

TEACHER RESOURCE GUIDE TO THE RANCHO BUENA VISTA ADOBE



The Historic Rancho Buena Vista Adobe

Introduction

Traditional beliefs hold that native people were created and have lived forever in California. Archaeological records suggest that people have lived here for at least 10,000 years.

Spanish missionaries were the first European settlers to arrive. By 1822 Mexico had gained independence from Spain, and California became part of Mexico.

This was the start of the Rancho Period. It was during this time that Mexican governors distributed large tracts of mission land to people of influence. In 1845 Governor Pio Pico issued a

land grant to Felipe Subria, a Luisño Indian from Mission San Luis Rey. This original land grant for 1184 acres was to become the Rancho Buena Vista Adobe. Throughout its history the Rancho Buena Vista Adobe changed ownership many times. In 1989 the city of Vista purchased the property in order to enhance cultural and recreation opportunities for the public and preserve and enhance historical facilities for future generations.

During the Rancho period thousands of cattle roamed freely over the hills and

valleys of San Diego County. Ranching conditions were excellent because the climate was mild enough to allow animals to live throughout the year with little shelter. Cattle provided some meat and leather for local use, but the most important part was the hide and tallow trade. Ranchers used the hides and tallow as a form of currency to trade with merchants on ships along the coast. In this way they were able to acquire many luxuries that were manufactured on the east coast and unobtainable in California.



Purpose of this guide

The goal of this guide is to provide teachers with a concise, hands-on informational packet to supplement the Adobe Days curriculum. In order to get the most out of your visit to the Rancho Buena Vista

Adobe it is recommended that the teacher, prior to visiting the Adobe, introduce students to rancho life. This guide will serve as a brief introduction to the Rancho Period. It will also provide creative ideas

for enrichment activities that can be used in the classroom.

Teacher Resource Guide
Written by Alice Dirdo

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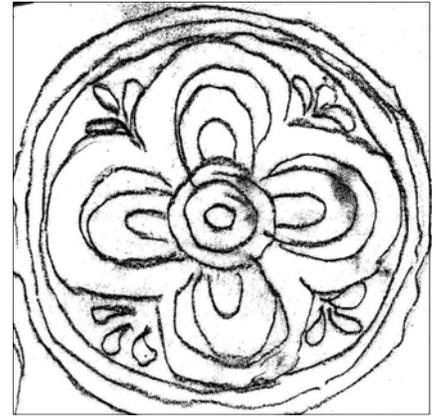
Find the Words

Directions: Find each of the words from the word list in the puzzle. Work with a partner to research any unfamiliar words.

Brand
Tallow
Adobe
Chaps
Chaparral
Vaquero
Lasso
Calf
Leather
Rodeo

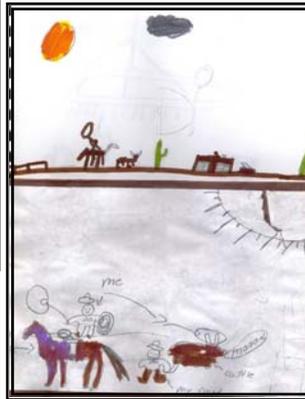
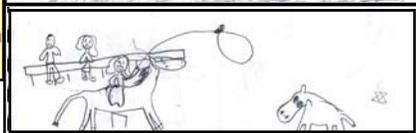
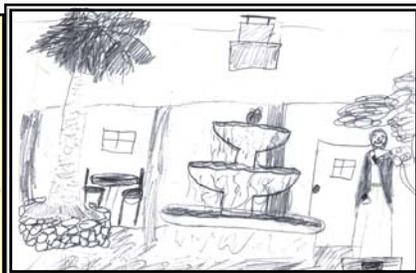
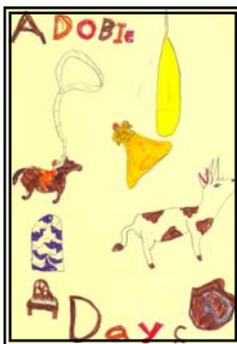
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W R E H T A E L N H E
O E L G B R A N D D L
P W X Q F Z M H I A A
V A Q U E R O G W G R
P Z Z W B B F F V S R
J E B O D A Q L P U A
O R D U B L O A A H P
E U G X L S H Q R C A
D S J P S C K H H H H
O H J A U O N S E V C
R Z L W O L L A T V U
    
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True Or False?

1. Soap can be made from animal fat.
2. Felipe Subria received a land grant for the Rancho Buena Vista Adobe in 1845.
3. During the rancho period cattle were used mostly for milk.
4. Cow hides were traded for manufactured items.
5. There are many adobe buildings from the rancho period still standing today.
6. Chaps protect a cowboy's hands from thick chaparral.
7. Brands are still used today to show ownership.
8. Sheep's wool can be spun into gold.
9. A spindle is used to spin wool into yarn.



REVIEW

Directions: Use the words from the word bank to fill in the blanks to complete the following statements.

1. California became part of _____ after gaining independence from Spain.
2. The first people to live in California were _____.
3. The large ranchos in California were used to raise _____.
4. Adobe bricks are made from _____ and _____.

5. Tallow was used to make _____ and _____.

6. A mark on an animal to show ownership is called a _____.

7. Chaps protect a cowboy's _____.

8. A _____ is used to weave thread or yarn into cloth.

9. Wool must be cleaned and _____ before it is ready to be spun.

10. _____ is the Spanish word for cowboy.

Word Bank

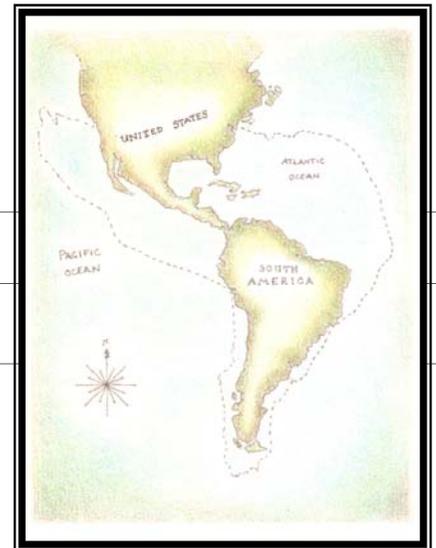
| | |
|--------------------|---------|
| legs | soap |
| carded | candles |
| Brand | mud |
| California Indians | straw |
| Mexico | Cattle |
| Vaquero | loom |

Making Connections

Branding cattle was a necessary task during the rancho period. The sprawling ranchos were situated on vast unfenced lands. The cattle from one rancho could easily get mixed in with the cattle from other ranchos. In order to keep track of their herds, rancheros would use hot iron brands to mark their cattle. Discuss the importance of cattle branding

with students. Ask students to think of examples of brands used today by large companies. These modern day brands, or company logos, help people to recognize particular products much in the same way that the cattle brands were used by the rancheros. Encourage students to find examples of popular logos and display them on a chart along side some of the cattle

brands used throughout San Diego county. As an art lesson have students design a brand for the classroom.



This map shows the route for the hide and tallow trade in the 1850s

Map by Jane Falcone

Creative Writing

One of the items on display in the children's bedroom at the Adobe is a child's size traveling case. Ask students to imagine what it would have been like for a child to travel across the United States during the 1850's. What items would they have been able to fit into the traveling case? Have them list five items that they would want to include in their case

and write why they would want to include them. Keep in mind the case is not very big.

**The Historic
Rancho Buena Vista Adobe**

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**History in the Heart of
North County**



Storytelling

Many stories are told and retold about the "Old West". The legend of "El Bandito Rojo," is one that has been told many times at the Rancho Buena Vista Adobe. Legend has it that the son of one of the owners of the Rancho had a very fine horse. Since there were horse thieves known to be in the neighborhood the young man was afraid they would steal his fine horse. He put the horse in the house one night in order to hide it from the bandits. During the evening a stranger rode up to the ranch gates. He said he was a deputy sheriff. He asked to stay the night. The young man was happy for the company and served him a good supper. Later in the evening the young man showed him the horse and told him why the fine horse was in the house. The visitor admired the very fine horse. After breakfast the next morning, the deputy sheriff told the young man he was not the deputy sheriff. He was Julian Chavez, El Bandito Rojo, the leader of the bandits. He had come to steal the young man's horse. But he could not take the horse away from so kind and generous a young man.

Encourage students to retell the legend in their own words. Remember that each storyteller has his or her own personal storytelling style so the story will be different each time. Reflect on the meaning of the story. What can you learn from this story that you can apply to your own life? Challenge students to come up with an alternative ending to the story.

Answers

True or False

- 1T
- 2T
- 3F
- 4T
- 5F
- 6F
- 7T
- 8F
- 9T

Review

- 1 Mexico
- 2 California Indians
- 3 Cattle
- 4 mud, straw
- 5 soap, candles
- 6 brand
- 7 legs
- 8 loom
- 9 carded
- 10 Vaquero

Word Search

W R E H T A E L N H E
O E L G B R A N D D L
P W X Q F Z M H I A A
V A Q U E R O G W G R
P Z Z W B B F F V S R
J E B O D A Q L P U A
O R D U B L O A A H P
E U G X L S H Q R C A
D S J P S C K H H H H
O H J A U O N S E V C
R Z L W O L L A T V U

Reference Material

Useful websites:
Home of California History Online at www.californiahistory.net
California History at calhistory.ranchovistahoa.com
Pechanga Band of Luiseño Indians-Home page www.pechanga-nsn.gov
The Barona Cultural Center and Museum is an invaluable resource for information on California Indians. Located on the Barona Indian Reservation the museum houses an extensive collection of artifacts representing thousands of years of California history.