

WELCOME TO THE CALIFORNIA TIME CAPSULE DAY PROGRAM

You and your students are about to participate in an exciting adventure through California history as you journey with us from your classroom to the hills of the Cleveland National Forest!

The California Time Capsule Program began in 1989 as a hands-on exploration of California history. The past comes alive for your students as they experience the daily lives, adventures, and accomplishments of the different cultural groups who have lived here in California.

Over the course of the California Time Capsule Day Program, students learn about the daily life of the Acjachemen Indians, and see how their lives changed after the Spanish began settling and constructing the California missions. They may even step into the shoes of Forty-Niners to experience what life was like during the California Gold Rush.

The California Time Capsule is designed to complement 4th Grade Social Science curriculum. All of the activities are based on California Content Standards, and the program itself focuses on four different cultural periods that, in part, make up California history. During the program, the students build an Indian brush shelter and compare it to an adobe brick house. They explore Indian plant uses, grind corn to make tortillas, and pan for gold. As they do so, they will explore the spectrum of lifestyles contained within the colorful tapestry of California's rich history.

In order to help you prepare yourself, your class, and your parent chaperones for the upcoming journey, we have provided a teacher materials package. In this package you will find:

- Administrative Preparation Materials
- Administrative Check List
- Program Description
- Links to California Science Content Standards
- Background Resources
- Classroom Activities

Before embarking on your journey, you will also need the following packets of forms, which are available on the Ocean Institute website:

- Teacher Information Packet
- Chaperone Information Packet
- Parent Information Packet

As your program date nears, please review the administrative checklist and program agreement for final preparations before your program. If you have any questions about your visit to the Ocean Institute, please do not hesitate to contact our Outdoor Education Program Director, Sara Ludovise, at 949-496-2274 ext. 344.

Again, welcome to the Time Capsule program. We are looking forward to your visit.

Sincerely,

Rick Baker
Vice President, Education

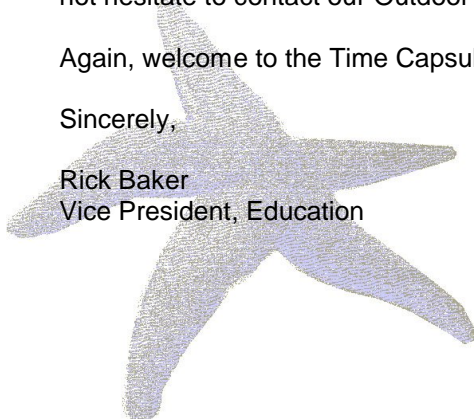
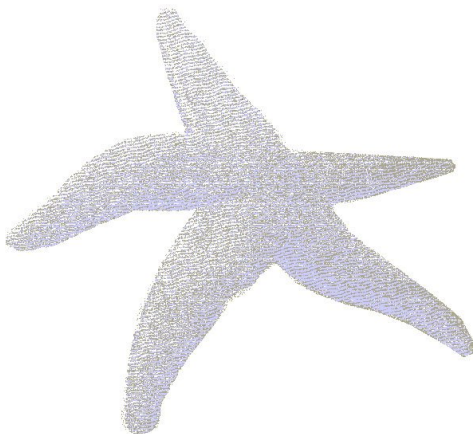


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A. ADMINISTRATIVE INFORMATION AND PREPARATION

ADMINISTRATIVE CONTACT

For questions regarding the California Time Capsule Day program, please contact:

Sara Ludovise, Outdoor Education Director
Address: 24200 Dana Point Harbor Drive, Dana Point, CA 92629
Telephone Number: (949) 496-2274, extension 344
Fax Number: (949) 248-5557
E-mail: sludovise@ocean-institute.org

INTRODUCTION

Thank you for choosing the Ocean Institute as your field trip destination. We appreciate the time and effort it takes to prepare your students for their program, and we will do everything we can to make their experience as rewarding as possible.

Please make sure that all of the participating teachers have a copy of these teacher materials. The information contained here can help you find answers to your questions, develop your preparation timeline, and prepare both your students and chaperones. This package also contains directions to the Mission San Juan Capistrano and the Lazy W Ranch as well as contact telephone numbers — please call us at any time with any questions you may have about your field trip!

TEACHER INFORMATION: BEFORE YOUR PROGRAM

There are several things that you can do prior to your arrival at camp that will help your program run as smoothly as possible:

- Review the program goals and expected behaviors with the students before you arrive. Complete the classroom activities with your students, and make sure they have a clear understanding of the educational concepts they will explore during the program
- Spend some time choosing and preparing your chaperones. It is vital that the chaperones are prepared for the program. Review the program goals, station activities, and expected student behaviors with them before you arrive. Make sure that they have a clear understanding of their role as a chaperone.
- Fax the “**Program Information Sheet**” to the Ocean Institute (949-248-5557) at least one month ahead of time, with all necessary health information.
- Have a signed Acknowledgement of Risk and Waiver for each student and chaperone before boarding the bus.
- Send program payment to the Ocean Institute at least 10 days before the scheduled date of your field trip. Please mail a single check for the total amount of the program minus the deposit you have already paid. **Please make checks payable to Ocean Institute.**

TEACHER INFORMATION: DURING YOUR PROGRAM

Ocean Institute instructors are all well trained to work with students of different ages and abilities. Both you and the adult chaperones can help the instructors monitor student behavior and safety. There are several things that you can do to help facilitate the smooth running of your educational program:

- Work cooperatively with Ocean Institute instructors and your parent chaperones to manage students during the program.
- Work cooperatively with Ocean Institute instructors and your parent chaperones to solve student and chaperone management problems.
- Report any problems (including facilities and management) to the Ocean Institute staff as soon as possible.

PAYMENT

Payment must be received 10 days before your program date. Please mail a **single check** for the total amount of the program (minus the deposit that you have already paid) to:

Ocean Institute
24200 Dana Point Harbor Drive
Dana Point, CA 92629

Please make the check payable to **Ocean Institute**. If your school cannot meet the Ocean Institute's payment policy, please contact your Reservation Coordinator at (949) 496-2274, extension 211.

FINAL COUNT

Call the Ocean Institute at (949) 496-2274, extension 211 before your program if the number of students or adults changes. When you arrive for your program, you must have an accurate count of students and adults participating in the program. If the number of participants listed on your Confirmation Form is not accurate, call the Ocean Institute immediately.

STUDENT AID

The Ocean Institute maintains a student aid fund for students who are unable to obtain sufficient funding to attend the program. Please call (949) 496-2274, extension 211 for more information and to receive the necessary forms for student aid.

CAMPER INSURANCE

All campers visiting the Lazy W Ranch are covered by camper day insurance through Cal-Pac Camps. For more information regarding this policy, please contact the Outdoor Education program director at (949) 496-2274 ext. 344.

INFORMATION PACKETS

We have posted separate packets for the teachers, chaperones, and parents on our website (<http://www.ocean-institute.org/teacher/fieldtrips/program9.html>). These packets contain copies of information and forms that must be completed before arriving for the California Time Capsule program. **IT IS IMPORTANT THAT YOU ARE FAMILIAR WITH ALL THE INFORMATION AND FORMS FOUND IN EACH PACKET.** These packets are ready to be copied and distributed to the appropriate participants. Information on each of the forms is in the next section.

Please make sure that you provide chaperones with both the Chaperone Information Packet (for themselves) and the Parent Information Packet (for their child).

MEDICAL ISSUES

The teacher-in-charge keeps all medical forms and is responsible for storing and distributing student medications (both prescription and non-prescription). Please be aware that we do not have a medical doctor or nurse on site, and we do not have housing for sick students.

LUNCH

Please make certain that everyone in your group (including students, chaperones, and yourself) brings lunch for the program. Separate out or collect the lunches and make certain that they are readily accessible.

PROGRAM FORMS

The following forms are included in the Information packets that are available on the Ocean Institute website (<http://www.ocean-institute.org/teacher/fieldtrips/program9.html>). Please make sure that all of the forms are completed before you arrive for the California Time Capsule Program. Make sure that you use the forms from the packet posted on the website — they are the most updated forms.

- **Program Information Sheet**

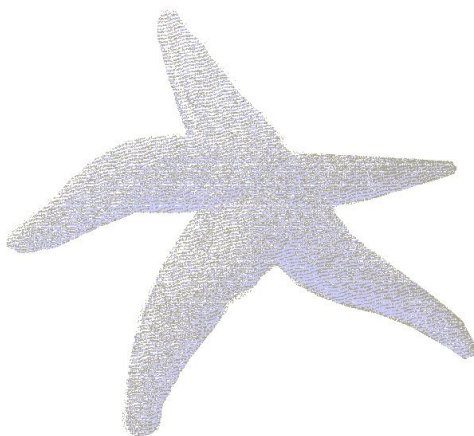
The Program Information Sheet should be completed and faxed to the Ocean Institute **at least one month** before your program date. This information will help us prepare for your program. Use this form to inform us of any special needs.

- **Activity Group Form**

Once you have a final roster of participating students, divide them into activity groups. During the California Time Capsule Program, each activity group will be assigned to an Ocean Institute instructor who will guide them through their instructional activities. An activity group consists of 12 – 16 students (mixed genders, please) and one or two adult chaperones. Choose an identifying name for each of the activity groups (for example: coyotes or dragonflies). Please be prepared to present the on-site administrator with a copy of the Activity Group list upon arrival.

- **Acknowledgement of Risk and Waiver**

Each student must have this form signed by a parent or guardian to participate in the California Time Capsule Program. Please make sure that you have one signed form for each student, adult chaperone, and teacher when you check in with the Ocean Institute staff. **Participants without a signed form will not be permitted to participate.**



TRANSPORTATION

Student transportation should be arranged well in advance. Please make sure that your bus can drive over the 1½-mile dirt road to the Lazy W Ranch. If your bus cannot do this, the students must walk the 1½ miles into camp.

Transportation Schedule for the California Time Capsule Day Program with Mission

8:45 AM	Arrive at Mission San Juan Capistrano and wait
10:00 AM	Leave Mission and head to the Lazy W Ranch
10:45 AM	Arrive at Lazy W Ranch and drop off students
2:30 PM	Pick up students and depart the Lazy W Ranch

Transportation Schedule for the California Time Capsule Day Program with NO Mission

8:45 AM	Arrive at the Lazy W Ranch and drop off students
2:30 PM	Pick up students and depart the Lazy W Ranch

Please check your PROGRAM AGREEMENT for your scheduled departure time.

DIRECTIONS TO THE MISSION SAN JUAN CAPISTRANO

Address: 26801 Ortega Hwy, San Juan Capistrano, CA 92675

Note: Bus parking at the Mission San Juan Capistrano is located on Camino Capistrano. There is plenty of street parking for cars. The Ocean Institute staff will meet you in front of the Mission when you arrive.

From Los Angeles:

- Travel South on Interstate 5 toward San Juan Capistrano.
- Exit the freeway at the Ortega Highway (74) exit and turn right.
- The Mission is located several blocks west of the freeway. The entrance is on the corner of the Ortega Highway and Camino Capistrano.

From San Diego:

- Travel North on Interstate 5 toward San Juan Capistrano.
- Exit the freeway at the Ortega Highway (74) exit and turn left.
- The Mission is located several blocks west of the freeway. The entrance is on the corner of the Ortega Highway and Camino Capistrano.

DIRECTIONS TO THE LAZY W RANCH

Address: 25832 Hot Springs Canyon, San Juan Capistrano, CA 92623.

Phone Number: (949) 728-0758

- Take the I-5 to San Juan Capistrano.
- Exit the freeway at the Ortega Highway (74) exit and turn right (coming from San Diego) or left (coming from Los Angeles).
- Follow the Ortega highway east for approximately 12 miles.
- Turn left off the Ortega Highway at San Juan Hot Springs Road (just before the San Juan Fire Station).
- Follow the road 1.5 miles until you reach the Lazy W Ranch parking lot (the road dead-ends in the parking lot). Please park on the left against the logs.

Note: You will cross the stream four times as you drive down San Juan Hot Springs Road. The crossings all have concrete bottoms.

PARENT CHAPERONE RECRUITMENT

Your recruitment of chaperones is very important. Their support and enthusiasm are vital to a successful adventure. Chaperones may be teachers, parents, grandparents, college students, or older brothers or sisters of students. They must be at least 18 years old, in good physical condition, and supportive of the California Time Capsule Program goals.

Each chaperone will be assigned to an activity group. You will need at least one chaperone per activity group, which means that you will need to bring at least one adult for every fifteen children.

Please remember that the California Time Capsule experience is designed for the students and that, while parent participation is important, too many parent chaperones can shift the focus of the information away from the students.

STUDENT PREPARATION

We have found that the more familiar the students are with program concepts and content before they arrive, the more they will benefit from and enjoy their experience. We have included background information to introduce important concepts to your students before they arrive for their program.

STUDENT BEHAVIORAL EXPECTATIONS

Please take time to discuss the academic nature of their field experience with your students before arriving for your program. During the program, we expect your students to follow the same behavioral rules you have in your classroom.

WILDLIFE AND SAFETY PRECAUTIONS

The Lazy W Ranch is located in the Cleveland National Forest, which is a designated wilderness area. Animal residents of the area that make precautions necessary include mountain lions, bobcats, coyotes, rattlesnakes, scorpions, and bees. While encounters with these animals are rare, both adults and students must be aware of camp policies and procedures. Close supervision of students by the accompanying adults is essential, and strict adherence to the camp rules is necessary.

All teachers, chaperones, and students attending the Time Capsule Day Program must read and understand the following wildlife and safety rules prior to their visit.

- All students must remain in close proximity of an instructor or chaperone. Close proximity shall be strictly defined as "visual contact."
- Two adults will accompany each hiking group at all times. While on the trail, an Ocean Institute instructor will lead the group and a designated chaperone will follow.
- Students are never to go anywhere alone.
- Food (including gum, candy and flavored water) is not allowed on the trails.
- Closed-toed shoes must be worn at all times. Students are required to wear long pants on trails.
- Littering is not tolerated.
- Students may not touch any of the camp animals or pets, including the cats and dogs.
- The stream area is off limits unless accompanied by an instructor during an organized activity.
- Instructors will carry walking sticks, air horns, and emergency first aid kits on hiking trails. In addition, all instructors are First Aid and CPR certified.
- Students will report any injury or illness to an instructor or chaperone immediately.
- Students are expected to follow established classroom guidelines.

Upon arrival at the program, the on-site administrator will review these rules and guidelines with the students and chaperones. If there are discipline or safety concerns during the program, the on-site administrator will work with the teachers to resolve issues appropriately following the school's normal procedures.

B. ADMINISTRATIVE CHECKLIST

Immediately upon receiving this package...

- Carefully review the Teacher Preparation Package (this document!).
- Mail an information letter to parents to arrange a parent orientation, and make sure to ask for parent chaperones.
- Arrange your transportation.

Two months prior to your trip...

- Eighty percent of your funding should be secured.
- Confirm student and adult numbers with the Ocean Institute.
- Arrange for parent chaperones—we require one adult per nine students. See the confirmation form for the cost of each chaperone.

One month prior to your trip...

- Distribute Chaperone Information Packets and Parent Information Packets.
- Begin student preparation.
- Confirm the final number of students and chaperones, as well as any dietary or medical needs, by filling out the Program Information Sheet. Mail or fax your Program Information Sheet to the Ocean Institute at (949) 248-5557.

Two weeks prior to your trip...

- Mail program payment to the Ocean Institute — **full payment must be received a minimum of 10 days before your program.**
- Collect signed Acknowledgement of Risk and Waiver from each student and chaperone.
- Fill out and sign the Acknowledgement of Risk and Waiver for yourself and any other teachers attending.
- Meet with chaperones to communicate expectations and go over the details of the program.

One week prior to your trip...

- Review behavioral expectations with students
- Divide students into activity groups, and complete the activity form.
- Contact the Ocean Institute with any last minute questions or changes

24 hours to go!!!...

- If inclement weather is expected, contact the Ocean Institute for status of the program. The California Time Capsule is a rain-or-shine program, but we may make minor adjustments in case of inclement weather.
- Be sure all forms have been collected. Please keep the Acknowledgement of Risk and Waiver separate from the Medical Forms.
- Gather boxes to separate sack lunches.
- Prepare nametags for students and adults.

When you arrive at the Mission San Juan Capistrano...

- Pass nametags out to the students and adults.
- Check in with the Ocean Institute on-site administrator to give him or her a final count of students and adults. The on-site administrator will collect the Acknowledgement of Risk and Waiver forms from you.

C. DESCRIPTION OF THE CALIFORNIA TIME CAPSULE OVERNIGHT PROGRAM

The California Time Capsule Day Program is designed to take students back in time to experience different periods in California's cultural history.

The program complements the fourth grade social science curriculum in California. Students will learn about two or three different cultural periods that make up California's history: Native American, Spanish Settlement, and the Gold Rush. During the program, they will work together with classmates to build a Native American brush shelter, make adobe bricks, explore Native American plant uses, learn how to grind corn to make tortillas, and even pan for gold.

EXAMPLE PROGRAM SCHEDULE, WITH MISSION

8:45 AM	Arrive at Mission San Juan Capistrano
9:00 AM	Explore Mission San Juan Capistrano
10:00 AM	Load Bus for Lazy W Ranch
10:45 AM	Arrive at Lazy W Ranch / Orientation / Lunch
11:30 PM	Time Capsule Rotation #1
1:00 PM	Time Capsule Rotation #2
2:30 PM	Conclusion
3:00 PM	Load bus for home

EXAMPLE PROGRAM SCHEDULE, NO MISSION

8:45 AM	Arrive at the Lazy W Ranch / Orientation
9:00 AM	Time Capsule Rotation #1
10:30 AM	Time Capsule Rotation #2
12:00 PM	Lunch
1:00 PM	Time Capsule Rotation #3
2:30 PM	Conclusion
3:00 PM	Load bus for home

Please note that this is a sample schedule. Please check your PROGRAM AGREEMENT for your departure time.

Day 1: Indian Survival and Spanish Settlement

On the California Time Capsule Day Program, your students will experience up to three different cultural explorations.

If you have selected the standard California Time Capsule Day program (no mission), your program will include all three rotations once you arrive at the Lazy W Ranch.

If you have selected the California Time Capsule Day program that includes the Mission Investigation, you will be able to choose two rotations that will be taught once you arrive at the Lazy W Ranch. Please read the descriptions below and select the **two** explorations best suited for your group. Once you have made your selections, enter your two explorations on the **Program Information Form** in the Teacher Information Packet, and return the form to the Ocean Institute.

Indian Survival

- **Shelter Building**
Students must locate building materials and use them to construct a shelter as they experience life as a hunter-gatherer and learn how the Acjachemen had to work together to stay alive.
- **Sand Painting**
After viewing an example of a sand painting and discussing its symbolism relative to the Acjachemen creation story, students work in small groups to come up with an Indian legend and create a sand painting to illustrate their story.
- **Oral History Hike**
Students discover why communication and oral tradition were important to the Acjachemen as they teach each other about the uses of native plants.

Spanish Settlement

- **Adobe Brick Construction**
Stepping into the shoes of Juaneño workers, students must overcome a language barrier as they learn how to mix and lay adobe bricks.
- **Grinding Corn**
Students experience the daily life of a Juaneño woman as they grind corn in preparation for dinner on a mission.
- **Making Tortillas**
As they make and sample their own tortillas, students learn about some of the new foods that the Spanish brought to California and discover how life changed for the Juaneños as they shifted from a hunter-gatherer to an agricultural economy.

The Gold Rush

- **A Visit to Sam's Store**
Students role-play a Gold Rush scenario in order to explore the Gold Rush's integral role in California's social, economic, and political development. They form a mining company, invent the story of their journey to California, and travel to Sam Brannan's General Store to purchase supplies to take to the gold fields.
- **Panning for Gold**
Students head out to the Hot Springs Creek where they use the supplies they bought at Sam's Store to pan for gold.
- **Back to Sam's Store**
Students return to Sam's Store, where they discover if they have struck it rich!

D. LINKS TO CALIFORNIA HISTORY – SOCIAL SCIENCE CONTENT STANDARDS

All Ocean Institute programs are based around California Content Standards. The activities and investigations that your students participate in during the California Time Capsule Day Program coincide with the concepts being taught back in your classroom.

Here is a list of the general California History-Social Science Content Standards that are included in the California Time Capsule Day Program.

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.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians.
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

2. Compare how and why people traveled to California and the routes they traveled.
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment.
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

2. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people.
3. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act).

E. RESOURCE MATERIALS

CALIFORNIA HISTORY

The Indian Period: Date Unknown - 1500s

The first inhabitants of California were localized Indian tribes who lived on what they hunted and gathered. These tribes were dominated by Spain, by Mexico, and finally by the United States. The Acjachemem Indians lived in the area that was later to become San Juan Capistrano. The Spanish renamed them the Juañeno Indians after they founded the Mission in Indian territory. They were a migratory tribe whose land extended from the sea to the southern continuation of the Sierra Santa Ana Mountains. They depended upon plants, animals, and the land for their survival. Their structures varied from an easily constructed circular brush hut to a temporary lean-to. On the average, villages contained ten to thirty dwellings along the foothills near a stream of water. Because the Indians moved about a great deal to gather seasonal wild plants, their regular villages were occasionally abandoned. Temporary huts were usually built at different hunting grounds or food gathering places.

The Spanish Period: 1500s - 1822

The Spanish began exploring California in the 1500s, but it was not until the late 1700s that missions were established in Alta California. Father Serra founded the first mission in Alta California in 1769 at San Diego. Colonization by mission was chosen because it was inexpensive and did not require much Spanish manpower. The missions were designed to be agricultural and industrial complexes, built, and worked by the local people. They were to be the main method of conversion and assimilation into the Catholic faith and the Spanish citizenry. Spain's original plan was to secularize the missions after ten years of operation. In ten years, they thought the neophytes could be freed from complete supervision, and the lands could be released for other uses. This never happened. In 1821, Mexican revolutionaries won independence from Spain. The news finally reached California in 1822. The province ceased to be a possession of the King of Spain. In 1835, the Church was ordered to give up the mission land that it still held, and much of this land was sold to individual landowners.

The Mexican Period: 1822 - 1848

In 1822, word finally reached California that Mexico had won their independence. Spanish control in North America had ended, and a new government in Mexico was being organized. California was to become a part of the new Mexican Republic. This political change ushered in a time of social and economic change. During this turbulent first half of the 19th century, the large ranchos were established. The new Mexican government granted land, generally carved out of mission land, to individual landowners. The new government also opened the borders of the country to international trade. Because of this, the ranchos played an integral part in supplying the Boston hide trade and, in doing so, opened California to international influences.

The Gold Rush to the "Modern" Period: 1848 – present

Trading ships, like the Pilgrim, helped to bring Americans to California. The purpose of these ships was to trade along the coast. They carried goods manufactured primarily in the United States—shoes, foodstuffs, ironware, and spices. In return, they sailed home in ships filled with hides and tallow. With the Gold Rush, California became the destination for tens of thousands of people seeking their fortunes. As American settlers grew in number, the Mexican government got weaker. The Mexican War began in 1846 and ended in 1848, with California becoming a United States territory. On September 9, 1850, California was made a state in the United States.

Life in an Indian Village

"Prior to the arrival of the Europeans, this state boasted a diverse and rich population. Scholars estimate that 300,000 Indians dwelled in California in AD 1500, with the Great Central Valley hosting more than half. By 1910—about the time Ishi emerged from the wilderness--disease, displacement, massacres, and the destruction of their environment had reduced their number to only 16,000."

Many Californias: Literature from the Golden State, Ed. Gerald Haslem, page 10

The first inhabitants of the area now called San Juan Capistrano were the Acjachemem Indians. They lived in settled villages, each with its own hunting, collecting, and fishing areas. The villages were located on valley bottoms, along streams or the coast near the mountain ranges, and were never totally abandoned at any given time. The shelters of the Acjachemem were domed-shaped, and were made of bent poles and covered with reeds, grass, or bark.

During the year, groups made trips into the surrounding foothills to gather resources that were particular to the area. Some men would go out to quarry rock from the outcrop in a canyon. Several women might travel to a ridge crest to gather basketry materials. Autumn was a good time for women and children to go into the hills and canyons to collect acorns. People would spend much of the late summer and fall filling the granaries near their houses with acorns, storing them for the rest of the year. Seeds were collected during the summer and stored in baskets in their shelters.

Acorns were the single most important food source for the Acjachemem. Acorns contain a bitter-tasting substance called tannic acid. The Indians removed the tannic acid by leaching the ground acorn meal. The nuts were ground into a fine powder, or meal, using a handstone on a shallow rock. The meal was put into baskets in the sand, and warm water was poured through the powder. The powder was made into biscuits or bread.

There were other kinds of food that were hunted and gathered by the Acjachemem. Deer, rabbit, woodrat, quail, and duck were hunted with bows and arrows or trapped using snares. Coyote, bear, eagle, and raven were not eaten. Manzanita, chia, lemonade berry, pine, and sage seeds were collected. They also ate miner's lettuce, white sage, and yucca blossoms. The women collected most of the plants, while the men did most of the hunting.

Because the Southern California climate was so mild, the Acjachemem wore very little clothing most of the year. Women wore small aprons. The men wore nothing. Sandals were made of yucca fiber. During the colder weather, both men and women dressed in cloaks made of rabbit fur, deer, or otter skin. Jewelry was made of a variety of materials, including bone, clay, stone, or shell.

Children began working alongside the adults while they were still very young. They watched their parents and learned by example. The older women and older girls cared for the youngest children. Stories and games that taught necessary skills and about their culture were an important part of a child's education.

Life at Mission San Juan Capistrano

The ringing of the church bells strictly regulated daily life at Mission San Juan Capistrano. As with all the other California missions, the church bells ushered in each new day, announced all meals, *siestas*, work periods, and signaled the arrival of all parish guests and dignitaries.

The priests would begin their day by rising before dawn to assure that the bells would be rung at sunrise, calling the parish community to worship. All neophytes who were nine years of age and older were expected to attend this early mass. After the service, everyone would gather at the mission kitchen, the *pozolera*, where grace was said, and they were given their ration of *atole*—gruel made of ground corn. The neophytes carried their gruel back to their huts in earthen jars and had 45 minutes to eat their breakfast before they were summoned back to the mission plaza for their work assignments.

The division of labor at the Mission was traditional in nature, and tasks were organized in such a way as to make the most self-sufficient community possible. Young women would spend their days weaving clothing, blankets, and baskets, while the older women were busy making candles and soap from tallow, scraping hides, grinding corn into meal, and crushing olives. The older boys and men were assigned the tasks of picking fruit, weeding and watering the mission gardens, and harvesting the wheat and barley from the mission fields. In addition, the men of the parish were responsible for maintaining, nurturing, and protecting the Mission's cattle, its most important industry.

Cattle provided the community with food, clothing, candles, soap as well as the hides and tallow for trade. The Mission used both hides and tallow to barter for the much-needed supplies that the parish could not produce for itself. It was from the supply and trading ships that the missions got most of their tools, glass, furniture, nails, hardware, cooking utensils, and musical instruments. It is interesting to note that the missions could not legally trade with any ships but those from Spain.

What the missions could not obtain from the ships or other traders, they made for themselves. Each mission was designed as an agricultural and industrial complex with a series of workrooms. The neophytes would make special leather items, adobe bricks and tiles, and forge metal in the mission furnace. While one of the mission priests was busy working along side the neophytes, the other was teaching the children. All of the children that were between the ages of five and nine were taught in the mission school.

After about three hours of labor, the community gathered for lunch that was generally *pozole*—a stew, made of meat, wheat, beans, corn, peas, and lentils. When lunch was over, everyone settled down for an afternoon *siesta* that lasted until 2:00 PM. From 2:00 until 5:00, the neophytes went back to their work. The priests spent their afternoon visiting the parish ill, praying, studying Latin breviaries, as well as checking mission produce, taking inventory, examining new buildings, and receiving reports from the outlying areas.

At about 5:00 PM, the mission bells summoned everyone back to the Chapel where the congregation recited the rosary and listened to a short homily. Supper was at 6:00, and was generally more *atole*. Supper was followed by several hours of group singing, dancing, socializing, and game playing. At 8:00, the Poor Souls' bell rang, announcing the evening's curfew and the end of another day.

Life on a California Rancho

"A rancho gets his supplies by bartering with 'leather dollars'-cow hides dried, scraped, beaten, and salted at the rancho, and then brought to the Pacific cliffs and hurled to the beach. There sailors load them into their ships' rowboats. Captains collect hides from ranchos and some missions and sell them to boot and shoe factories back in New England."

Story of the Great American West, page 147

In the beginning, the ranchos were used by the Spanish as one way to settle California. Some of the Spanish families that came to California were given land by the king of Spain. Later, the Mexican government granted enormous parcels of land to individual people. According to the Spanish, and later the Mexicans, the land was granted conditionally, which meant that the rancheros did not have to pay for it. Instead, they were required to build a house and use the land for raising animals and crops.

Homes were built out of adobe, which was ideally suited for the Californian climate. They were warm in the winter and cool in the summer. Many of the rancho homes were built around a patio that was used to cook and to host fiestas.

A day on a rancho began with prayer. Everyone went to breakfast after prayer. The Indian women who had been trained at the missions did the cooking. After breakfast, everyone went to work.

The rancho rode out to check his land and cattle. Vaqueros were Indians that were trained by, and released from, the missions to work at the rancho. Every year, the Vaqueros would round up and count all of the cattle on the rancho. This time of year was called the rodeo.

The wealth of a rancho was a matter of cattle. The more cows that one owned, the richer one was. The rancheros used the meat and the hides. The hides were called "leather dollars" and were used to barter for with the ships that came to trade supplies. In exchange for hides and tallow, they gave cloth, tools, window glass, beds, dishes, and much more.

Running the rancho required many servants—one for each of the rancho's children, two for his wife, some to grind corn, and many to prepare the meals. There were washerwomen and a dozen spinners and seamstresses who made cloth from sheep's wool. These were all Indians that came from the missions.

The rancho ruled his family as the eldest male. His son ran the rancho and had many children, but he had to have his father's approval for all major decisions. Children were strictly raised. When they went indoors, they had to ask permission to sit down. There were no schools, so the children learned from watching their parents.

"The mainstay of every rancho was a flamboyant, fantastically skilled horseman, the vaquero. Usually he was Indian, whose forebears, under colonial law, had been forbidden to ride... When the missions were secularized, these vaqueros began working for the rancheros, who gave them huts and all necessary family supplies. The vaqueros originated most of the clothes, techniques, and terms used later by Anglo cowboys. ('Vaquero,' indeed, became 'buckaroo'.)"

Story of the Great American West, page 147

The Gold Rush!

"It began as a whisper among a small party of laborers building a sawmill 40 miles from Sutter's Fort, the headquarters of John Sutter's baronial estate. Under the direction of James W. Marshall the men had been working through late 1847 beside the south fork of California's American River. On January 23, 1848, with the work nearly finished, Marshall decided to make one of his periodic tests of the millrace by leaving the sluice gates open all night and allowing the water to cascade through. When he returned the next morning, he noticed tiny yellow specks at the bottom of the millrace. After making a few simple tests, Marshall was convinced that he had found gold. A workman on the site made this laconic note: 'Monday 24th this day some kind of mettle was found in the tail race that looks like gold first discovered by James Martial.'"

Story of the Great American West, page 184

James Marshall first discovered gold in January 1848 near Sutter's Fort. Marshall and Sutter attempted to suppress the news of the strike, but word inevitably spread. By May of 1848, the news had spread and the stampede into California had begun. Many of the towns and hamlets of north-central and southern California became overnight ghost towns. Few adult males remained. In Monterey and San Francisco harbors, ships rode empty at anchor, their crews having suddenly left to stake their claims.

As the news spread across the plains to the eastern United States, people packed up and headed west. In 1849 alone, California's population rose from 20,000 to more than 100,000. Forty-niners came overland or across the sea. Immigrants from the Atlantic and Gulf Coasts came around Cape Horn or across the Isthmus of Panama. Those who could not afford ships' passage or preferred solid ground had a choice of several overland trails. Travelers could go through the deserts of Arizona or over the Rockies on the California or Oregon Trails. Both routes were extremely dangerous and many people lost their lives. Later travelers coming overland had only to follow the lines of crosses and heaps of rusty cook stoves in order to find their way to the diggings.

Gold mining was difficult, tedious work. The most laborious methods were panning in streams or using a pick and a shovel. Most people could only afford to pan or dig. Very few men actually made their fortunes in gold. Most of their adventures ended in poverty, and many lost their lives in the mines. Some lucky few became rich beyond their wildest dreams. The typical mining town had a bank, a boarding house, a blacksmith shop, saloons, and a church. Miners entertained themselves by drinking, fighting, horse racing, dancing, gambling, and watching bull and bear fights.

The effects of the discovery of gold were far-reaching. San Francisco was transformed from a small village into a bustling city almost overnight. Gold brought increased money and recognition into the region. Commerce, agriculture, lumbering, and countless other pursuits were greatly stimulated up and down the coast. New arguments and incentives were created for transportation development. Immigrants from all over the world intensified the cosmopolitan character of the area, and the influx of the people from the States accelerated the change from Mexican to American society. Gold, without question, exerted a powerful influence on the state's history.

The Way Things Were

Indians told legends to explain the world around them. Read the following legends. What do you learn about the Indians from their legends?

Write a legend that explains one of the following natural events: lightening, fire, changing phases of the moon, earthquakes, or the stars.

AN INDIAN BUTTERFLY MYTH

The Great Spirit created the mountains, the streams, the valleys, and the plains so that there would be a suitable place for people to live when he created them. He created a huge pile of pebbles that were painted with marvelous colors borrowed from the rainbow and scattered them in beds of streams. So moved was the Great Spirit by their beauty that he asked South Wind to breathe life into them. The pebbles that South Wind touched rose slowly and flew away on beautiful rainbow wings to be called Butterflies and Moths. But South Wind missed some of the pebbles. And still they await searchers who seek out the earth's hidden wonders.

THE RAINBOW BRIDGE

The first Chumash people were created on Santa Cruz Island. The Earth Goddess, whose name was *Hutash*, made them from the seeds of a Magic Plant.

Hutash was married to the Sky Snake, the Milky Way. He could make lightening bolts with his tongue. One day, he decided to make a gift to the Chumash people. He sent down a bolt of lightening, and this started a fire. After this, people kept fires burning so that they could keep warm and so that they could cook their food.

After Sky Snake gave them fire, the Chumash people lived more comfortably. More people were born each year, and their villages got bigger and bigger. The island was getting crowded. And the noise that the people made was beginning to annoy *Hutash*. It kept her awake at night. So, finally, she decided that some of the people would have to move off the island. They would have to go to the Mainland, where there were not any people living in those days.

But how were the people going to get across the water to the Mainland? Finally, *Hutash* had the idea of making a bridge out of a rainbow. She made a very long, very high rainbow, which stretched from the tallest mountain on the Santa Cruz Island all the way to the tall mountains near Carpintera.

Hutash told the people to go across the Rainbow Bridge and fill the whole world with people. So the Chumash people started to go across the bridge. Some of them got across safely, but some people made the mistake of looking down. It was a long way down to the water, and the fog was swirling around. They got so dizzy that some of them fell off the Rainbow Bridge, down, down, through the fog, into the ocean. *Hutash* felt very bad about this because she had told them to cross the bridge. She did not want them to drown. Instead, she turned them into dolphins. So the Chumash always said the dolphins were their brothers.

As told by Russell Ruiz to Ros Perry in 1990
Printed in *The Chumash People*,

Recipes for a Fiesta

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Fiestas were a celebration that was held on a rancho. *Fiestas* included games (*piñatas* and *cascarones*), music, dances, food, and drink. The following are recipes that can be used to make the food for a fiesta.

BUNUELOS

Fried Sweet Tortillas

These unusual sweet treats are formed like cookie balls, pressed out like tortillas, fried like fritters, and served with a sweet syrup.

3 cups flour	1 tbsp. sugar
½ tsp. salt	1 egg
1 tsp. baking powder	½ cup milk
2 cups fat	

Sift flour, baking powder and sugar into a bowl. Add well-beaten egg and milk, a little at a time. Turn onto a well-floured board and knead until elastic. Divide dough into 2-inch balls and roll out into thin cakes about 5 inches in diameter. Prick with fork. Fry in deep fat one at a time until golden in color. Serve with sauce as follows:

1 cup sugar	2 cups water
2 tsp. aniseed	

Bring water and aniseed to a boil. Add sugar, stir until dissolved and boil until slightly thickened.

TAMALES

This recipe has been made in Mexico for centuries and arrived in California via the Spanish explorers and the Mexican colonists. The basic ingredient is masa with a variety of meat or cheese fillings steamed in corn husk wrappers.

5 pounds corn	2 quarts water
2 tbsp. lime	2 tbsp. lard
1 tsp. salt	corn husks

Boil corn in limewater until tender. Wash thoroughly. Mash to mushy consistency and add lard and salt.

Filling:

5 pounds beef	25 green chilies
1 clove garlic, minced	1 pound raisins
1 onion, chopped	1 quart olives, chopped

Cut meat in small pieces, add water to cover, and cook until tender. Steam chilies, remove pulp, and discard seeds and skin. Add pulp, garlic, raisins, onion, and olives to meat. Spread masa on cornhusks, using three leaves for each tamale. Place a large spoonful of meat on the corn layer and roll the husks tightly. Tie both ends with strips of husks. Steam one to two hours.

FRIJOLES

Beans, or *frijoles*, were no more foreign to the Mexican *ranchero* than they are to Mexican food today and they easily found their way into almost every meal, in one form or another. *Frijoles* often refer to the popular pink bean used today, the pinto bean. This recipe is a way to prepare the dried beans.

Pick over 2 cups of pink beans, discarding imperfect ones. Wash well. Place in a deep kettle and add cold water to cover with three inches to spare. Simmer for 3 hours or until beans are soft, adding water when needed to cover beans. Mash beans with fork, leaving part of them whole. If beans are dry, a little broth may be added.

CHAMPURRADO

A TRADITIONAL GRUEL-LIKE Mexican drink is concocted of masa, rich cream, and chocolate.

1 pound masa
1 cup brown sugar
5 cups water
1 square Mexican chocolate, crushed
1 tsp. Crushed cinnamon
¼ tsp. Salt
1 2/3 cups rich cream

Dissolve masa and sugar in water, mix in chocolate, then strain. Add cinnamon and salt, place over low heat and stir until mixture boils. Add cream and simmer for 5 minutes, stirring constantly.

To the Gold Fields!

Group Size: Groups of 4-5

Time: 60 minutes in class, with a homework extension activity

BIG IDEA

There were several different routes that the Forty-Niners could take to get to California: the Santa Fe Trail, the Oregon Trail, around Cape Horn, and through Panama. Each route had its own dangers. Even after arriving in California, the trials did not end. Prospective miners had to navigate high prices, bandits, and a new culture before they even set foot in the gold fields.

ACTIVITY OVERVIEW

1. Students form Mining Companies to plan a trip to California. They choose a route, decide what supplies they need, and make a shopping list in accordance with their budget.
2. For homework, students define different Gold Rush terms. They use the new vocabulary to write a letter in character, describing their voyage to the gold fields.

HISTORY STANDARDS

4.3.2 Students will compare how and why people traveled to California and the routes they traveled.

LEARNING OBJECTIVES

Students will be able to:

1. List four different routes that Forty-Niners used to get to California.
2. Describe what life was like on the voyage to California during the Gold Rush.

MATERIALS

Classroom Investigation

- (1) "To the Gold Fields!" packet per group

Homework

- (1) "Seeing the Elephant" worksheet per student

ADVANCED PREPARATION

1. Divide students into groups to form their companies.
2. Read through the "To the Gold Fields!" packet in advance to get a feel for when students will need you to tell them to move on to the next page.

PROCEDURE

1. Divide students into their mining companies. Tell them that they are about to embark on an exciting simulation of the voyage to the California Gold Rush! Pass out one packet to each company. Tell them that they will not be able to turn the page until you tell them to go ahead.
2. Have students write their name on the front cover.
3. Tell students to imagine that it is 1849. Give them their challenge: "You have heard about all of the gold in California, and you've decided to join hundreds of thousands of other Americans by leaving for the Gold Rush. You have just joined a Mining Company with a

handful of other excited Argonauts. Go ahead and turn to the second page so that you can begin forming your company.”

4. When all of the groups have finished with the second page, tell them to turn to the next page. They must choose a route to California.
5. After everyone has chosen a route, ask the different groups to share why they picked that route. What advantages made them select it? What are the potential problems they must be ready for on the way?
6. Tell everyone to turn to the next page. They have now arrived in California, and must make a list of supplies that they will need in the gold fields.
7. Once all of the groups have finished making a list of supplies, ask them to share some of the items with the class. What do they think they'll need?
8. Allow the groups to move on to the next page. It will tell them that they have just been “robbed” by bandits, and only have \$100 to spend at the general store. They will have to edit their list of supplies to stay within their new budget.
9. At the end of the activity, allow students to again share what they decided to purchase.

HOMEWORK EXTENSION

1. Pass out the “Seeing the Elephant” worksheet. Students can complete it either at home or in class. They must match a list of Gold Rush phrases to their definitions.
2. Pass out “Voyage of the Argonauts” to students. They will use the vocabulary that they learned in “Seeing the Elephant” to write a letter home from the gold fields. Encourage them to use other Gold Rush terms and facts that they may have learned in class.

Gold Rush Vocabulary

Alcalde - The Spanish word for "mayor." The mayor or judge of a city in California.

Alta California - Mexico's name for the area that became California.

Argonauts - Another word for Forty Niners. Comes from the story of Jason and the Argonauts, who searched for the Golden Fleece.

Bar - Sand built up at the bend of a river.

Batea - A flat wooden Indian bowl used by miners when they did not have a metal pan.

Boom town - A town that grew fast, generally because of mining.

Cradle - A device to separate rocks and gravel from gold.

Dry diggings - Mining down without water; digging gold out of cracks in the rocks or from dry riverbeds.

Ghost town - A town where few, if any, people still live.

Glory Hole - A hole producing extraordinary amounts of gold.

Grubstake - A loan of food until the miner could repay.

Hopper - A part of the cradle rocker.

Lode - Vein or deposit of gold.

Mother Lode - Vein or deposit of gold running through quartz in the Sierra Nevada Mountains.

Nuggets - Lumps of gold in various sizes and weights, "pay dirt" clay, sand or gravel with gold in it.

Pocket - A small but rich concentration of gold.

Poke - Bag used for carrying gold dust or nuggets.

Quartz - A mineral or rock found in which gold deposits might be found.

Sluice - A series of connected narrow boxes, that miners would direct water into to separate gold from rocks and dirt.

Stake a Claim - Mark the boundary line of a miner's property with a stake or a pile of rocks.

Strike - Discovery of a concentration of gold rich enough to be mined profitably.

Tailings - The waste pile of rocks and gravel after washing for gold.

Wet Diggings - Mining where there is water; digging gold from streams or rivers.

EXPRESSIONS IN THE GOLD FIELD

“Color” - Puny trace of gold found.

“Come down with the dust” - Pay cash at the time of purchase.

“Pan out” - Gold played out or gone.

“Seeing the elephant” - Seeing gold in the gold fields.

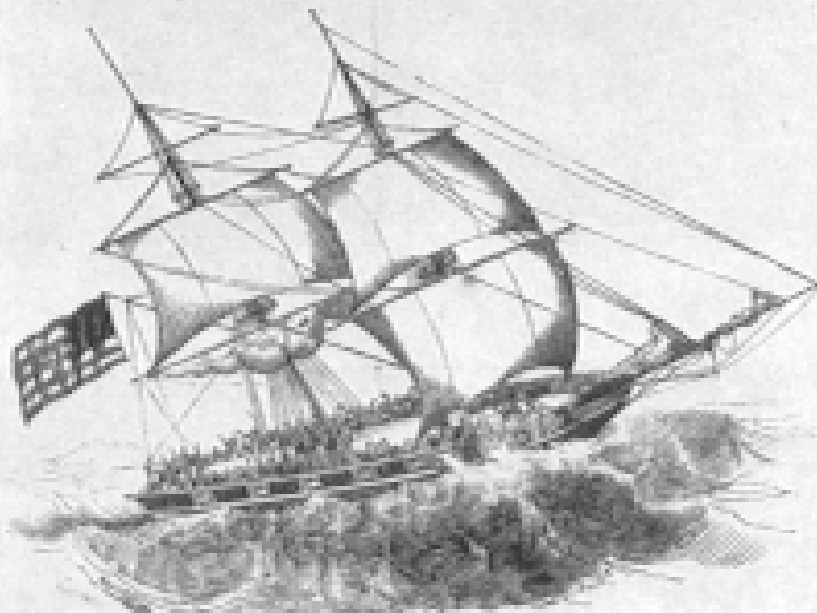
“Throw down the box” - Term used by robbers when they held up a stagecoach; it refers to the box that holds the gold.

“Whip” - Driver of a stagecoach.

“Worked Out” - Refers to an area that has been mined of all the gold that is profitable to mine.

“The Cowards never started and the weaklings died away.” - Used by Argonauts to describe the arduous journey they had to survive to get to the gold fields.

The Best Chance Yet, for
CALIFORNIA!



A Meeting will be held in COHASSET, at the Office of
H. J. TURNER,
On SATURDAY, January 27th, at 11 O'Clock, for the purpose of forming a Company, to be called the "South Shore and California Joint Stock Company;" to be composed of 30 Members, and each Member paying \$300.
COHASSET, JANUARY 24, 1849.

Proprietor: Peter Fenner, 141 Washington St., Boston.

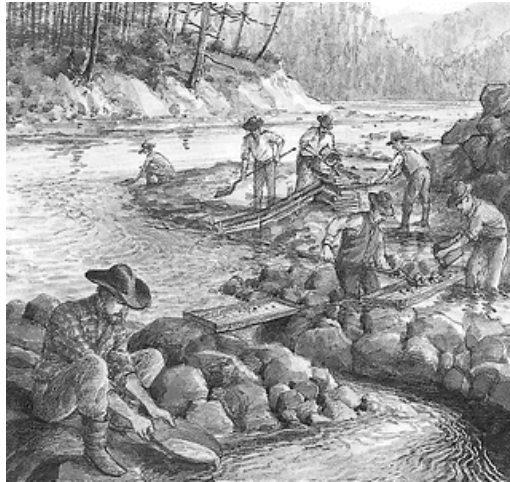
3.

Company Members:

To the Gold Fields!

It is 1849. You have been living in Boston, Massachusetts, when you heard that gold had been discovered in California. Everyone is talking about the riches to be had, about the miners who have become millionaires after only a day in the diggings, and about the streets in San Francisco that are paved with gold.

After hearing all of the stories about California, you and your family have decided to become Argonauts. You will travel to San Francisco and then on to the gold fields in hopes of striking it rich!



Before you leave for California, your company has some decisions to make. Mining companies would write a list of rules called a Company Charter before they left for California, to make sure all of the members of the company understood how they had to behave and how they would fairly split up the gold when they got to California.

What is the name of your mining company?

How will you divide up your gold once you get to California and strike it rich?



Do not turn the page until instructed to do so by your teacher!

Getting to California



Your company must first decide how to get to California. There are four different main routes that you can choose from. Each route has its own advantages and drawbacks.

Your company has pooled all of your money in preparation for your trip. Together, you have **\$2,000** to spend. But be careful – this money need to not only get you to California, but you will need it to buy supplies once you get to the gold fields! Choose carefully, because once you start out, it will be difficult to turn back.

Starting money: **\$2,000**

Santa Fe Trail

- \$600 per group
- Trip takes 7-10 months
- Must leave in the spring
- Must cross desert with temperatures up to 110 degrees
- May run out of water
- May not find enough food for animals
- Risk of cholera and other diseases
- Do not have to cross the Rocky Mountains, but you must travel north once in California to get to the American River

Oregon/California Trail

- \$600 per group
- Trip takes 7-10 months
- Must leave in the spring
- Must cross the Rocky Mountains and the Sierra Nevada Mountains
- May get caught in snow or mud
- Risk of cholera and other diseases
- Food is available for animals along the trails
- Trail leads right to the American River

Cape Horn Route

- \$300 per person
- Trip takes 4-6 months
- Can leave at any time of the year
- May run into storms around Cape Horn that could damage or sink the ship
- Must live on a crowded ship
- May get scurvy or other diseases
- Can take a lot of supplies with you
- Faster than overland trails

Panama Route

- \$400 per person
- Trip takes 1 ½ months
- You can leave any time of the year
- Must hike through the jungles of Panama
- Might have to wait for a long time for a ship to take you from Panama to California
- May get scurvy on ship or yellow fever in the jungles of Panama
- Cannot take many supplies with you
- Fastest route to California only if there are no delays in Panama

Which route does your company want to take? _____

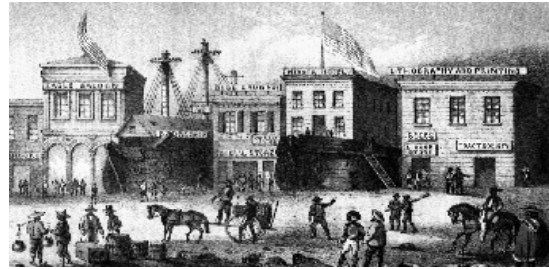


Do not turn the page until instructed to do so by your teacher!

Welcome to San Francisco!

Congratulations! Your gold mining company has made it to San Francisco. Before you head to the gold fields, you will need to purchase some supplies.

First, you will need to calculate how much money you have left after your voyage to California.



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Starting Amount Cost of Trip Remaining Money

You will need to decide which supplies to purchase to bring with you to the gold fields. It is a good idea to make a list of the supplies that you will need before you visit the local general store. Use the form to make a list below.

FOOD

- Beef
- Chicken
- Flour
- Fruit
- Eggs
- Pork
- Sugar
- Tea
- Bread
- Potatoes

TOOLS AND SUPPLIES

- Pans
- Picks
- Dynamite
- Blankets
- Shovels
- Guns
- Bullets
- Bedrolls

ANIMALS AND SUPPLIES

- Horses
- Chickens
- Mules
- Saddles

CLOTHES

- Shirts
- Socks
- Overcoat
- Boots
- Hats
- Underwear

Remember, if you do not own a horse or a mule, you will have to carry everything yourself! If you need more room, you can continue the list on a separate page.

Quantity	Item



Do not turn the page until instructed to do so by your teacher!

Name: _____

Date: _____

Seeing the Elephant

Directions: When new miners made it to the gold fields of California, they often felt as if long-time prospects were speaking an entirely different language! In the word bank below, you will find a list of words and expressions from the "diggings." Read each definition. Decide which term from the word bank matches the definition, and write it on the line next to it.

Alcalde	"Come down with the dust"	Pocket	Stake a claim
Boomtown	Grubstake	Poke	"Throw down the box"
Color	Mother Lode	Whip	Seeing the Elephant

- _____ What miners called it when a new arrival saw the gold fields for the first time.
- _____ The imaginary source of all the gold in California. Miners dreamed about finding this because it would make them rich beyond their dreams.
- _____ A tiny bit of gold. Miners always hoped that finding this meant that "a pocket" was somewhere nearby.
- _____ A small but rich concentration of gold found in the ground. Bigger than "color," but not quite the "Mother Lode."
- _____ What miners needed to do to mark the edges of their claim in order to ensure that others could not work the same land.
- _____ A town whose population suddenly exploded, generally because a new source of gold had been found just outside of its border.
- _____ A Spanish word meaning mayor. The person in charge of a California city during the Gold Rush.
- _____ A Gold Rush era phrase that means to "pay in cash" when buying something. Many stores insisted that miners pay in cash or gold dust when purchasing supplies.
- _____ A loan of food, or grub, to a miner who had no money.
- _____ The driver of a stagecoach. He was called this because of the tool he carried to keep the horses moving.
- _____ When bandits robbed a stagecoach, they would shout this at the driver to encourage him to toss them the box of money kept behind his seat.
- _____ A small bag used to store gold.

Rules to Live By

Group Size: Individual

Time: 30 minutes; can be assigned as homework

BIG IDEA

To keep everyone safe while visiting the Lazy W Ranch, there are specific safety rules that students will need to follow while at camp.

OVERVIEW OF ACTIVITY

1. Students complete a worksheet to familiarize themselves with the safety rules that they will need to follow at the Lazy W Ranch.

LEARNING OBJECTIVES

Students will be able to:

1. Describe the most important Wilderness Safety Rules that they must follow at the Lazy W Ranch.
2. Explain why each rule is necessary to keep them safe.

MATERIALS

- (1) Worksheet per student

ADVANCED PREPARATION

1. Prepare enough copies of the “Safety Rules at the Lazy W Ranch” worksheet.
2. Take time to familiarize yourself with the Safety Rules that must be followed at the Lazy W Ranch so that you can answer any questions that the students might have. If necessary, please feel free to contact the Outdoor Education Program Director with questions!

PROCEDURE

1. Tell students that they will soon be departing on an exciting field trip to the Lazy W Ranch. While at the Lazy W, there are some important safety rules that they must follow.
2. Go over the list of safety rules with them. Talk through each and ask students what they think the reason for each rule is. Emphasize that these rules must be followed to keep them safe while at camp and to ensure that everyone has fun!
3. Pass out the “Safety Rules at the Lazy W Ranch” worksheet. Ask students to fill it out to reinforce the Safety Rules that they must follow while at camp!

Wilderness Safety Rules at the Lazy W Ranch

Visual Contact Rule: All students must remain in sight of an instructor or chaperone at all times.

Buddy Rule: Students must always have another student with them as a “buddy” while at camp. Students may never go anywhere alone.

Sandwich Rule: While hiking on the trail, two adults will accompany each activity group. An Ocean Institute instructor will lead the group (forming the first piece of bread in the “sandwich”) and a designated chaperone will follow at the end of the group (forming the last piece of bread in the “sandwich”). All students must stay between them.

Respect Rule: While visiting the Lazy W Ranch, please remember to be respectful of your fellow students, chaperones, teachers, Ocean Institute instructors, and the Lazy W Ranch itself!

- Students and chaperones must stay with their instructor on established trails.
- Closed-toed shoes must be worn at all times (except for sleeping and showering). Students are required to wear long pants on trails.
- Littering is not tolerated.
- Students may not touch any of the camp animals or pets, including the cats and dogs.
- The stream area is off limits unless accompanied by an instructor during an organized activity.
- Students are expected to follow all established classroom rules while at camp.
- Students must report any injury or illness to an instructor or chaperone immediately.

Name: _____

Date: _____

Rules to Live By at the Lazy W Ranch

The Sandwich Rule, the Buddy Rule, and the Visual Contact Rule are the three most important safety rules at the Lazy W Ranch! Match each rule to its definition.

Sandwich Rule	Students visiting the Lazy W must never go anywhere alone. Always make sure that you have a buddy with you!
Buddy Rule	While at the Lazy W Ranch, students must always stay within sight of an adult chaperone or teacher.
Visual Contact Rule	When hiking on the trails, students will be part of a “sandwich.” The instructor will be at the front of the line, forming the first piece of “bread.” Adult chaperones form the second piece of “bread” at the end of the line. Students must stay behind their instructor and in front of the chaperones.

At the Lazy W Ranch, you must wear closed-toed shoes and long pants at all times. How does this keep you safe?

While at camp, all of the rules from your classroom at school must still be followed. One rule that you will especially want to follow is the **Respect** Rule. Please list five different people, places, or things that you should show respect for while at camp!

1.

2.

3.

4.

5.