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## **Primary Sources: California**

**This sample includes the following:**

**Teachers Guide Cover** (1 page)

**Table of Contents** (2 pages)

**How to Use This Product** (3 pages)

**Lesson Plan** (12 pages)

**Reader** (17 pages)

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# PRIMARY SOURCE READERS



# California

## Teacher's Guide

Teacher Created Materials  
PUBLISHING

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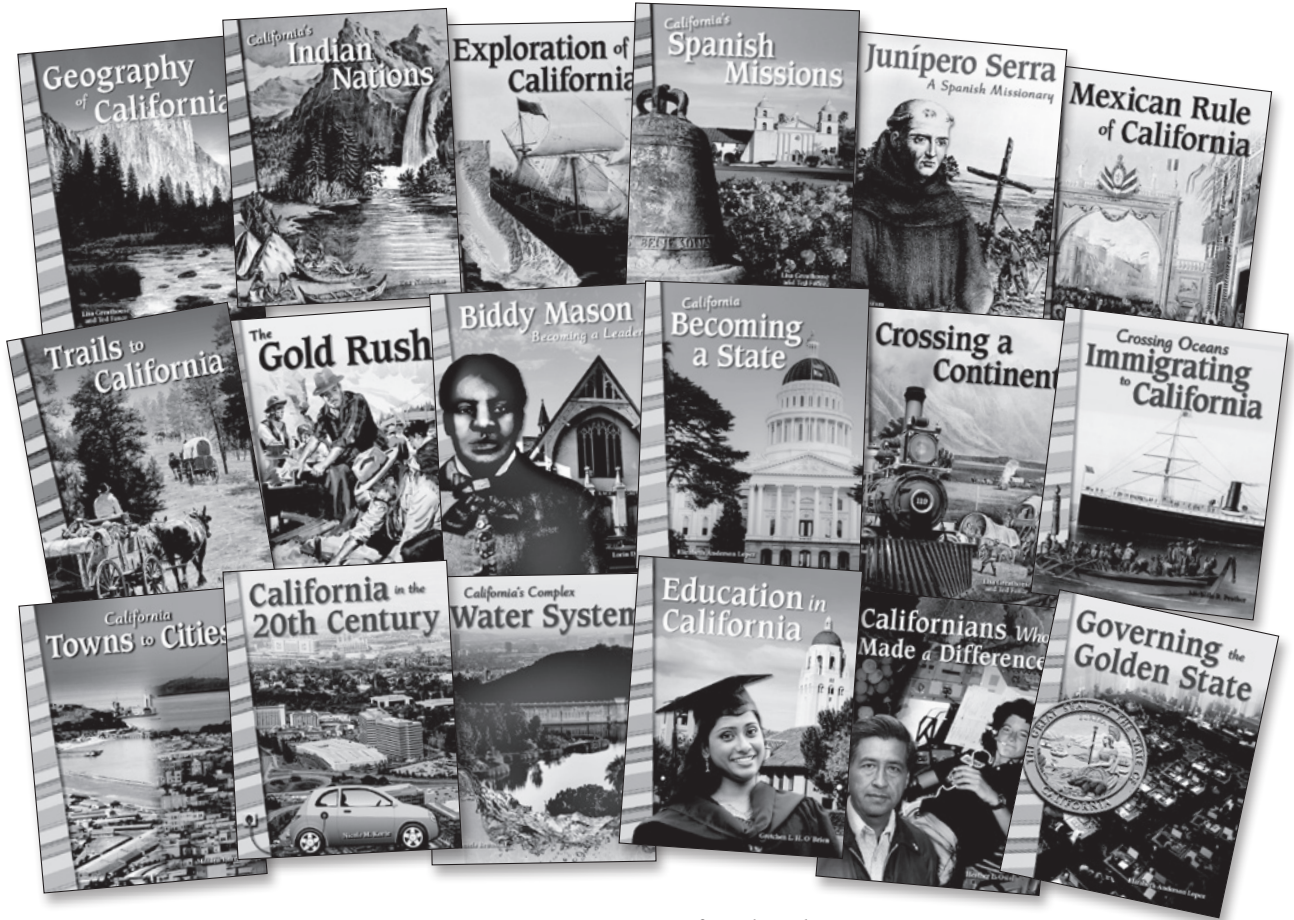
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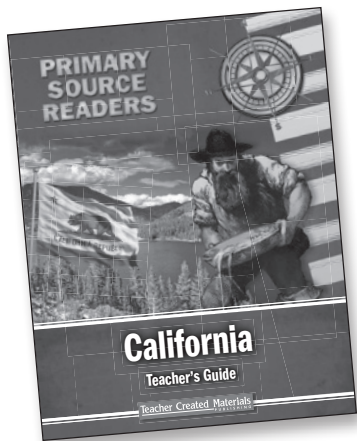
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# How to Use This Product

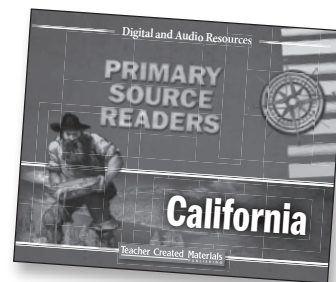
## Kit Components



6 copies of 18 books



Teacher's Guide



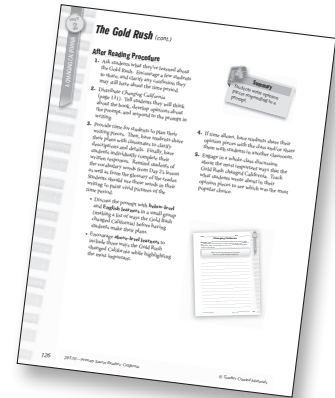
Digital and Audio Resources

# How to Use This Product (cont.)

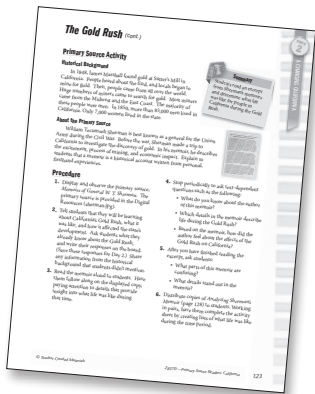
**Lesson Overview** provides lesson objectives and key information for planning purposes.



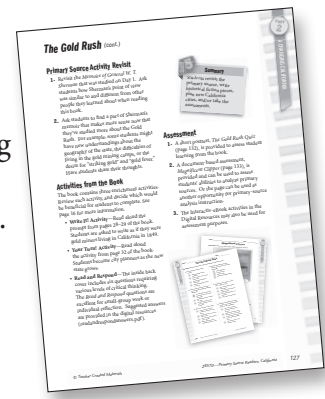
**After Reading** section provides teachers with an activity that pulls together the big ideas from the book.



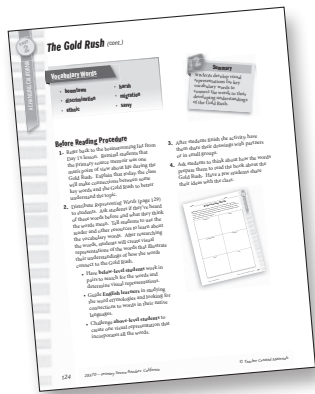
**Primary Source Activity** uses a related primary source to introduce the topic of the book.



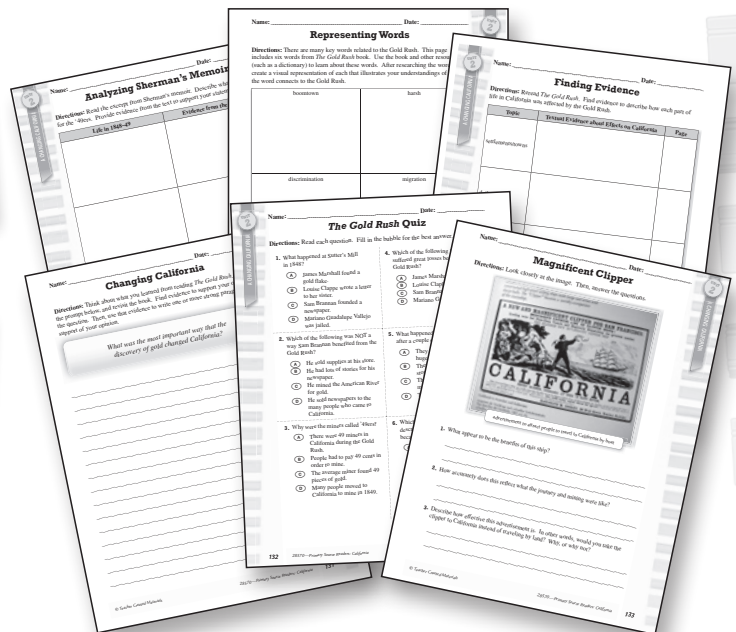
**End-of-Lesson Activities** section offers additional activities for building comprehension and making connections.



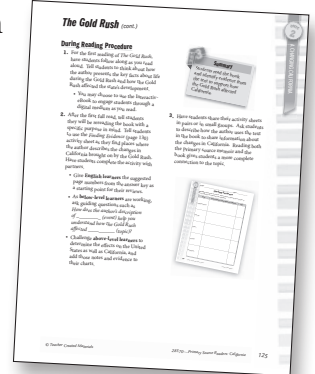
**Before Reading** activity activates students' prior knowledge before reading begins.



**Student Activity Sheets and Assessments** include clearly written directions and activities that support the lesson.



**During Reading** section includes a step-by-step activity that supports students while they read.



# How to Use This Product *(cont.)*

## Pacing Plan

The following pacing plan shows an option for using this product. Teachers should customize this pacing plan according to students' needs. One lesson has been included for each of the six books. Each day of the lesson requires 30–45 minutes and spans five instructional days.

### Daily Lesson Setup

Instructional time	Frequency	Setting
30–45 minutes/day	5 days/week	Whole-class, small-group, or one-on-one instruction

### Lesson Breakdown by Day

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity	Before Reading	During Reading	After Reading	Revisit Primary Source Activity, Activities from the Book, and Assessments

## Activities from the Book

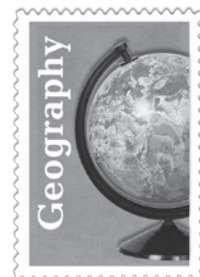
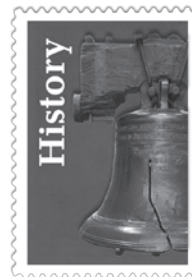
Each book in *Primary Source Readers* includes three activities:

- The interactive activity on pages 28–29 immerses students in the content of the book.
- The **Your Turn!** activity on page 32 challenges students to connect to a primary source through an activity.
- **Read and Respond** questions offer content-related questions about each book.

These activities can be used as extensions of learning in the classroom or at home as a way of building school/home connections.

## Social Studies Strands

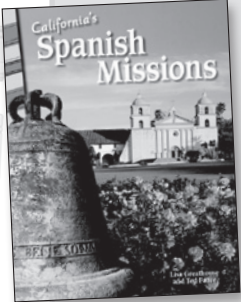
The books and lessons in *Primary Source Readers* cover four strands of social studies:



# California's Spanish Missions



## Standards



- **Content:** Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America. (HSS.4.2.4)
- **Reading:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4)
- **Writing:** Use precise language and domain-specific vocabulary to inform about or explain the topic. (W.4.2.d)
- **English Language Development:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) (ELD.4.I.A.2)

## Materials

- *California's Spanish Missions* books
- *California Missions Map* primary source (missionsmap.jpg)
- copies of student reproducibles (pages 80–85)

## Lesson Timeline

DAY 1

### Task

**Primary Source Activity**  
(page 75)

### Summary

Students analyze a map of the California missions to predict why a mission was founded in each location.

DAY 2

### Task

**Before Reading** (page 76)

### Summary

Students rank vocabulary words based on their understandings of the terms and define those words to gain a deeper knowledge of Spanish missions.

DAY 3

### Task

**During Reading** (page 77)

### Summary

Students read the book and write details associated with vocabulary words to learn how authors support their main ideas.

DAY 4

### Task

**After Reading** (page 78)

### Summary

Students write postcard descriptions about one of the missions.

DAY 5

### Task

**Primary Source Activity Revisit, Activities from the Book, & Assessments** (page 79)

### Summary

Students revisit the primary source, create time lines of the missions, write journal entries from the American Indian perspective, and/or take the assessments.



# California's Spanish Missions (cont.)

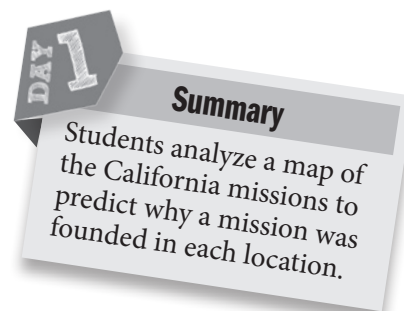
## Primary Source Activity

### Historical Background

The Spanish leaders sent priests and soldiers to build missions in Alta California. They called this the *Sacred Expedition*. The goal of building the missions was to protect and grow Spain's power. The leaders also felt religion could improve the lives of the native people living in California. Most missions were built along the coast. Each mission was about one day's ride on horseback from another and had churches and buildings in which the priests and soldiers could live. There was also land to grow crops and raise animals.

### About the Primary Source

This is a map showing the different missions in California. It tells the date each mission was established along with a sketch of the mission. It is from a book of maps in the Library of Congress. It was originally published in 1949.



### Procedure

1. Display the primary source, *California Missions Map*. A digital copy of the primary source is in the Digital Resources (missionsmap.jpg).
  - Why is it important to know when a map was made?
  - What do you notice about the distance between the missions?
2. Engage students' prior knowledge about the missions. Ask the class what they are, which people are connected to the missions, and why they were formed. Have students find partners and set up think-pair-shares using the map. Ask students to think about where all the missions are located on the map. Have them tell their thoughts to partners. Have a few pairs of partners share their thoughts with the class. Provide information from the historical background that students didn't include.
3. Ask image-dependent questions:
  - What symbols are found on the map that show the purpose of the missions?
4. Explain that using this map will begin the study of California's Spanish missions. It will build an understanding of where these missions are located and how and why they were formed. Have students take a moment to write predictions about how the missions affected California. Save these responses for the end of the lesson to see if their predictions were accurate.
5. Distribute copies of *The Missions Map* (page 88) to students. Give students time to independently complete their activity sheets. Go over the answers with students.

# California's Spanish Missions (cont.)

## Vocabulary Words

- **convert**
- **immunities**
- **missions**
- **revolts**
- **traditions**

DAY 2

### Summary

Students rank vocabulary words based on their understandings of the terms and define those words to gain a deeper knowledge of Spanish missions.

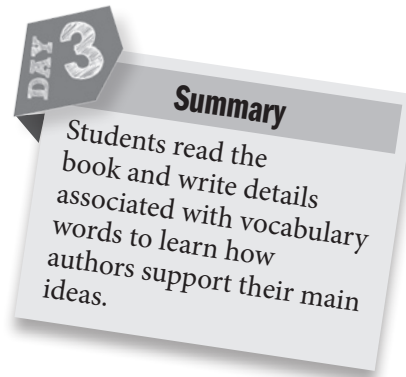
## Before Reading Procedure

1. Remind students that they discussed California's Spanish missions by looking at a map of the missions. Refer back to the predictions they made about the impact of the missions. Tell them that they are going to explore words related to California's Spanish missions and make predictions again.
2. Write the five vocabulary words on the board. Take a status of the class by pointing to one word at a time and asking who is familiar with each word. Do not have students define or explain the words.
3. Distribute *Rank It Vocabulary* (page 81). Provide time for students to complete the vocabulary activity.
  - Have **below-level learners** work in pairs to define the words together, but have them look up the terms in dictionaries individually.
  - Have **English learners** look up the dictionary definitions first and then put the definitions in their own words.
  - Challenge **above-level learners** to think about how these words are used in other ways besides with the California missions.
4. Ask the class what they think these words have to do with California's Spanish missions. Acknowledge their responses. Explain that these words are also academic and content vocabulary words. These types of words are words that are not necessarily common in informal conversations. They are needed to explain content.
5. Have volunteers define each of the five vocabulary words. Instruct the class to add to their own definitions for each. Inform students that these vocabulary words will help them understand the *California's Spanish Missions* book.

# California's Spanish Missions (cont.)

## During Reading Procedure

- For the first reading of the text, have students follow along as you read aloud. Have them raise their hands when they hear one of the vocabulary words they studied on Day 2. Point out how the words surrounding each vocabulary word helped explain the word for the reader. Periodically stop to point out other content vocabulary words such as *ranchos*, *presidios*, and *pueblos*.
  - You may choose to play the audio recording available with the Interactiv-eBook to engage students and help students practice fluency and aid in comprehension.
- For the second reading of the text, have students read independently. Encourage students to identify additional academic and content vocabulary words.
- Distribute *A Mission of Words* (page 82). Go over the instructions. Ensure that students understand what they are expected to do. Have a few students share their written responses from the bottom of *A Mission of Words*.
  - Provide **English learners** with additional words, and create an example that can be easily duplicated.
  - Give **below-level learners** a few academic vocabulary words. These can include *ranchos*, *presidios*, and *pueblos* or other words discussed during the initial reading.
  - Challenge **above-level learners** to find academic and content vocabulary words that were not discussed during the initial reading.



- Remind students that complex vocabulary words improve understanding of content-area texts. Readers need to understand them to understand a new topic or a specific subject area.

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

**A Mission of Words**

Directions: Find five academic or content vocabulary words in California's Spanish Missions. Write them in the first column. In the second column, write words surrounding each vocabulary word that help you understand what it means. In the third column, draw a sketch that defines the word.

Word	Surrounding Words	Sketch

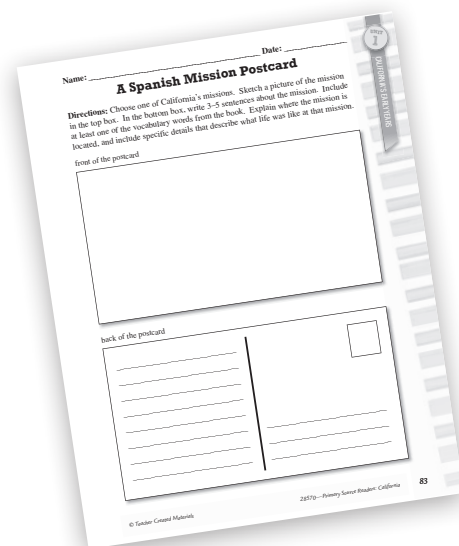
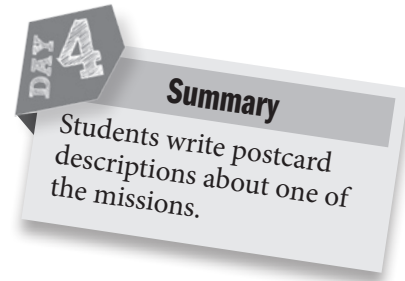
**Build It Up!**  
Choose one of the vocabulary words from the chart. How does this word relate to California's Spanish missions?  
\_\_\_\_\_  
\_\_\_\_\_

82 28570—Primary Source Readers: California © Teacher Created Materials

# California's Spanish Missions (cont.)

## After Reading Procedure

1. Ask students what they have learned about the Spanish missions in California. Encourage a few students to share and clarify any confusion they may still have about the missions.
2. Explain to students that they will each choose one mission that interests them and use the five vocabulary words from Day 2, as well as academic and content vocabulary words discussed on Day 3.
3. Distribute *A Spanish Mission Postcard* (page 83). Have students talk through their plans with partners to help them create postcards. After the planning is complete, provide time for students to write their postcards. Remind students to support the complex vocabulary words with details just as the author did in the reader.
  - Have **below-level learners** and **English learners** identify surrounding details in the book in small groups.
  - Challenge **above-level learners** to choose a specific audience for their postcards, and ask them if to whom they are writing changes how they use the vocabulary. Audience suggestions could include priests, soldiers, or family members back home.
4. Set the classroom up as a map of California. Provide simple direction labels of North, South, East, and West. Identify where Mexico and the Pacific Ocean are to give students a visual context to help them understand. Challenge the class to hold up their postcards and arrange themselves in the order of the missions, beginning in the south with San Diego.
5. Display the postcards around the room. Have students look at each of the different postcards to see how their classmates used the vocabulary in similar and/or different ways.



# California's Spanish Missions (cont.)

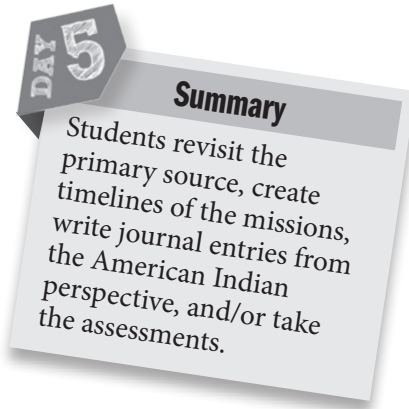
## Primary Source Activity Revisit

- Revisit the primary source. Overlay a present-day political map of California. Ask students if they notice anything about where the missions are in relation to today's map of California. Point out where cities intersect with missions. Explain that the missions established many of the state's population centers, and cities grew from these sites.

## Activities from the Book

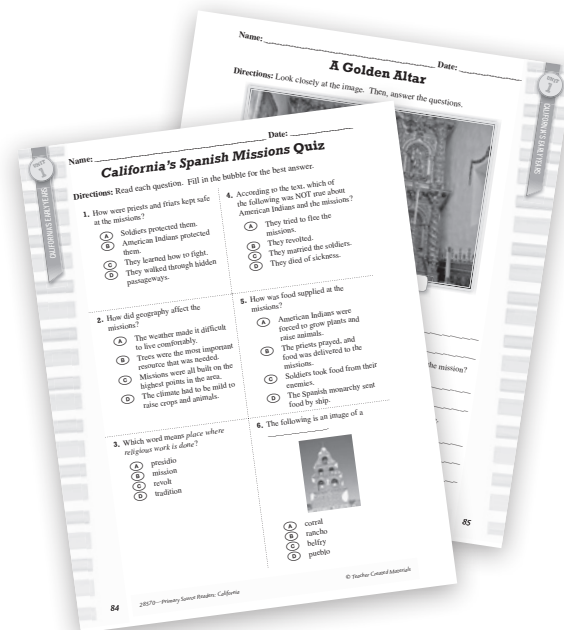
The book contains three enrichment activities. Review each activity, and decide which would be beneficial for students to complete. (See page 16 for more information.)

- Track It! Activity**—Read aloud the prompt from pages 28–29 of the book. Students are asked to create time lines of the major events during the mission era.
- Your Turn! Activity**—Read aloud the activity from page 32 of the book. Students write journal entries from the perspective of American Indians.
- Read and Respond**—The inside back cover includes six questions requiring various levels of critical thinking. The *Read and Respond* questions are excellent for small-group work or individual reflection. Suggested answers are provided in the digital resources ([readandrespondanswers.pdf](#)).



## Assessment

- A short posttest, *California's Spanish Missions Quiz* (page 84), is provided to assess student learning from the book.
- A document-based assessment, *A Golden Altar* (page 85), is provided and can be used to assess students' abilities to analyze primary sources. Or the page can be used as another opportunity for primary-source analysis instruction.
- The Interactiv-eBook activities in the Digital Resources may also be used for assessment purposes.



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

## The Missions Map

**Directions:** Study the *California Missions Map*. On the blank map, label the nine missions founded by Father Serra.



1. In what geographical region are all of the missions located?

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2. Why do you think the missions were built in this region?

---

# Rank It Vocabulary

**Directions:** This page includes five words from the *California's Spanish Missions* book. Place each word in a row, beginning with the word you understand best to the one you understand least. Then, write your own definition of each word. Finally, look each word up in a dictionary and write that definition in the chart.

**Word Bank**

convert    immunities    missions    revolts    traditions

Vocabulary Word	My Definition	Dictionary Definition

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

## A Mission of Words

**Directions:** Find five academic or content vocabulary words in *California's Spanish Missions*. Write them in the first column. In the second column, write words surrounding each vocabulary word that help you understand what it means. In the third column, draw a sketch that defines the word.

Word	Surrounding Hints	Sketch

### Build it Up!

Choose one of the vocabulary words from the chart. How does this word relate to California's Spanish missions?

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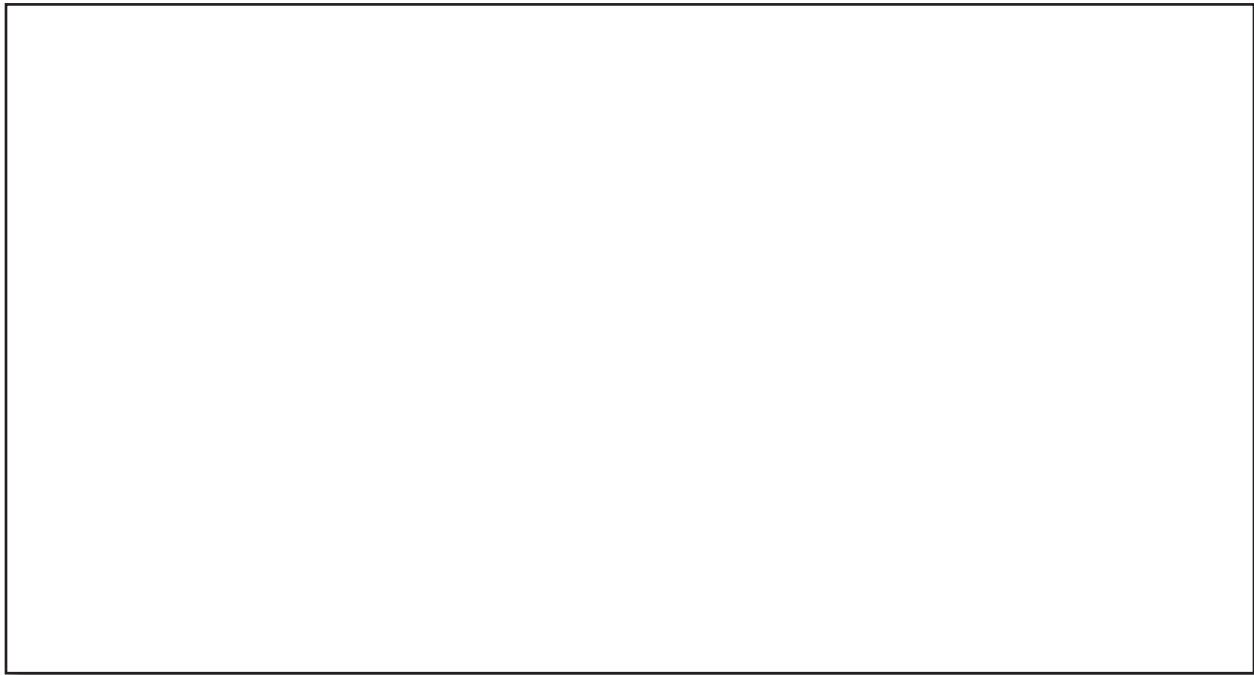


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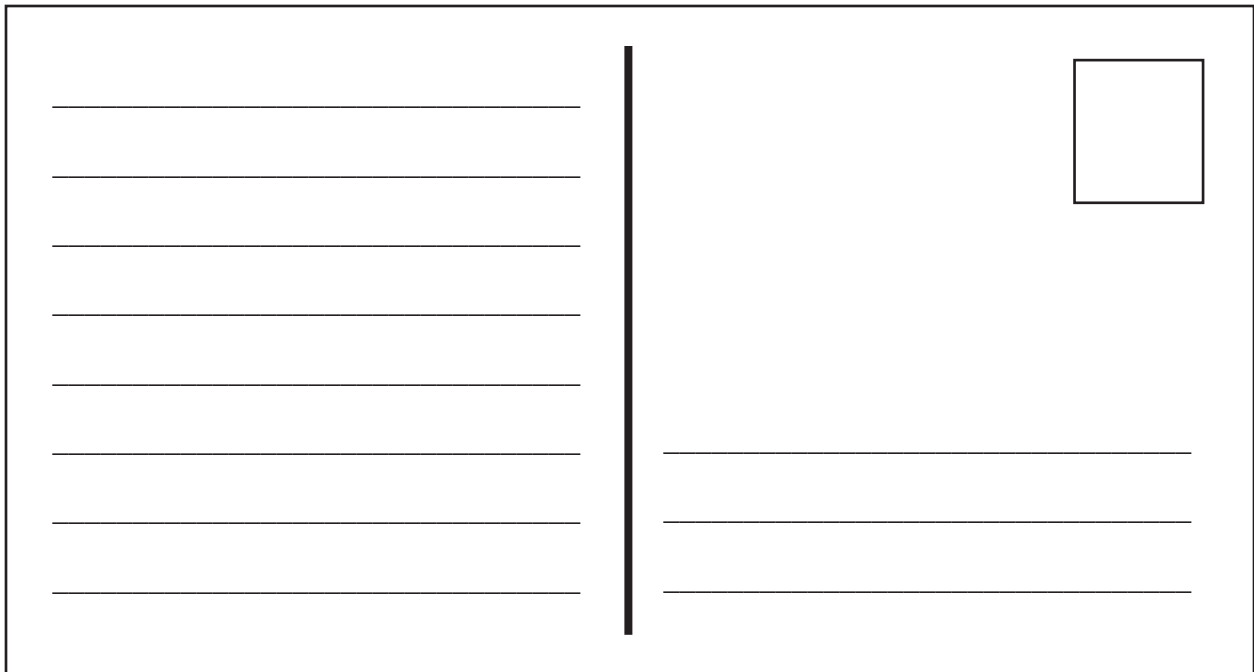
## A Spanish Mission Postcard

**Directions:** Choose one of California's missions. Sketch a picture of the mission in the top box. In the bottom box, write 3–5 sentences about the mission. Include at least one of the vocabulary words from the book. Explain where the mission is located, and include specific details that describe what life was like at that mission.

front of the postcard



back of the postcard



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

## California's Spanish Missions Quiz

**Directions:** Read each question. Fill in the bubble for the best answer.

1. How were priests and friars kept safe at the missions?
- (A) Soldiers protected them.
  - (B) American Indians protected them.
  - (C) They learned how to fight.
  - (D) They walked through hidden passageways.
2. How did geography affect the missions?
- (A) The weather made it difficult to live comfortably.
  - (B) Trees were the most important resource that was needed.
  - (C) Missions were all built on the highest points in the area.
  - (D) The climate had to be mild to raise crops and animals.
3. Which word means *place where religious work is done*?
- (A) presidio
  - (B) mission
  - (C) revolt
  - (D) tradition
4. According to the text, which of the following was NOT true about American Indians and the missions?
- (A) They tried to flee the missions.
  - (B) They revolted.
  - (C) They married the soldiers.
  - (D) They died of sickness.
5. How was food supplied at the missions?
- (A) American Indians were forced to grow plants and raise animals.
  - (B) The priests prayed, and food was delivered to the missions.
  - (C) Soldiers took food from their enemies.
  - (D) The Spanish monarchy sent food by ship.
6. The following is an image of a \_\_\_\_\_.



- (A) corral
- (B) rancho
- (C) belfry
- (D) pueblo

# A Golden Altar

**Directions:** Look closely at the image. Then, answer the questions.



altar at Serra Chapel Mission in San Juan Capistrano

1. List three words to describe this altar.

---

---

2. How do you think American Indians reacted to seeing this altar inside the mission?

---

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3. Does this altar fit with the purpose of the missions? Explain your reasoning.

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---

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California's

# Spanish Missions



Lisa Greathouse  
and Ted Fauce

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kitchen at Mission Santa Barbara

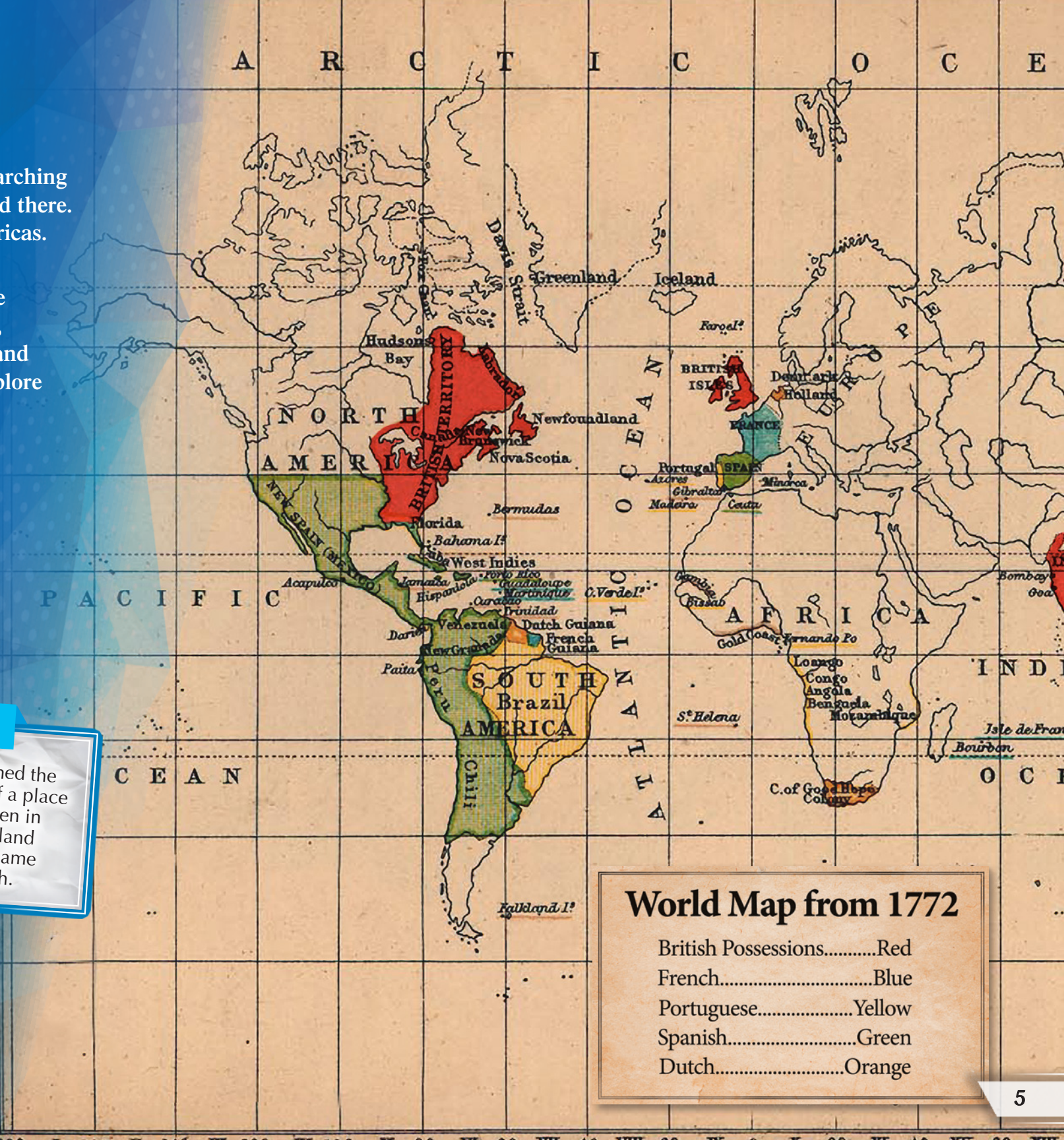
# A New World

In 1492, Christopher Columbus set sail for Asia. He was searching for a quicker route to the spices, silk, and art that could be found there. What he found was a new world. It became known as the Americas.

Soon, explorers claimed huge pieces of this new land. They wanted to start **colonies**. Spain, Portugal, England, and France fought for control of the New World. They wanted to find gold, silver, and jewels. These resources were used to expand power and influence. But riches and trade were not the only reasons to explore the new land.

## Sharing America

People in Europe wanted to spread their religions to the world. Spain felt that religion could improve the lives of the native people living in the Americas. Spanish leaders also saw this as a way to protect and grow its power in the New World.



**California's Name**

When Spanish explorers claimed the new land, it reminded them of a place in a book. The book was written in 1510. It was about a scenic island ruled by Queen Calafia. The name *California* comes from this myth.

This 1650 map shows California as an island.

**World Map from 1772**

British Possessions.....Red  
 French.....Blue  
 Portuguese.....Yellow  
 Spanish.....Green  
 Dutch.....Orange

When settlers came to the New World they saw millions of people living there. These people were American Indians. They had lived on this land for thousands of years. Their ancestors had come to North America in the last Ice Age. At that time, Russia and Alaska were joined by a land bridge. Once they crossed the land bridge, they spread through the continent and formed tribes.

California Indians lived in what is now California and northern Mexico. These tribes lived off the land. Their homes, clothes, and even their food were based on where they lived. Tribes near the coast mainly ate sea creatures, such as otters and seals. Many tribes in the valleys lived off birds, such as quail.

These different ways of life built a huge trade network. Food was one of the most common things for tribes to trade. Each tribe traded items from their area for things they needed from tribes in other areas. When settlers arrived, they found tribes that were independent but **interrelated**.

American Indians in Yosemite Valley

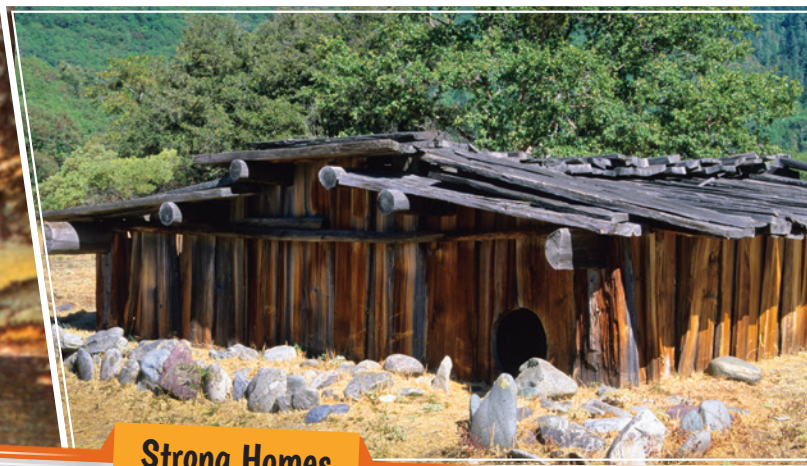
### An Appetite for Acorns

Since acorns were plentiful in the state, they were a large part of the California Indians' diet. Preparing the nuts was a long process. First, acorns were dried for a year. Then, grinding tools were used to make them into meal. This is similar to flour. After the meal was made, some tribes used it to make biscuits or bread. Others boiled the meal and ate the mush, which is thicker than a soup.



### Strong Homes

California Indians used different materials to build their houses. Tribes living close to the coast built grass mat houses. If tribes lived in an area with lots of trees, they built their houses out of cedar bark (shown here).



# The Sacred Mission

Spanish leaders knew that **missions** helped settle and protect their land. They had built missions in Florida and Texas years before. In California, they planned to do the same thing. Men who were loyal to Spain were needed. These men had to be willing to die for their faith. The priests knew it was their duty to **convert** the American Indians in California. Soldiers had to secure the land for Spain. This became known as the *Sacred Expedition*.

The journey began in 1769. A group of men went to San Diego on horseback and by foot. There were soldiers and priests in the group. Gaspar de Portolá (deh por-toh-LAH) led the soldiers. Father Junípero (hoo-NEE-peh-roh) Serra led the priests. One man kept a journal of the trip and the land. His name was Father Juan Crespí (crehs-PEE). His journal provides a lot of information.

## Keeping Records

Crespí wrote about mountains, valleys, trees, and animals. He noted how American Indians lived. His notes came in handy for the men who built the missions.



## The Franciscan Order

An **order** is a name used for a group of religious men. Many priests who came to America to build missions belonged to the Spanish Franciscan Order. These priests agreed to live simple lives and didn't own property. This allowed them to focus on converting the native people.

The Spanish explored all the way to the San Francisco Bay.



## Junípero Serra

Father Serra is the most well-known priest of the Mission Era. He wanted to be more than just a priest. His goal was to bring his religion to the American Indians. After he started the first mission in San Diego, he helped build eight more.

Serra was very strict. He converted thousands of American Indians. He forced them to adopt a new way of life. Soldiers helped enforce his stern rules. Near the end of his life, Serra had plans for more missions. After he died, his followers helped finish what he had planned. The last mission in San Francisco was opened in 1823. In all, it took 54 years to build 21 missions.

Junípero Serra

### Saint Serra

In 1987, Pope John Paul II asked that Serra be made a saint. This was to honor his work. He brought Christianity to the American Indians. It took almost 30 years for Serra to become a saint. He was **canonized** in 2015 by Pope Francis.

Mission Carmel

### Final Resting Place

Serra was 56 years old when he built the first Spanish mission. He died in 1784 at the age of 70 in his room at Mission Carmel. He is buried beneath the church there.



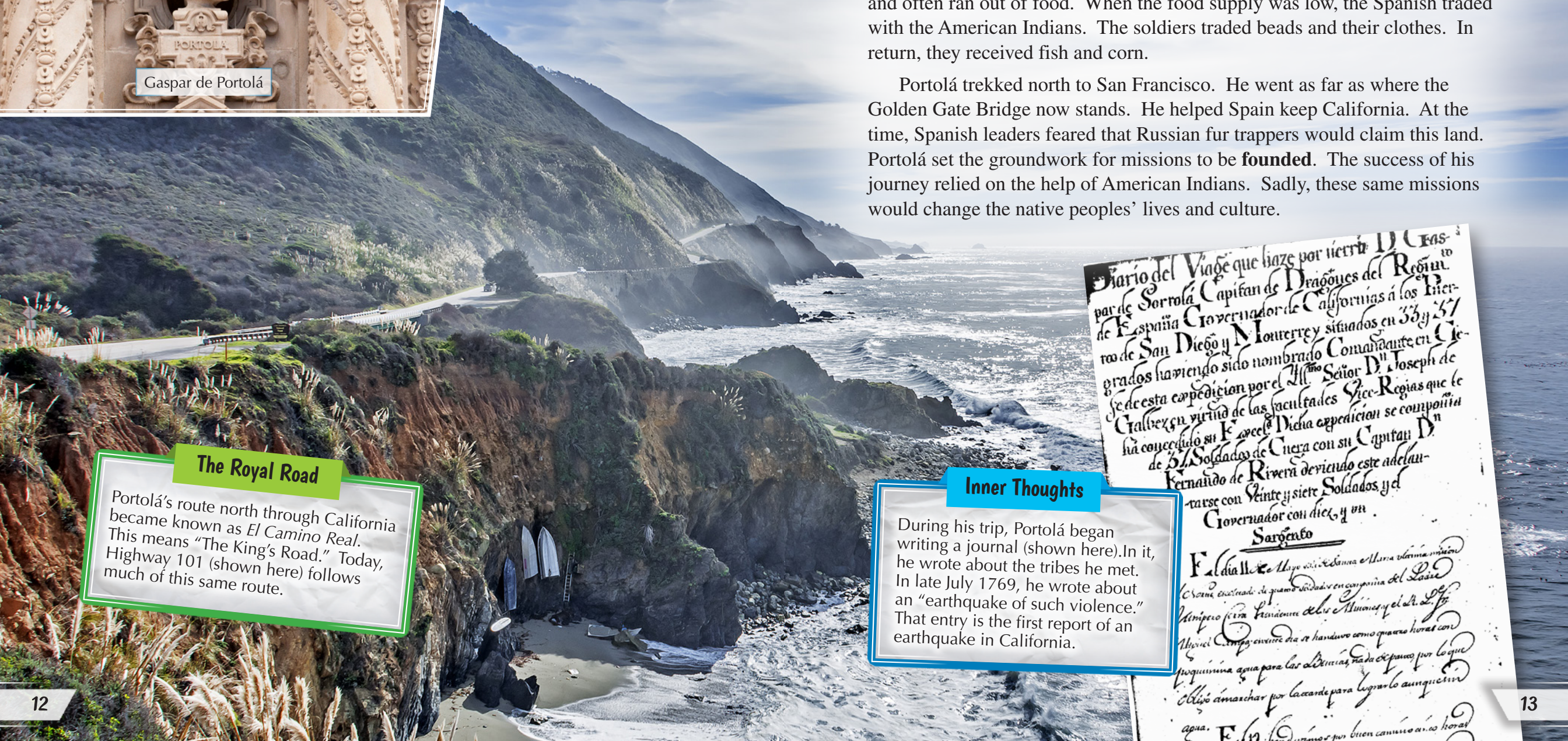
Gaspar de Portolá

## Gaspar de Portolá

Many people helped build the missions and keep them safe. Portolá was one of those men. He was a Spanish army captain. In 1767, he sailed to the New World. He joined Father Serra on the Sacred Expedition. He helped build the **presidios**. These buildings protected the missions.

The trip was hard. Along the way, the Spanish experienced earthquakes and often ran out of food. When the food supply was low, the Spanish traded with the American Indians. The soldiers traded beads and their clothes. In return, they received fish and corn.

Portolá trekked north to San Francisco. He went as far as where the Golden Gate Bridge now stands. He helped Spain keep California. At the time, Spanish leaders feared that Russian fur trappers would claim this land. Portolá set the groundwork for missions to be **founded**. The success of his journey relied on the help of American Indians. Sadly, these same missions would change the native peoples' lives and culture.

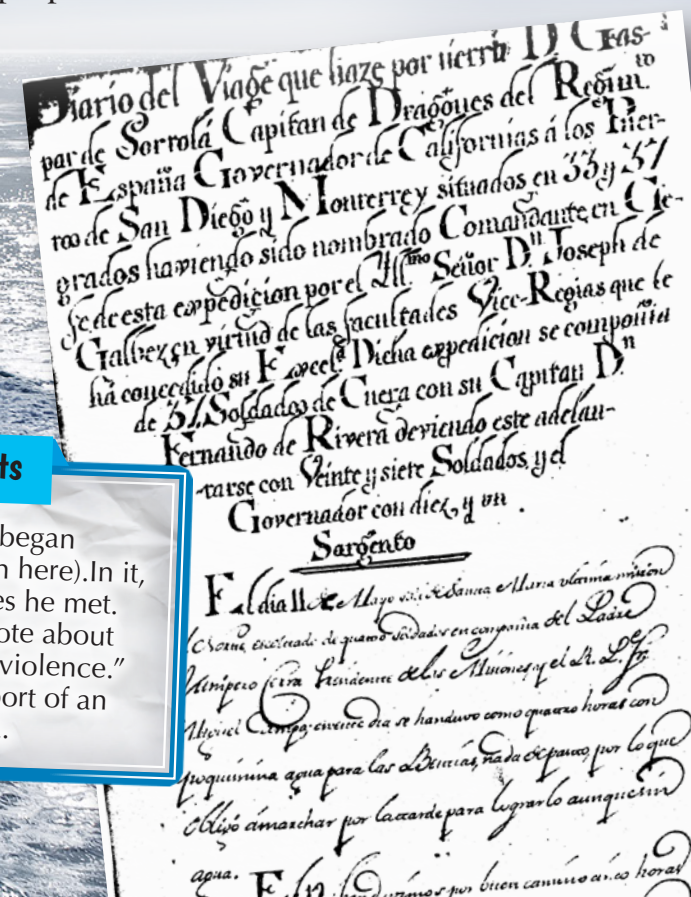


### The Royal Road

Portolá's route north through California became known as *El Camino Real*. This means "The King's Road." Today, Highway 101 (shown here) follows much of this same route.

### Inner Thoughts

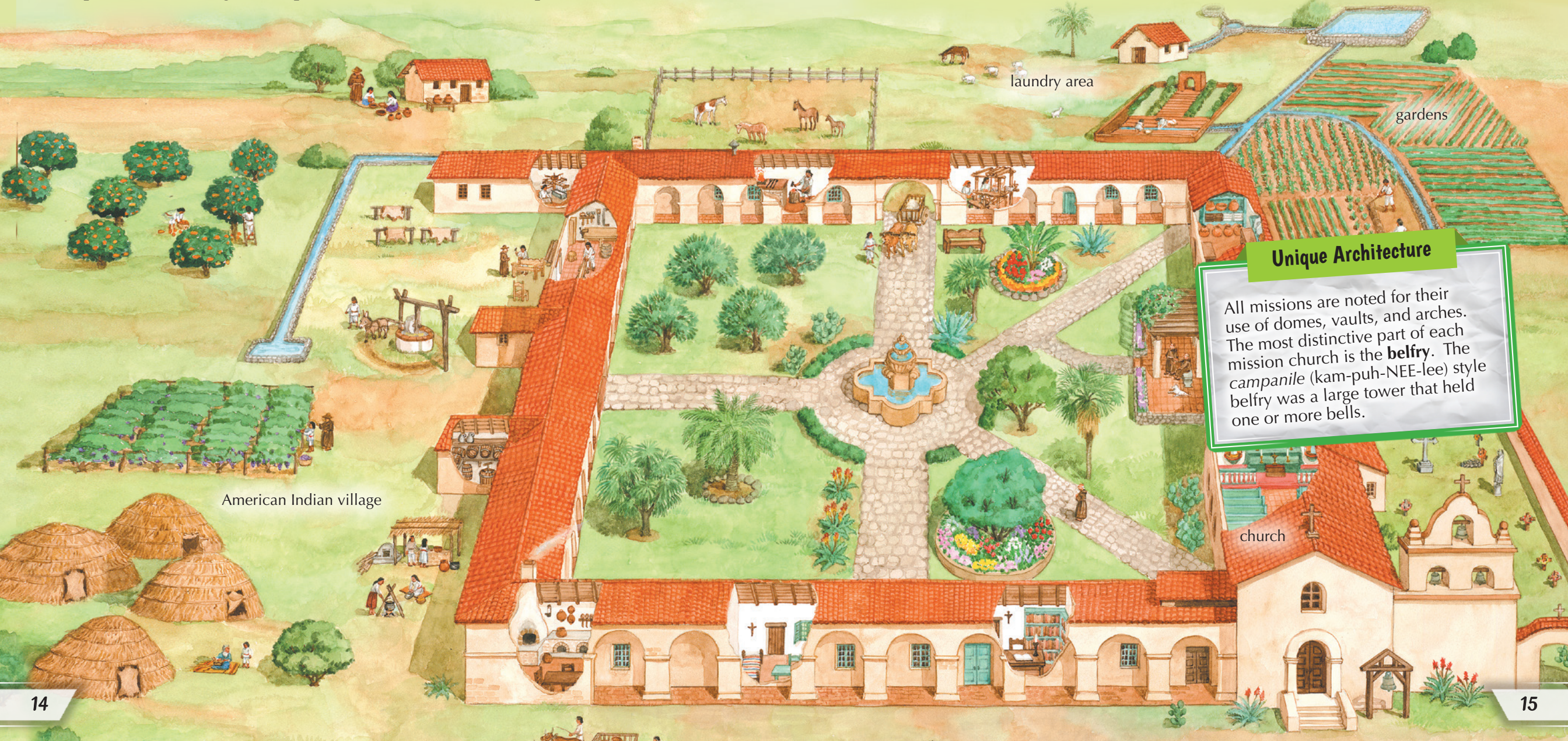
During his trip, Portolá began writing a journal (shown here). In it, he wrote about the tribes he met. In late July 1769, he wrote about an "earthquake of such violence." That entry is the first report of an earthquake in California.



# Mission Buildings

Each mission had many buildings surrounded by land that had been cleared of trees. Many missions were built on hills. All of them had churches and buildings where the priests and soldiers lived. Each had a kitchen, a dining hall, classrooms, and workshops. There were also large pieces of land to grow crops, as well as **corrals** and coops for animals.

To be safe, some missions were built inside presidios surrounded by strong walls. Other missions were on land called **ranchos**. The ranchos were used for raising cattle and sheep. Some missions became the center of villages known as *pueblos*. This is where many people lived together. In later years, many pueblos would become larger cities.



## Unique Architecture

All missions are noted for their use of domes, vaults, and arches. The most distinctive part of each mission church is the **belfry**. The *campanile* (kam-puh-NEE-lee) style belfry was a large tower that held one or more bells.

American Indian village

church

## Differences Among Missions

Missions were not all the same. One of the reasons for this is California's geography. The state is long and has many miles of land near the ocean. Because of the state's size, shape, and location, it has varied **climates**. Rain and snow fall mostly on the mountains. This process makes the land behind them dry. These areas form deserts. Mountains and deserts were not good places to build missions.

Most missions were built along the coast, which has a mild climate. Life in a mild climate is easier. It's great for raising crops and animals.

Each mission relied on nearby natural resources. The **missionaries** learned how to use those resources from the California Indians. The mission system settled and developed the land for Spain.

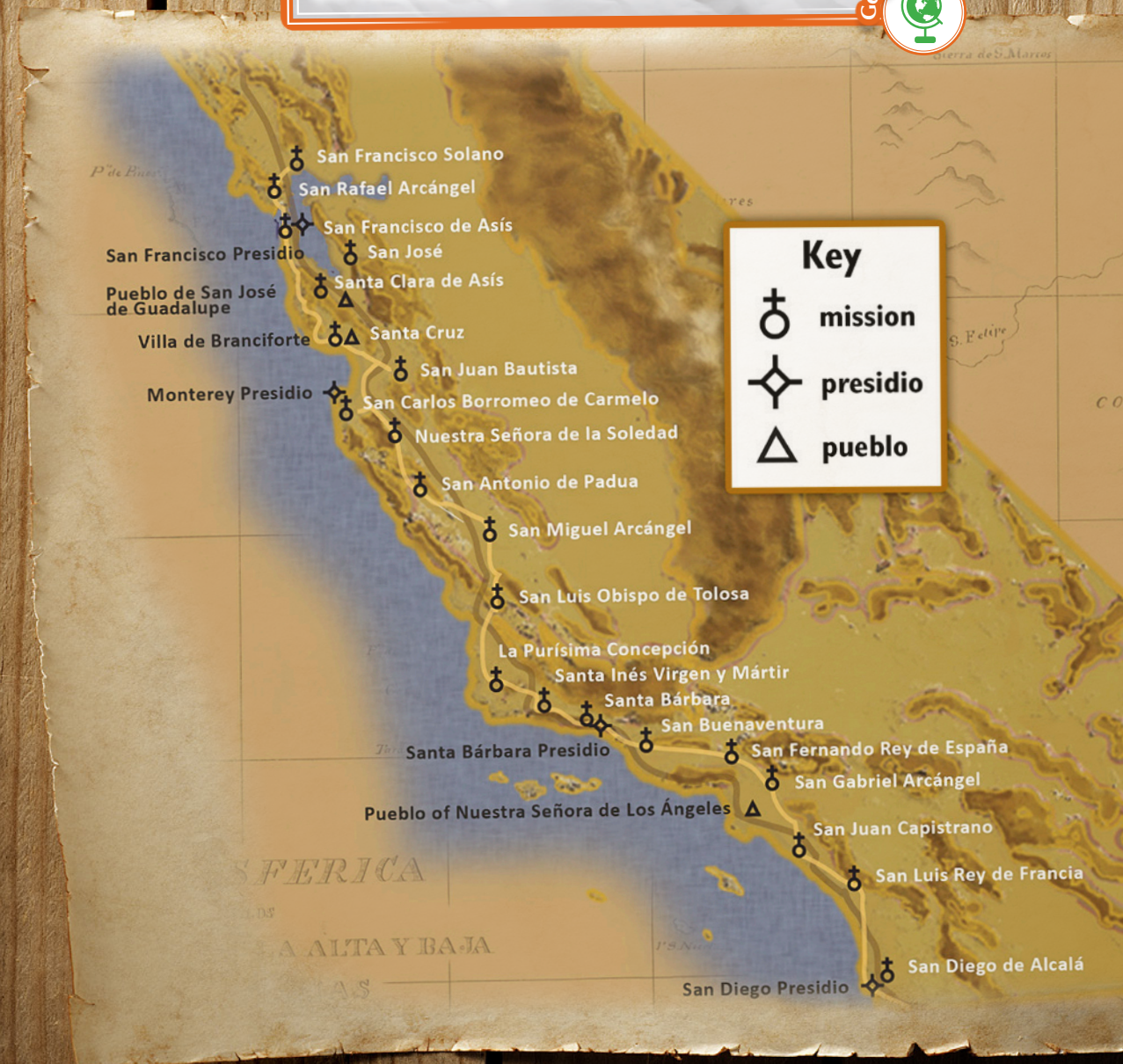
### Inland Mission

The mission that was built farthest from the coast was Soledad Mission. It is 30 miles (48 kilometers) inland from the coast.



### Mission to Mission

The builders of the missions wanted to keep in touch. They built each mission about one day's horseback ride apart. Landforms, fresh water sources, and other factors also determined where the missions were built. Most missions were about 30 miles (48 kilometers) apart.



## San Luis Obispo

Mission San Luis Obispo was very different from the other missions. It was founded in 1772 by Father Serra. It was built in an area that had a lot of grizzly bears. The mission relied on the meat that the bears could provide. Food was running low at other missions. There was a large hunt. Many bears were killed, and the meat was shared. Later, people began farming wheat and corn to provide food.

### Weather Matters

Missions in the southern part of California had much different weather from those in the north. The south was sunny but dry. Citrus fruits grew well in the south.



Mission Santa Clara, 1849

## Santa Clara

Mission Santa Clara was one of the nine missions built by Father Serra. It was built in 1777. Flooding from the local river made the soil wet, similar to a **marsh**. Over the next 45 years, this mission had to be moved more than once. The mission was moved to its final place in 1822. The soil in the area was very good for farming. Santa Clara had one of the best wheat crops of all the missions. Like many missions in the north, people at Santa Clara grew grapes and made wine.



### From Mission to College

Santa Clara University opened in 1851. It was built on the site of the old mission. It is the oldest college in the state. Today, students can see parts of the old mission's buildings around campus.

# Mission Life: Changes and Conflicts

People lived in the area that is now California for thousands of years. Pieces of clay pots and weapons from these times have been found. Before the missions were built, American Indians followed their own **traditions**. More than 50 tribes lived there. They spoke over 100 different languages. They had thriving villages and knew how to live off the land.

For the American Indians, mission life was a change from their previous lives. The Spanish forced them to live and work at the missions. Their children went to schools there, too. They learned a new language and had to convert to a new religion. Many native people fought against these changes to their way of life.

## New Converts

Indians who converted to Christianity and lived on the missions were called *neophytes*. Neophyte is a Greek word. It means "new convert." The term was used in many places around the world for new converts.

Father Serra having Mass

American Indians hunt grizzly bears.

## Before Farms

Before the missions, the native people lived off the land. They hunted and gathered only what they needed for food, clothing, and shelter. They never killed animals or fish unless they could use them. American Indians had great respect for land and nature.

## Changes

Mission lands were split into sections. Some of the land was used for growing crops. Other parts were used for raising animals. All the land needed to be cleared of rocks, trees, and weeds to make room for crops and animals. American Indians did this hard work at the missions all day long. Many native people tried to flee. One in ten ran away from the missions. Many more tried to leave but were stopped. If they were caught, they were forced to return to the missions.

Leaving was risky but so was staying. When Europeans came to the New World, they brought illnesses with them. The native people did not have **immunities**. In 1806, measles spread throughout the missions. It killed more than 1,000 American Indians at the Santa Barbara mission alone. Most of those who died were children. During this time, 60,000 American Indians would die at the missions. Many of those deaths were caused by disease.

### Culture Survives

Today, California is home to the largest number of native people in the country. There are over 100 tribes in the state. These tribes have played key roles in saving forests and animals in the state. They have also worked to keep their culture alive.



soldiers, priests, and California Indians at one of the missions

## Conflicts

Not all American Indians tried to flee from the missions. Some tried to resist their new way of life. There were many **revolts**. In 1775, nearly 1,000 native people attacked the San Diego mission. They burned it to the ground. During the night, a priest was killed. Spanish soldiers caught and punished the native people who led the attack. But that revolt was just the first of many.

Attacks went on for years up and down the state. Most of them did not improve things. In fact, many times, they made life worse for the native people. Spanish soldiers wanted to keep American Indians from revolting. They used many methods to do this. One of the most common ways was to publicly punish the native people who took part in the revolts.



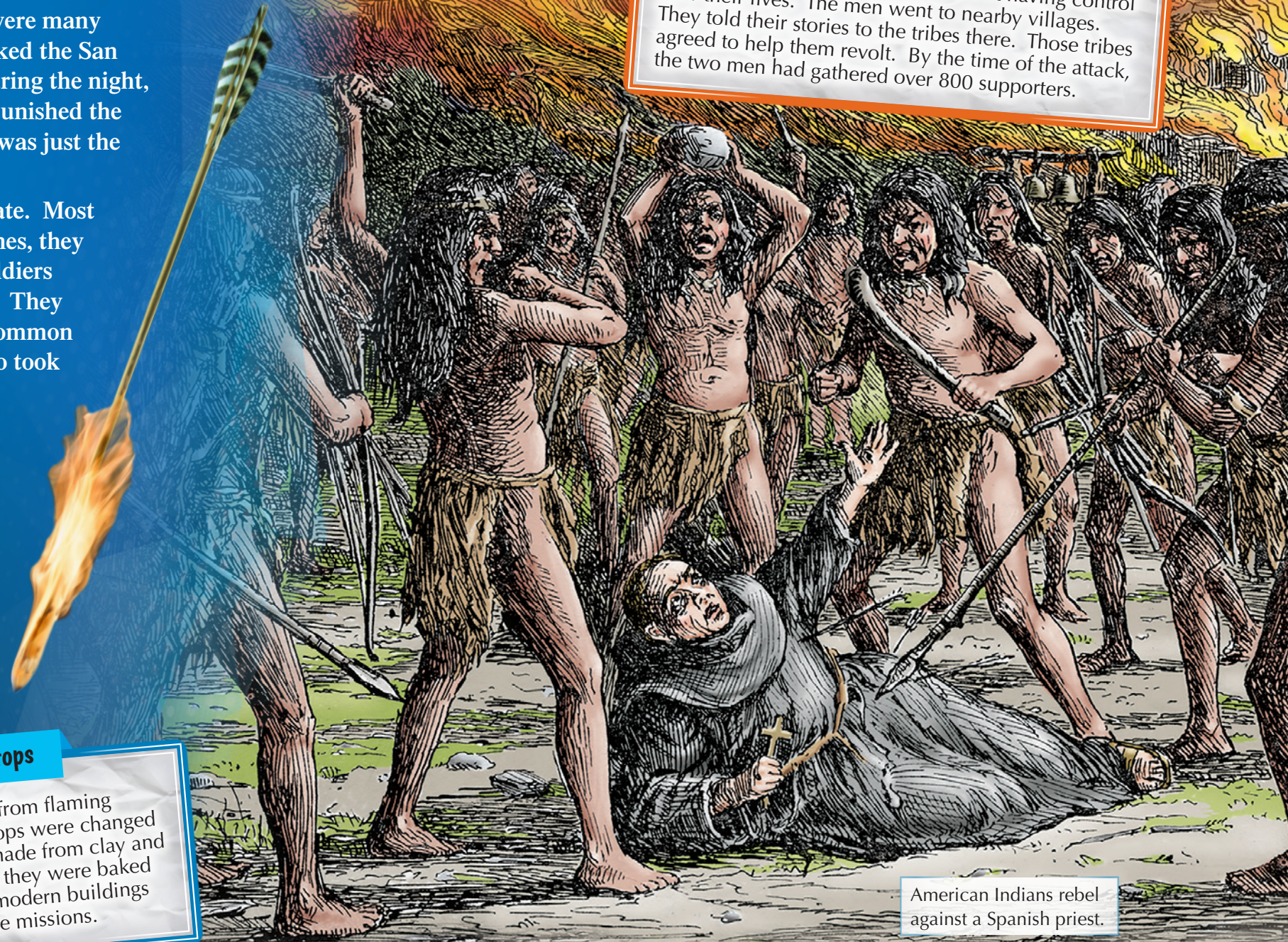
This photograph shows the remains of Mission San Diego after a fire.

### Tile Rooftops

To protect the missions from flaming arrow attacks, the rooftops were changed to tile. The tiles were made from clay and dried in the sun. Then, they were baked in **kilns**. Today, many modern buildings use tile rooftops like the missions.

### Fighting Back

Two American Indians led the attack on the San Diego mission. They were tired of not having control over their lives. The men went to nearby villages. They told their stories to the tribes there. Those tribes agreed to help them revolt. By the time of the attack, the two men had gathered over 800 supporters.



American Indians rebel against a Spanish priest.



# Legacy of the Missions

The mission system lasted almost 70 years. It changed when Mexico took control of the area in 1821. Mexican leaders began a plan called **secularization**. This meant that the church would no longer have power or own the land. The land was to go back to the California Indians. But this did not happen. Instead, the new government gave it or sold it to non-natives.

## Missions Today

Many of the mission churches are still active. Weddings and funerals are held there. Masses are still performed at some of the missions.

Mission San Juan Capistrano

## Gifts from the Missions

Even though there were some bad outcomes from the missions, there were some good as well. The names of many cities come from the missions. The first crops grown at the missions helped improve farming methods in the state. **Stucco** and tiled rooftops on houses were first used on the missions. The freeways and highways were once mission trails. The missions helped define the state of California.

bell marker for  
El Camino Real



EL CAMINO REAL  
SAN DIEGO - LOS ANGELES  
SAN FRANCISCO

## Road Trip

The California missions are host to millions of tourists each year. Luckily, there is an easy way to see them all. Just take the California Missions Trail! This 600-mile (950-kilometer) trek spans most of the state. Buckle up and get comfortable!

## Track It!

The Mission Era lasted almost 70 years. By identifying and describing the era's major events, other people can learn about its importance to California and the American Indians.

Create a time line that shows the people, places, and events of this time period. Be sure to include names of people and places where possible.



Mission Santa Barbara

# Glossary

- belfry**—part of a church where the bells are; bell tower
- canonized**—officially declared a saint by the Roman Catholic Church
- climates**—the usual weather conditions of places
- colonies**—areas ruled by a country or countries far away
- convert**—change from one religion or belief to another
- corrals**—fenced-in areas to keep animals
- founded**—built or started
- immunities**—the body’s abilities to fight off infections from diseases
- interrelated**—connected to one another
- kilns**—ovens used for hardening, burning, or drying things, such as pottery
- marsh**—a soft, wet area of land that has many plants
- missionaries**—people sent by a church to convert others
- missions**—places or buildings where religious work is done
- presidios**—walled forts used to protect property
- ranchos**—Spanish word for *ranches*; large pieces of land
- revolts**—attempts to end someone’s authority
- secularization**—the act of separating something from a religious connection
- stucco**—a material that is used to cover the outside walls of houses and buildings
- traditions**—ways of thinking or doing something that have been done by a particular group for a long time

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## Your Turn!



### *Different Perspectives*

During the Sacred Expedition, Father Crespí wrote details about the geography of California. He also noted details about the California Indians and how they lived. The California Indian perspective was not recorded very often.

Imagine you are a California Indian. You live during the Sacred Expedition in the San Francisco Bay area. Look at the Spanish soldiers and missionaries in the painting. As a California Indian, what do you first think and feel? What are you curious about? Write a detailed journal entry about that first sighting.

## *Read and Respond*

1. Identify at least three people who helped establish the missions, and explain what each person did.
2. Explain the reasons the missions were built and how their locations were determined.
3. Compare and contrast a rancho, a presidio, and a pueblo.
4. Describe how the missions affected the native populations in California.
5. What do you think are the legacies of the Spanish missions?
6. Write a newspaper article about one of the American Indian rebellions. Include witnesses from both sides.