

MISSION SAN JUAN CAPISTRANO



**TEACHER'S GUIDE
POST VISIT LESSONS & ACTIVITIES**

Using this Guide

The purpose of this guide is to assist teachers and other educators to prepare students for a meaningful visit to Mission San Juan Capistrano, as well as make California history fun and applicable to the student. The guide will provide general background for each activity and will also provide recommendations on further reading and study for both students and teachers.

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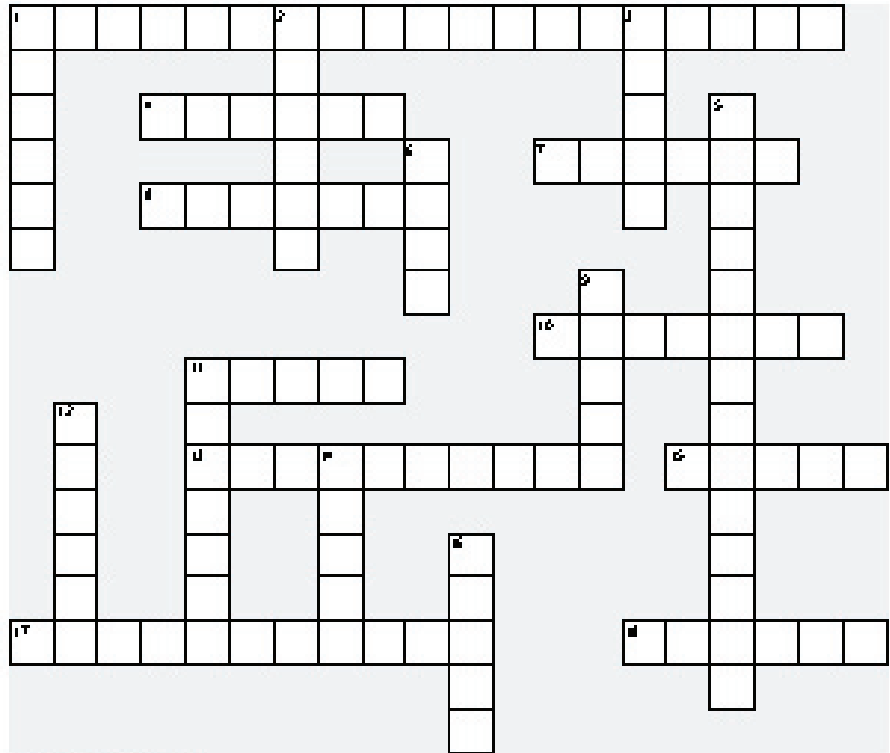
Annotated Bibliography

ACTIVITY:

Don't Be Clueless Crossword

Word Bank

- Wool
- Horse
- Metate
- Brand
- Father Serra
- Pozolè
- Basket
- Tallow
- The Great Stone Church
- Acjachemen
- Acorns
- Juaneno
- Kiicha
- Adobe
- Leather Jackets
- Vaquero
- Latin
- Abalone
- Atole
- Padre



ACROSS

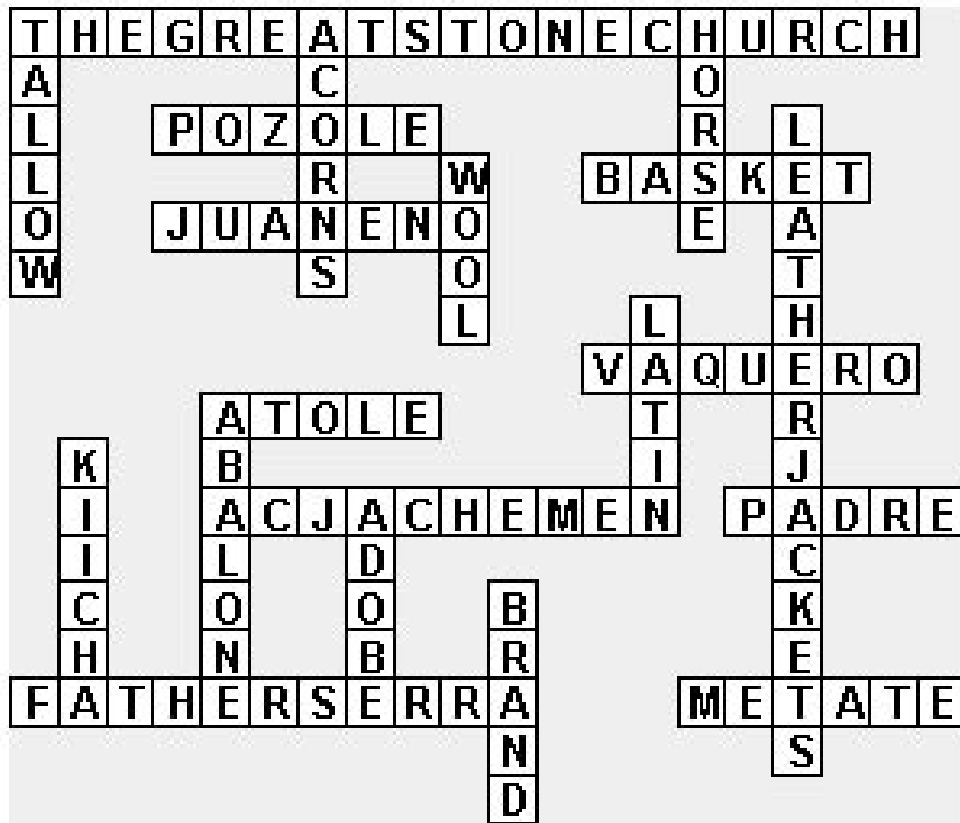
- 1 This "jewel" of the Mission fell down after the 1812 earthquake.
- 4 This meat stew was served to Spanish and Native American people for lunch.
- 7 Native American women wove this to collect, store, carry, or cook in.
- 8 When the Spanish arrived to San Juan Capistrano in 1776 they renamed the native people ____ after the Spanish Saint Juan of Capistrano.
- 10 A Spanish cowboy is called this.
- 11 Mission Breakfast and Dinner food, (it is similar to really bad oatmeal).
- 13 The Native American Nation of South Orange County
- 15 A synonym for Franciscan father/ or Missionary.
- 17 The Founding Padre of Mission San Juan Capistrano
- 18 Grinding stones used to grind seeds, acorns, or other food products are called _____ in Spanish.

DOWN

- 1 The Spanish taught Native Americans to boil cow fat, also known as _____ to make candles and soap.
- 2 Food harvested from oak trees.
- 3 The Spanish re-introduced this four legged animal to North America. They would ride it for travel and for working on the ranch.
- 5 The Spanish soldiers that lived at the Mission received this nickname because they wore this heavy protective clothing item.
- 6 This material was sheared off a lamb and spun into yarn.
- 9 The Spanish Padres would recite mass, the catholic church service, in this language.
- 11 This shellfish inside is usually a blue/gray color and was highly valuable to the Native American people not only for food, but for bowls, and jewelry.
- 12 The Native Americans of South Orange County lived in a dome looking dwelling called a _____
- 14 If you mix sand, straw, water, clay, and cow poo you get this building material.
- 16 The marking which is burned to cattle hide in order to show ownership.

ACTIVITY:

Don't Be Clueless Crossword Solution



ACTIVITY:
Vocabulary Game
Spanish=Español

Many words we use today come from our Spanish California past.
Look at the list of Spanish words on your right and draw a line to the matching English word.

- | | |
|-----------------------------|----------|
| 1. A thin flat bread | Adobe |
| 2. Meat stew | Corral |
| 3. A town square | Vaquero |
| 4. A celebration | Horno |
| 5. A cowboy | Pozole |
| 6. Sun-Dried brick | Patio |
| 7. A nap after lunch | Plaza |
| 8. A courtyard | Tortilla |
| 9. A fenced yard for horses | Fiesta |
| 10. An outdoor oven | Siesta |

ACTIVITY:

**Mission San Juan Capistrano
Word Scramble**

Mission San Juan Investigative Agent:
Retrieve the following artifacts by unscrambling the clues.

niasp

ellbs

waingve

zlpooe

ealot

rcruauielgt

cthoiacmisl

sarrh terafe

talcte

drapes



Hint: padres, Spain, Catholicism, atole, Father Serra, weaving, bells, pozole, agriculture, cattle



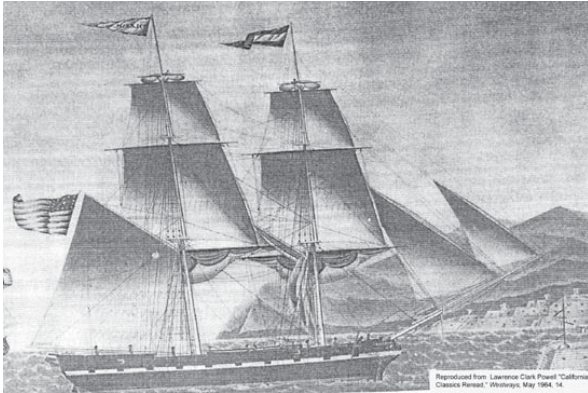
<http://www.sandiegohistory.org/education/light4/images/pilgrim.jpg>

ESSAY: **California's Rancho Economy**

After Mexico won its independence from Spain in 1821, foreign trade restrictions were removed. Interestingly enough, the removal of trade restrictions just happened to coincide with New England's industrial revolution. American industrialists were looking for suppliers for three major goods: cattle hides to manufacture leather, tallow for making soap and candles, and a reliable market for their manufactured items. California was ready and open for business.

Hide trading with California became quite popular for New Englanders in that they called hides "California Bank Notes." Throughout the Mexican period, hide and tallow trade allowed for Californios to prosper. Roger Joan's book, *California from the Conquistadores to the Legends of Laguna*, reveals that in 1838 approximately 200,000 hides were shipped to Boston that year. The demand for trading goods ultimately made California dependent upon the United States for its source of supplies and economic well being.

Hide and tallow trade defined the Mexican California era. California fandangos, rodeos, and other famous rancho activities depended upon the trade and success of the cattle industry.

Lesson:**The Story of Trader Richard Henry Dana**

<http://www.sandiegohistory.org/education/light4/images/pilgrim.jpg>

Introduction: Richard Henry Dana's *Two Years Before the Mast* inspired many boy adventurers in the 19th Century. Dana's life aboard his ship the Pilgrim, lasted only a short period in between a semester at Harvard. After returning from his voyage he continued his education to become a lawyer, and eventually was appointed to represent Jefferson Davis (Confederate President) after the Civil War in front of the Supreme Court.

Objectives:

Students will be able to:

- Describe Dana's experience in San Juan Capistrano.
- Write a written response to Dana's account, and make specific references to his story.
- Make a judgment of Dana's attitude and fondness of San Juan Capistrano.

Learners:

The lesson is designed for upper-elementary grade students. The main themes fit well into Social Science for 3rd 4th and 5th grades.

Materials: Paper, pens, and or pencils, and the 18th chapter of *Two Years Before the Mast* (found below).

Content Standards:**Grade 4 English Language Arts 2.0****2.0 Writing Applications**

(Genres and their characteristics)

Students write compositions that describe and

explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in English Language Conventions 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, ask students to:

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:

- a. Demonstrate an understanding of the literary work.
- b. Support judgments through references to both the text and prior knowledge.

Procedure:

Read portions of Richard Henry Dana's account of life on the Pilgrim in 1835 on the page 54. This activity will capture the spirit of a young 19 year old man sailing on a trading vessel during the Rancho days.

After reading the excerpt aloud, ask students to write a response to Richard Henry Dana's experience in California. Each student can pick one of the following questions to respond to.

1. Do you think Richard Henry Dana enjoyed his experience in San Juan Capistrano? Why or why not?
2. Does his experience remind you of an event in your life? If so, how was your experience the same or different?
3. Richard Henry Dana decided to work aboard the Pilgrim when he was only nineteen years old. After listening to a portion of his experience, do you think you would have done the same if you were Dana?

***Excerpt taken from Chapter 18 of
Two Years before the Mast***

During the months of March, April, and May ... whales appear in great numbers in the open ports of Santa Barbara, San Pedro, etc., and hover off the coast, while a few find their way into the close harbors of San Diego and Monterey. They are all off again before midsummer, and make their appearance on the “off-shore ground.” We saw some fine “schools” of sperm whales, which are easily distinguished by their spout, blowing away, a few miles to windward, on our passage to San Juan.

Coasting along on the quiet shore of the Pacific, we came to anchor, in twenty fathoms’ water, almost out at sea, as it were, and directly abreast of a steep hill which overhung the water, and was twice as high as our royal-mast-head. We had heard much of this place, from the Lagoda’s crew, who said it was the worst place in California. The shore is rocky, and directly exposed to the south-east, so that vessels are obliged to slip and run for their lives on the first sign of a gale; and late as it was in the season, we got up our slip-rope and gear, though we meant to stay only twenty-four hours. We pulled the agent ashore, and were ordered to wait for him, while he took a circuitous way round the hill to the mission, which was hidden behind it. We were glad of the opportunity to examine this singular place, and hauling the boat up and making her well fast, took different directions up and down the beach, to explore it.

San Juan is the only romantic spot in California. The country here for several miles is high table-land, running boldly to the shore, and breaking off in a steep hill, at the foot of which the waters of the Pacific are constantly dashing. For several miles the water washes the very base of the hill, or breaks upon ledges and fragments of rocks which run out into the sea. Just where we landed was a small cove, or “bight,” which gave us, at high tide, a few square feet of sand-beach between the sea and the bottom of the hill. This was the

only landing-place. Directly before us, rose the perpendicular height of four or five hundred feet. How we were to get hides down, or goods up, upon the table-land on which the mission was situated, was more than we could tell. The agent had taken a long circuit, and yet had frequently to jump over breaks, and climb up steep places, in the ascent. No animal but a man or monkey could get up it. However, that was not our look-out; and knowing that the agent would be gone an hour or more, we strolled about, picking up shells, and following the sea where it tumbled in, roaring and spouting, among the crevices of the great rocks. What a sight, thought I, must this be in a south-easter! The rocks were as large as those of Nahant or Newport, but, to my eye, more grand and broken. Beside, there was a grandeur in everything around, which gave almost a solemnity to the scene: a silence and solitariness which affected everything! Not a human being but ourselves for miles; and no sound heard but the pulsations of the great Pacific! and the great steep hill rising like a wall, and cutting us off from all the world, but the “world of waters!”

I separated myself from the rest and sat down on a rock, just where the sea ran in and formed a fine spouting horn. Compared with the plain, dull sand-beach of the rest of the coast, this grandeur was as refreshing as a great rock in a weary land. It was almost the first time that I had been positively alone — free from the sense that human beings were at my elbow, if not talking with me — since I had left home. My better nature returned strong upon me. Everything was in accordance with my state of feeling, and I experienced a glow of pleasure at finding that what of poetry and romance I ever had in me, had not been entirely deadened by the laborious and frittering life I had led. Nearly an hour did I sit, almost lost in the luxury of this entire new scene of the play in which I had been so long acting, when I was aroused by the distant shouts of my companions,

**Excerpt taken from Chapter 18 of
*Two Years before the Mast - Continued***

and saw that they were collecting together, as the agent had made his appearance, on his way back to our boat.

We pulled aboard, and found the long-boat hoisted out, and nearly laden with goods; and after dinner, we all went on shore in the quarter-boat, with the long-boat in tow. As we drew in, we found an ox-cart and a couple of men standing directly on the brow of the hill; and having landed, the captain took his way round the hill, ordering me and one other to follow him. We followed, picking our way out, and jumping and scrambling up, walking over briars and prickly pears, until we came to the top. Here the country stretched out for miles as far as the eye could reach, on a level, table surface; and the only habitation in sight was the small white mission of San Juan Capistrano, with a few Indian huts about it, standing in a small hollow, about a mile from where we were. Reaching the brow of the hill where the cart stood, we found several piles of hides, and Indians sitting round them. One or two other carts were coming slowly on from the mission, and the captain told us to begin and throw the hides down. This, then, was the way they were to be got down: thrown down, one at a time, a distance of four hundred feet! This was doing the business on a great scale. Standing on the edge of the hill and looking down the perpendicular height, the sailors, that walk upon the beach, appeared like mice; and our tall anchoring bark diminished to her cock; her cock a buoy almost too small for sight.

Down this height we pitched the hides, throwing them as far out into the air as we could; and as they were all large, stiff, and doubled, like the cover of a book, the wind took them, and they swayed and eddied about, plunging and rising in

the air, like a kite when it has broken its string. As it was now low tide, there was no danger of their falling into the water, and as fast as they came to ground, the men below picked them up, and taking them on their heads, walked off with them to the boat. It was really a picturesque sight: the great height; the scaling of the hides; and the continual walking to and fro of the men, who looked like mites, on the beach! This was the romance of hide-droghing!

Some of the hides lodged in cavities which were under the bank and out of our sight, being directly under us; but by sending others down in the same direction, we succeeded in dislodging them. Had they remained there, the captain said he should have sent on board for a couple of pairs of long halyards, and got some one to have gone down for them. It was said that one of the crew of an English brig went down in the same way, a few years before. We looked over, and thought it would not be a welcome task, especially for a few paltry hides; but no one knows what he can do until he is called upon; for, six months afterwards, I went down the same place by a pair of top-gallant studding-sail halyards, to save a half a dozen hides which had lodged there.

Having thrown them all down, we took our way back again, and found the boat loaded and ready to start. We pulled off; took the hides all aboard; hoisted in the boats; hove up our anchor; made sail; and before sundown, were on our way to San Diego.

**Two Years before the Mast
in its full text is available to read free online
at www.projectgutenberg.org**

Lesson:

Trading in California

Introduction: After Mexico won its independence from Spain, Californios began to trade with the United States. Most traders came from the New England area wanted to trade their manufactured goods for hides and tallow. California's economy depended on trade. Within this lesson, students will understand the importance of trade in California's history, and understand the concepts of supply and demand.

Objectives:

- Learn why Americans from New England wanted to trade with Californios.
- Learn how a trading ship is similar to shopping malls of today.
- Understand the concept of supply and demand.

Learners: This lesson is appropriate for upper-elementary students. It may also be appropriate for junior high students.

Materials: Crayons, colored pencils, markers, index cards, and scissors

Content Standards:**Grade 5 Social Science 5.8**

Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Grade 4 Social Science 4.2

Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

Grade 3 Social Science 3.3

Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.

Grade 2 Social Science 2.4

Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).

Trading in California (continued)



Procedure:

1. Write on the board the Barter/Trade Agreement similar to illustration above.
2. Divide the class in half. One half will be Rancheros and the other half will be New England Merchants.
3. Pass out a Ranchero card to each student on that designated side. See page 60 and 61.
4. Pass out a New England Merchant card to each student on that designated side.
5. Explain that California's economy was not based on money, but barter and trade. Also, explain the role of the Mexican government in lifting trade barriers. The two groups decided the necessary worth of a hide in the equivalence of the merchant's material goods. If the supply of hides was low that season the merchant goods would cost less, and if fewer ships arrived to California, the cost of merchant goods would increase. Explain to your class that the following activity will help you understand this concept better, and give them the following scenarios:

First Scenario

Direct your students to follow the trading guidelines listed on the board, and seek out a Merchant or Ranchero that would be willing to trade with you.

Second Scenario

Explain that the state of California experienced a horrible heat wave and drought that killed nearly half of the Rancheros cattle herds. Have half of the Ranchero group sit down. (*Cards should be starred.*)

Ask your New England Merchant group how they think the cattle shortage will affect their trade. Tell them to keep in mind that New England Merchants need the hides for their leather manufacturing plants and expect to come home with a lot of them. Tell the Rancheros to keep in mind that their hides have a higher demand because there are less of them

Ask the Rancheros and Merchants to come up with a new trade value that would be acceptable to both parties. Once the trade values are decided upon have students trade like the previous scenario.

Third Scenario

Ask all of your students to stand again. Explain that a horrible storm around the tip of South America (Cape Horn) caused half of the sailing vessels to shipwreck. Ask the Rancheros how they think the shipwrecks will affect them.

Discuss and comment with the Rancheros.

With fewer ships to trade with would the value of hide increase or decrease? *Hint: There is a demand for merchant goods, and an abundant supply of hides.*

Ask the Rancheros and Merchants to come up with a new trade value that would be acceptable to both parties. Have students trade once the values have been established.

Conclusion

Reexamine and discuss the activity and introduce the vocabulary of "supply and demand."

Discuss how supply and demand still affect our economy today. If the supply of something is low, or even rare (i.e. favorite Christmas toy, gasoline, baseball card, collectors item) people spend more money for it. Consequently, if there is an abundant supply of a good, the less it will be worth, and people will not spend as much.

Trade Worksheet

Assessment: Have each student complete the worksheet as a quiz or homework assignment.

1. If the supply of tallow increases in California, and the number of New England trading vessels decreases what will happen to the value of tallow?

The value

- A. increases
- B. decreases
- C. stays the same

2. If the amount of hides available to trade decreases and the number of merchant trading vessels increases what will happen to the value of the hides?

The value

- A. increases
- B. decreases
- C. stays the same

3. What would happen if every Californio only wanted to trade their hides for chocolate?

Chocolate's value

- A. increases
- B. decreases
- C. stays the same

4. TRUE OR FALSE: Rancheros and New England Merchants always agreed on the value of trade items.

5. TRUE OR FALSE: Californios expected to receive American Dollars in exchange for their hides and tallow.

6. FILL IN THE BLANK: The Spanish lost control of California in 1821 when the country of

_____ won its independence, causing California to be under this

new country's rule.

Leather Boots	Leather Boots	Leather Boots	Leather Boots
8oz of Cinnamon	8oz of Cinnamon	8oz of Cinnamon	8oz of Cinnamon
Gold Ring	Gold Ring	Gold Ring	Gold Ring
2 Yards of Silk	2 Yards of Silk	6 Yards of Velvet	6 Yards of Velvet
8 Pounds of Coffee	8 Pounds of Coffee	8 Pounds of Coffee	8 Pounds of Coffee
Child's Doll	Child's Doll	Child's Doll	Child's Doll
2 Pounds of Chocolate	2 Pounds of Chocolate	2 Pounds of Chocolate	2 Pounds of Chocolate

1 Hide	1 Hide	1 Hide	1 Hide
1 Hide	1 Hide	1 Hide	1 Hide
1 Hide	1 Hide	1 Hide	1 Hide
1 Hide	1 Hide	1 Barrel of Tallow	1 Barrel of Tallow
1 Barrel of Tallow	1 Barrel of Tallow	1 Barrel of Tallow	1 Barrel of Tallow
1 Barrel of Tallow	1 Barrel of Tallow	1 Barrel of Tallow	1 Barrel of Tallow
1 Barrel of Tallow	1 Barrel of Tallow	1 Barrel of Tallow	1 Barrel of Tallow



Saved By the Mission Bell

A Post Tour Trivia Game

Teachers: Use the game as a journal activity, a discussion tool, or review worksheet.

1. Can you name the three time traveling characters in the drawing above?

- A. _____
- B. _____
- C. _____

2. What was Nana Nieblas doing at the Olive Mill?

3. What bird was Little Teeters tribal clan named after?

4. Acu told Tommy there are 5 ingredients in adobe, can you name them?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

5. Name three really good reasons why you wouldn't want to be a powder monkey aboard Pirate Hippolyte Bouchard's ship?

- A. _____
- B. _____
- C. _____

6. What did Acu say Tallow was?

7. Rosa Rosales Rodriguez told us that when Mexico won its independence from Spain, the Mexican government took control of California. What did the Mexican government do with Mission San Juan Capistrano?

8. Acu told Megan and Tommy that he rang the bells for many different reasons. Can you name 3 reasons he might have rang the bells?

- A. _____
- B. _____
- C. _____

**Saved By The Mission Bell
A Post Tour Trivia Game *cont.***

9. Father Gregorio said he was teaching the Native Acjachemen many different skills, can you name 2 of the skills he taught them.

A. _____

B. _____

10. Sam the Building Conservator told us it took 9 years to build the Great Stone Church. What did he say caused its destruction?

11. Who was Acu's was Buenos Amigo (Best Friend)?

12. How did Acu finally get back home to 1915?

Extra Fun: What Would You Rather Game

Would you rather be stuck in time with Tommy or Megan?

Would you rather be stuck in time as a powder monkey aboard Pirate Bouchard's ship, or working with Father Gregorio making adobe bricks?

Would you rather eat acorn mush (wii-wish) or roasted seaweed?

Saved By The Mission Bell A Post Tour Trivia Game

Teacher's Answer Page

- 1. Tommy, Acu, and Megan.**
- 2. Poking Olives with a fork to pickle them for later use.**
- 3. Hummingbird**
- 4. CLAY SAND STRAW WATER COW POO**
- 5. You don't live long (dangerous), you have to swab the deck, sleep in tight quarters, and eat wormy sea biscuits.**
- 6. Boiled Cow Fat**
- 7. It was sold to John (Juan) Forster for \$710 dollars.**
- 8. Tell people in the community when it was time to wake up, go to work, when to eat meals, or when someone died.**
- 9. Construction, farming, ranching, woodworking, Christian faith, Spanish language.**
- 10. An earthquake**
- 11. Father O'Sullivan**
- 12. He rang the bells to announce a man had died, which warped him back in time.**

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- Dana, Richard Henry, Jr., Two Years Before the Mast, A Personal Narrative of Life at Sea, 1840. Dana shipped as a common sailor (a seaman stands before the mast, the officers stand aft) in the brig, Pilgrim, bound for the California coast. The dates: August 1834 to September 1836.
Full Text: <http://www.du.edu/~ttyler/ploughboy/pgtwoyearsbeforethemast.htm>
- California Mission brands**
<http://store.missionscalifornia.com/cards4.htm>
- California cattle statistics for the 1830's**
http://www.missionscalifornia.com/qa/faq.php?answer=121&cat_name=Mission%20Animals%20and%20Livestock%20%20Mission%20Brands&category_id=6#121
- Additional Resources:**
A World Transformed: Firsthand Accounts of California Before the Gold Rush - Joshua Paddison
- Food History**
<http://www.foodtimeline.org/food2.html>
- National Park Service overview of the California Mission System**
<http://www.nps.gov/archive/jeff/lewisclark2/Circa1804/WestwardExpansion/EarlyExplorers/CaliforniaMissions.htm>
- Library of Congress Overview of California History**
<http://memory.loc.gov/ammem/cbhtml/cbintro.html>
- Barbwire Museum**
<http://www.barbwiremuseum.com/cattlebrandhistory.htm>
- PBS Kids Californios**
<http://pbskids.org/wayback/goldrush/california.html>
- Californios**
<http://www.californios.us/ca/>
Vallejo, Guadalupe, *Ranch and Mission Days in Alta California*, Century Magazine, Vol. XLI, December 1890.
Full Text: <http://www.californios.us/ca/rancho-days.html>
- Californios of San Diego biographies**
<http://www.sandiegohistory.org/bio/californios.htm>
- Williamsburg Kids Page (Games and Activities to help understand Blacksmithing an important skill at MSJC)**
<http://www.history.org/kids/>