MONTEREY COUNTY

HISTORICAL SOCIETY, INC

MCHS Educational Resources

The Boronda Adobe
1844-1846

A Resource for Educators and Students

Table of Contents

- California State Standards.....3-4
- Rancho Timeline.....5
- The Mexican War of Independence and the Secularization of the Missions.....6-7
- Lesson Plan: Were the Missions Helpful or Harmful to California?.....8-12
- Attaining a Land Grant.....13
- Diseño del Rancho San Vicente (Monterey County).....14
- Diseño Rancho Rincon del Sanjon.....15
- The Diseño Project (Skip Rogers).....16-22
- The Rise of the Rancho Economy: The Hide and Tallow Trade... 23-26
- California Trade Lesson Plan.....27-30
- Rancho Life.....31-34
- The Decline of the Ranchos.....35-37
- Lasting Cultural Influences of the Rancho Period.....38-39
- José Eusebio Boronda.....40-43
- A Photographic Tour of the Boronda Adobe.....44-61
- Boronda Adobe Scavenger Hunt.....62-63
- Appendix of Primary Resources.....64-68
- Glossary.....69-70
- Additional Resources.....71-72

Adobe Boronda California State Standards

The California State Board of Education has worked hard with the Academic Standards Commission to develop history– social science standards that reflect California's commitment to history–social science education. These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship.

Third Grade: Continuity and Change

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.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

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.

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Fourth Grade: California: A Changing State

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.

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

4.2.8: 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.

Fifth Grade: United States History and Geography: Making a New Nation

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.

5.8.1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).

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

Eighth Grade: United States History and Geography: Growth and Conflict

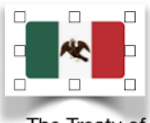
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.8.5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

Rancho Timeline

1810 — Parish priest of Dolores Miguel Hidalgo y Costilla issues the first call to arms in Mexico's War of Independence

1821 — The Treaty of Córdoba grants Mexico Independence from Spain



1833 — The Congress of the Union of the First Mexican Republic passed an act called the Decree for the Secularization of the Missions of California. The golden age of the Ranchos begins.

1834 — Mexico passes regulations to guide the disbursement of mission lands to the Native Americans under the *ejido* landowner system

1844 — Jose Eusebio Boronda builds the Boronda Adobe currently located on Boronda Road in Salinas

1846 — The end of Mexican Rule also marks the end of the golden age of the Ranchos

1847 — The United States takes control of California, ending the issuance of land grants

1848 — Gold is discovered in California

1850 — California gains statehood

The Mexican War of Independence and the Secularization of the Missions

The three decades between the 1810s and the 1840s saw a tumultuous time in California history, marked by the Mexican War of Independence, the end of the mission era and the rise of the rancho economy.

In September of 1810, Mexicans were first urged to take up arms against the Spanish crown and fight for independence. After a series of local and regional revolts, Mexico was victorious and the Treaty of Córdoba was signed in 1821, granting Mexico independence from Spain. Many changes came to Alta California during this time. Under previous Spanish rule (1784-1821), about 30 land grants had been approved to veteran retired soldiers as an enticement for them to remain on the frontier. These first land grants were considered a gift of gratitude from the Spanish government for military service and the land was to be used specifically for grazing cattle and horses. Upon death, however, the property would revert to the Spanish crown.[1]

After their victory in gaining independence, for the first time, the Mexican government considered permitting its citizens to trade with foreigners and to hold privately owned land. In 1833 the Congress of the Union of the First Mexican Republic passed an act called the Decree for the Secularization of the Missions of California. This act was intended to end influence by the Spanish missions in California who remained largely loyal to the Roman Catholic Church in Spain. This act nationalized the missions and their properties, and transferred ownership of the missions from the Franciscan Order of the Catholic Church to the Mexican government.

Originally, during the secularization of the missions, the intention of the Mexican government was to return the land to the *neophytes* (Native peoples who had converted to Catholicism). Under the Secularization law of 1833, and further regulations established in the following year, the Mexican Congress intended for the Catholic Indians to establish *ejidos*. The neophytes would manage privately owned land with an obligation to contribute to common work for the “cultivation of vineyards, gardens and fields” farmed communally at each mission pueblo under a

[1] "Social Studies Fact Cards." https://factcards.califa.org/. Accessed 7 Apr. 2022.

system supported by a board of magistrates. The treaty with Spain dictated that the emancipated Natives would receive one-half of the mission lands and property in grants of 33 acres of arable land along with land in common sufficient to pasture their stock, and a portion of the mission cattle.[2]

Despite the laws and regulations passed to emancipate the Native American population and bestow them with mission land, newly independent Mexican citizens pressured the government to open these grazing tracts for settlement.[3] As a result, most of the millions of acres of property were actually given to favored government officials and upper class families who were both native and naturalized Mexican citizens who had converted to Catholicism. The Mexican governors quickly mismanaged the lands and stores that were to benefit the neophytes, and lost no time in endowing mission livestock, food stores, and land to friends, relatives and army veterans.

Because land was abundant in California, these land grants, “gifted” by the government, offered permanent and unencumbered property ownership to many people who had a military or civil service record. The Native Americans, although freed from being compelled to labor on the missions, were left without property and were forced to return to their native tribes or the rancherias and became landless tenants on the vast cattle ranches created from their lands, their cattle, their grain, and now operated by their labor.[4]

[2] "Judith Dale: Historic rancho land grants of California - Santa Ynez ...." 20 Jun. 2020, https://syvnews.com/lifestyles/columns/judith-dale-historic-rancho-land-grants-of-california/article_b3477820-498a-526f-93d6-82c56a706749.html. Accessed 18 Apr. 2022.
[3] "Secularization and the Ranchos, 1826-1846 - Monterey County ...." http://mchsmuseum.com/secularization.html. Accessed 9 May. 2022.
[4] "Secularization and the Ranchos, 1826-1846 - Monterey County ...." http://mchsmuseum.com/secularization.html. Accessed 9 May. 2022.

Lesson Plan:

Were the Missions Helpful or Harmful for California?

Credit: The 14th Colony: A California Missions Resource for Teachers
the14thcolony.org

Mission Unit UbD Stage 1 Desired Outcome

Established Goals:

* What relevant goals (e.g. content standards, course or program objective, learning outcomes) will this design address?

Essential Questions:

- Were the Missions harmful or helpful to California?
- Was Father Serra a “good person”?
- How would California be different if the Mission System had not been implemented?
- What do primary source artifacts tell us about the Missions?
- How can primary source artifacts be interpreted in different ways?
- How do you reconcile your beliefs when two primary source artifacts present conflicting information?
- How do you evaluate the success of a mission?

Understandings:

- Historical events shape future events.
- When two cultures come together, often one culture dominates the other.
- History is dependent on the lens through which you view it.
- Were the Missions harmful or helpful to California?
- Was Father Serra a “good person”?
- How would California be different if the Mission System had not been implemented?
- What do primary source artifacts tell us about the Missions?
- How can primary source artifacts be interpreted in different ways?
- How do you reconcile your beliefs when two primary source artifacts present conflicting information?
- How do you evaluate the success of a mission?

*** What are the big ideas?**

● The Spanish Mission system altered the physical and political landscape of California.

● The Native Californian way of life was destroyed during the Spanish Mission period.
● The Spanish Mission system brought positive and negative changes to California.

What misunderstandings are predictable?

Bias toward one side or the other.

Students will know . . .

Knowledge:

● Facts about the mission system, including number of missions, location/distance between missions

● Life on a mission for a priest and for a native

● The El Camino and Spanish city names – origins

Skills:

● Research skills using books and the Internet

● Writing –three/five paragraph essay

● Debate skills – creating an opinion and defending it with facts

● Time lines

● Mapping skills – reading maps

● Evaluating primary source artifacts

What should they eventually be able to do as a result of such knowledge and skill?
● View the Mission period in California history from more than one perspective.

● Create an opinion and defend their answer with facts.

● Research a topic and write a factual expository paper about it.

● Interpret a primary source artifact to gain an understanding of the time, place and culture in which it was created.

Stage 2 Assessment Evidence Performance Tasks:

● Students will debate the questions: “Were the missions helpful or harmful for California?” using information that they have learned over the course of the unit. At the end of the debate, the students will write an opinion paper citing their opinion and supporting them with facts.

● Working together, students will create a “daily clock” of a native Californian’s day on a mission (create one for priests, too???) ● Create a reader’s theater describing the missions from the perspective of the native, the priests and the soldiers. Intersperse direct quotes.

● Students will choose a question that they have regarding the missions and research its answer. This will result in an expository essay. (Length may vary, based on student/question.)

● Students will complete vocabulary worksheets and answer questions from the textbook.

● Students will choose a question that they have regarding the missions and research its answer. This will result in an expository essay. (Length may vary, based on student/question.)

● Students will complete vocabulary worksheets and answer questions from the textbook.

Rubrics:

● Opinion Rubric:
http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2014105&

● Mini Report:
http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=188003 7&

Stage 3 Learning Plan

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results?

Day One Introduction of the Mission Unit

● Transition from Explorer's unit to Mission Unit: Timeline activity – create timeline of California from 15421850 on ground. Discuss blank period and activities around 1769.
● Read chapter in social studies book/answer questions 14.

Day Two: Primary source introduction

● Show image of Mission San Juan Bautista

● Show image of Native Californians at mission

● Listen to mission music (https://youtu.be/iJImToF47xM)

● Ask students to examine each primary source. What can we learn from each artifact? Possibly do this as a world café or as a gallery walk.

Day Three: Questioning:

● Ask: what do you want to know about the missions?

● Elicit high level questions using Google Docs. Project questions so that you and all students can see each other's responses.

● Questions will become the basis of the students' research reports.

Day Four: Question Review

● Sort questions into "concept (big/essential) questions" and "fact questions"

● Create Google Doc of all fact questions so that students can answer them as they gather information

Day Five through???: Begin fact gathering on missions

● Mission Timeline (powerpoint)

● Discuss motivation for Spanish and missionaries (How to do this???)

● Discuss conversion of natives

● Review basic Catholicism – One church

● Daily life on a mission: STATIONS?

● schedule w/bells

● art – murals, maybe looking at paint techniques?

● architecture – solar architecture? Mission plan?

● music – hand music from Mission San Antonio de Padua

● food of the mission – what was native, what wasn't? Possibly create Mexican hot chocolate, atole, or posole.

● Create "daily clock" of Na Californians life on the mission.

Day Six through???: Research

● Assign each student a "concept" question to research in depth. Choose questions based on either the students' interest or ability level (I often choose more straightforward questions for my lower students)

● Using primary sources and mission books, have the students research the answer to their questions.

● Discuss how to answer a "think and search" and "on your own" question.

● Explain what to do when the answer is not right there at the top of their google search.

● Teach how to write a thesis sentence – turning their question into a statement.

● Focus on including specific quotes, details from their research in their answers

● Teach concluding sentences as a way of summarizing their ideas

● Teach how to site resources, using easybib.com or other bibliography resources.

Concluding Activities:

● Divide into two groups – one focused on Na Californians; one on missionaries. Focus on question: "Were the missions helpful or harmful for California?" from each perspective.

● Debate the issue. Invite local lawyers, scholars, priests, etc. to be your judges.

● Have students write a final paper answering this question in their own opinion.

Attaining a Land Grant

Under Mexican rule, the *hacienda* system prevailed among the prominent families receiving land grants. These *Californios*, or Spanish-speaking people who had come from Mexico or Spain to settle in California, were to become the primary landowners during the rancho era. The hacienda system included large swathes of farm and ranch land under the control of a select number of upper-class families.[5] The process of applying for these large land grants was relatively simple.

There were two requirements for persons wishing to apply for a land grant. Applicants were required to have Mexican citizenship and belong to the Catholic Church. The most valuable lands along the coast were granted to those applicants born in Mexico. Applicants who were foreign nationals (born in another country) had the opportunity to change their citizenship and become *naturalized* Mexican citizens or could qualify by marrying someone who was a Mexican citizen. Candidates who were naturalized citizens qualified for land grants inland, but did not qualify for the more valuable properties along the coast which had proximity to shipping ports. The applicant had to prepare a formal petition requesting the land, agree to build a house and to maintain at least 150 head of cattle grazing on the land.

A *diseño*, or rough map showing local landmarks, boundaries and natural resources such as rivers, hills, rock outcroppings and trees was required to be attached to the petition to show the location of the land. Man made features such as roads and structures on or adjacent to the property would also have been included. Applicants were also required to provide proof that the land was available.

Rancho land was to be at least four leagues (12 miles) from a pueblo, a mission, or an Indian village. The proposed land grant was usually measured by horseback using a lariat or reata in 50 yard lengths.[6] The petition would then be reviewed by the governor and the local alcalde (mayor), and if no objections were put forth, the petition would be approved and the applicant would proceed with an official survey of

[5] "Chapter 8. Secularization and the Rancho Era, 1834-1846." https://www.nps.gov/goga/learn/historyculture/upload/Chapter-8.pdf. Accessed 7 Apr. 2022.
[6] "CALIFORNIA RANCHOS FACT CARDS - Social Studies School ...." https://www.socialstudies.com/product/california-ranchos-fact-cards/. Accessed 18 Apr. 2022.

the property.[7] The average land grants were between 4,500 and 50,000 acres. Because the *diseños* and surveys were carelessly defined by often changing geographical landmarks, ownership rights were subject to dispute after the property came under the control of the American government in later years.

Diseño del Rancho San Vicente

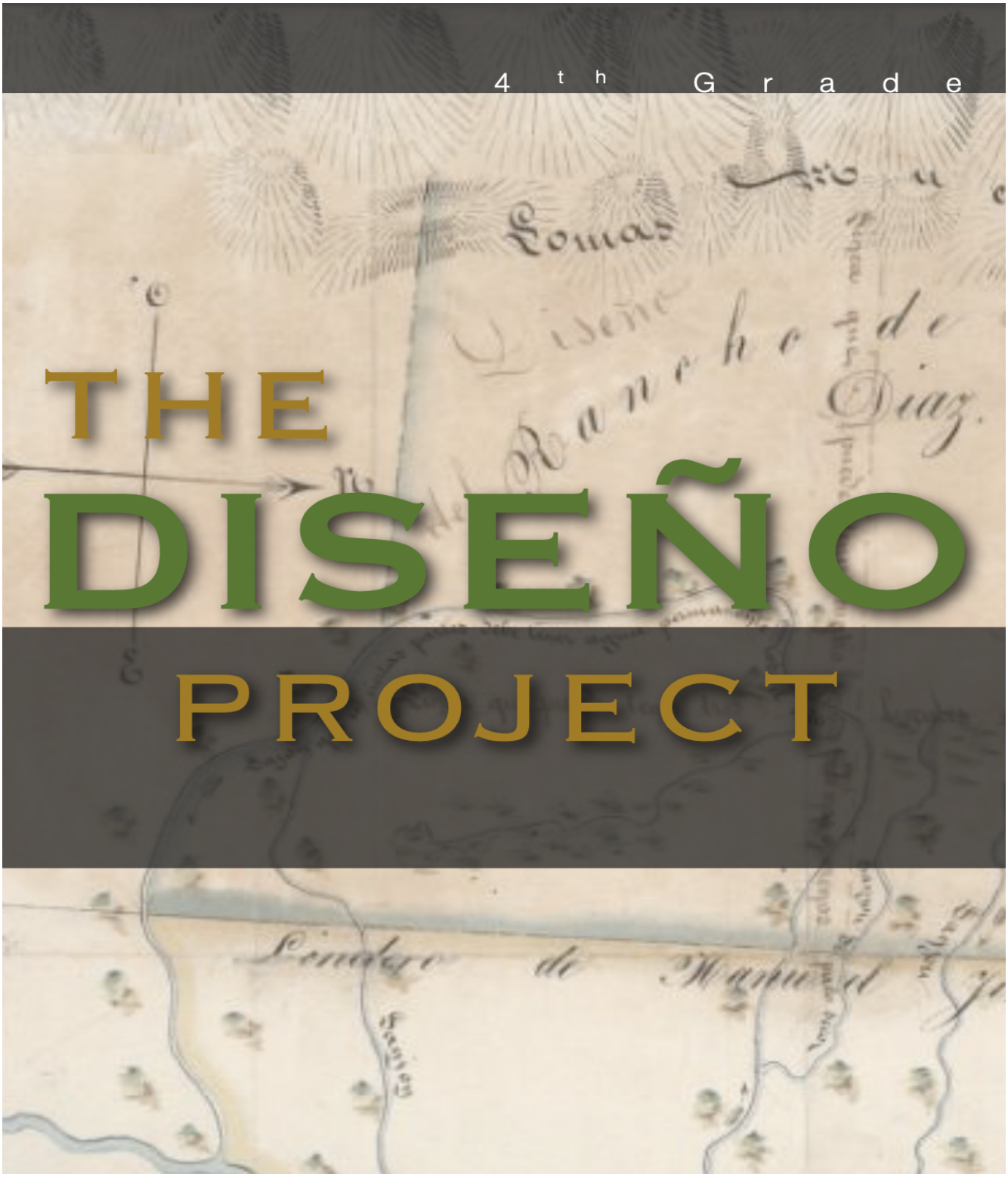
(Monterey County)

[7] "California Ranchos - Social Studies Fact Cards." https://factcards.califa.org/ran/ranmenu.html. Accessed 7 Apr. 2022.

Original Diseño for the Rancho Rincon del Sanjon

The Diseño Project

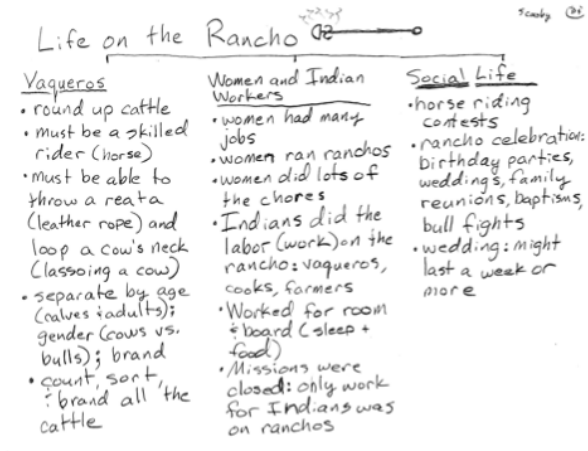
By Skip Rogers • Shelyn Elementary School • Rowland USD



INTRODUCTION

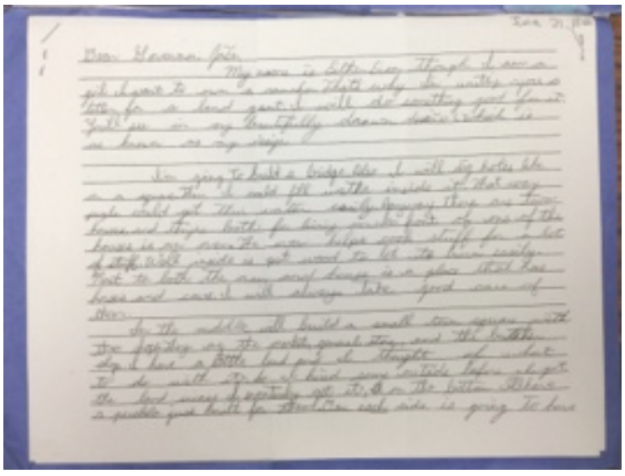
The Diseño Project consists of 3 parts:

- A map, detailing landmarks, borders, and any buildings or structures planned for the rancho;



- a tree map, written up in class, listing information on the vaqueros, women and Indian men's contributions to the rancho, and social life; and

- a letter asking for the land grant from the Governor.



THE LETTER

After Mexico gained its freedom from Spain, the new government wanted to encourage Mexican citizens to move north to Alta California. A farmer or rancher had to write a letter of petition to the Governor of Mexico, asking for a section of land, known as a **land grant**. For our project, we're asking for 5 paragraphs:

1. **An introductory paragraph**, stating who the student is and why they want a land grant. Students may use their own name, or come up with a creative Mexican name since petitioners had to be Mexican citizens, as well as members of the Catholic church.
2. Describe the work **the vaqueros** (cowboys) will do on the rancho, including the particular skills they will need to be good workers. Include 2-3 well-written sentences. (Refer to the Social Studies book for this information.)
3. **Local Indians** will be hired to work on the rancho, as well as **women**. Describe the work these people will do. Include 3-5 well-written sentences. Again, refer to the book for help.
4. **Social events:** Work on the rancho isn't all, well, work. There will be fun things happening as well. Include 2-3 well-written sentences. Your child's Social Studies book has this information.
5. A **closing paragraph:** The last paragraph thanks the Governor for considering the request.

This part of the project is written in a friendly letter format, which includes a date at the top right corner, coinciding with the years Mexico was free of Spain's control but California wasn't a state yet (between September 27, 1821 to September 9, 1850). Include the name of the Governor at the time. (This information can be found on the web by clicking here.)

A simple sideshow detailing what's needed on your letter may be found by clicking here.

Here is a sample letter. Your child should come up with *their own information* and not simply copy this letter. It's to be handwritten, either in neat printing or handwriting.

April 17, 1844

Dear Governor Armijo,

I am Juan Gabriel, *a Mexican citizen. I'm writing to you to request a land grant in Alta California. Please find attached my diseño, which shows the boundaries of the rancho I'm requesting. You'll see the San Bernardino Mountains to the north, with a stream running to the west, both of which establish the northern and western borders to my requested property. The land I am requesting has 500 acres, good soil for planting, plenty of room to raise livestock, and I could build a nice adobe for my family.*

I plan to hire 30 vaqueros. *They would be very good at roping my cattle with their reatas. Of course, they would be very skilled riders. They would also know how to separate my cattle by gender, age, and by brand. They would help me sort, brand, and count my cattle. I would like to raise 300 head of cattle, 50 chickens, and 3 pigs.*

I will employ ***30 local Indians*** *from the mountains, which have no work now, and have to beg for food. I know they are hard workers. I will pay them with room and board.* ***The women*** *who ride well will also help with rounding up the cattle for branding, and hosting the fiestas. My wife is very good with numbers, and will help keep track of my costs and the money we make.*

It will not be all work *on my rancho. We would also host weddings, fiestas, and birthday parties. My vaqueros will participate in bullfights and horse riding contests.*

Please consider my request so that I can provide a better and richer life for my family. ***Many thanks to you*** *as you weigh the benefits I can bring to Alta California.*

Warm regards to you and your family,

Juan Gabriel

THE DISEÑO (MAP)

This map should show a bird's-eye view of the land you plan to build your rancho on, including your ideas on where your main house (hacienda) will be, your farming area, your corrals, and any local landmarks. Make sure you include a source of water nearby.

Click here for a mini-slideshow on more details to bring up your grade on this part of the project.

DISEÑO CHECKLIST

- Landmarks drawn, colored: may include river, road, trees, rocks, other buildings
- A compass rose
- Your plans for your rancho: your house, corral, etc.
- A Mexican seal of approval (see p. 162, or the Internet)
- Colored, outlined in black pen/Sharpie
- All pencil marks erased
- Neat 4th grade work

MORE DISEÑO SAMPLES

Mountains
My house
Camel
River
Indian
Houses

The Rise of the Rancho Economy:

The Hide and Tallow Trade

Rancho is a Spanish word for ranch and became the term used to refer to the large swathes of grazing land owned by Mexican citizens. During the Spanish colonial period, ranchos were originally established by the Spanish government for grazing cattle and other livestock as a food source for the *presidios* (fortresses established to protect mission lands).

The ranchos, under Mexican rule, were intended to provide subsistence and livelihood for the people that owned the land. The golden years of the California Rancho period are most closely associated with the years between 1833 and 1846 when the Mexican government granted over 400 land grants for ranchos which gave rise to the hide and tallow trade. These landowners became the primary players in both the social and political life of California during this period.

Those who lived on the ranchos were known as *rancheros*. Most rancheros raised cattle and livestock and the sale and trade of their byproducts became the basis for the "rancho economy." Individuals who were not land-owners such as Native Americans, mestizo (Spanish and Indigenous American ancestry) and mulattos (black and white mixed ancestry) were indebted to the ranch owners for supplies, tools and implements, as well as living arrangements, setting the foundation for the labor and supply system of the ranchos.[8]

The hide and tallow trade began during the Spanish mission period (1761-1821) when hides and tallow were only traded within the Spanish Empire. After Mexico gained independence in 1821, the Mexican government lifted trade restrictions and landowners were able to engage in commerce with American and English traders sailing along the California coast.[9]

During both the Spanish and Mexican periods, California was plagued by a shortage of hard currency. Thus, landowners were forced to barter their most plentiful resource - cattle. Cow hides became a particularly important source for much of the daily workings on a rancho. Because cattle were the basis of the rancho economy, cattle provided meat for the ranchos and hides could be dried and tanned to make leather goods such as saddles, harnesses, and reatas (ropes).

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[8] "Chapter 8. Secularization and the Rancho Era, 1834-1846." https://www.nps.gov/goga/learn/historyculture/upload/Chapter-8.pdf. Accessed 18 Apr. 2022.
[9] "Hide and Tallow Production - Mission San Juan Capistrano." https://www.missionsjc.com/wp-content/uploads/MSJC_HIde_Tallow.pdf. Accessed 9 May. 2022.

Tallow (hard fat) could be used in the making of soap and candles. These products could then be sold or used in trade for other necessities of rancho living such as cloth, tools, implements and other manufactured goods brought to the California coast by American and British merchantmen.[10]

The hides themselves were also used to pay *promissory notes* (legal documents agreeing to pay money) and contracts. In addition, legal cases were often settled by the payment of cattle hides in legal decisions rendered by local judges. This method of barter and financial settlement was used so frequently, cattle hides became known as "California Bank Notes."[11]

Hide and Tallow Production and Uses

Cow hides were soaked in saltwater for one to two days and then in a solution of lime and water to soften the hides and loosen the hair. They were then scraped with a knife to remove hair and any other impurities. The hides were often dried and stretched on the beach then beaten to soften them and remove any sand particles. Hides were then salted and folded and ready to be transported to trading ships.[12]

Some hides were prepared on the beach by sailors with the help of Native Americans and Hawaiian Kanaka peoples who had immigrated to the west coast of California. The hides were loaded on small wooden boats called "droghers" which transported the hides to larger ships headed for the east coast. The hides that were shipped off for trade brought in about $2.00 per hide in the 1830s.

In addition to trade, the hides were used in many aspects of rancho life. Within the household, leather strips were used to support beds or chair seats and to cover windows and doors. They were also used for shoes, clothing, and knapsacks. On the ranch, hides

[10] "From Valley to Sea: 25 Years with the Coastal Grower - Amazon.com." https://www.amazon.com/Valley-Sea-Years-Coastal-Grower/dp/0970586035. Accessed 9 May. 2022.
[11] "Question: 'What was the hide and tallow trade?' - The Santa Barbara ...." 8 Nov. 2007, https://www.independent.com/2007/11/08/question-what-was-hide-and-tallow-trade/. Accessed 9 May. 2022.
[12] "Question: 'What was the hide and tallow trade?' - The Santa Barbara ...." 8 Nov. 2007, https://www.independent.com/2007/11/08/question-what-was-hide-and-tallow-trade/. Accessed 9 May. 2022.

were used in saddle making, ropes, harnesses, and ropes or *reatas*.

The fat of the steer, or *tallow*, was also an important product of the rancho era. There were two types of tallow - the *manteca* or lard beneath the hide was used primarily in cooking. The *sebo*, or fat deeper near the kidneys was rendered (boiled) to make soap and candles. Manteca sold for about $2.00 per arroba (25 lbs) and sebo was $1.50 per arroba.

The tallow was sold in bags (*botas*) or was poured into a hole in the ground with a stick in the middle to form round blocks. As the tallow cooled and hardened, the block was pulled out with the stick. These blocks were easier to handle for the sailors and Native Americans who loaded them onto small boats which were then taken to larger ships.[13] Most tallow was then shipped to candle and soap factories in South America.

Once the tallow and hides had been tallied, rancheros, merchants and others were allowed to trade for goods brought from the east by the same ships. Goods that were not readily available to those on the west coast, included spices, clothing, shoes, silk, lace, furniture, dishes, tools, and cotton goods.

HIDE DROGHING

Remnants of Blue Willow dishes were discovered in an archaeological dig on the Boronda grounds.

[13] "California rancho days Hardcover - Bauer, Helen - Amazon.com." https://www.amazon.com/California-rancho-days-Helen-Bauer/dp/B0007E4906. Accessed 25 Jul. 2022.

Because the Mexican government had legalized trade with foreign vessels, custom houses were opened in both Monterey and San Diego monitoring the goods trading hands. The duties or import taxes, however, were so high, that the American traders devised a system of unloading cargo in unpopulated coves. Often, two ships would work together by transferring a large portion of cargo to one ship while the other made port for inspection with limited goods aboard. Then the inspected vessel would return and the process would be reversed for the waiting trading ship.[14]

To those Californios who had the opportunity to board these ships, it was often the first time they had the opportunity to trade for goods that had been brought from all over the world. Silks, furniture, metalwork and clothing were all merchandise that were unavailable to the general population. The trading vessels often sailed up and down the Pacific coast until their goods were sold or traded, and their holds were completely filled with hides and tallows. The voyage could last a year or more and end as a lucrative journey earning the trade ships tens of thousands of dollars.

[14] "Pictorial History Of California: Paul C Johnson - Amazon.com." https://www.amazon.com/Pictorial-History-California-Paul-Johnson/dp/0517170701. Accessed 1 Aug. 2022.

California Trade Lesson Plan

(Provided by Mission San Juan Capistrano Educational Resources)

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 and 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).

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.

California 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:

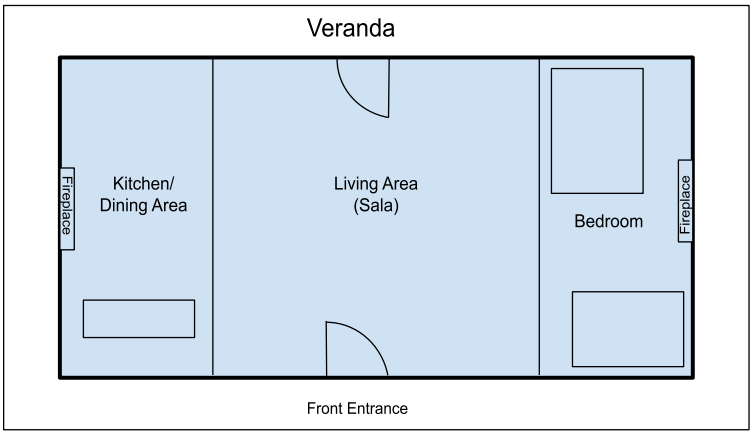
Rancheros and New England Merchants always agreed on the value of trade items.

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.

Rancho Life

The typical *ranchero* had to build a home for himself and his family. Some landowners relied heavily on Native Americans, who had been taught by the padres, to help make adobe bricks. The first rancheros built very small homes - sometimes only one or two rooms, as supplies and building materials were limited. As the families became more prosperous, they would often add bedrooms or divide living areas within the home.



The Boronda Adobe was originally built as a one room house in 1844. Walls were constructed soon after, dividing the home into a kitchen and living area with a separate bedroom. Additional sleeping quarters for the children were located in the attic. Interior fireplaces were rare; however, Boronda built two interior fireplaces - one in the sleeping quarters and another in the kitchen/dining area.

Many early rancho homes had tamped dirt floors, later replaced with wood. The roof was often made of local tule and mud or brush. In later years, homeowners began to use Spanish roof tiles, but as the process for making them was long and tedious, their use was initially limited.[15] Eusebio Boronda employed wooden shakes as roofing material for his adobe.

Larger ranchos often included a blacksmith shop, stables and a warehouse for storage. Most of the cooking was done outside on a patio or inside a courtyard in an adobe oven (or on an outdoor fire).

A typical day began with a simple breakfast often cooked by Native American women who were taught to cook Spanish food in the missions or by the *Doña*.

Boronda Adobe Outdoor Oven (hornillo)

[15] "Californios by Jo Mora (1994, Hardcover)- Accessed 29 Jul. 2022.

Other chores such as sewing, and lacemaking were typically done by women, while cleaning, washing, gardening and carpentry were often done by Native American servants.

The rancho owner, or ranchero, was responsible for providing the orders for the day and would confer with the manager, or *mayordomo* who oversaw the *vaqueros* (cowboys). The main activity of the rancho was raising and maintaining livestock. Vaqueros played an important role in protecting the herds, branding and slaughtering cattle, as well as processing the hides for sale or trade.

There were no fences on the ranchos and no fences between landowners at the time, so each ranchero had to develop a brand to mark ownership of their cattle (*fierro para herar los ganados*) and a second brand marking cattle to be sold or transferred and which was used for canceling out the original brand (*el fierro para ventear*). They would then register these brands with local officials in a book of

Original Boronda Adobe Branding Irons

registry.[16] The brands were burned into the left hip of the cattle and some rancheros used additional notches in the ears of the cattle to further prove ownership. These earmarks were additionally registered, approved and recorded by local officials and were easier to identify cows when they were crowded together in corrals.

The custom of branding was as much part of range law in those days as it is today. Twice a year the vaqueros would ride into the wilds, with their remuda of horses, and gather as many cattle as they could find and herd them to a central location, usually a wide valley, where they could be separated by brands. (An interesting fact was

[16] "California Ranchos - Social Studies Fact Cards." https://factcards.califa.org/ran/overview.html. Accessed 27 Jul. 2022.

noted by W.H. Brewer in 1862 when he witnessed women helping as vaqueros along with their husbands and daughters near Pacheco Pass during a roundup.) Often the number of cattle rounded up was so vast that the milling circle of vaqueros and cattle was a mile in diameter. In an effort to keep some semblance of order out of the chaos, a "Juez de Campo" was elected to rule on the inevitable arguments. It was no problem matching the calves to the cows since the calves went brawling after their mothers and each ranchero herded his livestock to a separate part of their rawhide reatas, or in a unique form of bulldogging, (called a "Coleado"), chased the cow or steer and by grabbing the tail were able to flip it off its feet and the animal landed flat on its side with a thud. (**James E. Breen**, one of the rodeo founders, whose father and grandfather were members of the Donner Party, performed this feat at the first Wild West Show in 1911.)[17]

In the spring, around April,vaqueros would round up the cattle and sort out strays from surrounding ranchos. The round-up, or *rodeo*, was a time when cattle were corralled, branded and counted. One cowboy from each rancho kept count of the cattle on a stick by cutting a single notch for every ten cows counted. Baby calves were also caught and branded at this time. The round-up took many long, hard days and was usually followed by a celebratory rodeo fiesta.

During the fiesta, temporary shelters and corrals were built, as well as boards for tables and areas for dancing. Cattle were slaughtered and pits were dug for roasting the meat. Rancheros, families, and friends would travel from surrounding areas and would stay in well-appointed tents.

Rodeos occurred again in the fall between July and September, when vaqueros conducted the *matanza* or killing time, in which steers were culled from the cows and slaughtered for their hides. The meat was butchered and the fat was collected for tallow production.

When not participating in the demanding chores of rancho life, Californios enjoyed leisure time and occupied themselves with socializing, sports, gambling, music and dancing. Celebrations included time for birthdays, christenings, weddings, and religious holidays. Women would don their finest and most brightly colored clothing, while men wore handsomely adorned leggings, boots and jackets. Fiestas (parties) and fandangos (dance) were a frequent practice of celebrating life.

At the Boronda Adobe, one of the fetes frequently indulged in, in season, were the “Cascarone” dances, a custom originating in Spain. The Cascarone consisted of nothing more than egg shells that were carefully broken at one end in extracting the

[17] "The California Rodeo - Monterey County Historical Society." http://mchsmuseum.com/rodeo.html. Accessed 27 Jul. 2022.

ingredients and laid away for these special occasions. At this time they could be partially filled with finely cut tinsel paper of various brilliant hues, frequently sprinkled lightly with cologne. Ordinary paper was pasted over the opening. They would be gently broken in affection or esteem upon the head of a member of the opposite sex, nor was it considered proper to resist this jesting banter. It was customary to retaliate or return the implication.

Vaqueros passed the time practicing and refining their skills on horseback. Some riders devised games of skill such as holding coins tightly between their knees and the saddle while maneuvering over and around hurdles. Others competed in racing, reata skills, riding among bulls and roping bears for sport.

It took four to five vaqueros to rope a bear and they would often be brought back to the rancho for entertainment on the sabbath after church services. The bear would be tethered by its hind leg and attached to a bull's foreleg by a chain or a rope long enough to provide each challenger freedom of movement. The animals would then fight to the death while vaqueros wagered on the winner of the contest. The remnants of some bull and bear pits still remain in Santa Cruz, Watsonville and Salinas.

In all, the Californios relished their time on the ranchos and the celebrations and activities they embraced in their day-to-day living. The work was often grueling, but living conditions were simple and there was plenty of time for celebration, socializing, music and festivities.

The Decline of the Ranchos

Three major factors signaled the decline of the golden age of ranchos throughout California. The most significantly detrimental cause of rancho decline was the creation of the American Board of Land Commissioners charged with reviewing all Spanish and Mexican land grants. In addition, the sudden influx of American immigrants to the west when the United States acquired California in 1847 and discovered gold three weeks later, brought an infinite number of people contesting the right to own land. In other parts of California, the ranchos were devastated by weather and drought which affected the state in the 1860s and 1870s.

California had a growing reputation for rich lands and active harbors which attracted numerous settlers and explorers to the area. Tension grew between the Americans and the Mexicans over the increase in American settlers to the area. While the Mexican government feared that the American settlers were not interested in becoming Mexican subjects, the Americans distrusted the Mexican government and feared they would initiate war. President Polk had pledged to annex California by any means necessary and feared the United States would lose out to British interests in California. Deliberations between the United States and Mexico deteriorated rapidly and the United States declared war against Mexico in May of 1846 over the annexation of Texas and hostilities along the Rio Grande.

On June 14 of the same year, a small group of Americans in Sonoma County in northern California, seized a herd of horses belonging to the Mexican government and took the commander of the Mexican troops, General Mariano Vallejo, prisoner at his headquarters in Sonoma. Vallejo, who himself supported the American annexation of California, was puzzled by his arrest. The rebels declared California to be an independent republic and raised the first California Bear Flag in the Sonoma square. The Bear Flag Revolt lasted less than a month, and shortly thereafter, the United States Navy commanded by Commodore John Sloat took the city of Monterey without a fight and officially raised the flag over California.[18]

[18] "Bear Flag Revolt - Definition, Location & Causes - HISTORY." 9 Sep. 2020, https://www.history.com/topics/mexican-american-war/bear-flag-revolt. Accessed 1 Aug. 2022.

On February 2, 1848, Mexico signed the Treaty of Guadalupe Hidalgo which signaled the end of the war and ceded more than half of Mexico's territory for the sum of fifteen million dollars. The United States acquired territory including present day California, New Mexico, Utah, most of Arizona and Colorado, and parts of Oklahoma, Kansas and Wyoming. In addition, Mexico relinquished claims to Texas and acknowledged that the Rio Grande would be considered the southern border of the United States.

In turn, the United States agreed to refrain from penalizing those who had fought against the Americans and to protect the rights of Mexican property owners. All Mexican citizens were to be afforded the opportunity to become American subjects if they so desired. In truth, the United States did little to protect property owners.

In January of 1848, just nine days before the signing of the Treaty of Guadalupe Hidalgo, gold was discovered by James Marshall in the foothills of the Sierra Nevada Mountains. At first, there was little fanfare and the majority of gold seekers were local. However, President James Polk confirmed to Congress the discovery of gold which opened the door to an influx of gold seekers from around the world.

By 1850, many immigrants in the gold fields who had been swept away by the dreams of becoming rich quickly, were soon disappointed. Having traveled with many of their worldly goods, these gold seekers became "squatters" on rancho land, claiming the land for themselves by putting up tents or building cabins and fences. Cattle who were accustomed to free range grazing were often blocked by squatters' fences. The U.S. government had made no provisions to protect rancho lands from these interlopers and many Californios frustrated by these changes were unaware they would also soon lose their lands.

The California Land Act of 1851, set up a three member land commission to review all Spanish and Mexican land grants. Landowners were required to file a claim within two years and unlike the promised government protection, it fell to the landowners to prove ownership. Any landowner failing to have their claim reviewed within two years or who did not have the proper paperwork to prove ownership would relinquish their lands and the ranchos would come under public domain available to other homesteaders.

Rancho owners faced many obstacles in proving their claims, including language barriers, and lost paperwork. Some landowners had lost their diseños and boundaries established on old maps by physical and geographical markers had disappeared over time due to erosion and inclement weather or were deemed simply inaccurate. Many more could not establish the exact boundaries of their land because Spanish and Mexican methods of mapping had been more lax than American survey methods.

Some landowners hired lawyers to help settle their claims and were swindled by people who had no intention of helping them. Others sold portions of their land to help with legal fees. Overall, the average length of time to settle a land grant claim was seventeen years. When the Land Commission issued a decision in favor of the landowner, it was called a patent. Many ranchos were drastically reduced in size or lost during the legal process due to the insurmountable cost, incurred debt, and the length of the patent process.

The decline of the ranchos in central and southern California were exacerbated by extreme weather conditions. California had been plagued by drought in 1809, 1820, 1840 and again in the 1860s, but it was also vulnerable to flooding. In November of 1861, California received torrential rainfall, but this condition was compounded by heavy storms in the Sierras throughout January of 1862. The rain and snowmelt combined to produce devastating floods from central through southern California. Homes were damaged or destroyed, trees uprooted and swept away, and many cattle drowned.

The devastating rain and floods of that year were followed by drought in 1862 and 1863. Many wells and springs dried up and there was little pasture land. To conserve pasturage, landowners had to make the difficult decision of which stock had to be kept and which were considered surplus. Unbranded wild mustangs were often destroyed to preserve feed and pasture for the more valuable cattle in times of drought. By 1864, rancheros in southern California had lost many of their herd due to the continued drought and lack of water. Losing the herds was the last source of income for many landowners and property was sold to pay their debts.

Ultimately, the new wave of American settlement and the coming of the railroads marked the end of the golden era of ranchos. Some ranchos were able to survive the long patent process, but the vast majority of the ranchos were lost due to mortgage default, attorney's fees, and other debts. Many ranchos were sold off, crops replaced grazing lands, and parcels were broken into smaller and smaller subdivisions. Only a small handful of the original ranchos are currently owned by descendents and have retained their lands.

The Lasting Cultural Influences of the Rancho Period:

American Trade, Western Saddlery and the Evolution of the Modern Rodeo

Many of the current cultural celebrations and iconic symbols of California continue to reflect the life and culture of the rancho days. Vestiges of multicultural influences in business, lifestyle, cuisine and land practices are still in evidence today.

Although American trade started at the beginning of the 19th century with the otter and seal skin industry, the hide and tallow trade of the rancho era established American dominance in the trade industry and opened California to the world. The hide and tallow trade became a crossroad of cultures and artifacts from around the world, introducing Native American and Hispanic goods to China, South America, Russia, the Hawaiian Islands and, in turn, enlightening the rancho residents with goods from afar. In addition, American and British sailors and traders settled in California and intermarried with Spanish families, creating a legacy of blended cultures.

The Spanish introduced new crops to California such as grapes, olives and citrus, and introduced livestock, such as sheep, pigs and cows. They brought with them dairy products, wheat, as well as herbs and spices such as garlic. This Californio cuisine also introduced the use of chocolate, beans and corn. The blending of Spanish and Mexican cultures resulted in a style of cooking that continues to be extraordinarily popular today.

The cattle ranches of the rancho era and the work of the vaqueros are still evident in current California lifestyles. Cattle ranches and farms are still prevalent throughout the state, though smaller than the original land grants. Because the work of the vaqueros or cowboys continued to be demanding, the western saddle also developed to accommodate their needs. Most vaquero saddles had a rawhide covered wooden tree with a horn for roping (added in the 1820s). A *mochila* (knapsack) extended down to protect the rider's legs from the horse's sweat. The stirrups were

cut from one solid piece of wood. The vaqueros of California often designed highly decorative saddles with elaborate tooling, lacing and silverwork.[19] The Garcia Saddlery and the Cruz Saddlery were examples of local Salinas businesses that flourished in the twentieth century, after the rancho era had ended.

Likewise, the rodeo is a sport that also evolved out of the skills acquired in raising cattle. The word "rodeo" is derived from the Spanish word "rodear" meaning roundup, and was the name first used in the Spanish ranchero days when the semi-wild herds of cattle were gathered in the spring for branding, ear-marking and castration.

The semi-annual roundup was the origin of the modern rodeo and it also served as a social gathering and celebration by the various families who lived on the enormous ranchos, some as large as 45,000 acres, where the nearest neighbors could be miles away. The rodeo could last a week or more and included BBQs, fandangoes, and competition among the vaqueros in roping and bronco riding.[20] Today's modern rodeo is a blend of skills from the Spanish and Mexican vaqueros and American cowboys from the southwest who competed in these many shared skills required by their work.

Rancho era land-use patterns are still evident in present-day California. Many of the original rancho boundaries established the footprint for today's communities based on geographical features such as streams and mountain ranges. In addition, the Californios provided us with Spanish names for a multitude of California cities.

California architecture has also been influenced by the "hacienda" style of architecture. Although the Spanish Colonial period ended in the middle of the nineteenth century, the prevalent architectural style using red clay roof tiles, thick adobe walls and recessed windows was repopularized in the 1900s with the Colonial Revival Style and its use has continued into the twenty-first century.

The rancho period, although relatively brief, was an important glimpse into how the State of California evolved into the largest subnational economy in the world and became a hub of cultural and linguistically diverse peoples. Its history includes elements of the indigenous peoples, the Spanish and Mexican cultures blended with European and Asian lineage. Modern California continues to celebrate the rugged individualism, created during the rancho era, which helped carve its legacy.

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[19] "Some History of the Western Saddle | Sierra Saddlery School." 18 Oct. 2012, https://saddleschool.wordpress.com/2012/10/18/some-history-of-the-western-saddle/. Accessed 25 Jul. 2022.

[20] "The California Rodeo - Monterey County Historical Society." http://mchsmuseum.com/rodeo.html. Accessed 25 Jul. 2022.

Jose Eusebio Boronda and the Boronda Adobe

The Boronda Adobe was built by José Eusebio Boronda between 1844 and 1848 in the grasslands of the lower Salinas Valley. Twenty years later, Salinas City was founded, and in the 130 years since then the town has grown and spread to within a few hundred yards of the Adobe.

José Eusebio was the third son of José Manuel Boronda and Maria Gertrudis. He was christened in 1808 at Mission Santa Clara. In 1831, Eusebio married Maria Josefa Buelna. By 1836, they had six children and seven more followed.

Boronda Adobe about 1887. Pictured are some of the family of William Anderson and Ines Boronda de Anderson, daughter of Eusebio.

Records show that in 1836, they, with six children, were living on Rancho Los Vergeles, where Eusebio served as Mayordomo (overseer). In 1838, they obtained a small grant in the El Tucho area to support their growing family. In 1839 they settled into an adobe near the present site of Graves School and a year later obtained the grant for San Jose (which became Rincon Del Sanjon in 1859). One child was born at the first adobe on Rancho Sanjon, and six more were subsequently born, totaling thirteen children.

Land in early California was abundant, so land grants were bestowed as “gifts” from the Mexican government to those who had a military or civil service record. Some families acquired substantial holdings by obtaining several adjoining parcels. Although some were wealthy merchants, cattlemen and successful political figures, a good many existed like the Borondas by subsistence farming and husbandry, bartering goods, and outside employment. They were respected and had good standing in the early “Californio” community and they often held minor governmental positions, but

were not necessarily the wealthy land barons that are often associated with the Spanish and Mexican rancheros.

Eusebio was not a wealthy man despite owning extensive acreage. He played no great role in historical events, devoting much of his energy to the everyday tasks of the rancho. During the Mexican regime, he held the post of Deputy Justice of the Peace and fought at the battle of Natividad against Fremont's invading Americans in November 1846. He later acquired a certain amount of fame as a grizzly bear hunter. At one time, Eusebio hauled lumber from the redwood sawpits to Carmel Valley and Santa Cruz (where Indians were hired to saw boards by hand) to Thomas O. Larkin, a wealthy American merchant who became the United States Consul to Monterey. Eusebio and Josefa also bartered sheep, butter, cheese and barley for goods at Larkin's store.

Boronda's adobe house differs from other adobes in its wood-shingled roof which slopes 4 ways (rather than red clay tiles), a wide, open veranda completely encircling the house, white-washed, open beamed ceilings and two indoor fireplaces with carved wood mantle pieces. It was originally one room, with the fireplaces heating the open area from either end. Soon after the adobe was built, wooden partitions were added setting apart a bedroom and an eating area. The side porches were boarded in to provide additional space.

The center room was a multi-purpose "sala" where most family activities took place and guests from neighboring ranchos were entertained. The partitioned area on the north end was used as a bedroom for the single girls and women. There was very little furniture in the "sala" to provide more space. It was common to store bedding in trunks during the day. Boys and young men may have slept outside or upstairs in a low storage loft. The Borondas had an outdoor kitchen, called a "ramada." This kept the heat and smoke of the wood fires out of the house. At the turn of the 20th century, a lean-to kitchen was added and the back porch was boarded in to provide more work space where they manufactured their own leather, metal and wood items. The glass windows and doors were probably added during the 1870s or 1880s. Food was grown largely on the rancho in fields cultivated near the adobe. Since there was no refrigeration in the mid-1800s, foods were preserved through drying and smoking, and were stored in the loft.

Because of the size of the land grants, the distance between neighbors, and the method of transportation (horseback and ox-drawn carts), any visitors to the Adobe stayed overnight and sometimes longer. In the evening, the "sala" was the scene of music and dancing, made with string and rhythm instruments. Californios engaged in deer, elk, and bear hunting, horseback riding and racing. Women sewed, made lace

and embroidered. Housework and cooking were major undertakings since large families were common. Cornmeal was ground for tortillas. Beef, beans, and tortillas were a late evening meal typically served. Large feasts were prepared when company was present.

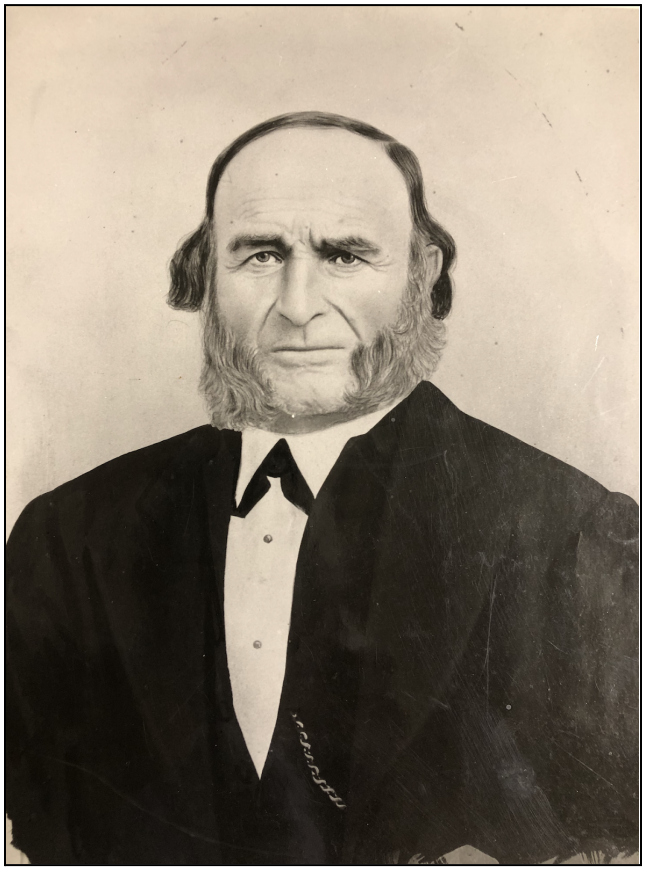
In the 1850s, the Boronda family life was strained by the attempt to prove land ownership to the American government. Also, the children had reached maturity and tried to gain control of some of Eusebio's lands. Boronda's original grant from the Mexican government was for 6,700 acres. In 1858 he applied for a patent, submitting a newly drawn plot map and the original diseño. By 1860, his grant was reduced to 2,229 acres. As a result of the tension, Eusebio left his family for 19 months, deeding his property and most of his belongings to his wife and children. Between 1860 and 1865, California suffered a year of flooding and two years of drought, killing a substantial number of Boronda cattle. In 1864, Maria died. Several years later, José Eusebio successfully sued his children, regaining title to his land, although he agreed to a partition of the lands amongst family members.

During the late 1860s and 1870s, the small town of Salinas City was born, primarily the project of American entrepreneurs. Eusebio Boronda was an active participant in supporting the urban growth of the area, granting the county right-of-way for a road through his property. As a bondsman for the County Tax Collector, Boronda suffered heavy financial losses in 1877 which caused him to arrange with his two youngest children for a rent free life estate for himself and his second wife, Ricarda Rodriguex, on the forty acres surrounding the adobe.

The last of the Boronda's to live in the Adobe was Ygnacio Boronda (Eusebio's grandson) and his family in the 1920s. In 1929, the property was sold to Charles Brooks who built his home behind the Adobe.

In 1972, the Monterey County Historical Society acquired the Boronda Adobe and five acres through a combined gift and purchase from Mrs. Wilson. The building was completely restored and dedicated as a museum in 1976. It is both a California Historical Landmark and listed in the National Register of Historic Places.

Although it was damaged during the 1989 Loma Prieta earthquake, the Adobe has been repaired and has been completely renovated by the Colonial Dames of California, Monterey Chapter.



José Eusebio Boronda

State Historic Landmark No. 870 listed to the National Register of Historic Places March 20, 1973

A Photographic Tour of the Boronda Adobe

Exterior

Front View:

The Boronda Adobe built 1844-46 in the Monterey Colonial Style with hipped roof, shake shingles, dormer, fired brick or mixed masonry fireplaces, shuttered windows (replaced with glass panes ca. 1870-1880), and a wide wrapped veranda.

Rear View:

The dormer for the sleeping loft of the Boronda children was located to the rear of the house.

Sleeping loft where the older children slept. Please note the depressions in the adobe where the ladder rested.

Outdoor manger/storage room located on the southeast corner of the adobe.

Bedroom

In 1849, Eusebio Boronda installed wall partitions in his single room adobe, thereby creating a three-room layout.

Double bed frame (ca.1860)

Crib (ca.1880)

Sealskin chair crafted by a Native American in the 1770s

Rope bed

Interior fireplaces were rare during the rancho period. The two interior fireplaces were carved by José Eusebio Boronda.

The Sacred Heart Statue belonged to Juanita Boronda, wife of Francisco Boronda. Note the knees, the color has faded where Juanita would stroke the statue while in prayer. It was told that all her prayers were answered. (Gift from Helen J. Hidalgo)

Lynx and bearskin rugs local to the region.

Hand-toled Spanish Colonial Leather Trunks, ca 1750.

Thought to have traveled with Father Junipero Serra.

The Sala

The guitar and violin belonged to José Eusebio Boronda. The family enjoyed music throughout their lineage.

1880 print of Santo Niño de Atocha

This Roman Catholic image of the Christ Child was characterized by a basket he carries, along with a staff, drinking gourd (He used the gourd to carry water, and a basket of bread that he fed to prisoners who were thirsty and hungry) and a cape to which is affixed a scallop shell, symbol of a pilgrimage to Saint James.

Santa Rita painting on tin (Mexico City, 1840)

Santa Rita acquired the reputation as a saint of impossible causes. She is also the patron saint of parenthood, widows, the sick, bodily ills, and wounds

Alaskan Juvenile Kodiak Bear Rug.

The Kodiak bear is a distant relative of the Grizzly and could grow to be six times this size.

Morris Style Chair (Monterey, 1870)

Writing desk (Spain, 1750)

Leather Saddle, 1850 Made in Mexico (cactus sinew and silver, back of saddle and horn hand-chased silver)

Spanish Colonial Trunk, 1750

On loan from Ruben Mendoza

These custom made chairs were crafted for the Boronda family and used until the 1880s. The Boronda children moved the chairs to Monterey for 30 years and they were stored in an attic until 2005. The donor had the seats rewoven and presented them to the Monterey County Historical Society.

American Saddle, 1880

Pressed tin domed trunk, 1880
(Donated by the Boronda Family)

Saddles and vaquero riding implements 1850s-1900

Wooden Saddle, Monterey 1875 (olivewood horn)

Side Saddle

Mexican Saddle

American Saddle

Side Saddle

American Saddle

Side Saddle

Mexican Saddle

The personal horsehair fly swat, riding quirt and vaquero hat of José Eusebio Boronda

Embroidered Monogram on Boronda's hat

Kitchen/Eating Area

American Empire Mantel Clock

(Made in Waterbury, Massachusetts, 1840)

Spanish Colonial Chairs (Spain, ca. 1750)

Spanish Colonial Oil Lamp (ca. 1750)

Spanish Colonial Cross, 1800

American Spinning Wheel (East Coast, 1860)

The Story of the Blue Willow China is based upon a story 1,000 years ago. Blue Willow dishes were an English design based on a Chinese motif by Thomas Turner in 1779. In 1984 an archaeologist found many bits of this pattern near the adobe.

Chumash Water Jug (woven reed with pitch)

Mexican Water Jug (Dan Madera Collection, 1850)

Chinese Ginger Jar

This jar originally held crystalized ginger, and is evidence of direct trade with China.

Metate Grinding Stone (ca. 1900)

This implement was necessary for grinding grain to make flour, corn meal, and masa in the kitchen.

Salinan Mortar and Pestle (S. Monterey County)

Wedding Trousseau Trunk belonging to Maria Petra de Los Angeles Boronda Pombert (Granddaughter to José Eusebio Boronda).

MONTEREY COUNTY

HISTORICAL SOCIETY, INC

Boronda Adobe Scavenger Hunt

1. Find two items that might have been used by Native Americans.

   _____

   _____

2. Find five household items made from cowhide.

   _____

   _____

   _____

   _____

   _____

3. Name three things a vaquero might do on the rancho and find/describe the items or tools that he/she would have used.

   _____

   _____

   _____

4. Find evidence in the adobe of how José Eusebio Boronda might have enjoyed his leisure time.

   _____

   _____

5. Name three of José Eusebio Boronda's thirteen children.

_____

_____

_____

6. Find and describe where the Borondas cooked their food.

_____

_____

7. Look at the cooking implements. Describe how you think they may have been used and what the rancho families made with them.

_____

_____

8. Find two items that could have been made of tallow. Include where in the house they are located.

_____

_____

9. Find the Sacred Heart statue of Juanita Boronda. Explain why the knees on the statue are faded.

_____

_____

10. Find José Eusebio Boronda's fly swat. Describe what you think it could be made from.

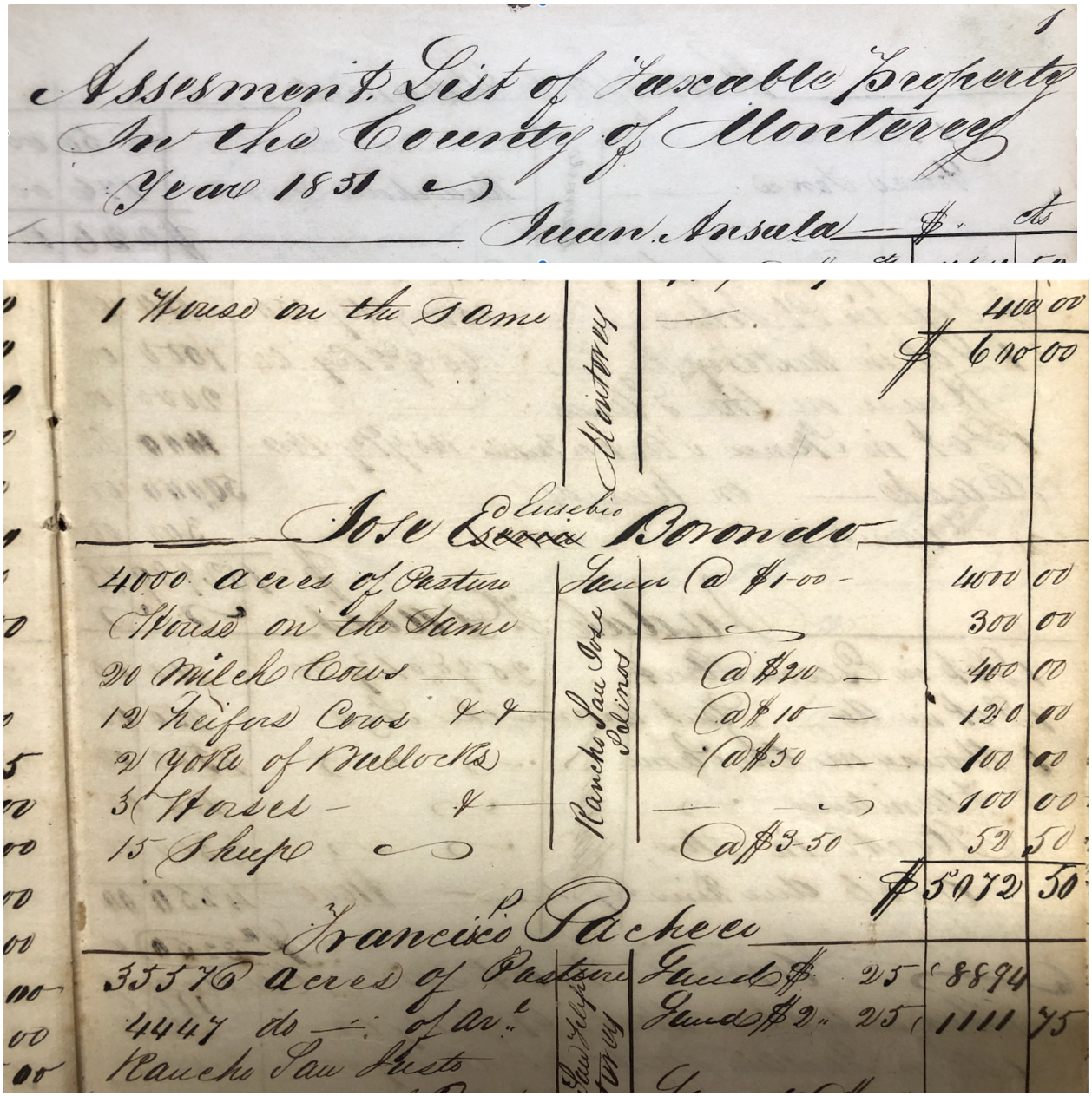
_____

_____

Appendix of Primary Resources

1843 Diseño Rancho Del Sanjon

Rincon del Sanjon


Assessment List of Taxable Property
In the County of Monterey
Year 1851

Juan Insula — $ cts

1 House on the Same — 400 00

$ 600 00

Monterey

Jose Eusebio Boronda

4000 acres of Pasture	Rancho San Jose Salinas	Land @ $1-00	4000 00
House on the Same			300 00
20 Milch Cows		@ $20	400 00
12 Heifers Cows & 4		@ $10	120 00
2 Yoke of Bullocks		@ $50	100 00
3 Horses			100 00
15 Sheep		@ $3-50	52 50

$ 5072 50

Francisco Pacheco

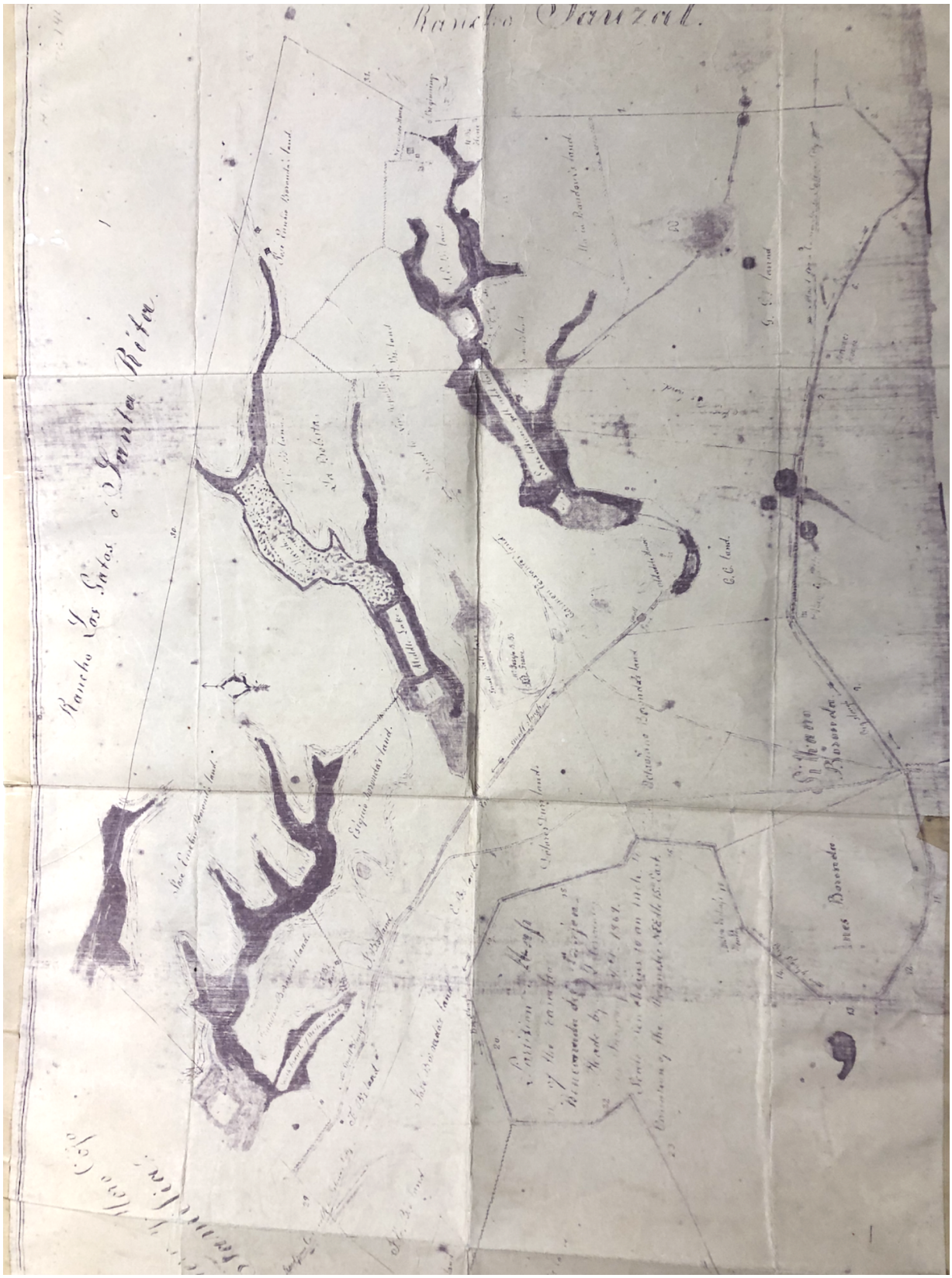
35570 acres of Pasture	San Felipe Rancho	Land $	25	8894
4447 do		Land $2	25	1111 75
Rancho San Justo				

Assessment List of Taxable Property in the County of Monterey, Year 1851

Rancho San José-Salinas Renamed Rincon del Sanjon

4,000 acres of pastureland @ $1.00	*$4,000.00*	*2 yoke of bullocks (oxen) @ $50.00*	*$100.00*
House on the same	*$300.00*	*3 horses*	*$100.00*
20 milk cows @ $20.00	*$400.00*	*15 sheep @ $3.50*	*$52.50*
12 heifer cows @ $10.00	*$120.00*	*Total Assessment*	*$5,072.50*

Plot Plan of Rincon de Sanjon drawn by J.E. Terrell and submitted to the U.S. Surveyor General in December 1885 reducing Boronda's original rancho from 6,500 acres to 2,229 acres



1869 Plot Plan Showing Property Deeded to Boronda's Children

Glossary

alcalde: *noun:* ***alcalde****; plural noun:* ***alcaldes***

1. *a mayor having judicial powers.*

bota: *noun; plural noun:* ***botas***

2. *A bag used for storage and trade*

Californio: *noun:* ***Californio****; plural noun:* ***Californios***

1. *one of the original Spanish colonists of California or their descendants.*
2. *a native or resident of California.*

diseño: *noun:* ***diseño****; plural noun:* ***diseños***

1. *A rough map including man made and geographical features which establish the boundaries of a land grant.*

Doña: *noun:* ***Doña;*** *plural noun:* ***Doñas***

1. *Madam; Lady: a Portuguese title prefixed to a woman's given name.*
2. *a lady or gentlewoman.*

ejido: *noun:* ***ejido****; plural noun:* ***ejidos***

1. *(in Mexico) a piece of land farmed communally under a system supported by the state.*
   "Mexico's unique ejido land tenancy system"

hacienda: *noun:* ***hacienda****; plural noun:* ***haciendas***

1. *(in Spanish-speaking regions) a large estate or plantation with a dwelling house.*

manteca *noun:* ***manteca***

1. *beef fat used for cooking*

matanza *verb:* ***matanza***

1. *to slaughter*

mayordomo: *noun:* ***mayordomo;*** *plural noun:* ***mayordomos***

1. *manager or overseer*

naturalized: *adjective:* ***naturalized***

1. *(of a foreigner) admitted to the citizenship of a country.*

neophyte: *noun*: ***neophyte***; *plural noun*: ***neophytes***

1. *a person who is new to a subject, skill, or belief*
2. *a new convert to a religion, specifically indigenous peoples who had converted to Catholicism.*

presidio: *noun* ***presidio***; *plural noun*: ***presidios***

1. *(in Spain and Spanish America) a fortified military settlement.*
2. *Spanish, from Latin praesidium 'garrison'.*
3. *promissory note*: *noun*: ***promissory note***; *plural noun*: ***promissory notes***
    1. *a signed document containing a written promise to pay a stated sum to a specified person or the bearer at a specified date or on demand.*

ranchero: *noun*: ***ranchero***; *plural noun*: ***rancheros***

1. *a person who owns, farms or works on a ranch, especially in the southwestern US and Mexico.*

rancho: *noun*: ***rancho***; *plural noun*: ***ranchos***

1. *(US, regional) A large grazing farm where horses and cattle are raised*

reata: *noun*: ***reata***; *plural noun*: ***reatas***

1. *a lariat, a rope used as a lasso or for tethering.*

rodeo *noun*: ***rodeo***; *plural noun*: ***rodeos***

1. *a public exhibition of cowboy skills, as bronco riding and calf roping.*
2. *a roundup of cattle.*
3. *Informal. any contest offering prizes in various events: a bicycle rodeo for kids under twelve*

sebo: *noun*: ***sebo***

1. *beef fat or tallow used in the making of soap and candles*

tallow *noun*: ***tallow***

1. *the fatty tissue or suet of animals.*
2. *the harder fat of sheep, cattle, etc., separated by melting from the fibrous and membranous matter naturally mixed with it, and used to make candles, soap, etc.*
3. *any of various similar fatty substances: vegetable tallow.*

vaquero *noun*: ***vaquero; plural noun: vaqueros***

1. *a cowboy or herdsman*

Additional Resources

The California Frontier Project

https://www.californiafrontier.net/ranchos-in-california/

The California Frontier Project offers resources to better teach and understand the unique history and culture of the Golden State as well as the common heritage of the U.S., Spain and Mexico.

Californio to American: A Study in Cultural Change

https://www.nps.gov/articles/000/upload/TWHP-Lessons_8californio.pdf

Surrounded today by all the bustle of a metropolitan area, Rancho Los Alamitos (Ranch of the Little Cottonwoods) began as an outpost shelter for vaqueros (cowhands) away from the main ranch property. The rudimentary structure was situated on a small hill overlooking thousands of acres of open space. The land, with its natural spring, was once part of the Indian village area of Puvungna. Later, Californios, Spanish settlers in what is now the state of California, erected several small adobe dwellings in the midst of their cattle ranges. Successive owners made changes to one of these adobes until it was transformed into an elegant 18-room ranch house. Today, Rancho Los Alamitos provides a tangible example of the physical and cultural change that took place in the region from the Spanish colonial days through the Mexican territorial era to the modern American period.

The 14th Colony

https://the14thcolony.org/curriculum/

This collection of K-12 Instructional Resources includes landmark guides, keyword lists, glossaries, and other information addressing Native Californians, Missions, Presidios, and Pueblos of the Spanish, Mexican, and early American eras.

Secularization and the Ranchos, 1826-1846. By Gary Breschini

http://mchsmuseum.com/secularization.html.

Article from the Monterey County Historical Society website.

Social Studies Fact Cards

https://factcards.califa.org/ran/ranmenu.html