



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!)

Step 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.

Step 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.

Step 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.