

The Early History of Orange County
Discovery, Settlement, and Land Uses
School Tour and Curriculum Guide



Developed by:

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Introduction

The City of Laguna Hills welcomes you to the Early History of Orange County – Discovery, Settlement, and Land Use Curriculum Guide. This curriculum guide has been developed to coordinate with the City's Civic Center Public Art Program. Laguna Hills is committed to utilizing art in public spaces to educate students about the early history of the Saddleback Valley and Orange County, California.

We welcome you to utilize the guide, class activities, and tour opportunities to enhance your student's understanding of Orange County's early inhabitants, the changes in the use and ownership of the land, what remains of our past, and how the past has shaped our present.

Overview of Civic Center Public Art Program

The City's Public Art Program includes eleven pieces of art placed throughout the Laguna Hill's Civic Center. The City commissioned the original works of art under the master theme of early California history to provide a valuable cultural and educational resource at the Civic Center. Artwork includes life-size adobe busts of Juan Avila, Juan Forester, Jose Serrano, Lewis F. Moulton, Richard O'Neill, and Dwight Whiting, three landscape painted murals, layered pieces of iron and branding irons, and scenic large-scale murals visually depicting the Portola Expedition, a meeting during the Mexican/American War, and Native Americans working to build the San Juan Capistrano Mission.

Each of these pieces of art visually represent the early history of the Laguna Hills area and adjacent interpretive panels provide background and reference material for the visitor.

Educational Programs

Teachers may schedule docent led tours of the Laguna Hills Civic Center throughout the year at no charge. Docent volunteers cater to the visiting group's grade level and will place emphasis on certain subject areas per the teacher's request.

3rd Grade School Tour

In this tour, emphasis is placed on the changing use of land in the Orange County area. Beginning with the life of the American Indian, students will be exposed to the different cultures, to the events that changed land uses, and how the rich land of our area sustained each settlement.

Pre- Visit Activities (master forms attached):

Acjachemen Vocabulary Coloring Sheet **(Handout #1 a,b,c)**
Native American Village Map **(Handout #2)**
Daily Life of Mission Indians **(Handout #3)**

Post-Visit Activities (master forms attached):

Portola Campsite Map **(Handout #4)**
Comparison Chart **(Handout #5)**
Mural Coloring Sheets **(Handout #6)**

4th Grade School Tour

For the fourth grade tour, emphasis is placed on the Rancho Period of early Orange County. Discussion includes how and why land ownership changed, how each culture was affected, and how the rich land of our area sustained each settlement.

Pre-Visit Activities (master forms attached):

Rancho Map **(Handout #7)**
Landowners & Branding Irons **(Handout #8)**
Branding Iron Art **(Handout #9)**

Post-Visit Activities (master forms attached):

Making your own Diary **(Handout #10)**

Rancho Life **(Handout #11 and 11a)**
Map Making – Creating a Diseno **(Handout #12)**

5th Grade School Tour

Fifth grade students will be exposed to the settlement patterns of the Orange County area. Emphasis will be placed on the economic and geographic opportunities of the area. Students will discuss how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Pre- Visit Activities (master forms attached):

Native American Village Map **(Handout #2)**
Rancho Map **(Handout #7)**
Early Landowner Map Rancho Map **(Handout #13)**
Orange County Map Review Rancho Map **(Handout #14)**
Family History Rancho Map **(Handout #15)**

Post-Visit Activities (master forms attached):

Compare and Contrast **(Handout #16 and 16a)**
Farming Brochure **(Handout #17, 17a and 17b)**
I Am Poem **(Handout #18)**

State Standards:

California Department of Education
Content Standards:

Grade Three

Standard 3.1

Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

Standard 3.2

Students describe the American Indian nations in their local region long ago and in the recent past.

Standard 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.

Research, Evidence, and Point of View 2

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Chronological and Spatial Thinking 3

Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Standard 3.4

Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

Grade Four

Standard 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.

Standard 4.2.5

Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

Chronological and Spatial Thinking 5

Students judge the significance of the relative location of a place (e.g. proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Grade Five

Standard 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.

Chronological and Spatial Thinking 5

Students judge the significance of the relative location of a place (e.g. proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Chronological and Spatial Thinking 1

Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

Chronological and Spatial Thinking 3

Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Units of Study

Unit One:

The Indian Village
Portola's Route

The Indian Village

Southern California was home to two tribes of Native Americans, whose way of life goes back thousands of years. The Tongva (whom the Franciscan missionaries called the Gabrielino because many of them eventually became neophytes at Mission San Gabriel) lived on the flatlands north of Los Alisos Creek, in what is now northern Orange County and southern Los Angeles County. The Acjachemen (whom the Franciscan missionaries called the Juaneño because of their similar association with Mission San Juan Capistrano) lived in the coastal foothills and mountains of the present southern Orange County and northern San Diego County.

Both tribes established villages atop ocean bluffs, in foothill valleys, along rivers, and beside springs, where the environment offered a rich food supply and many natural resources. They harvested acorns, gathered grasses and fruits, hunted on land, and fished in the sea. They wove fine baskets, painted religious pictures on rock walls, and were part of a flourishing trade network that stretched from the Channel Islands to the Colorado River.

From these early inhabitants, Los Angeles County inherited several place names, including Azusa, Cahuenga, Malibu, Tajunga, and Topanga; and San Diego County received Cuyamaca, Jacumba, Jamul, and Pala. In contrast, Orange County has preserved only one place name from its aboriginal past: Niguel. Apparently derived from *nawil*, a Luiseño word meaning "maiden" or "adolescent girl," this name was given to the main ford across Los Alisos Creek, possibly because this shallow spot was regularly the site of ceremonies that marked the coming of age for Acjachemen girls.

For a time, Nawil—also spelled Nigüili or Nigüil in early texts and later written as Niguel—not only named a specific place where all traffic heading north along original Indian trails and subsequent Spanish

thoroughfares crossed a major local creek but also indicated a general direction of travel north from Mission San Juan Capistrano, toward this important crossing point and beyond. Eventually, this Native-American place name was used to identify the 13,316 acres of land granted to Don Juan Àvila in 1842 as Rancho Niguel.

Portola's Route

On July 26, 1769, Captains Gaspar de Portolà and Fernando Rivera y Moncada first entered what is now Orange County with a party that numbered sixty-three and included twenty-six soldiers, fifteen Baja California Indians, two missionaries, and seven muleteers to care for their one hundred mules. Portolà led the party of Spanish soldiers north through Orange County on their way to find Monterey Bay. Their purpose was to found settlements in Alta California and thus secure the area for Spain. They camped near six Acjachemen and two Tongva settlements on their way north, exchanging gifts and greetings with the chiefs. As they traveled, they made journal entries about the landscape, noting where they would establish missions, build presidios, and locate villages.

Theirs was the first land exploration of California by a European power, and among its lasting legacies are place names like Christianitos, Las Flores, Santa Ana, Santiago, and Trabuco. Some of the soldiers on this expedition—namely, Nieto, Serrano, and Yorba—returned later to acquire land and become rancheros.

Correlated Art Pieces:

Interpretive Signage – Location Map of Indian Villages
Discovering Orange County Mural
Mining Pecten Reef Mural

Key Vocabulary:

Words (List with definitions attached with master forms):
Expedition, Explorer, Decade, Past, Present, Mission, Trabuco, Natural Resource, Journal, Presidio, Neophyte, Culture

People:

Tongva/Gabrielino Indians, Acjachemen/Juaneno Indians, Don Gaspar de Portolà, Fernando Rivera y Moncada, Father Junipero Serra, Sergeant Jose Francisco Ortega

Places:

Alta California, Baja California, Spain, Nawil, San Juan Capistrano

Focus Questions:

Where were the villages of the Tongva and Acjachemen Indians located? Why do you think they located their villages there?

What food sources sustained them?

What do you feel was their most valuable resource?

What was the purpose of Gaspar de Portolà's exploration of California?

Activities:

Native American Vocabulary Coloring Sheet (Handout #1 a-c)

Students may utilize the vocabulary worksheet to learn Acjachemen words. Pronounce all words with the stress on the first syllable. Discuss the use of the area's natural resources.

Exploring California Activity

Present students with a description of the scouts that were part of Portolà's expedition.

In 1769, Gaspar de Portola, a military and Spanish aristocrat, was appointed to command an expedition traveling northward into the unmapped territory of Alta California. His assignment was to seek out the legendary Bay of Monterey and secure Spanish claim to this vast frontier. Traveling three days ahead of this large party were Sergeant José Francisco de Ortega and a small group of scouts, who marked trails, located water, and identified possible campsites. Along the way, they came across six Acjachemen villages, including Piwiva and Huumai in Cañada Gobernadora.

Explain to students that they will work together in small groups to list the type of skills the members of the scouting party needed to locate the campsites for the expedition.

Portolà's Route (Handout #4)

Discuss the route taken by Portolà on his way to find the Bay of Monterey. Have students fill in the campsite names known from his

route during the discussion. Explain to students that they will work in small groups and will design their own route. Utilizing tracing paper, have students trace the waterways, coastline and mountain range from the handout. Students will utilize this paper to create their own group route, naming each campsite along the way. Follow activity with a class presentation having each group pick one campsite to describe to the class. Explain that each group will need to identify why the site was chosen and site name selected.

Unit Two:

The Building of the Great Stone Church
Mission Life

The Building of the Great Stone Church

Soon after Father Junípero Serra dedicated Mission San Juan Capistrano in 1776, Franciscan missionaries began converting local Acjachemen to Christianity and bringing them to the mission to learn the European way of life. These converts—or neophytes, as they were called—earned their keep by tilling the soil, tending the crops, and helping to construct mission walls and buildings.

The mission population increased steadily, and by the 1790s, lime was constantly needed to make the plaster and mortar used to enlarge existing buildings and to construct new ones. One source of this mineral was the fossil limestone reefs of ancient seabeds. Native American neophytes cut blocks of limestone from deposits like that found in Pecten Reef (an exposure of the middle to late Miocene Monterey Formation located in what became Laguna Hills) and took them to the mission to be heated in ovens until they were reduced to the valuable powder.

Mission Life

Life at the Mission San Juan Capistrano involved many tasks from sunrise to sunset. In the beginning years, work concentrated on building the mission grounds. The mission site was located between San Juan and Trabuco Creeks and the first structures built were a small church located outside the quadrangle, living quarters and a shelter for calves. Crops and orchards were also planted and small

adobe houses were built to house mission neophytes. Neophytes spent their days tanning hides, making candles and soap, weaving baskets, and shearing sheep from mission flocks. The wool from the sheep was processed and then dyed and woven into yarn and cloth.

The daily scheduled at the mission began with the ringing of the first bell at sunrise. Mass followed a second bell, then breakfast was served and daily tasks began in the courtyard. After a break for lunch, work continued until dinner was served. The last bell rung at 8:00 o'clock p.m. and the gates were closed for the night forty-five minutes later.

There was an abundance of activity at the mission. Over one thousand people lived there and the mild climate and fertile soil provided for the successful growing of numerous crops. Records from 1811 show that the harvest that year produced 500,000 pounds of wheat, 202,000 pounds of corn, and 20,600 pounds of beans. Ships stopped frequently in Capistrano Bay to collect goods produced by the mission.

Correlated Art Pieces:

Interpretive Signage – Map of Portolà's Route
Mining Pecten Reef Mural

Key Vocabulary:

Words (List with definitions attached with master forms):
Mission, Tallow, Neophyte, Quadrangle, Courtyard, Trabuco, Natural Resource, Limestone, Mortar, Culture

People:

Tongva/Gabrielino Indians, Acjachemen/Juaneno Indians, Father Junipero Serra, Sergeant Jose Francisco Ortega

Places:

Alta California, Baja California, Spain, San Juan Capistrano, Trabuco Creek, San Juan Creek, Laguna Hills, Pecten Reef

Focus Questions:

What was daily life like at Mission San Juan Capistrano?
What were the jobs of the mission neophytes?

Why do you think the site between San Juan and Trabuco Creek was chosen as the location for the mission?
What crops were harvested at the mission?
What animals were raised at the mission?
What valuable resource was used to build the Great Stone Church?
Where did this resource come from and how was it used?

Activities:

Work at the Mission Coloring Sheet (Handout #20)

Students may utilize the coloring sheet to learn about the daily tasks that took place at the mission.

A Day at the Mission Journal Entry (Handout #21)

Discuss with students what daily life was like at Mission San Juan Capistrano. Review tasks, types of crops and animals that were raised. Review what the climate might have been, locations and names of streams, rivers and mountains. Discuss the mission's proximity to the ocean and name the bay and various land forms.

Present students with the following scenario: Imagine you are living at Mission San Juan Capistrano in 1811 and each evening you write in your journal about what you did that day. Instruct students to write a journal entry using the first person and to include the following information:

- Your name as the journal's author
- The date of your entry
- Weather conditions
- What your role is at the mission
- Two or more activities that took place on the day of your journal entry
- Any hardships you encountered

Building the Great Stone Church Activity

Review with students a modern day map of Orange County. Point out the location of the city of Laguna Hills and of Fossil Reef Park. Explain that the current route of the I-5 Freeway is very close to what was known as the King's Highway and was the route taken to haul the large limestone boulders to the San Juan Capistrano Mission. Find El Horno (oven) Street on the map. Ask students why is the street named this? Explain that this is where the large ovens they used to heat the limestone to make mortar were kept. Have students identify the location of the mission.

Unit Three:

Life on the Ranchos
Land Owners

Life on the Ranchos

After Mexico won its independence from Spain in 1821, the Mexican governors of California made a practice of granting large ranchos to men who were politically or socially well connected. Because Alta California's primary exports were hides (worth one dollar apiece) and tallow (used to make candles and soap), rancho owners prospered by raising cattle and sheep.

Most of what is today southern Orange County was once owned by Juan Forster, Juan Àvila, and José Serrano. In their heyday, these three rancheros enjoyed a lifestyle similar to that of the landed gentry in Spain, replete with fiestas, roundups, and rodeos.

The signing of the Treaty of Guadalupe Hidalgo on February 2, 1848, officially ended the Mexican-American War. Under the terms of this treaty, Mexico ceded Alta California to the United States. As a result, Mexican land grants had to be validated by a federal land commission, a process that took many years. Meanwhile, uncertainty of ownership, imposition of a general property tax, the flood of 1861–62, and the droughts of 1863–64 caused some rancheros to sell their lands and induced the new owners to diversify by growing seasonal cash crops

rather than deriving their livelihood exclusively from raising cattle and sheep.

Land Owners

John “Don Juan” Forster (1815–1882)

Born in Liverpool, England, John Forster came to California in 1833 and worked for a time as a shipping agent in the hide trade at San Pedro before being made captain of that bustling port. In 1837, Forster married Ysidora Pico, sister of California Governor Pío Pico. Eight years later, Forster began acquiring land with the help of Governor Pico, who granted him the 46,432-acre Rancho Mission Viejo and the smaller Rancho Trabuco.

In 1844, Forster and his partner, James McKinley, purchased Mission San Juan Capistrano for \$710 in gold and hides. The Forster family lived on the mission grounds until 1864, when President Abraham Lincoln returned the mission to the Catholic Church. In that same year, Forster’s acquisition of Pío Pico’s rancho, Santa Margarita y Las Flores (“Saint Margaret and The Flowers”), brought Forster’s total acreage to more than 200,000 and made him the largest landowner in California.

Don Juan Àvila (1812–1889)

Born in Los Angeles, Juan Àvila was the first member of his family to settle in the Saddleback Valley, where he served as a judge and was the justice of the peace in San Juan Capistrano. In 1842, California Governor Juan Bautista Alvarado granted Àvila the 19,000-acre Rancho Niguel, land that had previously belonged to Mission San Juan Capistrano and on which Àvila raised cattle and sheep.

Juan Àvila built his hacienda near a spring on the south bank of Aliso Creek, just west of El Camino Real (literally, “The King’s Highway,” the designation used to differentiate this public road from private ones), the main thoroughfare between Los Angeles and San Diego. Àvila was a prosperous man, widely known for his gracious hospitality. The Àvila hacienda, located within the borders of what later became Laguna Hills, was the site of frequent fiestas and served as a way station for weary travelers. In 1865, Àvila sold this ranch to his friend Juan Forster and moved his family to a larger home in San Juan Capistrano.

Don José Serrano (1809–1870)

José Serrano was born and grew up in the Los Angeles area. In 1835, he was appointed magistrate for Los Angeles and the surrounding territory, which included most of what is now Orange County. Seven years later, California Governor Juan Bautista Alvarado granted him Rancho Cañada de los Alisos (“Valley of the Sycamores”), located in the Saddleback foothills. A subsequent grant of adjacent land by California’s last Mexican governor, Pío Pico, brought Serrano’s total landholdings to 10,668 acres.

Serrano and his sons used their land to grow beans, corn, and watermelon and to raise cattle. To house his family, Serrano constructed five adobe residences on this property, including one overlooking El Camino Real on a site now marked by a monument in Mission Viejo’s Sycamore Park and another, built around 1863, which is part of Lake Forest’s Heritage Park. Don José Serrano was buried at Mission San Juan Capistrano on March 16, 1870.

Dwight Whiting (1854–1907)

During the drought of 1863–64, many of José Serrano’s cattle died, forcing him into financial ruin and his ranch into foreclosure. Los Angeles banker J. S. Slauson acquired the property and then sold it, in 1884, to Dwight Whiting, a Bostonian who had become a resident of the area.

Whiting, a forester and a recognized authority on eucalyptus culture in America, tried to recruit English settlers to become “gentlemen fruit farmers” in a village he called Los Alisos by subdividing the level land; planting olive trees, grape vines, and 400 acres of eucalyptus trees; and bringing the railroad through the property. When train officials asked what the local station should be called, Whiting’s wife Emily reportedly suggested “El Toro” for a hapless bull that had recently fallen into a well and drowned.

Because blight shriveled the vines, and poor soil and fickle rains made agriculture difficult, the land was developed instead for residential use. Thus, what had once been the English farming village of Los Alisos and later the train stop of El Toro became the city of Lake Forest.

Richard O'Neill (1824–1910)

Richard O'Neill grew up in County Cork, in the heart of Ireland's dairy country. During the 1840s, a potato famine caused members of his family to emigrate from Ireland to the New World. They settled in New Brunswick, Canada, where they worked as fishermen even though Richard's father was a skilled beef butcher.

When gold was discovered in California, young Richard O'Neill sailed around Cape Horn to California, hoping to find his fortune in the waters of the Sacramento River. Unable to strike it rich, O'Neill set up a butcher shop in San Francisco, where he met fellow Irishman James Flood. With partners, Flood had made a fortune operating silver mines on the Comstock Lode. Impressed with O'Neill's knowledge of beef and cattle and with his business sense, Flood hired him to rescue several faltering ranchos.

So successful was O'Neill that he persuaded Flood to put up the money to purchase Ranchos Mission Viejo, Trabuco, and Santa Margarita y Las Flores by promising to serve as resident manager. O'Neill introduced new cattle breeds, such as the British Angus and Hereford, and new agricultural crops, such as alfalfa and wheat. By 1907, at the age of eighty-three, Richard O'Neill had invested enough "sweat equity" at the agreed-upon compensation rate of \$500 a month to become half owner of the property, which included more than 200,000 acres and stretched from Aliso Creek (near El Toro Road) to Oceanside.

In 1941, as America was preparing for war, the U.S. Navy identified the need for a West Coast training facility and purchased the 122,798-acre Rancho Santa Margarita y Las Flores for this purpose. The land that had once belonged to Pío Pico, to Don Juan Forster, and to Richard O'Neill became Marine Corps Base Camp Pendleton. Members of the O'Neill family gave the name Rancho Mission Viejo to their remaining 52,000 acres and adopted the "Rafter M" brand for their herds. Beginning in 1964, the family and its partners developed portions of the ranch as the planned communities of Mission Viejo, Rancho Santa Margarita, and Ladera Ranch.

Lewis Moulton (1854–1938)

Lewis Moulton was born in Chicago. Despite growing up in a family of doctors and lawyers, he left Illinois for California in 1874 because he

yearned for the outdoor life. Soon after he arrived in Santa Ana, he was hired by James Irvine for \$35 a month to do odd jobs under the supervision of Charles French, who was general manager of early Irvine interests on Rancho San Joaquin.

Ten years later, Moulton leased Rancho Niguel, which had previously belonged to Don Juan Àvila, and hired Jean Pierre Daguerre, a Basque shepherd, to supervise ranch operations. Moulton and Daguerre began raising sheep and cattle and growing barley and beans. In 1885, the success of their efforts made it possible for Moulton to buy the rancho, which became known as Moulton Ranch, and to make additional land purchases that increased its size from 19,000 to 26,000 acres. In 1908, Moulton deeded one-third ownership of the ranch to Daguerre.

That same year, Lewis Moulton married Nellie Gail. Born in Irving, Kansas, on December 8, 1878, Nellie grew up in Nebraska and then began teaching school near Seattle, Washington. Her father, John Gail, was a storekeeper in the community of El Toro (which was renamed Lake Forest when it incorporated as a city), and Nellie frequently visited him during the summer months. On one of these sojourns, she met and fell in love with Lewis Moulton. Their marriage produced two daughters, Charlotte Moulton Mathis and Louise Moulton Hanson.

In 1938, after working the land for more than fifty years, Lewis Moulton died. For twelve years following his death, Nellie continued to manage the ranch before eventually turning the day-to-day operations over to Charlotte and Louise, their husbands, and Daguerre's three daughters. Beginning in 1950 and continuing for a quarter century, the ranch land was slowly divided and sold off, with the final purchase being the one made by the Mission Viejo Company in 1976. Gradually, what had once been a California rancho became part or all of the cities of Aliso Viejo, Laguna Hills, Laguna Niguel, and Laguna Woods. A large hillside community in Laguna Hills is named for Lewis Moulton's remarkable wife, Nellie Gail.

Correlated Art Pieces:

Interpretive Signage – Early Rancho's Map

Interpretive Signage – From Rancho's to Cities

Nellie Gail Mouton Display Case

Vaquero on horseback and cattle brands aged iron display

Impressionist Paintings – raising cattle, growing crops, cultivating citrus groves

Terra-cotta busts of landowners

War Brings Change Mural

Key Vocabulary:

Words (List with definitions attached with master forms):

Rancho, Adobe, Reata, Diseño, Rodeo, Branding Iron, Vaquero, Treaty

People:

John "Don Juan" Forster, Don Juan Avila, Don Jose Serrano, Dwight Whiting, Richard O'Neil, Lewis Moulton, Nellie Gail Moulton

Places:

Alta California, Rancho Mission Vieja o La Paz, Rancho Santa Margarita y La Flores, Rancho Niguel, Rancho Canada de los Alisos, Moulton Ranch, Pueblo

Focus Questions:

What ranchos were located in present day Orange County?

What was life like on the ranchos?

What jobs were performed on the ranchos?

How did they decide the boundaries of their ranchos?

Activities:

The Economy of the Ranchos (Handout #11 and 11a)

Adopted from the Early California History Exploration and Settlement Curriculum Guide

Ask students, "How do you think the families of the ranchos used the land to supply food, clothing, shelter and money?" Cattle were the mainstay of the rancho economy. Unlike the missionaries whose land was used to cultivate grapes, figs, citrus fruit and olives, the rancheros (ranch owners as distinguished from workers) used the land for only one product, cattle.

Many ranchos were hundreds of acres in size, as cattle required enough land to provide enough grass to eat. On such ranchos, the rancho might hire as many as 100 workers. Ranchos were nearly self-sufficient – they made almost everything needed by the people living on them. With the nearest pueblo often more than a day's ride away, people had to grow or make most of what was needed. They

grew their own food, raised their own cattle and sheep, and wove their own wool into cloth.

Distribute the handouts Rancho Life and Life on a Rancho. Help student's record information about jobs on the rancho on the handout.

Cattle Brands (Handout #8 and Handout #9)

Under Mexican law all rancheros needed a brand, or identifying mark, for their cattle and horses. Because the cattle roamed freely across the land, the brand helped everyone know which animals belonged to which ranch. Distribute the Cattle Brand and Landowner Worksheet. Ask students to identify which cattle brand goes with which landowner. Utilizing black construction paper and brown tissue paper, ask students to design their own cattle brand keeping in mind how the brand relates to their name. Cut the brand out of the black construction paper. Crumble the brown tissue paper and mount the black paper cattle brand onto the tissue paper. Mount both pieces onto a square 6" x 6" piece of cardstock. For a class discussion, ask each student to stand and display their cattle brand explaining how they designed their brand.

Plan your Visit and Tour

To schedule a tour of the Laguna Hills Civic Center, please contact – the Community Services Department at (949)707-2600.

Tour duration is approximately one hour.

Additional Resources

Faber, G. and Lasagna, M. (1986). *Whispers Along the Mission Trail*. Alamo, CA: Magpie Publications.

Osterman, Joe. *The Old El Toro Reader: A Guide to the Past*.

Bauer, Helen, *California Rancho Days*. Sacramento, CA: California State Department of Education. 1957.