

Mini-Q™s in American History
VOLUME 1, UNIT 15

California Missions: How Did Native Americans Resist?

MINI-Q™ LESSON PLAN

NOTE: Time required to do a Mini-Q varies greatly with skill level, grade, and DBQ experience. Time range is generally two to five 45 minute class periods.

1 to 2 DAYS: 45 – 90 minutes

Step One: The Hook Refer to the Step One teacher notes in the Mini-Q. Read the directions aloud. The purpose is to get students engaged, talking, and wanting to do the Mini-Q.

Step Two: Background Essay Refer to the Step Two teacher notes in the Mini-Q. Students can write out answers to the BGE questions or the questions can simply be discussed.

Step Three: Understanding the Question The first task of recognizing and defining key words in the question is a crucial habit of mind. The second task of pre-bucketing based on clues in the question is an important categorization skill.

2 DAYS: 90 minutes

Step Four: Document Analysis Model Document A with the whole class, showing the kind of thinking and detail you expect in student answers to the Document Analysis questions. Working in pairs or groups of three, students proceed to examine the remaining documents, writing answers to the Document Analysis questions, or alternatively, filling out the Document Analysis Sheet located in the Toolkit. Conclude by asking volunteer pairs to present the remaining documents to the class by going through the Document Analysis questions and discussing their answers.

1 DAY: 45 minutes

Step Five: Bucketing, Chickenfoot & Thrash-out Have students complete the bucketing and chickenfoot work page. This step will help students clarify their thesis and road map. Then do a Thrash-out.

1 DAY: 45 minutes (Optional)

Step Six: The Essay Conduct an in-class Writing Workshop. You may want to use the Outline Guide Sheet or the Guided Essay in the Toolkit. The Guided Essay is especially helpful for students needing extra support.

MINI-Q™ LESSON PLAN: CLEAN VERSION OPTION

If students are ready, use the Clean Version of the Mini-Q, which requires them to handle more of the analysis on their own. Estimated time to complete is 2 to 3 class periods.

TEACHER DOCUMENT LIST (EV)

There are five documents in this Mini-Q. Students are provided with the same document list, but it is not divided into analytical categories or buckets. Students may develop buckets that are different from these.

Covert Resistance

Document A: Dancing in the Woods (text and image)

Document B: Plowing the Fields (text and image)

Document C: The Assassination of Father Quintana (text)

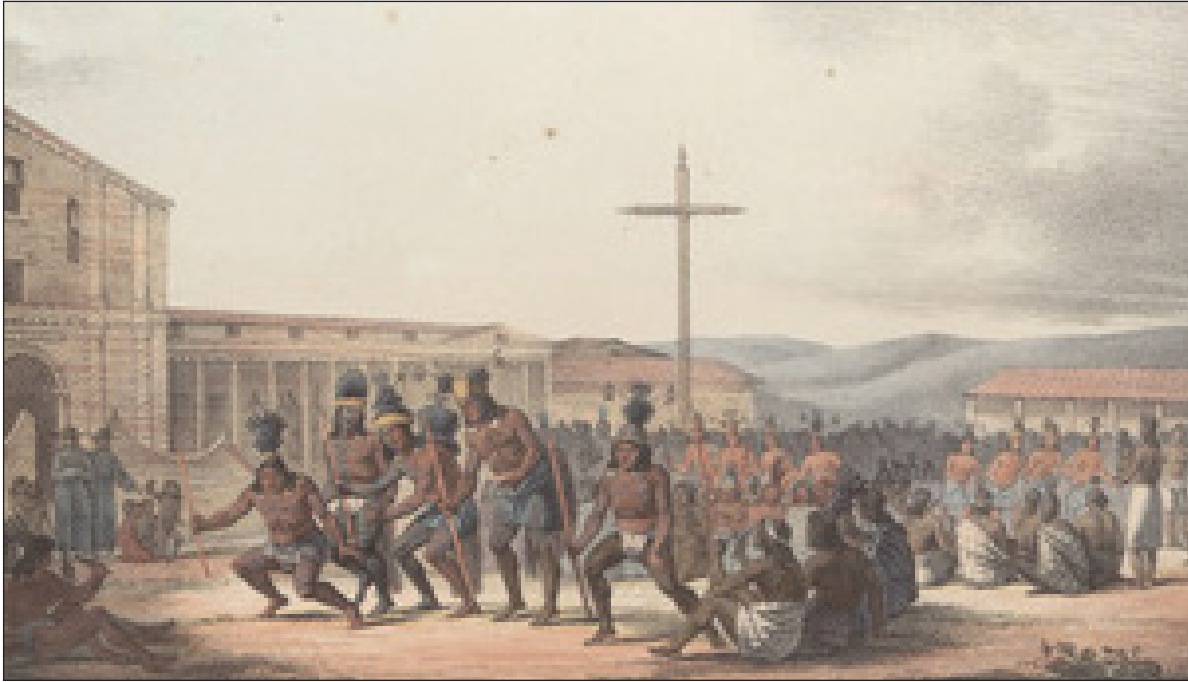
Overt Resistance

Document D: Runaways (text)

Document E: Collective Rebellion (text)

California Missions: How Did Native Americans Resist?

EV



Overview: When Spain took over California in the late 1700s, many Native Americans left their struggling villages to live in missions, which were settlements run by Catholic priests. Life was not always easy. The priests tightly controlled every aspect of their lives, including when they awoke and went to bed, where they could go, and how they were to behave. Many Indigenous People rebelled against this treatment. Resistance took many forms. This Mini-Q asks you to explain how the Native Americans fought back.

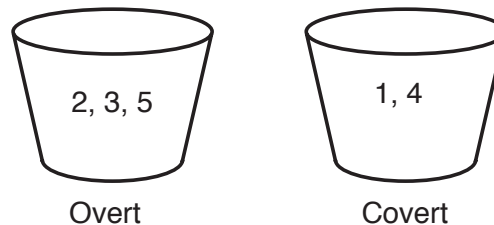
Documents:

- Document A: Dancing in the Woods (text and image)
- Document B: Plowing the Fields (text and image)
- Document C: The Assassination of Father Quintana (text)
- Document D: Runaways (text)
- Document E: Collective Rebellion (text)

A Mini Document Based Question (Mini-Q)

Step One: The Hook

Note: The purpose of the Hook Exercise is to create some initial interest in the Mini-Q and get students talking with each other. Place students in pairs and give them 5–10 minutes to do the task. You may want to read the directions and the task aloud and address any questions. Full class discussion should follow.



Student Reaction:

- #1 Follows the rule only when a teacher is watching, but otherwise ignores it.

Covert: The student is keeping their resistance a secret.

- #2 Refuses to follow the rule, even when threatened with punishment.

Overt: The student is openly resisting the rule.

- #3 Skips school.

Overt: Some students might make a good argument for why this is covert, since missing school is often a way of avoiding something, but the action itself is overt.

- #4 Gets revenge by secretly stealing something from the principal's office.

Covert: The student is resisting the rule indirectly.

- #5 Organizes a protest against the rule.

Overt: The student is addressing the issue head-on.

Possible answers to discussion questions:

1. What circumstances might cause someone to overtly resist a rule?

A person might overtly resist when they feel something is worth standing up for, despite the possible consequences. They may also feel that the consequences or punishment will not be that bad and therefore they have nothing to fear by resisting.

2. What circumstances might cause someone to covertly resist a rule?

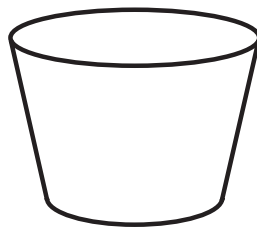
A person might covertly resist out of fear of getting caught. By resisting secretly, they might hope they can avoid punishment or conflict. Covert resistance might also allow a person to continue their subversive activities.

Hook Exercise: Overt vs. Covert Resistance

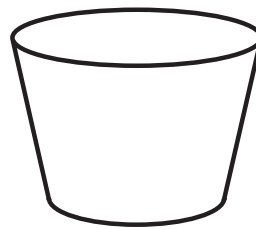
Directions: Has your school ever imposed a rule that seemed totally unreasonable to you? How did you respond? Did you accept it? Did you argue with the administration, or secretly break the rule?

There are many ways people fight against unfair rules. Sometimes the resistance is **overt**, or out in the open; other times it is more **covert**, or done in secret.

Task: Below are several reactions students might have when their schools impose rules they consider unfair. Read each reaction and then, with a partner, decide which category, or bucket, it falls into: Is the resistance **overt** or **covert**? Be ready to share your thinking with the class.



Overt



Covert

Student reaction to a rule felt to be unfair:

- #1 Follows the rule only when a teacher is watching, but otherwise ignores it.
- #2 Refuses to follow the rule, even when threatened with punishment.
- #3 Skips school.
- #4 Gets revenge by secretly stealing something from the principal's office.
- #5 Organizes a protest against the rule.

Discussion Questions:

1. What circumstances might cause someone to *overtly* resist a rule?
2. What circumstances might cause someone to *covertly* resist a rule?

Step Two: Background Essay

General Instructions

- Review the timeline on the Background Essay questions page.
- Pre-teach the boldfaced vocabulary words.
- Have students read the Background Essay or read it aloud.*
- Have students answer the Background Essay questions.

*We suggest reading the Background Essay aloud. It is helpful for students, even strong readers, to hear the words as they see them. For many, it is important to hear the cadence of the language, to experience pauses and emphasis. Use the Background Essay questions to review the text.

Specific Considerations

The main purpose of the Background Essay is to create a context for the Mini-Q exercise. Its job is to provide a sense of time, place, and story, as well as to introduce important vocabulary and concepts. Reading and working with the Background Essay gives all students a context for their essays.

Time: Be sure students review the timeline on the Background Essay questions page. Use this timeline to contextualize the mission period in American history. The Indigenous Peoples of California lived in the region for thousands of years before the arrival of the Spanish in 1769. The Spanish controlled Alta California for only 52 years.

Place: On a map of the Americas, point out the modern state of California and remind students that the Spanish referred to this region as “alta,” or upper, California. Baja (lower) California is located in modern-day Mexico. It would also be useful to trace the outline of the Spanish-American empire. As of 1770, Spain controlled much of South America and Central America, and large pieces of North America, including the modern states of Florida, Texas, New Mexico, Colorado, Wyoming, Utah, Arizona, California, and Oregon.

Story: The focus of this Background Essay is the 21 missions established by the Spanish in Alta California. Their purpose was to convert Indigenous People to Catholicism and thereby gain control of the region. The missionaries were met with both overt and covert resistance.

Reading Strategies

In the margin, have students write a brief main-idea statement for each paragraph. To help them complete this task, you may want to provide them with sentence stems. Instruct students to complete each sentence with just three or four additional words. Possible sentence stems:

Paragraph 1: California originally...

Paragraph 6: The arrival of the Spanish...

Paragraph 2: In 1769...

Paragraph 7: Native Americans were baptized...

Paragraph 3: Missionaries were sent...

Paragraph 8: For neophytes, mission life...

Paragraph 4: Twenty-one missions...

Paragraph 9: My task is to...

Paragraph 5: Native tribes were...

After students have read and annotated the Background Essay, have them go back and highlight one key detail in each paragraph that supports their main-idea statements. Have students share their paragraph summaries and supporting details with the class. Use this discussion to check for understanding.

Vocabulary and Concepts

You may want to pre-teach the six boldfaced terms in the essay. Our approach to vocabulary is that some pre-teaching is useful, but keep the word list short. Encourage students to use context clues to discover meaning.

California Missions: How Did Native Americans Resist?

Before California became the 31st state, the land belonged to Mexico, and before that, it belonged to Spain. But even earlier, it belonged to the **Indigenous Peoples** who had lived there for thousands of years.

Beginning in the 1500s, Spain claimed much of South and Central America, as well as large parts of North America. However, it was not until 1769 that Spain cast an eye on Alta California, or today what we simply call California. To gain control of this region, the Spanish crown relied on **missionaries**. The plan was to **convert** the people there to Christianity and turn them into loyal Spanish subjects. This strategy was less costly than sending soldiers and Spanish settlers to occupy the land.

Among those leading Spain's foray into Alta California were two **Catholic** missionaries: Juan Crespi and Junipero Serra. Both men were deeply religious and determined to spread the Catholic faith. In 1769, Crespi and Serra established their first mission, naming it San Diego. In the end, the Catholic Church set up 21 missions. A number of modern-day California cities are named after these missions, including San Diego, San Francisco, and Santa Cruz.

Before the Spanish arrived, men, women and children of many Native nations lived and thrived in Alta California. Each people—the Miwok, the Yokuts, the Chumash, the Gabrielino, the Ipai, the Tipai, and so many others—had its own culture, government, and social structure. Over ninety languages were spoken. Edible plants and wild game were plentiful, and the Native people knew how to get them. They understood their natural environment and were experts at hunting, collecting, and storing food.

Unfortunately, the arrival of the Spanish upset the Native Americans' way of life. The

Spanish brought horses, cows, and sheep. The livestock overran the land, destroying plants and driving out wild game. The Spanish also brought diseases. Sickness, combined with starvation, created a crisis for the Indigenous Peoples.

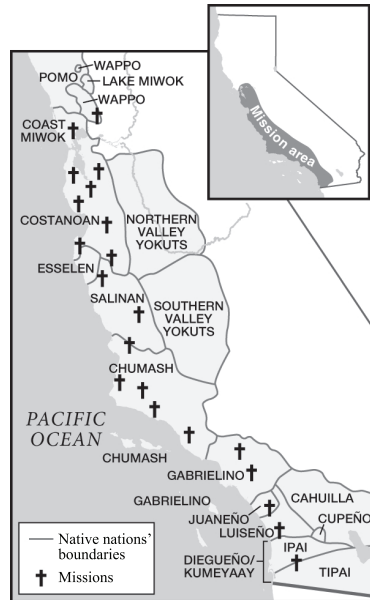
Drawn by the promise of food, many began moving to the Spanish missions.

Once at the missions, the Native Americans received religious instruction, much of it in a language they did not understand. After just a few weeks of lessons, the missionaries felt they were ready to be **baptized**. Not all Native people accepted baptism, but those who did often lacked a clear understanding of what they were committing to.

The missionaries believed they were saving souls. But many

Native Americans felt their lives were being turned upside down. These newly baptized Native Americans, called **neophytes**, were not allowed to leave the missions without permission. They were forced to receive daily religious instruction, go to church, and labor in the fields and mission workshops. Worst of all, they were expected to give up their old customs. When the Native Americans failed to follow the rules, the missionaries felt it was their right to punish them. These people, whose blood ancestors had walked the land long before it was called Alta California, were treated as if they were unformed, misbehaving children.

But of course, they were not children, and many disliked the changes being forced upon them. Their resistance took many forms. Your task for this Mini-Q is to examine the acts of resistance by California's Native Americans and decide if each was overt or covert. In other words, *California Missions: How did Native Americans resist?*



EV

Step Two: Background Essay (continued)

Answers to Background Essay Questions

1. Why did the Spanish government send missionaries to Alta California?

It sent missionaries in order to get control of Alta California. The plan was to turn the Native Americans into loyal Spanish subjects and good Christians.

2. How many missions did the Spanish set up in Alta California?

Twenty-one missions were set up throughout Alta California.

3. How did the arrival of livestock, brought by the Spanish, disrupt the Native Americans' way of life?

The livestock destroyed vegetation and drove out wild game, which the Native Americans relied on for food. (Students might ask, "Why didn't the Native Americans just use the livestock for food?" Let students know that the Spanish made it a crime for Native Americans to kill their livestock.)

4. In addition to livestock, what else did the Spanish bring with them to California?

The Spanish also brought diseases, which killed many Native Americans.

5. In what ways were neophytes' lives controlled at the missions?

The neophytes were not allowed to leave the missions without permission. They were forced to work, go to church, and receive religious lessons. They were also not allowed to practice their traditional customs.

6. Define these terms:

Indigenous Peoples: earliest known inhabitants of a region

missionaries: people sent into an area to do religious work and win over non-believers

convert: to persuade someone to change his or her beliefs or customs

Catholic: a Christian who belongs to the Catholic Church. Catholics are the only Christians to recognize the pope as their spiritual leader.

baptize: to participate in a religious ceremony to become a Christian

neophyte: a person newly baptized into the Catholic Church. In this case, it refers to all baptized Native Americans in California.

- ✓ Write a two- to three-sentence summary of the Background Essay, describing time, place, and story.

In 1769, Spain started building missions in Alta California. The arrival of the missionaries disrupted the lives of the Native Americans, who had lived in the region for thousands of years. Missionaries tried to control the Native Americans, but the Native Americans resisted this treatment both overtly and covertly.

Background Essay Questions

1. Why did the Spanish government send missionaries to Alta California?
2. How many missions did the Spanish set up in Alta California?
3. How did the arrival of livestock, brought by the Spanish, disrupt the Native Americans' way of life?
4. In addition to livestock, what else did the Spanish bring with them to California?
5. In what ways were neophytes' lives controlled at the missions?
6. Define these terms:

Indigenous Peoples

missionaries

convert

Catholic

baptize

neophyte

- ✓ Write a two- to three-sentence summary of the Background Essay, describing time, place, and story.

Timeline

- 10,000–9,000 BCE** — Paleo-Americans begin migrating into what is today California
- 500 CE** — Complex Native settlements established throughout California
- 1769** — First Spanish mission established in Alta California
- 1821** — Mexico gains its independence from Spain; Alta California is now part of Mexico
- 1834** — California mission system ends; mission lands redistributed to other settlers
- 1848** — The US wins war against Mexico; California becomes a US territory

Step Three: Understanding the Question

Understanding the Question

1. What is the analytical question asked by this Mini-Q?

California Missions: How did Native Americans resist?

2. What terms in the question need to be defined?

mission: place where the missionary work of converting non-believers is carried out

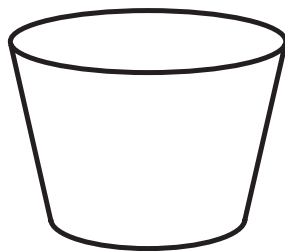
resist: fight against or rebel

3. Rewrite the question in your own words.

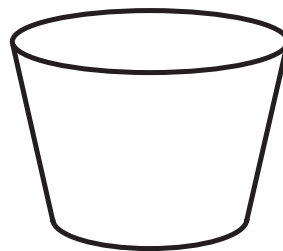
How did the baptized Native Americans living at the missions rebel—both overtly and covertly—against the restrictions placed upon them?

Pre-Bucketing

Note: As students suggest their bucket labels, draw bucket sets on the board. At this stage, students are simply looking for generic labels that provide the framework for organizing their essays. For this Mini-Q essay, we suggest a two-bucket format.



Overt Resistance



Covert Resistance

Suggestions for Differentiation:

1. Give the students all or some of the final bucket labels.
2. Ask students to use the Background Essay and the Hook to predict what the bucket labels might be. As they read the documents, they can see whether their predictions were correct.

Understanding the Question and Pre-Bucketing

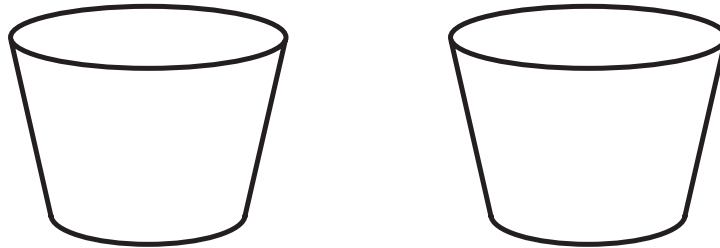
Understanding the Question

1. What is the analytical question asked by this Mini-Q?
2. What terms in the question need to be defined?
3. Rewrite the question in your own words.

Pre-Bucketing

Bucketing is designed to help you sort evidence from the documents into groups or categories. These buckets eventually become your body paragraphs.

Directions: Using clues from the Mini-Q question, think of logical analytical categories and label the buckets. We suggest a two-step bucketing process. Label the buckets below. At this point, your bucket labels should be very general. Later, as you read through the documents and start filling your buckets with evidence, the labels will become more specific.



Step Four: Document Analysis

Document A: Dancing in the Woods

Content Notes:

- The Spanish missionaries considered the Native American dances to be obscene because of the nudity and sexuality displayed. Native Americans were permitted to perform some of the dances considered less offensive on certain occasions when visitors came to the missions.
- Prohibiting dancing was just one example of how missionaries tried to impose their morals onto the Native Americans. Missionaries also enforced guidelines for marriage and romantic relationships. For example, unwed Native American girls over the age of eleven were forced to sleep in dormitories, which were locked at night to prevent anyone from coming or going.

Teaching Tips:

- Discuss the Document Analysis questions:

1. What are *mitotes*?

Mitotes are ritual dances performed by the Native Americans.

2. How did the missionary Gaspar de Solis feel about the *mitotes*?

Gaspar de Solis did not approve. He considered *mitotes* to be a “wicked practice” performed by pagans.

3. Based on the painting, what about the *mitotes* might have alarmed de Solis?

He might have been alarmed that the Native people wore body paint and little clothing. To a Spanish priest, this was probably seen as uncivilized and sinful.

4. Where did the Native Americans go to perform the *mitotes*?

The Native Americans performed the dances in the woods.

5. In what way was performing the *mitotes* an act of resistance? Was it overt or covert? Explain.

The Indigenous Peoples of California were aware that the missionaries disapproved of the dances, yet they disobeyed the Spanish and did it anyway. This was a covert form of resistance, since they performed the dances in a hidden location.

Document A

Source: From the journal of Gaspar de Solis, a missionary stationed at Mission San José y San Miguel, 1768.

Note: San Joseph is the English version of San José. Pagans are non-Christians, or in this case, the California Native Americans who did not convert. When this account was written, the word *Indian* was often used by Europeans to refer to all the peoples of Asia, the Pacific Islands, and the Americas.

... these Indians have a weakness for their *mitotes* [Native dances] ... both men and women of the San Joseph mission, who are... so well instructed [in the Catholic faith], go off to the woods to dance [the *mitotes*] with the pagans whenever the priests are not watching. Great care is taken in order to keep them from this wicked practice, and whenever they are found guilty of it they are punished severely.



Source: Unknown German artist, circa 1812.

Native American dancers at Mission San José

Document Analysis

1. What are *mitotes*?
2. How did the missionary Gaspar de Solis feel about the *mitotes*?
3. Based on the painting, what about the *mitotes* might have alarmed de Solis?
4. Where did the Native Americans go to perform the *mitotes*?
5. In what way was performing the *mitotes* an act of resistance? Was it overt or covert? Explain.

Step Four: Document Analysis (continued)

Document B: Plowing the Fields

Content Notes:

- As shown in the image in Document B, early plows were little more than naturally angled tree branches. Oxen, or castrated bulls, were typically used as plow animals. Oxen were cheaper, more docile, and easier to train than horses.
- Missionaries also “loaned out” Native American labor to the *presidios*. In these cases, the Native Americans were not paid.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. Look closely at the image. Why are two people required to plow the field? In other words, what is each person doing? (Hint: The one on the right is holding a sharp stick called a *goad*.)

Plowing requires two people because it involves two different jobs – managing the plow and controlling the oxen with a *goad*.
 2. How much were these Native American field workers paid?

Nothing
 3. How did the Native Americans’ plowing practice change when priests were watching?

The Native Americans would plow more deeply into the dirt when priests were watching. Otherwise, they would barely scratch the ground’s surface.
 4. According to Sandos, why did some Native Americans feign, or fake, illness?

They feigned illness so they could sneak off to work in town or at the *presidio*, where there were opportunities to earn payment in exchange for their labor.

5. In what way was avoiding work an act of resistance? Was it overt or covert? Explain.

Avoiding work was an act of resistance because it was going against the will of the priests. The Native Americans resisted the injustice of being forced to do unpaid labor. This is an example of covert resistance since they only disobeyed when the priests were not looking.



Skill Builder: Brackets and Ellipses

Many of our documents are modified; sections are cut out and clarifications are added. To make sense of these changes, students need to know the meaning of the following symbols:

[] Brackets indicate when text has been changed or added from the original. This is usually done to clarify the meaning of a word or phrase. Brackets can also be used to show a change in capitalization of a word from lowercase to uppercase in order to make the sentence grammatically correct.

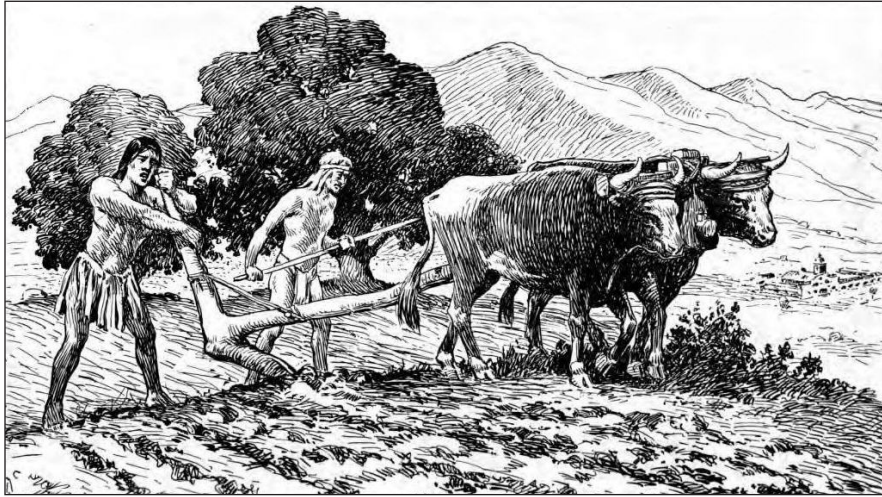
... **An ellipsis**, or a series of three periods, indicates that text has been edited out of the passage.

Students can use these devices in their own writing. Ellipses are particularly helpful to narrow in on the most relevant evidence. Tell students that, when using ellipses, they can delete words that merely elaborate a point, but they should not cut words that would change the original meaning of the document.

Document B

Source: Illustration from *San Diego Missions* by Zephyrin Engelhardt, James H. Barry Co. Publishers, 1920.

Note: Native Americans who worked the fields at the missions were not paid for their labor.



EV

Source: James A. Sandos, *Converting California*, Yale University Press, 2004.

Note: In addition to the 21 missions, the Spanish also set up four *presidios*, or military forts, and two towns. The Spanish word for town is *pueblo*.

Indian cultivators dropped the tip of the plow deeply into the soil only when they passed in front of a priest. Otherwise... the plowmen barely scratched the ground's surface.

Healthy Indians feigned illness.... [They] would frequently then leave the mission... to go to the nearby presidio or pueblo to exchange labor... for food, a piece of leather, glass beads, or other goods. Indian absence meant diminished work accomplished at the mission.

Document Analysis

1. Look closely at the image. Why are two people required to plow the field? In other words, what is each person doing? (Hint: The one on the right is holding a sharp stick called a *goad*.)
2. How much were these Native American field workers paid?
3. How did the Native Americans' plowing practice change when priests were watching?
4. According to Sandos, why did some Native Americans feign, or fake, illness? In what way was avoiding work an act of resistance? Was it overt or covert? Explain.

Step Four: Document Analysis (continued)

Document C: The Assassination of Father Quintana

Content Notes:

- Father Quintana's murderers were able to keep their crime a secret for two years. At the time, investigators determined the priest had died of natural causes. It was not until a Spanish administrator overheard two Native American women discussing the murder that the Spanish realized there had been foul play.

- Was the murder of Father Quintana an overt or covert form of resistance? Explain.

Even though it was a very violent act, it was done secretly and disguised as a natural death. Therefore, it can be considered a covert form of resistance.

Teaching Tips:

- Discuss the Document Analysis questions:
 - Is this a primary or secondary source? Explain.
This is a secondary source. Lorenzo did not witness the event himself; he learned about it years later from his father, who was an eyewitness.
 - How did Lorenzo Asisara learn about the assassination of Father Quintana?
He was told the story by his father, who was one of the conspirators involved in the murder.
 - Why did the Native Americans want to kill Father Quintana?
They were angry about Father Quintana's cruel punishments. They refused to be treated like animals any longer.
 - After murdering the *Padre*, why did the killers place his body in his bed?
They put the priest's lifeless body in his bed so that it would appear he died in his sleep. They were trying to keep the murder a secret.



Skill Builder: Forming Sourcing Habits

Historians read their evidence with a critical eye and don't accept everything at face value. In order to fully assess the value of their evidence, historians must consider the source of each piece of evidence.

Questions to ask when examining documents:

- What is the author's point of view? In other words, how does who they are affect their account of events? Take into account the author's job, gender, age, level of education, etc.
- Why was the document created? Who is the intended audience?
- Is this source a primary or a secondary source? Was it created during the event, a short time after, or a long time after?
- Is this source believable? Why or why not?

Document C

Source: “Lorenzo Asisara Narrates the Assassination of a Priest by Santa Cruz Indians, 1812,” from *Major Problems in California History*, Houghton Mifflin, 1997.

Note: Father Quintana was known for punishing Native Americans by brutally whipping them. A neophyte is a newly baptized Native American who lives in a Catholic mission. *Padre* is the Spanish word for father or priest.

EV

The following story which I shall convey was told to me by my dear father in 1818. He was a neophyte of the Mission of Santa Cruz.

... He was one of the conspirators who planned to kill Father Quintana. ... All of them gathered in the house of Julian to plan how they could avoid the cruel punishments of Father Quintana. One man present, Lino... said, “The first thing we should do today is to see that the Padre no longer punishes the people in that manner. We aren’t animals.” ... To this, Andrés... answered, “Let’s kill the Padre without anyone being aware, not the servants, nor anyone, except us that are here present.” ...

On the evening of Saturday at about six o’clock [October 12] of 1812, they went to tell the Padre that the gardener was dying. The Indians were already posted between two trees on both sides so that they could grab Father as he passed.... Arriving at the place where the two trees were, ...Lino grabbed him from behind....

They then covered the Father’s mouth with his own cape to strangle him... and in that moment the Padre expired [died] ...

[Afterward] they undressed the body of Father Quintana and placed him in the bed as if he were going to sleep.

Document Analysis

1. Is this a primary or secondary source? Explain.
2. How did Lorenzo Asisara learn about the assassination of Father Quintana?
3. Why did the Native Americans want to kill Father Quintana?
4. After murdering the *Padre*, why did the killers place his body in his bed?
5. Was the murder of Father Quintana an overt or covert act of resistance? Explain.

Step Four: Document Analysis (continued)

Document D: Runaways

Content Notes:

- In 1795, at least 280 Native Americans fled Mission San Francisco. This prompted the Spanish governor to launch an investigation. Twenty-three of the Native Americans who were forcefully brought back were later interviewed.
- Over half mentioned the death of a family member or fear of illness or their own death as a reason for running away. An epidemic – most likely typhus – struck Mission San Francisco in March 1795, causing the death of over 200 Native Americans. This provided an additional reason for leaving.
- In addition to fear of the epidemic, punishment, over-work, and hunger were given as reasons for flight.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. According to the note, who would be considered a “runaway”? What happened to most runaways?

Runaways were Native Americans who had received permission to visit their home villages but did not return. Most runaways were forced to return by the Spanish.
 2. Why did Lieutenant Arguello question Tiburcio, Magin, and Homobono?

He questioned them to find out why they had run away from their mission.
 3. In what way is Tiburcio’s reason for running away similar to Homobono’s?

Both had been whipped as punishment for crying over the death of a loved one.
 4. Is running away an overt or covert form of resistance? Explain.

Some students will see running away as a covert action since the Native Americans did not announce their intent when they left and therefore avoided a confrontation. However, because their absence would have been obvious, running away may also be considered an overt action.

Document D

Source: “Testimony of Runaway Christian Indians Taken by Lieutenant Jose Arguello, San Francisco, August 12, 1797,” from *A Time of Little Choice* by Randall Milliken, Ballena Press, 1995.

Note: Native Americans were occasionally given short-term passes to leave the missions and visit their home villages. However, some would not return to the missions and were considered “runaways.” Most Native Americans who tried to escape the missions were tracked down by Spanish soldiers and forced to return.

EV

I questioned each one regarding the causes and motives they had for running away from their mission without wanting to return. To these interrogations they responded in the following way:

Tiburcio – He testified that after his wife and daughter died, on five separate occasions Father Danti ordered him whipped because he was crying. For these reasons, he fled.

Magin – He testified that he left due to his hunger and because they had put him in stocks when he was sick.

Homobono – He testified that his motive for fleeing was that his brother had died on the other shore and when he cried for him at the mission they whipped him. Also, [they] hit him with a heavy cane for having gone to look for mussels at the beach....

Document Analysis

1. According to the note, who would be considered a “runaway”? What happened to most runaways?
2. Why did Lieutenant Arguello question Tiburcio, Magin, and Homobono?
3. In what way is Tiburcio’s reason for running away similar to Homobono’s?
4. Is running away an overt or covert form of resistance? Explain.

Step Four: Document Analysis (continued)

Document E: Collective Rebellion

Content Notes:

- Large-scale open rebellion was the least common form of resistance demonstrated by Native Americans. There were, however, a few revolts. In addition to the one discussed in Document E, Diegueño Native Americans led a rebellion at Mission San Diego in 1775. In 1785, the Spanish were able to stop in advance a revolt at Mission San Gabriel.
- Other common forms of collective resistance not discussed in the documents were theft, especially of mission livestock, and destruction of property. Both acts were usually done covertly.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. According to the note, what made the Chumash rebellion significant?
It was the largest Native American rebellion to take place at any of the missions in California.
 2. How many Chumash participated in the 1824 rebellion at Mission Santa Inés?
At least several hundred, if not thousands, of Chumash participated.
 3. What is the difference between “individual acts of resistance” and “collective rebellion”?
Collective means people came together to take action rather than individuals acting alone.
 4. According to Steven Hackel, what is one reason why so many Chumash rebelled at Mission Santa Inés?
The flogging or whipping of a neophyte by a soldier was one of the reasons for the revolt.
 5. Was the rebellion at Mission Santa Inés an overt or covert form of resistance? Explain.
This was an overt form of resistance. The Chumash were in no way trying to hide their actions.

Document E

Source: Steven Hackel, *Children of Coyote*, University of North Carolina Press, 2005.

Note: The Chumash rebellion was the largest organized uprising to take place at any of the missions in Alta California. During the uprising, the Chumash burned down Mission Santa Inés.

EV

Public punishment and humiliation of Indians not only sparked individual acts of resistance but at least one collective rebellion as well. The hundreds, if not thousands, of Chumash [Indians] from Missions Santa Inés, la Purísima, and Santa Barbara who joined in rebellion in 1824 rose in part because of the flogging of a ... neophyte by a soldier at nearby Mission Santa Inés.

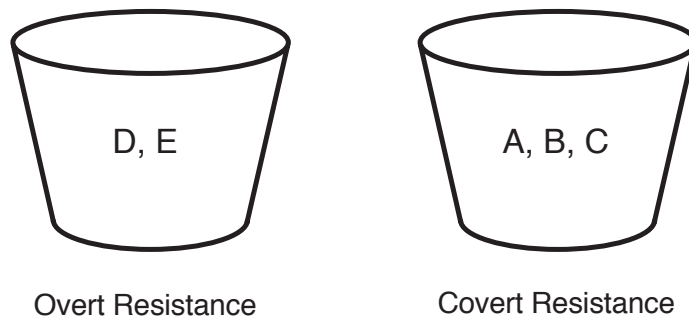
Document Analysis

1. According to the note, what made the Chumash rebellion significant?
2. How many Chumash participated in the 1824 rebellion at Mission Santa Inés?
3. What is the difference between “individual acts of resistance” and “collective rebellion”?
4. According to Steven Hackel, what is one reason why so many Chumash rebelled at Mission Santa Inés?
5. Was the rebellion at Mission Santa Inés an overt or covert form of resistance? Explain.

Step Five: Bucketing, Chickenfoot & Thrash-out

Task One: Bucketing

Here is an example of how students might bucket. Students may develop different buckets from these. The key is, whatever bucket labels students come up with, they need to be able to support them with evidence from the documents.



Task Two: Thesis Development and Road Map

Once students establish their bucket labels, they will enter these labels on the “toes” of the chickenfoot. The “leg” of the chickenfoot begins the thesis statement and should address the Mini-Q question. Students can use the chickenfoot to construct their thesis and road map in both their outline and essay.

The Chickenfoot

At the missions, Native Americans resisted rules and restrictions in two ways:

through overt resistance

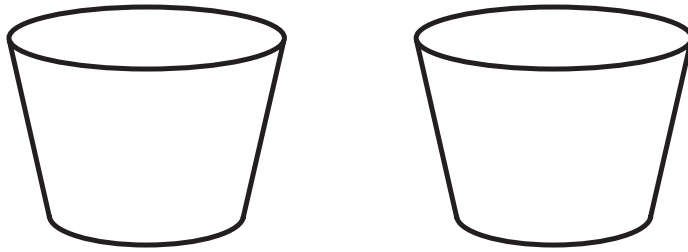
through covert resistance

Thrash-out Students benefit from discussing, or “thrashing out,” their responses to the Mini-Q question before they write. This can be an informal debate or a discussion. Students join a team or a group and then explain to their peers how the documents in the Mini-Q can be used to answer the question. This activity can be done any time before students write.

Bucketing – Getting Ready to Write

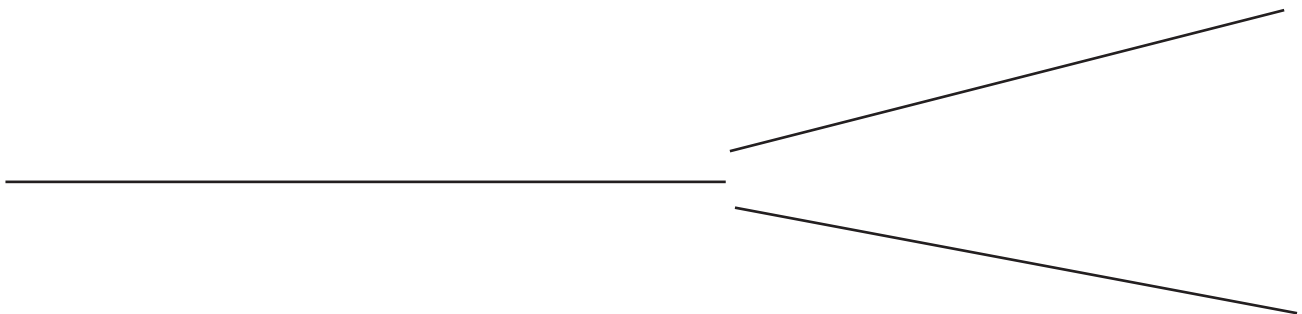
Task One: Bucketing

Look over all the documents and organize them into your final buckets. Write labels under each bucket and place the letters of the documents in the buckets where they belong. It is okay to put a document in more than one bucket. That is called multi-bucketing, but you will need a good reason for doing so. Remember, your buckets are going to become your body paragraphs.



Task Two: Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is an arguable claim that answers the Mini-Q question and can be supported with evidence. The road map is created from your bucket labels and lists the topics you will examine in order to prove your thesis.



Step Six: The Essay

IMPORTANT

For students new to DBQs, young students, and students needing extra writing support, see the Guided Essay form in the Teacher's Toolkit.

Mini-Q Essay Outline Guide

Working Title: California Missions: How Did Native Americans Resist?

Introductory Paragraph

Grabber: Some rules are meant to be broken.

Background:

In 1769, Spain started building missions in Alta California. The arrival of the missionaries disrupted the lives of the Native Americans, who had lived in the region for thousands of years. Once baptized, the Native Americans, also known as neophytes, were expected to follow the missionaries' strict rules. Many of the Native Americans did not like having their lives controlled.

Restate the question: How did the Native Americans living at the California missions fight against the restrictions placed upon them?

Thesis and road map: Native Americans resisted through both overt and covert methods.

Body Paragraph #1

Baby Thesis: Overt resistance was one way the neophytes resisted the tight controls placed upon them.

Evidence:

- Some Native Americans would not return to the mission when their short-term leave passes had expired (Doc D).
- In 1824, a large group of Chumash staged a rebellion at Mission Santa Inés (Doc E).

Argument: These are both examples of overt resistance because the Native Americans did not try to hide their anger and rebellion. Those who openly resisted probably felt they had nothing to fear, or nothing to lose. Some may have felt that it was their last resort.

Body Paragraph #2

Baby Thesis: More often, the neophytes secretly, or covertly, resisted the missionaries and their rules.

Evidence:

- At Mission San José, the Native Americans would sneak off to dance in the woods, even though dancing was forbidden (Doc A).
- Native Americans would avoid working hard when the missionaries were not watching, or they would fake illness to get out of work altogether (Doc B).
- A group of Native Americans at Mission Santa Cruz secretly killed a priest who had been whipping them (Doc C).

Argument: While some methods were more extreme than others, these are all examples of covert resistance because the Native Americans tried to keep their disobedience a secret. If the Native Americans got caught breaking the rules, they most likely would have faced punishment. However, if they could keep it undercover, then they could avoid punishment.

Concluding Paragraph

By resisting, the Native Americans were able to hold on to some of their old ways of life as well as their pride.

From Thesis to Essay Writing

EV

Mini-Q Essay Outline Guide

Introductory Paragraph

Grabber:

Background:

Restating the question:

Thesis and roadmap:

Body Paragraph #1

Baby Thesis for bucket one:

Evidence: Supporting detail from documents with document citation

Argument: Connecting evidence to the thesis

Body Paragraph #2

Baby Thesis for bucket two:

Evidence:

Argument:

Concluding Paragraph

“Although” statement followed by restatement of your main idea:

Mini-Q Sample Essay: Non-Proficient
California Missions: How Did Native Americans Resist?

The Native Americans of California were troublemakers! Before California became a state, the Native Americans lived on missions. At the missions there were lots of rules. Many Native Americans disobeyed those rules. They had covert and overt ways of resisting.

Overt resistance is violent, like when the Native Americans killed the priest (Doc C). A second example of overt resistance was when they burned down a mission (Doc E).

Covert resistance is not as bad. For example, the Native Americans would sneak off into the woods to dance, even though dancing was against the rules. Dancing is fun and doesn't hurt anyone, so it seems like not a big deal to break this rule (Doc A).

Some types of resistance are not so bad because they really don't hurt anybody. Other types of resistance are not good, and should be punished.

Mini-Q Sample Essay: Basic Proficiency
California Missions: How Did Native Americans Resist?

Some rules are meant to be broken. In 1769, Spain started building missions throughout Alta California and taught the natives about Christianity. The Native Americans who became Christians were called neophytes, and they were forced to live at the missions and follow strict rules. Many of them fought against these rules. But how exactly did they resist? Some Native Americans resisted overtly, while others chose to resist covertly.

Overt resistance was one way the neophytes opposed the rules. This is when people are openly disobedient. One example of overt resistance was when Native Americans refused to return to the missions at the end of their pass period. The missionaries considered them to be runaways, and would search them out and force them to return (Doc D). Other times, groups of Native Americans would revolt. In 1824, a group of Chumash burned down Mission Santa Inés (Doc E). What both these examples have in common is that the Native Americans did not try to hide their actions.

The neophytes' resistance was not always so obvious. When resistance is done secretly, it is called covert. For example, sometimes Native Americans would sneak off into the woods to dance (Doc A), or would pretend to be sick in order to get out of working (Doc B). In both cases, they were trying to hide their rule-breaking. It is important to know that covert resistance is not the same thing as non-violent resistance. In 1812, a group of Native Americans at Mission Santa Cruz killed a priest (Doc C). This may seem like an overt act because it was so violent. But because the crime was committed secretly, it was actually a covert act. The Native Americans secretly expressed their dislike for mission life in many ways. Some forms of covert resistance seemed rather harmless, while others were more ruthless.

Life at the missions was not easy for the neophytes. They had to give up many of the things they liked, such as dancing. And although the missionaries did many good things, they also whipped the neophytes. Given how badly they were treated, it is no wonder that many Native Americans resisted.

[illegible]

Mini-Q Sample Essay: Higher Proficiency **California Missions: How Did Native Americans Resist?**

Some rules are meant to be broken. This was how many neophytes felt about the rules and restrictions placed upon them at the missions of California. In 1769, Spain started building missions throughout Alta California. In all, twenty-one missions were created. Unfortunately, things did not turn out so well for the Indigenous Peoples of the region. The Spanish missionaries and soldiers brought deadly diseases. They also brought livestock that destroyed the wild plants that the Native Americans relied on for food. Many Native Americans moved to the missions for help, but this caused even more problems. Once at the missions, they were forced to give up their old ways of life and follow the missionaries' strict rules. In many cases, the Native Americans resisted. But how exactly did they show their opposition? Native Americans resisted in two main ways: through overt and covert methods.

At times, the Native Americans openly, or overtly, resisted. For example, sometimes neophytes refused to return to the missions when their passes expired. Often, this decision was a reaction to being treated unfairly. In the testimonies collected from three runaways, two said they did not return because they had been whipped. The third did so because he had been put in stocks when he was sick (Doc D). On rare occasions, the resistance was more dramatic, such as when hundreds, if not thousands, of Chumash burned down Mission Santa Inés in 1824. Here again, mistreatment by the missionaries seems to have been the motivation behind the rebellion (Doc E). What both these examples had in common was that the neophytes involved did not try to hide their actions.

But California's Native Americans did more than openly resist. More often than not, they resisted covertly. For example, at Mission San José, when they were forbidden to perform their traditional *mitotes*, they would sneak off into the woods to dance (Doc A). Many Native Americans also avoided working when the priests were not watching, or would feign illness in order to leave the mission and work for pay in the *presidios* or *pueblos* instead (Doc B). Some covert forms of resistance were rather violent. In 1812, a group of Native Americans at Mission Santa Cruz secretly killed a priest who had been whipping them (Doc C). The killers did such a good job of keeping their crime a secret that investigators believed the priest had died of natural causes. It was not until two years later, when an administrator overheard some Native American women talking, that the Spanish discovered the truth (Teacher). While sneaking off to dance and faking illness are very different from killing a man, all these forms of resistance have something in common: they were done in secret, with the hopes of not getting caught.

Although the missionaries believed they were helping the Native Americans by turning them into Christians, it came at a heavy cost. Not only did the neophytes suffer from diseases, hard work, and regular whippings, they were also forced to give up their old ways of life. It is no wonder that many of them chose to resist. Whether through overt or covert methods, the neophytes fought back in order to hold onto their identity and sense of self-worth.

[illegible]

TEACHER DOCUMENT LIST (CV)

There are five documents in this Mini-Q. Students are provided with the same document list, but it is not divided into analytical categories or buckets. Students may develop buckets that are different from these.

Covert Resistance

Document A: Dancing in the Woods (text and image)

Document B: Plowing the Fields (text and image)

Document C: The Assassination of Father Quintana (text)

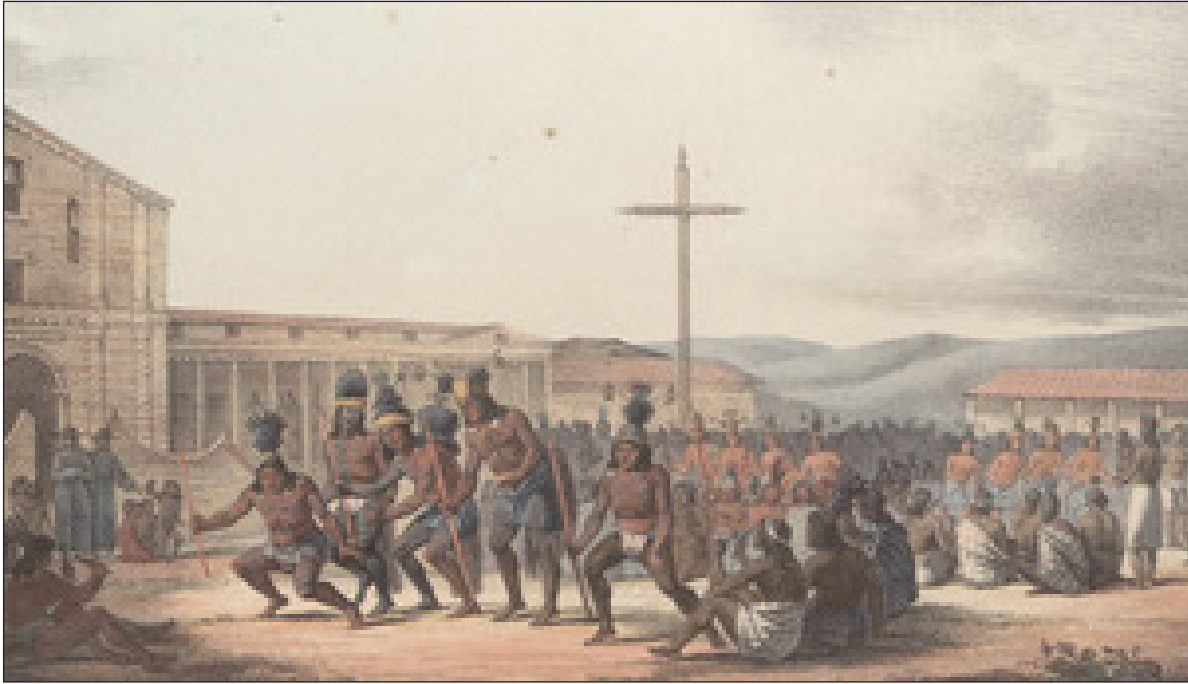
Overt Resistance

Document D: Runaways (text)

Document E: Collective Rebellion (text)

California Missions: How Did Native Americans Resist?

CV



Overview: When Spain took over California in the late 1700s, many Native Americans left their struggling villages to live in missions, which were settlements run by Catholic priests. Life was not always easy. The priests tightly controlled every aspect of their lives, including when they awoke and went to bed, where they could go, and how they were to behave. Many Indigenous People rebelled against this treatment. Resistance took many forms. This Mini-Q asks you to explain how the Native Americans fought back.

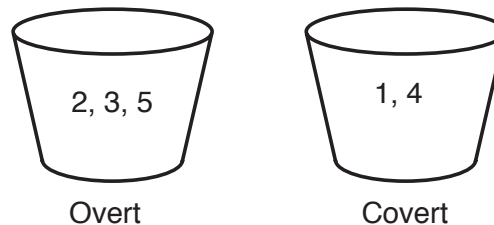
Documents:

- Document A: Dancing in the Woods (text and image)
- Document B: Plowing the Fields (text and image)
- Document C: The Assassination of Father Quintana (text)
- Document D: Runaways (text)
- Document E: Collective Rebellion (text)

A Mini Document Based Question (Mini-Q)

The Hook

Note: The purpose of the Hook Exercise is to create some initial interest in the Mini-Q and get students talking with each other. Place students in pairs and give them 5–10 minutes to do the task. You may want to read the directions and the task aloud and address any questions. Full class discussion should follow.



Student Reaction:

#1 Follows the rule only when a teacher is watching, but otherwise ignores it.

Covert: The student is keeping their resistance a secret.

#2 Refuses to follow the rule, even when threatened with punishment.

Overt: The student is openly resisting the rule.

#3 Skips school.

Overt: Some students might make a good argument for why this is covert, since missing school is often a way of avoiding something, but the action itself is overt.

#4 Gets revenge by secretly stealing something from the principal's office.

Covert: The student is resisting the rule indirectly.

#5 Organizes a protest against the rule.

Overt: The student is addressing the issue head-on.

Possible answers to discussion questions:

1. What circumstances might cause someone to overtly resist a rule?

A person might overtly resist when they feel something is worth standing up for, despite the possible consequences. They may also feel that the consequences or punishment will not be that bad and therefore they have nothing to fear by resisting.

2. What circumstances might cause someone to covertly resist a rule?

A person might covertly resist out of fear of getting caught. By resisting secretly, they might hope they can avoid punishment or conflict. Covert resistance might also allow a person to continue their subversive activities.

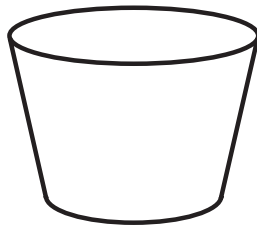
Hook Exercise: Overt vs. Covert Resistance

Directions: Has your school ever imposed a rule that seemed totally unreasonable to you? How did you respond? Did you accept it? Did you argue with the administration, or secretly break the rule?

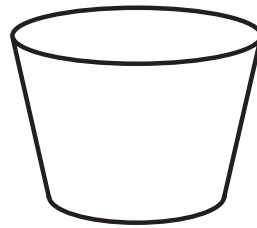
There are many ways people fight against unfair rules. Sometimes the resistance is **overt**, or out in the open; other times it is more **covert**, or done in secret.

Task: Below are several reactions students might have when their schools impose rules they consider unfair. Read each reaction and then, with a partner, decide which category, or bucket, it falls into: Is the resistance **overt** or **covert**? Be ready to share your thinking with the class.

CV



Overt



Covert

Student reaction to a rule felt to be unfair:

- #1 Follows the rule only when a teacher is watching, but otherwise ignores it.
- #2 Refuses to follow the rule, even when threatened with punishment.
- #3 Skips school.
- #4 Gets revenge by secretly stealing something from the principal's office.
- #5 Organizes a protest against the rule.

Discussion Questions:

1. What circumstances might cause someone to *overtly* resist a rule?
2. What circumstances might cause someone to *covertly* resist a rule?

Background Essay

General Instructions

- Review the timeline on the Background Essay questions page.
- Pre-teach the boldfaced vocabulary words.
- Have students read the Background Essay or read it aloud.*
- Have students answer the Background Essay questions.

*We suggest reading the Background Essay aloud. It is helpful for students, even strong readers, to hear the words as they see them. For many, it is important to hear the cadence of the language, to experience pauses and emphasis. Use the Background Essay questions to review the text.

Specific Considerations

The main purpose of the Background Essay is to create a context for the Mini-Q exercise. Its job is to provide a sense of time, place, and story, as well as to introduce important vocabulary and concepts. Reading and working with the Background Essay gives all students a context for their essays.

Time: Be sure students review the timeline on the Background Essay questions page. Use this timeline to contextualize the mission period in American history. The Indigenous Peoples of California lived in the region for thousands of years before the arrival of the Spanish in 1769. The Spanish controlled Alta California for only 52 years.

Place: On a map of the Americas, point out the modern state of California and remind students that the Spanish referred to this region as “alta,” or upper, California. Baja (lower) California is located in modern-day Mexico. It would also be useful to trace the outline of the Spanish-American empire. As of 1770, Spain controlled much of South America and Central America, and large pieces of North America, including the modern states of Florida, Texas, New Mexico, Colorado, Wyoming, Utah, Arizona, California, and Oregon.

Story: The focus of this Background Essay is the 21 missions established by the Spanish in Alta California. Their purpose was to convert Indigenous People to Catholicism and thereby gain control of the region. The missionaries were met with both overt and covert resistance.

Reading Strategies

In the margin, have students write a brief main-idea statement for each paragraph. To help them complete this task, you may want to provide them with sentence stems. Instruct students to complete each sentence with just three or four additional words. Possible sentence stems:

Paragraph 1: California originally...

Paragraph 6: The arrival of the Spanish...

Paragraph 2: In 1769...

Paragraph 7: Native Americans were baptized...

Paragraph 3: Missionaries were sent...

Paragraph 8: For neophytes, mission life...

Paragraph 4: Twenty-one missions...

Paragraph 9: My task is to...

Paragraph 5: Native tribes were...

After students have read and annotated the Background Essay, have them go back and highlight one key detail in each paragraph that supports their main-idea statements. Have students share their paragraph summaries and supporting details with the class. Use this discussion to check for understanding.

Vocabulary and Concepts

You may want to pre-teach the six boldfaced terms in the essay. Our approach to vocabulary is that some pre-teaching is useful, but keep the word list short. Encourage students to use context clues to discover meaning.

California Missions: How Did Native Americans Resist?

Before California became the 31st state, the land belonged to Mexico, and before that, it belonged to Spain. But even earlier, it belonged to the **Indigenous Peoples** who had lived there for thousands of years.

Beginning in the 1500s, Spain claimed much of South and Central America, as well as large parts of North America. However, it was not until 1769 that Spain cast an eye on Alta California, or today what we simply call California. To gain control of this region, the Spanish crown relied on **missionaries**. The plan was to **convert** the people there to Christianity and turn them into loyal Spanish subjects. This strategy was less costly than sending soldiers and Spanish settlers to occupy the land.

Among those leading Spain's foray into Alta California were two **Catholic** missionaries: Juan Crespi and Junipero Serra. Both men were deeply religious and determined to spread the Catholic faith. In 1769, Crespi and Serra established their first mission, naming it San Diego. In the end, the Catholic Church set up 21 missions. A number of modern-day California cities are named after these missions, including San Diego, San Francisco, and Santa Cruz.

Before the Spanish arrived, men, women and children of many Native nations lived and thrived in Alta California. Each people—the Miwok, the Yokuts, the Chumash, the Gabrielino, the Ipai, the Tipai, and so many others—had its own culture, government, and social structure. Over ninety languages were spoken. Edible plants and wild game were plentiful, and the Native people knew how to get them. They understood their natural environment and were experts at hunting, collecting, and storing food.

Unfortunately, the arrival of the Spanish upset the Native Americans' way of life. The

Spanish brought horses, cows, and sheep. The livestock overran the land, destroying plants and driving out wild game. The Spanish also brought diseases. Sickness, combined with starvation, created a crisis for the Indigenous Peoples.

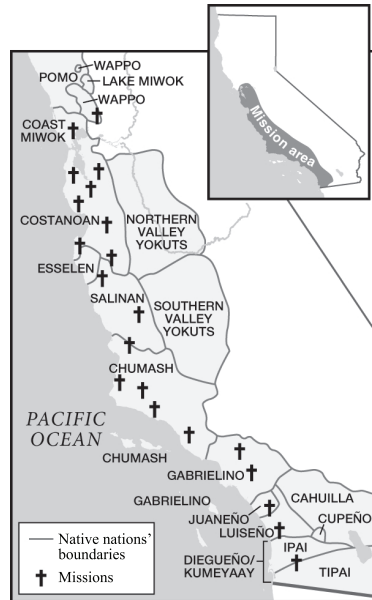
Drawn by the promise of food, many began moving to the Spanish missions.

Once at the missions, the Native Americans received religious instruction, much of it in a language they did not understand. After just a few weeks of lessons, the missionaries felt they were ready to be **baptized**. Not all Native people accepted baptism, but those who did often lacked a clear understanding of what they were committing to.

The missionaries believed they were saving souls. But many

Native Americans felt their lives were being turned upside down. These newly baptized Native Americans, called **neophytes**, were not allowed to leave the missions without permission. They were forced to receive daily religious instruction, go to church, and labor in the fields and mission workshops. Worst of all, they were expected to give up their old customs. When the Native Americans failed to follow the rules, the missionaries felt it was their right to punish them. These people, whose blood ancestors had walked the land long before it was called Alta California, were treated as if they were unformed, misbehaving children.

But of course, they were not children, and many disliked the changes being forced upon them. Their resistance took many forms. Your task for this Mini-Q is to examine the acts of resistance by California's Native Americans and decide if each was overt or covert. In other words, *California Missions: How did Native Americans resist?*



CV

Document Analysis

Document A: Dancing in the Woods

Content Notes:

- The Spanish missionaries considered the Native American dances to be obscene because of the nudity and sexuality displayed. Native Americans were permitted to perform some of the dances considered less offensive on certain occasions when visitors came to the missions.
- Prohibiting dancing was just one example of how missionaries tried to impose their morals onto the Native Americans. Missionaries also enforced guidelines for marriage and romantic relationships. For example, unwed Native American girls over the age of eleven were forced to sleep in dormitories, which were locked at night to prevent anyone from coming or going.

Teaching Tips:

- Discuss the Document Analysis questions:

1. What are *mitotes*?

Mitotes are ritual dances performed by the Native Americans.

2. How did the missionary Gaspar de Solis feel about the *mitotes*?

Gaspar de Solis did not approve. He considered *mitotes* to be a “wicked practice” performed by pagans.

3. Based on the painting, what about the *mitotes* might have alarmed de Solis?

He might have been alarmed that the Native people wore body paint and little clothing. To a Spanish priest, this was probably seen as uncivilized and sinful.

4. Where did the Native Americans go to perform the *mitotes*?

The Native Americans performed the dances in the woods.

5. In what way was performing the *mitotes* an act of resistance? Was it overt or covert? Explain.

The Indigenous Peoples of California were aware that the missionaries disapproved of the dances, yet they disobeyed the Spanish and did it anyway. This was a covert form of resistance, since they performed the dances in a hidden location.

Document A

Source: From the journal of Gaspar de Solis, a missionary stationed at Mission San José y San Miguel, 1768.

Note: San Joseph is the English version of San José. Pagans are non-Christians, or in this case, the California Native Americans who did not convert. When this account was written, the word *Indian* was often used by Europeans to refer to all the peoples of Asia, the Pacific Islands, and the Americas.

... these Indians have a weakness for their *mitotes* [Native dances] ... both men and women of the San Joseph mission, who are... so well instructed [in the Catholic faith], go off to the woods to dance [the *mitotes*] with the pagans whenever the priests are not watching. Great care is taken in order to keep them from this wicked practice, and whenever they are found guilty of it they are punished severely.



Source: Unknown German artist, circa 1812.

Native American dancers at Mission San José

CV

Document Analysis (continued)

Document B: Plowing the Fields

Content Notes:

- As shown in the image in Document B, early plows were little more than naturally angled tree branches. Oxen, or castrated bulls, were typically used as plow animals. Oxen were cheaper, more docile, and easier to train than horses.
- Missionaries also “loaned out” Native American labor to the *presidios*. In these cases, the Native Americans were not paid.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. Look closely at the image. Why are two people required to plow the field? In other words, what is each person doing? (Hint: The one on the right is holding a sharp stick called a *goad*.)

Plowing requires two people because it involves two different jobs – managing the plow and controlling the oxen with a *goad*.
 2. How much were these Native American field workers paid?

Nothing
 3. How did the Native Americans’ plowing practice change when priests were watching?

The Native Americans would plow more deeply into the dirt when priests were watching. Otherwise, they would barely scratch the ground’s surface.
 4. According to Sandos, why did some Native Americans feign, or fake, illness?

They feigned illness so they could sneak off to work in town or at the *presidio*, where there were opportunities to earn payment in exchange for their labor.

5. In what way was avoiding work an act of resistance? Was it overt or covert? Explain.

Avoiding work was an act of resistance because it was going against the will of the priests. The Native Americans resisted the injustice of being forced to do unpaid labor. This is an example of covert resistance since they only disobeyed when the priests were not looking.



Skill Builder: Brackets and Ellipses

Many of our documents are modified; sections are cut out and clarifications are added. To make sense of these changes, students need to know the meaning of the following symbols:

[] Brackets indicate when text has been changed or added from the original. This is usually done to clarify the meaning of a word or phrase. Brackets can also be used to show a change in capitalization of a word from lowercase to uppercase in order to make the sentence grammatically correct.

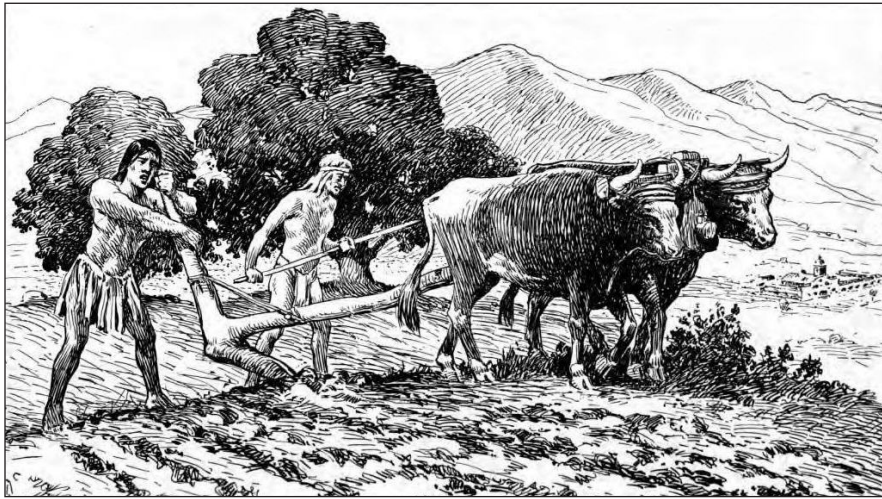
... **An ellipsis**, or a series of three periods, indicates that text has been edited out of the passage.

Students can use these devices in their own writing. Ellipses are particularly helpful to narrow in on the most relevant evidence. Tell students that, when using ellipses, they can delete words that merely elaborate a point, but they should not cut words that would change the original meaning of the document.

Document B

Source: Illustration from *San Diego Missions* by Zephyrin Engelhardt, James H. Barry Co. Publishers, 1920.

Note: Native Americans who worked the fields at the missions were not paid for their labor.



CV

Source: James A. Sandos, *Converting California*, Yale University Press, 2004.

Note: In addition to the 21 missions, the Spanish also set up four *presidios*, or military forts, and two towns. The Spanish word for town is *pueblo*.

Indian cultivators dropped the tip of the plow deeply into the soil only when they passed in front of a priest. Otherwise... the plowmen barely scratched the ground's surface.

Healthy Indians feigned illness.... [They] would frequently then leave the mission... to go to the nearby presidio or pueblo to exchange labor... for food, a piece of leather, glass beads, or other goods. Indian absence meant diminished work accomplished at the mission.

Document Analysis (continued)

Document C: The Assassination of Father Quintana

Content Notes:

- Father Quintana's murderers were able to keep their crime a secret for two years. At the time, investigators determined the priest had died of natural causes. It was not until a Spanish administrator overheard two Native American women discussing the murder that the Spanish realized there had been foul play.

- Was the murder of Father Quintana an overt or covert form of resistance? Explain.

Even though it was a very violent act, it was done secretly and disguised as a natural death. Therefore, it can be considered a covert form of resistance.

Teaching Tips:

- Discuss the Document Analysis questions:
 - Is this a primary or secondary source? Explain.
This is a secondary source. Lorenzo did not witness the event himself; he learned about it years later from his father, who was an eyewitness.
 - How did Lorenzo Asisara learn about the assassination of Father Quintana?
He was told the story by his father, who was one of the conspirators involved in the murder.
 - Why did the Native Americans want to kill Father Quintana?
They were angry about Father Quintana's cruel punishments. They refused to be treated like animals any longer.
 - After murdering the *Padre*, why did the killers place his body in his bed?
They put the priest's lifeless body in his bed so that it would appear he died in his sleep. They were trying to keep the murder a secret.



Skill Builder: Forming Sourcing Habits

Historians read their evidence with a critical eye and don't accept everything at face value. In order to fully assess the value of their evidence, historians must consider the source of each piece of evidence.

Questions to ask when examining documents:

- What is the author's point of view? In other words, how does who they are affect their account of events? Take into account the author's job, gender, age, level of education, etc.
- Why was the document created? Who is the intended audience?
- Is this source a primary or a secondary source? Was it created during the event, a short time after, or a long time after?
- Is this source believable? Why or why not?

Document C

Source: “Lorenzo Asisara Narrates the Assassination of a Priest by Santa Cruz Indians, 1812,” from *Major Problems in California History*, Houghton Mifflin, 1997.

Note: Father Quintana was known for punishing Native Americans by brutally whipping them. A neophyte is a newly baptized Native American who lives in a Catholic mission. *Padre* is the Spanish word for father or priest.

CV

The following story which I shall convey was told to me by my dear father in 1818. He was a neophyte of the Mission of Santa Cruz.

... He was one of the conspirators who planned to kill Father Quintana. ... All of them gathered in the house of Julian to plan how they could avoid the cruel punishments of Father Quintana. One man present, Lino... said, “The first thing we should do today is to see that the Padre no longer punishes the people in that manner. We aren’t animals.” ... To this, Andrés... answered, “Let’s kill the Padre without anyone being aware, not the servants, nor anyone, except us that are here present.” ...

On the evening of Saturday at about six o’clock [October 12] of 1812, they went to tell the Padre that the gardener was dying. The Indians were already posted between two trees on both sides so that they could grab Father as he passed.... Arriving at the place where the two trees were, ...Lino grabbed him from behind....

They then covered the Father’s mouth with his own cape to strangle him... and in that moment the Padre expired [died] ...

[Afterward] they undressed the body of Father Quintana and placed him in the bed as if he were going to sleep.

Document Analysis (continued)

Document D: Runaways

Content Notes:

- In 1795, at least 280 Native Americans fled Mission San Francisco. This prompted the Spanish governor to launch an investigation. Twenty-three of the Native Americans who were forcefully brought back were later interviewed.
- Over half mentioned the death of a family member or fear of illness or their own death as a reason for running away. An epidemic – most likely typhus – struck Mission San Francisco in March 1795, causing the death of over 200 Native Americans. This provided an additional reason for leaving.
- In addition to fear of the epidemic, punishment, over-work, and hunger were given as reasons for flight.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. According to the note, who would be considered a “runaway”? What happened to most runaways?

Runaways were Native Americans who had received permission to visit their home villages but did not return. Most runaways were forced to return by the Spanish.
 2. Why did Lieutenant Arguello question Tiburcio, Magin, and Homobono?

He questioned them to find out why they had run away from their mission.
 3. In what way is Tiburcio’s reason for running away similar to Homobono’s?

Both had been whipped as punishment for crying over the death of a loved one.
 4. Is running away an overt or covert form of resistance? Explain.

Some students will see running away as a covert action since the Native Americans did not announce their intent when they left and therefore avoided a confrontation. However, because their absence would have been obvious, running away may also be considered an overt action.

Document D

Source: “Testimony of Runaway Christian Indians Taken by Lieutenant Jose Arguello, San Francisco, August 12, 1797,” from *A Time of Little Choice* by Randall Milliken, Ballena Press, 1995.

Note: Native Americans were occasionally given short-term passes to leave the missions and visit their home villages. However, some would not return to the missions and were considered “runaways.” Most Native Americans who tried to escape the missions were tracked down by Spanish soldiers and forced to return.

I questioned each one regarding the causes and motives they had for running away from their mission without wanting to return. To these interrogations they responded in the following way:

Tiburcio – He testified that after his wife and daughter died, on five separate occasions Father Danti ordered him whipped because he was crying. For these reasons, he fled.

Magin – He testified that he left due to his hunger and because they had put him in stocks when he was sick.

Homobono – He testified that his motive for fleeing was that his brother had died on the other shore and when he cried for him at the mission they whipped him. Also, [they] hit him with a heavy cane for having gone to look for mussels at the beach....

CV

Document Analysis (continued)

Document E: Collective Rebellion

Content Notes:

- Large-scale open rebellion was the least common form of resistance demonstrated by Native Americans. There were, however, a few revolts. In addition to the one discussed in Document E, Diegueño Native Americans led a rebellion at Mission San Diego in 1775. In 1785, the Spanish were able to stop in advance a revolt at Mission San Gabriel.
- Other common forms of collective resistance not discussed in the documents were theft, especially of mission livestock, and destruction of property. Both acts were usually done covertly.

Teaching Tips:

- Discuss the Document Analysis questions:
 1. According to the note, what made the Chumash rebellion significant?
It was the largest Native American rebellion to take place at any of the missions in California.
 2. How many Chumash participated in the 1824 rebellion at Mission Santa Inés?
At least several hundred, if not thousands, of Chumash participated.
 3. What is the difference between “individual acts of resistance” and “collective rebellion”?
Collective means people came together to take action rather than individuals acting alone.
 4. According to Steven Hackel, what is one reason why so many Chumash rebelled at Mission Santa Inés?
The flogging or whipping of a neophyte by a soldier was one of the reasons for the revolt.
 5. Was the rebellion at Mission Santa Inés an overt or covert form of resistance? Explain.
This was an overt form of resistance. The Chumash were in no way trying to hide their actions.

Document E

Source: Steven Hackel, *Children of Coyote*, University of North Carolina Press, 2005.

Note: The Chumash rebellion was the largest organized uprising to take place at any of the missions in Alta California. During the uprising, the Chumash burned down Mission Santa Inés.

Public punishment and humiliation of Indians not only sparked individual acts of resistance but at least one collective rebellion as well. The hundreds, if not thousands, of Chumash [Indians] from Missions Santa Inés, la Purísima, and Santa Barbara who joined in rebellion in 1824 rose in part because of the flogging of a ... neophyte by a soldier at nearby Mission Santa Inés.

CV

