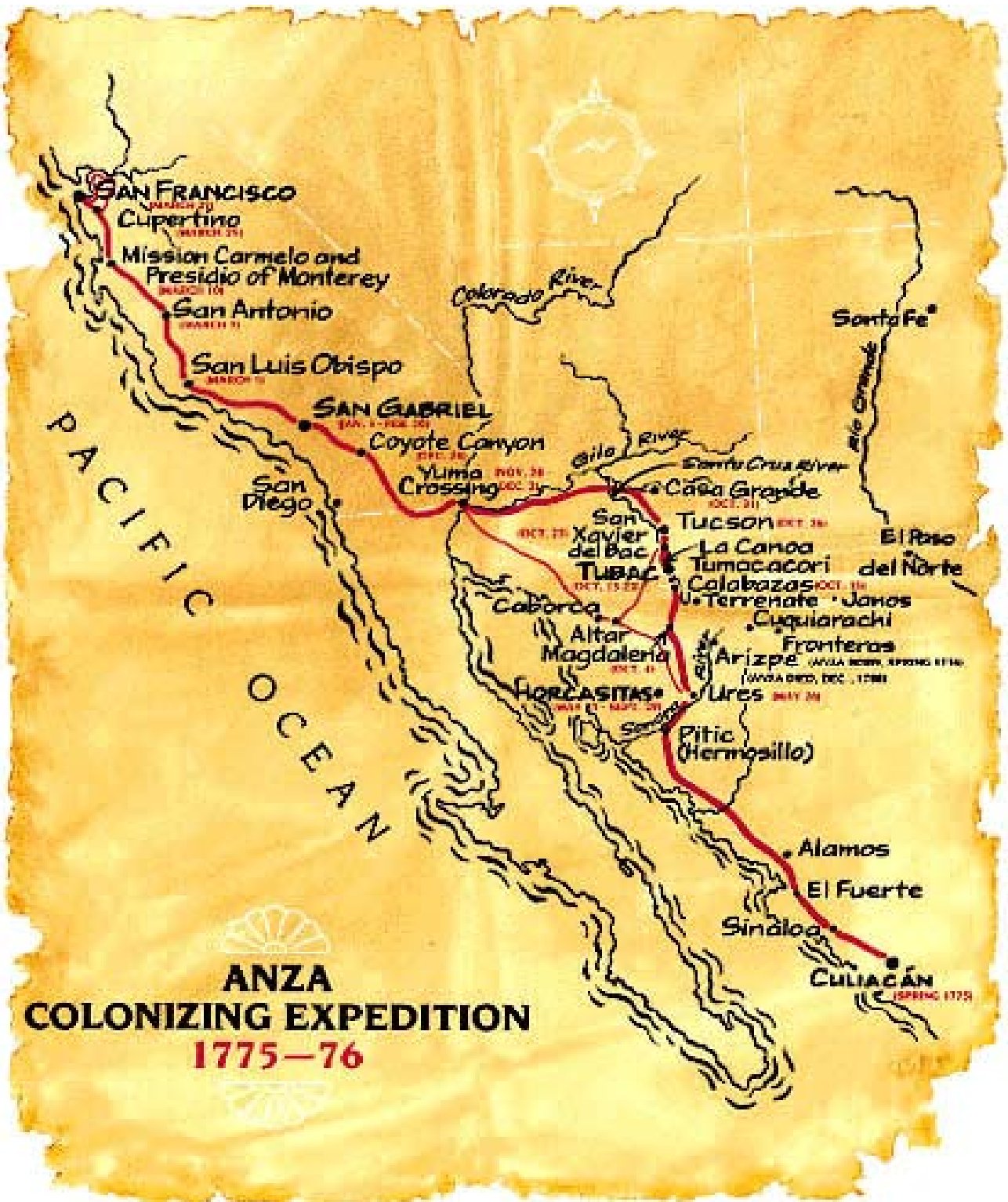
All soldiers will receive one peso a day, clothes for you and your family, and a fresh start in California - a land of gentle rains and fertile lands.

If you would like to come, meet me in the town center tomorrow morning at sunrise.



*Juan Bautista de Anza
Commander of the Tubac Presidio*

Anza Prop 1B



Anza Prop 2

Fifteen Years Later

Follow up to Identity Cards

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

Juan Atanacio Vásquez. Had four children with his wife. They were transferred in 1777 to found the Pueblo of San Jose. It is likely that Atanacio took his family back to New Spain where there was family to help care for their children.

Josefa Acuña. Josefa Acuña and Antonio García had two more children after the expedition. Her husband died in January of 1778 and Josefa remarried in May of 1778 to Juan Antonio Amesquita, a member of the Anza expedition and she died in 1783.

Antonio Quiterio Aceves. Antonio Quiterio Aceves and his wife had one more child after the expedition in 1777 and in 1790 moved to San Jose as farmers with their sons and daughter.

Juana María Cárdenas and her husband and their younger children traveled from Northern California to Los Angeles in 1790 and are not listed in any census. They had five more children after the expedition, total children unknown.

Ignacio María Gutiérrez. Neither Ignacio Gutiérrez, his wife nor their two younger children are not found in the census after 1782.

Petra Ygnacia Ochoa, her husband and child cannot be traced for certain on the census lists. They had five more children baptized at Mission Dolores. It appears that the entire family returned to New Spain.

Feliciana Arballo, left the expedition early on and later moved with her husband to San Diego.

Luis Joaquín Álvarez de Acevedo. By 1780, Joaquín had become a military officer at Mission Dolores. It appears that he apparently returned to New Spain.

Bárbara Espinosa. The first baptism in the new Mission Dolores in San Francisco was their son, Francisco José de los Dolores in 1776. In 1790 Bárbara Espinosa and her husband are listed in San Francisco with fourteen children.

Pablo Pinto. He died in 1783 in San Francisco, where he was a military officer. His wife Francisca was recorded as a widow living in Monterey. Apparently life has been difficult for her she looked 70 years old but was really only 55.

Teresa Pinto. Teresa Pinto is living in San Francisco with her husband who is now a military officer. They had six children.

Casimiro Varelas. Although Casimiro was not a recruit in 1775, he was accepted into the military soon after he arrived in Alta California. The family moved from northern California to Los Angeles in 1790 and are not listed in any census.

Gertrudis Peralta. Her husband Antonio Sotelo died in January 1777 and Gertrudis two months later. Her son Ramón was only 7 and was taken in by one of the other families.

Pedro Bojórquez. His wife Francisca Lara died in January 1777 and he remarried in, July 1777 to Angela Trejo, the widow of Domingo Alviso. In 1790 he was living in San Jose with his new wife and three children.

Jacinta Bástida and her husband, Santiago Pico, came south in 1782 and Santiago completed his tour of duty in 1785. They were in Los Angeles in 1790 with Santiago listed as a vaquero. Their eldest four sons all enlisted in the Santa Bárbara Company between 1782 and 1788.

Manuel Valencia. They had one more girl in 1776 after the expedition, but she died in 1779. Manuel died in 1788. Total number of children unknown.

Felipa Neri. The family remained in San Gabriel after 1777 no additional records could be found.

Ana María Josefa Soto. In 1790 Josefa Soto and her husband Juan Bernal, were in San Francisco with one girl age 8, probably a grandchild.

Micaela Ruiz. Micaela Ruiz (or Bojórquez as she was known in California) and her husband Manuel Gonzáles were transferred to San Jose in 1777, where they had another child in 1778, Romualdo. Micaela died in 1780 and Manuel remarried in 1784.

Isabel Berreyesa. Isabel Berreyesa married in 1777 Juan Peralta, son of Gabriel Peralta and Francisca Xaviera Valenzuela, and they lived in Monterey with no children.

María Dolores Morales. Her husband Antonio left the service in 1785, and in 1790 he and Dolores moved to San Francisco.

Joaquín Isidro Castro. Joaquín Ysidro Castro was sent to San Jose in 1777 to found the new pueblo there. In 1790 he, with Martina his wife, lived in San Jose as a farm worker with two of their children, Francisco and Carlos.

Manuela Piñuelas. Manuela died on the first night of the expedition just out of Tubac Arizona when her son Antonio Capistrano was born.

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

Carmen del Valle. Her husband Juan Salvio Pacheco died on New Year's Day 1777. Their eldest son, Miguel, enlisted in the San Francisco Company the next day. In May of 1777, the widow, Carmen, felt useless there and petitioned to leave California but did not. She died in Monterey in December of 1790 just before the census.

Gregorio Antonio Sandoval. Gregorio Antonio Sandoval and his wife Dolores left the expedition in San Gabriel, where he was employed by the mission as a servant. He later joined the army, and had only one child María Josefa Antonia, born in 1781 in San Diego.

Manuel Ramírez Arellano. Manuel was sent to San Jose in 1777, and stayed there until after 1784. By 1787 he had moved to Los Angeles. The family lived in Los Angeles in 1790 with four children. His occupation was listed as a weaver.

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

José Joaquín Moraga. José Joaquín Moraga's wife María del Pilar León and only son Gabriel arrived in California in 1781, before he died in 1785. In 1790, his widow continued to live with an 11-year-old orphan in Monterey.

Juan Pablo Grijalva. In 1790 Juan Pablo Grijalva was a military officer at the San Diego Presidio and was promoted in 1797. He and his wife accepted the care of a 14-year-old orphan. His oldest daughter, Josefa, married in 1782 the widower Antonio Yorba a soldier in Monterey.

Domingo Alviso. Domingo Alviso died in March of 1777 at San Francisco, where he was military officer. His wife Ángela married the widower Pedro Antonio Bojórquez later that same year and in 1790 was living with him in San Jose with three children.

Valerio Mesa. Valerio Mesa was assigned to San Jose in 1777 where he was a military officer. His son Nicolás was born there in 1777 and a daughter Rafaela in 1779. In 1790 he and his 60 year old wife lived in San Jose with three of their children.

Francisca Romero. In 1790 Francisca Romero and her husband Ramón Bojórquez, a retired soldier lived in San Francisco with an eight year old girl.

Josefa Espinosa. By the time the expedition had reached Monterey, her husband Carlos Gallegos had changed his mind about remaining and had obtained permission to return to New Spain. He and Josefa left Monterey with Anza on April 14, 1776.

Juan Antonio Amesquita. After his wife Juana Gaona died in 1777 and Antonio married Josefa Acuña, the widow of Antonio García in 1778, they had two daughters in San Francisco. They later lived in Monterey with three children and a 15 year old boy who may have been her stepbrother Reyes García.

Gertrudis Rivas. On Christmas eve Gertrudis gave birth to a boy whom Father Font baptized on Christmas Day of 1775, giving him the name Salvador Ignacio. She had seven more children later through the years.

Justo Roberto Altamirano. There were five more children born after they arrived in San Francisco. Total number of children unknown.

Francisca Xaviera Valenzuela. Gabriel Peralta was assigned to the new pueblo of San Jose in 1777. In 1790 Francisca Xaviera Valenzuela is in San Francisco with her husband, a retired corporal, with no children.

Father Pedro Font. Father Font returned with Anza to Horcasitas. He completed his expedition diary, then, he was assigned briefly to Ímuris where he suffered through the Indian uprising of November 1776.

Don Juan Bautista de Anza. On the return, Anza took Chief Palma and three other Yuma Indians to Mexico City where they were baptized on February 13, 1777. Upon his return to Mexico City, Anza was made commander of all the troops in Sonora and in the fall of 1776, he was made Governor of New Mexico in 1777.

Anza Prop 3A



Anza Prop 3B

The wardrobe for each woman cost 6 reales less than the man's

Women were given:

- 3 chemises (shirts)
- 3 pairs of white puebla cotton petticoats
- 1 baize and 1 serge skirt and an underskirt
- linen for 2 jackets
- 2 pairs of Brussels stockings
- 2 pairs of hose and shoes
- 2 rebozos (at 12 reales each)
- 1 hat and 6 varas of ribbon to trim it all up

Children's clothing would have been homemade:

- bolts of cloth
- ribbon
- fine rope
- shoes of all sizes for both sexes

Anza Prop 3C

THE REBOZO

The *rebozo* is considered to be the most important garment used by women on the Spanish frontier. Plays, poems and songs have been written about the *rebozo*, and to this day, it is the symbol of dress for a large class of Mexican society. Provided by the Spanish Government

- 2 *rebozos* were issued for each woman
- materials were provided so that *rebozos* could be made for girls

SIZE

- 28-34 inches wide
- 84 inches in length (with a fringe)

MATERIAL USED

- Wool
- Linen
- Cotton
- Combination of cotton and silk

COLORS during Anza's time

- Blue
- Red
- Striped
- Black

USES FOR THE REBOZO

- as a shawl
- loosely flung on the arm.
- a head covering
- to carry things.



According to historian Donald Garate, there were:

- 92 children under the age of twelve on the expedition
- 6 were under the age of two
- 5 under one year
- 5 born while traveling to Tubac
- 3 born on the trail

Therefore, the *rebozo* was **essential when used as a wrap in which to carry a baby or young child.** The *rebozo*:

- gave privacy for mothers nursing children
- kept children close
- held a child while woman was riding astride on horseback
- carried a young, tired, sleeping child when mothers walked on the trail (On the trail a woman would add a hat and jacket.)

Anza Prop 3D



Anza Prop 3E

Clothing for the men consisted of:

- 3 good linen shirts
- 3 pairs of underdrawers of Puebla cloth
- 2 cloth jackets with lining and trimming
- 2 pairs of breeches (trousers)
- 2 pairs of stockings
- 2 pairs of buckskin boots
- 3 pairs of buttoned shoes
- 1 cloth cape lined with thick baize (flannel)
- 1 hat
- 2 blankets
- ribbon for the hat and their hair

Don José estimated a cost of 42 pesos and 1 real for each man, and in addition, a typical soldier was to be paid one peso daily.

Anza Prop 4



Juan Bautista de Anza

Problem Card A

You have arrived at the Colorado River and Captain Anza is worried because the river is much higher than it was when he crossed it on his first exploration trip two years ago.

Should you try to build rafts and float people and animals across? Palma, the Yuma Chief, advises you not try. If you decide against rafts what should we do?

Problem Card B

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

Problem Card C

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

Problem Card Solutions Sheet

What Actually Happened?

Problem A

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

Anza Expedition Solution

Anza decides to look for another place to cross and finds where the river divides into three channels. The packs are lightened and all people and horses cross without mishap. The only problem is that the longhorn cattle had difficulty crossing the swift river and some are lost.

Problem B

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

Anza Expedition Solution

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

Problem C

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

Anza Expedition Solution

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

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Journey of Problem Solving

Lesson Three – Post-Visit Activities

Juan Bautista de Anza National Historic Trail



Assessment

Name: _____ Date: _____

Answer the following questions on another sheet of paper, in a song, acted out in a play, on a poster, recorded on tape, as a power point presentation, or some other teacher approved way.

1. Why was Anza going on this expedition?
2. Why would anyone consider going to an unknown land?
3. What supplies would you bring with you for your walk to California, knowing you would not be returning?
4. What would you need to keep you safe, fed, entertained, and healthy?
5. How did the expedition cross the Colorado River?
6. How did they find water?
7. Was Anza a good leader?
8. How has the area we walked changed from the Natives' time to the present?
9. Who would have been the first inhabitants (people) of the San Juan Bautista area that the expedition might have seen?
10. How would the Native Americans have survived in the San Juan Bautista area?
11. What would have changed for the Mutsun when in 1797 Father Lasuen brought the mission system to San Juan Bautista?
12. What happened to the settlers after they reached San Francisco?

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