

# Journey of Problem Solving

## 4<sup>th</sup> Grade Lesson Plan

### San Juan Bautista State Historic Park

#### **Standards**

- Subject and California Standards: Social Studies 4.2 & 4.3
- Language Arts Reading 2.0, Writing 1.0 & 2.0

#### **Materials**

- Lesson Plan
- Lesson One - Pre-Visit Activities with student worksheets
- Lesson Two – Site-Visit Activities at San Juan Bautista State Historic Park
- Lesson Two – Historic Building Activity Cards
- Lesson Three - Post-Visit Activities & Assessments

#### **Objectives:**

1. Students will be able to match the countries that have governed California through 1850 to the park building representing each time period
2. Students will be able to name one person(s) who immigrated to San Juan Bautista and explain why they came
3. Students will be able to present at least one struggle or hardship faced by a resident of early San Juan Bautista
4. Students will creatively express an understanding of the influence an era of California history had on a person(s) of San Juan Bautista

**Overview:** Through these lessons students and teachers will gain an appreciation and understanding for the significance and diversity of California's history as evident in the buildings and people of San Juan Bautista's past.

#### **Assessment**

During the post-visit in Lesson Three, students will compile the information they learned about the first historic building they visited at San Juan Bautista State Historic Park. They will give a presentation to the class to teach them about the significance of the building in California history.

**Background:** San Juan Bautista is a microcosm of California's state history. Just as our state began with Native Americans, the Mutsun Indians were the first known inhabitants of San Juan Bautista. The order of California's immigrants are the following; early explorers, (hike the Anza trail outside town), Spanish missionaries and soldiers (for an extra fee tour the mission complex), Mexican rancheros/rancheras, military persons, pioneers, gold seekers from every continent, and Americans; have each left their mark on San Juan Bautista. As California history went so did San Juan Bautista. For more information on the park go to [http://www.parks.ca.gov/default.asp?page\\_id=563](http://www.parks.ca.gov/default.asp?page_id=563)

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# **Journey of Problem Solving**

## **Lesson One – Pre-Visit Activities**

### **San Juan Bautista State Historic Park**

### **Teacher Instructions**

No matter where you are in your classroom curriculum, present an overview of the main time periods represented by the park buildings and the historic personalities that made them famous. Indian Days, Mission Days, Rancho Days, Pioneer Days, Gold Rush Days, and Statehood Days are all represented.

Pass out a copy of the attached graphic organizer to the students. From Lesson Two, preview with your class the *Park Highlights Sheet* (suggested answer sheet included).

Show students a map of the park buildings to familiarize students with the park.

From Lesson Three, preview the *Expert Guidelines Planning* and *Expert Presentation Directions and Menu* worksheets. Tell students, though they will tour every building at the park, they will have a focus on a building for a class presentation.

# Journey of Problem Solving

## Lesson One – Pre-Visit Activities

### San Juan Bautista State Historic Park

## Graphic Organizer

### Teacher Answer Key

Use this graphic organizer to write notes from the information your teacher gives you about what you will see on your field trip to San Juan Bautista State Historic Park.

Historic Time Period	Park Building	Historic Person(s)
<b>Indian Days</b>	Mission Work Rooms	Mutsun Indians
Tribe Ruled California	Mission Cemetery	Mrs. Ascension Cervantes, last full blooded Mutsun
	2 <sup>nd</sup> Rm. Castro-Breen Adobe	
<b>Mission Days</b>	Mission Cemetery	Father Lasuen
Spain Ruled California	Mission Complex:	Mutsun Indians
<b>Rancho Days</b>	Castro-Breen Adobe:	General Jose Maria Castro
Mexico Ruled California	Second Room Downstairs	
	Outdoor Exhibits	
<b>Pioneer Days</b>	Castro-Breen Adobe:	The Breen Family
Mexico Ruled California	Third Room Downstairs	
Western Movement by US		
<b>Gold Rush Days</b>	Castro-Breen Adobe:	
Mexico Ruled California	First Room Downstairs	Mr. Brown
World-Wide Migration	Third Room Downstairs	John Breen
	Plaza Hotel	A. Zanetta & J. Comfort
	Plaza Stable	
<b>Statehood Days</b>	4 <sup>th</sup> Rm. Castro-Breen Adobe	Breen Family
	Plaza Hotel	A. Zanetta & J. Comfort
	Plaza Stable	
	Plaza Hall/Zanetta House	





# **Journey of Problem Solving**

## **Lesson Two – Site-Visit Activities**

### **San Juan Bautista State Historic Park**

#### **Park Highlights Sheet**

#### **Historic Buildings Activity Cards**

The following are a few highlights of the San Juan Bautista State Historic Park and the San Juan Bautista Mission. Teachers can make cards with the highlights on one side and the corresponding drawings of the buildings with related flags on the other. Laminate and hole punch the cards for chaperones' and/or students' use while gathering information during your visit.

#### **Park visit and safety reminders**

- To help protect historic buildings, students cannot use pencils during their visit
- In adult chaperoned groups of five or less, students will access the park buildings
- To assist the students, a ringed set of highlight cards will be used to direct the group's focus
- Though every group will visit all of the buildings, each group will start in a different one
- Each group will gather the most complete information about their first building for their class presentation project (see assessments in Lesson Three) - for example the group that visits the mission first becomes the "experts" of the mission and will present an oral report on the mission

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## PICTURE 1

### San Juan Bautista Mission      Mission Days      Spain Ruled California

- **15<sup>th</sup>** mission built in California of 21 missions
- **Father Lasuén**- founded the mission on June 24, 1797
- **Mutsun Indians**- built the mission; many died by common diseases brought unknowingly by the Spaniards and buried in cemetery (around 3,000)
- **church**- largest of the missions; the only one with three naves (sections)
- **adobe bricks**- used in construction; made of mud, straw, manure, rocks and tile pieces
- **animal tracks**- animals walked across the wet adobe tiles while drying and were used in the church floor
- **cat door**- found in the chapel behind the church; cats prevented rodent problems and diseases
- **paintings and borders**- painted by Mutsun Indians and Mexican artists representing various beliefs for the symbols
- **main church alter**- by Thomas Doak, a sailor who left his ship and is said to have been the first US citizen to settle in Spanish California
- **El Camino Real**- unpaved section of the “Kings’ Highway” below the mission, a road linking the missions together
- **San Andreas Fault**- earthquake fault that runs along the side of mission cemetery, a boundary area where the North American Plate is sliding past the Pacific Plate.

## PICTURE 2a

### Castro-Breen Adobe Outdoor Exhibits      Rancho Days      Mexico Ruled California

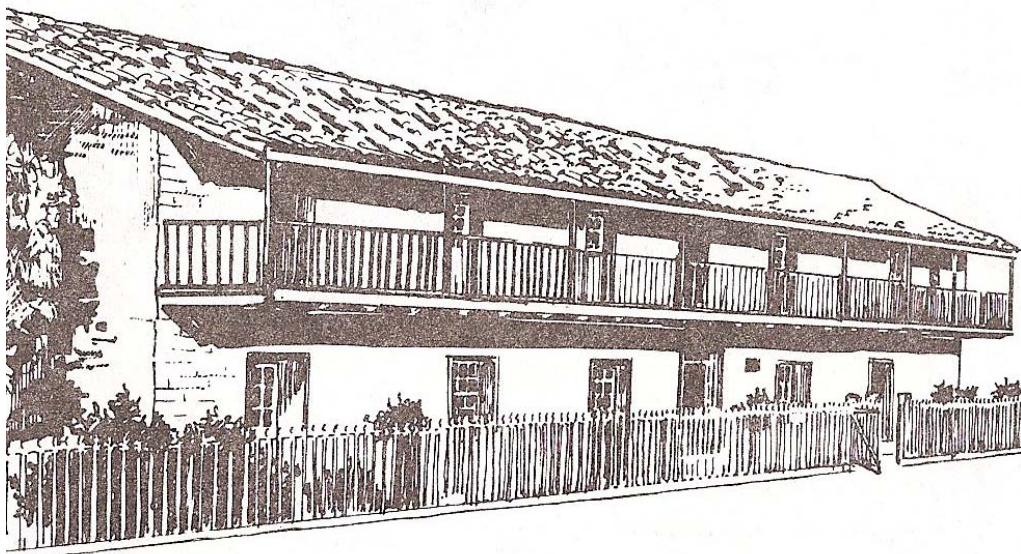
- **gristmill**- large basalt round stones turned by donkey power; grains were funneled through the hole in top stone, the flour was then used to make bread, etc.
- **cistern** - round brick well near eaves of house built to hold water for household uses; used to be 14 feet deep
- **horno oven**- beehive shaped oven; once oven was hot the ashes were removed and foods slowly cooked
- **“California bank notes” (cow hide)**- the touchable hide on the table; used like money to trade for needed goods
- **hide and tallow display**- cow hides were used for leather goods; the tallow (cow fat) was melted down and used in making candles and soap



PICTURE 1 – San Juan Bautista Mission



PICTURE 2a – Castro-Breen Adobe



PICTURE 2b

**Castro-Breen Adobe-Inside Overview of All Cultures Mexico Ruled California**

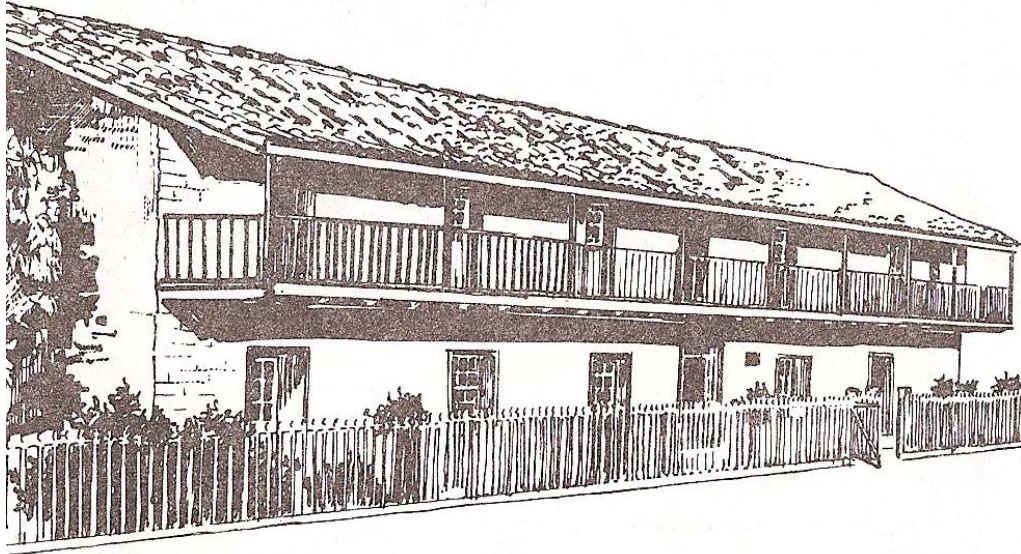
- **General Jose Maria Castro**- Mexican government official, used the adobe structure as his home and office
- **Breen family**- pioneers and survivors of the Donner Party, purchased the home from Castro after John Breen went to the gold fields
- **crossroads map**- routes from Native American times to the present
- **spinning wheel**- wool from sheep was carted then spun into cloth
- **adobe bricks and mold**- a mold was used to form the adobe into bricks
- **rocker**- gold mining tool, used to sift out flakes or, if lucky, nuggets of gold
- **diary**- read about young John Breen's experiences in the California goldfields
- **squeeze box**- musical instrument on top of the piano
- **roof tiles**- notice what was used to make their shape

PICTURE 3

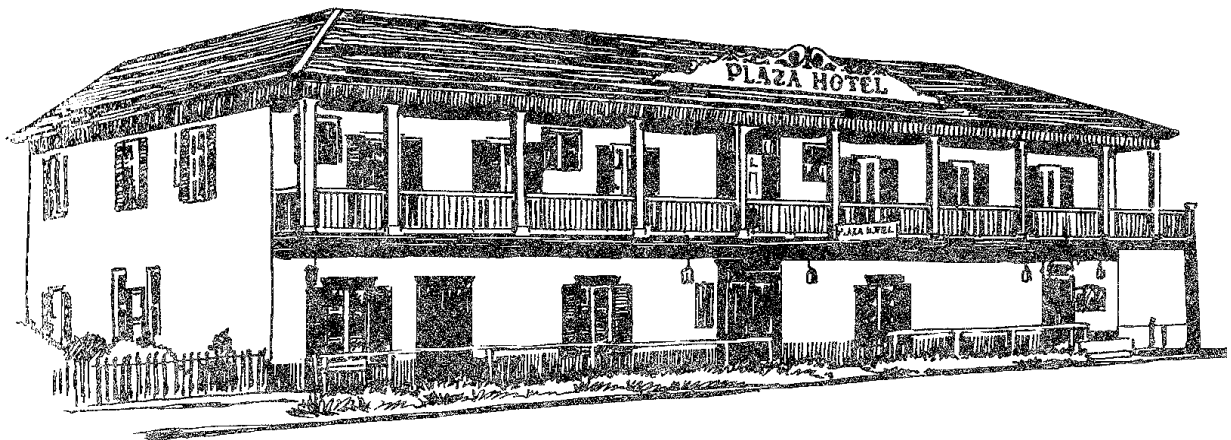
**Plaza Hotel Statehood Days United States Governed CA(beginning Sept. 9, 1850)**

- **Angelo Zanetta**-owner and chef; in charge of dining room
- **John Comfort**- co-owner; ran the hotel rooms and saloon, also owner of the Plaza Stable
- **originally**- the lower portion of the building was a guard house and barracks for the mission soldiers
- **barroom**- was the first room opened to the public in 1856, and made \$3000 in 24 hours
- **rooms**- rented \$1 - \$2.50 per night
- **two-story outhouse**- so the ladies wouldn't have to use the restroom near the downstairs barroom, they walked across a cat-walk from the parlor to the outhouse.
- **the dining room**- the bugle on the table was used to call the hotel staff, letting them know a stage coach was arriving
- **chicken coop**- visit the black Spanish Minorca chickens found behind the hotel, the breed was introduced to the area by Spaniards from the Island of Minorca

PICTURE 2b – Castro-Breen Adobe



PICTURE 3 – Plaza Hotel



PICTURE 4

**Plaza Stable Statehood Days United States Governed CA (beginning Sept. 9, 1850)**

- **built around 1874** for the stagecoach traffic; 11 coaches used to come through daily
- **worked with Plaza Hotel-** as travelers were left off at the hotel to eat and rest; the horses were taken to the Plaza Stable to be cared for
- **25 stalls-** places for horse, with chutes for feeding hay from the loft
- **weather vane-** original; it is in the form of a trotting horse, used to tell wind direction
- **Blacksmith area-** behind stable; blacksmith would make shoes of many sizes to fit horses and other animals; also made tools and metal tires
- **Cattle Brands-** before barbed wire fencing the cattle were identified by the brand of their owners; behind the stable is a display of brands; be sure to see what the brand was for Mission San Juan Bautista's cattle
- **American Eagle-** behind stable; vehicle used to fight fires; note buckets' shape

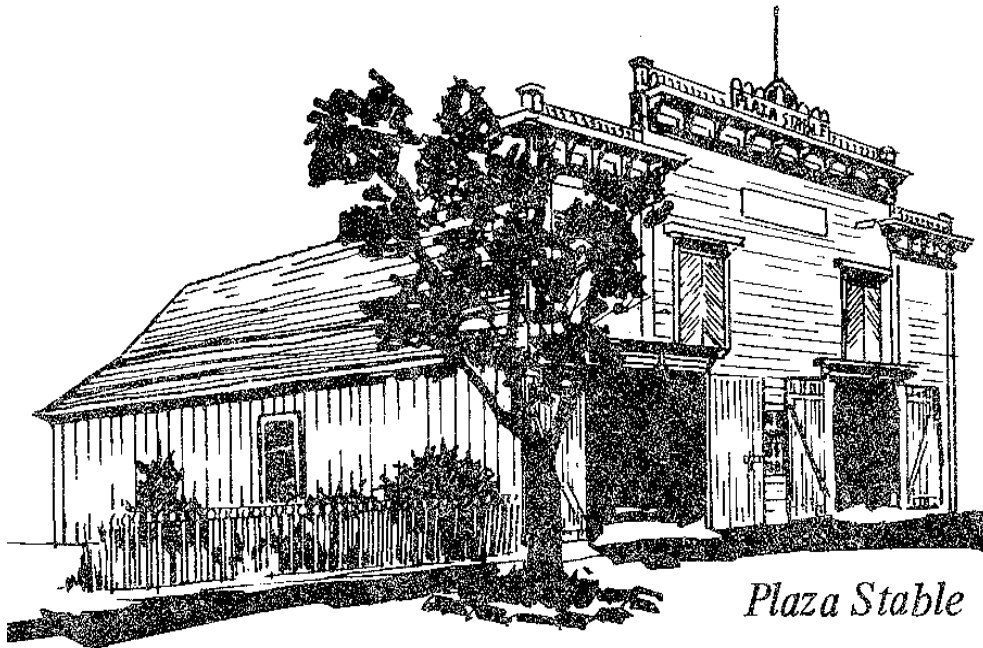
PICTURE 5

**Plaza Hall/Zanetta House Statehood Days United States Governed California**

- **first use-** in its original adobe form, a dormitory for unmarried mission Indian women. An adobe wall can be seen on the back porch.
- **Angelo Zanetta-** built the Plaza Hall over the ruins of the dormitory hoping the building would become the San Benito County Courthouse. From statehood in 1850 to 1874 San Juan Bautista had been part of Monterey County. Unfortunately, when the area became San Benito County on February 12, 1874, the county headquarters moved to Hollister and a county courthouse was built there.
- **Second use-** building became the Zanetta's home when the county seat (headquarters of county government) went to Hollister.
- **children's room-** many toys from the 1800's.
- **top floor-** the upstairs is now closed. It is one large room with a fireplace. The top floor was used for public gatherings and dances.



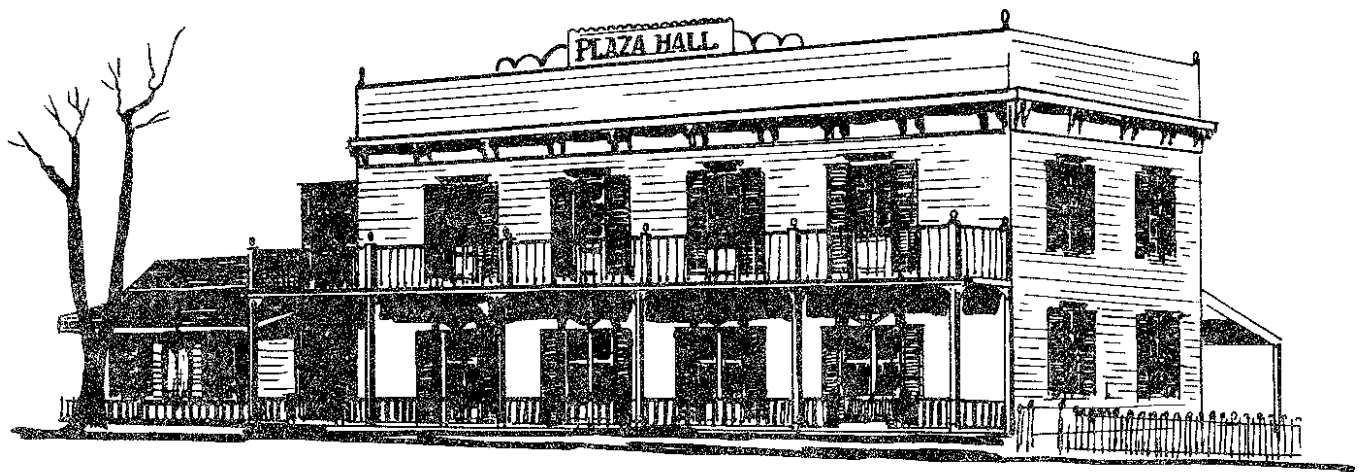
PICTURE 4 – Livery Stable



*Plaza Stable*



PICTURE 5 – Plaza Hall/Zanetta House



*The Zanetta House later became Plaza Hall*

# Journey of Problem Solving

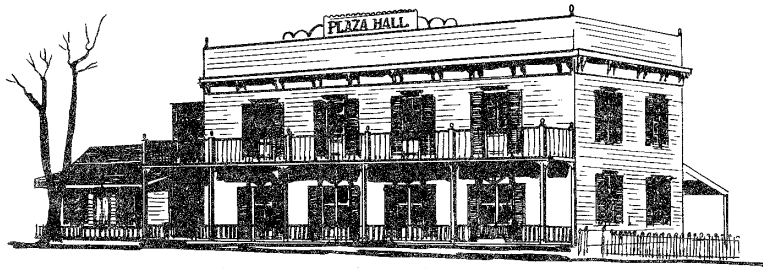
## Lesson Three – Post-Visit Activities

### San Juan Bautista State Historic Park

## Buildings and Time Periods of San Juan Bautista

Name: \_\_\_\_\_ Date: \_\_\_\_\_

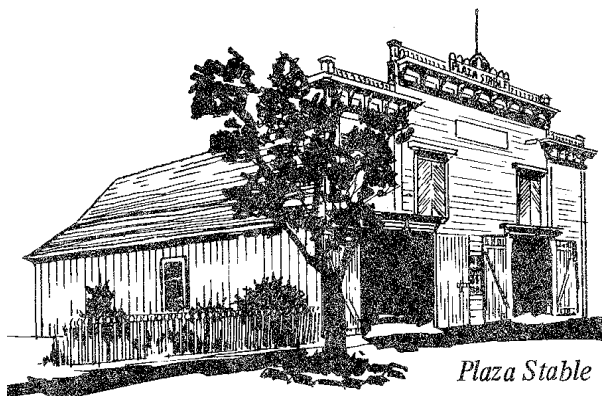
Match the flags to the different historic buildings at San Juan Bautista State Historic Park. Cut out and glue the flag next to the building that represents the same time period. *Hint:* Use your Historic Building Activity Cards to help you. The same flag could be used on the more than one building.



*The Zanetta House later became Plaza Hall*

\_\_\_\_\_

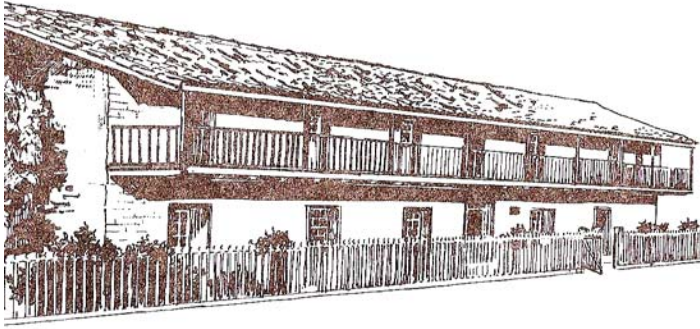
glue flag here



*Plaza Stable*

\_\_\_\_\_

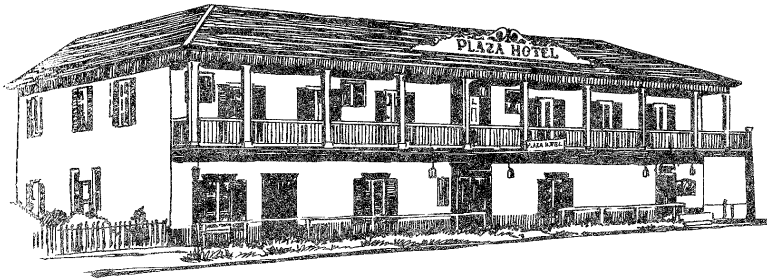
glue flag here



Castro-Breen Adobe

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Plaza Hotel

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Mission San Juan Bautista

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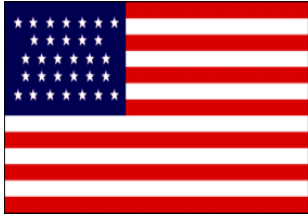
glue flag here



**Directions:** Cut one flag. Go to the building worksheet and glue the flag with its country to the building that became famous when that flag was flying over California.

Hint: You will not use all the flags.

Historic Flag of USA



Historic Flag of Spain



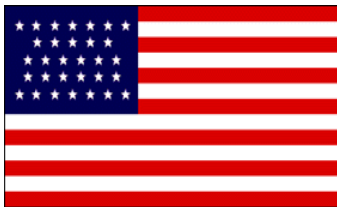
Historic Flag of Spain



Historic Flag of Mexico



Historic Flag of USA



Historic Flag of Spain



Historic Flag of California



Historic Flag of Mexico



Historic Bear Flag



Historic Flag of USA



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**Journey of Problem Solving**  
**Lesson Three – Post-Visit Activities**  
San Juan Bautista State Historic Park

**Assessment**  
**Expert Guidelines & Planning Sheet**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- The following *Expert Guidelines* are intended to focus students and chaperones in gathering information needed for the final class presentation projects
- Remember to use your pre-visit notes and Historic Buildings Activity Cards to help you

**First Building Visited:** \_\_\_\_\_

Who used this building?

What flag represents the main time period of this building?

Where did these people who used this building come from?

Why did the people who used this building come here?

What were some of the struggles the people who used this building experienced?

What did the people who used this building bring to San Juan Bautista?

What is most important about this building and the people who lived here?

# Journey of Problem Solving

## Lesson Three – Post-Visit Activities

### San Juan Bautista State Historic Park

### Assessment

#### Expert Presentation Directions and Menu

- Now that you are an expert on the first building you visited, you will complete one of the following by yourself, with a partner, or in a group, as your teacher directs
- **All menu options below require you to include the Expert Guidelines Planning Sheet answers in your presentations**
- Be ready to share completed presentations in class on your teacher assigned due date
- Student(s) choose or are assigned their expert presentation(s) from the following menu
- If you have another way to present your “expert” knowledge, talk to you teacher

<p><b>Make a Diorama of your building.</b> You will be expected to build a two or three section diorama of life in the building. A short paragraph describing what is happening in each scene is also required. Label important items.</p>	<p><b>Build a Model of your building.</b> Try to make your model as accurate and to scale as possible. This will require math and drafting skills. Label important parts and items. Include a paragraph covering the planning sheet highlights.</p>	<p><b>Give a Power Point or Hyperstudio Computer Presentation.</b> Take digital photos of your building. Find on-line pictures, or draw your building with an illustrator computer program. Have a minimum of 15 slides with captions.</p>
<p><b>Create a Picture Collage.</b> Take photos, find pictures on-line, cut them from magazines, or draw your own. Assemble them like a scrap book page in a photo album or on tag board. Include detailed captions.</p>	<p><b>Write a Play or Short Story.</b> <u>Setting:</u> the building at the height of its use. <u>Character(s):</u> the major historic person(s) of the building. <u>Plot:</u> Problem(s) and Solution(s) of daily life. <u>Actors:</u> classmates &amp;/or you.</p>	<p><b>Research Animals.</b> What animals were raised, hunted, or used at the time of your building. Create a display board of pictures and info about the importance of the animals to the people.</p>
<p><b>Research Plants.</b> Find out what plants were in or around your building at the height of its use. Create a display board of plants grown, gathered, and their uses during the time period of your building.</p>	<p><b>Entertainment of the Time.</b> Research what the people who lived at the time of your building did for fun. Games, songs, instruments are a few ideas. Make up a game or song of the time period.</p>	<p><b>Map your building.</b> Map a floor plan of your building. Draw it to scale using graph paper. Fabric and color samples may be included on your plan’s display board. Add a paragraph description.</p>