



PRESENTS

# KIDSEUM AT HOME

*Creative fun and learning for the entire family,  
all from the comfort of home!*

## Introduction to EARLY CALIFORNIA

Inspired by  
Bowers' exhibit  
CALIFORNIA LEGACIES:  
MISSIONS AND RANCHOS  
(1768-1848)



# 1

## PAPER BAG COWHIDES

### AGES

6-8 years old

### SKILL LEVEL

Beginner

### DESCRIPTION

For this lesson we will be making our own form of branded cowhide. You will be using materials you will have at home. Be creative with your designs and hide shapes. As you can see from our image, branded hides were cut into different shapes. This artifact is called **Branded Leather, 1891** and is found in our collection **California Legacies: Missions and Ranchos (1768-1848)**.

### MATERIALS

Paper Bags	Instant Coffee (1 tbsp)	Spoon
Cup / Bowl	Napkin or Brush*	Scissors
Pencil / Eraser	Marker*	Water

Materials with an (\*) are optional, use only if available.

### Background

During the 1800's many missions would raise **cattle** for the purpose of **trade**. This was because they could get **goods** from them, like meat, skin (**hides**) and fat (**tallow**). Hides were often traded for other goods like iron, metal, rope, clothing and chocolate. Once trade expanded with the English, cow hides were in high **demand**. To ensure high **quality**, a specific **method** was used.

They started by washing and **soaking** the hide in water and lime **solution** for three days. Then with a knife, they would **scrape** the hair off the hide. The hide was then soaked once more in a tanning solution and left to change color and texture. After several months they would wash the tanning solution off the hide and then stretch and beat the hide with grease to soften it. Finally, the hide was left to dry one last time. They got this method from the Native Americans in the region and used it to create **leather** goods like saddles, furniture, shoes and more. Present day science gives us a lot more options to create vegan-friendly synthetic leather that is similarly used to produce shoes and other goods.





## Procedure

1. Add 1 tablespoon of instant coffee to a bowl or cup.



2. Add a small amount of water with the spoon and put that aside for later.



3. Now grab your paper bag and scissors. Start by cutting the seams and bottom of the bag. If you're having trouble start by opening it.



4. Take a pencil and draw out an outline of a cowhide, you are welcomed to take inspiration from our sample image or create your own shape.



5. Once the outline is done, cut it out with scissors and set it aside.



6. Now take a napkin and dip it into the coffee solution you set aside. Once the napkin has been soaked, twist the napkin to remove any excess solution into the cup.



7. Take your napkin and rub it on the paper hide, this will begin to stain the paper. Repeat the process, making sure to leave some areas blank for a more unique look.



8. Leave the "hide" to dry.



9. Once dry, grab a marker add your initials as a brand. Then crumble the paper, this will give it a rough texture.



## Key Vocabulary

### Cattle

- Large mammals raised on farms or ranches for their milk or meat  
*“A herd of cattle grazed in the pasture.”*

### Trade

- The act of exchanging or buying and selling goods  
*“I would like to trade my cookies for your apple.”*

### Goods

- Things that belong to someone; possessions  
*“Do you have any goods for sale?”*

### Hide

- The skin of one of the larger animals such as a buffalo or cow  
*“That rug was made using cow hide.”*

### Tallow

- The hard fat from animals such as cattle or sheep  
*“Tallow is used in making soap, candles, and foods.”*

### Method

- A way of doing something  
*“She has her own method of learning.”*

### Soaked

- To lie in and become covered or completely wet with a liquid  
*“She soaked in a hot bath.”*
- The hard fat from animals such as cattle or sheep  
*“Tallow is used in making soap, candles, and foods.”*

### Solution

- A mixture that contains two or more substances combined evenly  
*“We made a solution of sugar and water to feed the hummingbirds.”*

### Scraped

- To remove from a surface by rubbing with something sharp or rough  
*“He scraped the old paint off the house.”*

### Leather

- Material made from the skin of an animal by removing the hair and tanning  
*I got a leather purse at the store.”*

### Vegan

- Using or containing no animal products  
*“My veggie burger is completely vegan.”*

# 2

## HOMEMADE ROSEMARY BUTTER

### AGES

8-12 years old

### SKILL LEVEL

Intermediate / Advanced

### DESCRIPTION

For this project we will be making our own butter and adding any seasonings as desired. Let's begin!

### MATERIALS

Heavy Whipping Cream	Cup / 3 small bowls	Butter Knife*
Salt* / Pepper* (1 tsp)	Large Bowl	Spatula / Spoon
Minced Garlic* (1 clove)	Knife* / Cutting Board*	Jar or Container with a secure lid
Rosemary (1 tsp)		

*Materials with an (\*) are optional, use only if available.*

### HELPFUL TIPS

- Make sure to use a container with a sturdy lid, preferably one that can be screwed on.
- Use Heavy Whipping Cream with a high Fat content.
- Using Heavy Whipping Cream will not require the removal of buttermilk.
- Churn butter at room temperature or higher for softer butter.

### Background

**Butter** has a long history and has been used in various ways, yet the method making it has stayed the same over time. Heavy **cream** is the main ingredient used, and it comes from **milk** that has been left to sour naturally. Cream builds up on the surface of milk and so can be easily removed. It is then added to a butter **churn**. A butter churn is a contraption that churns the heavy cream so much that the butter and **buttermilk** begin to separate. The butter is then removed and **seasonings** can be added if desired. The remaining buttermilk can be used or discarded if it's too watery.





## Procedure

**1.** Chop the garlic and rosemary into small pieces.(optional)



**2.** Fill your jar halfway with Heavy Whipping Cream. Add any seasonings you want to the jar (ie: garlic or rosemary) but leave the salt until the end.



**3.** Close the jar tightly and shake for 5-20 minutes or until the butter has started to form. When the butter turns yellow it means it is almost done.



**4.** Open the jar and scrape the contents out and into a large bowl.



**5.** Fold salt into your butter as desired.



**6.** Place the container of butter in the refrigerator to harden.



## Key Vocabulary

### Butter

- A solid white or yellow fat made by churning cream  
*"I think toast tastes much better with butter on it."*

### Cream

- The part of whole milk that contains fat  
*"Butter is made from cream."*

### Milk

- A white liquid produced by female mammals as food to feed their young  
*"I like to eat my cookies with milk."*

### Churn

- A container in which cream or milk is beaten or shaken to form butter  
*"She beat the cream in the churn until it became butter."*

### Buttermilk

- A sour liquid left after making butter from milk  
*"She needed buttermilk for her recipe."*

### Seasonings

- Something that is added to food to make it taste better  
*"Salt, herbs, and spices are seasonings."*

### Container

- Something, such as a box, barrel, or can, that contains or can contain something else.  
*"We put our cans and bottles in a container for recycling."*

### Temperature

- The degree of heat or cold of an object or an environment  
*"The temperature is higher in the afternoon than in the evening."*

# 3

## WHO IS DON PIO PICO?

### AGES

8-11 years old

### SKILL LEVEL

Beginner / Intermediate

### DESCRIPTION

Families will read through the history and legacy of Don Pío Pico and then test put their new knowledge to the test with a game of trivia! Finish the fun with a coloring sheet to recreate Pío Pico's portrait.



### Don Pío Pico

Pío de Jesus Pico was born on May 5th, 1801 at Mission San Gabriel Archangel. His life was shaped by various aspects of his upbringing, the most important one being his ties to Spain, Mexico and the United States while at the Mission.

His grandparents were very racially diverse, which exposed Pío Pico to a vast range of human experiences such as the life of mestizo and mulatto peoples. Mestizo is a person of mixed race, especially having European (mainly Spanish) and Native American from Latin America ancestry. Mulatto is a person of European and African American ancestry. This racial diversity made Pío the perfect person to represent the people of Alta California.



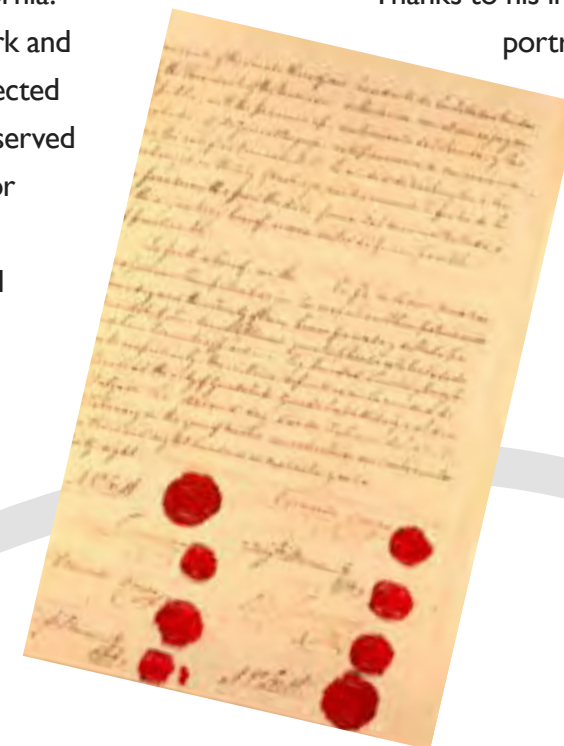
When Mexico won its independence from Spain in 1821, the youth of Alta California, Pío included, were given a strong sense of national pride and hope for the future. With this he opened up his own business, which allowed him to travel and learn about his fellow people. Seeing these conditions, he began his career in politics.

In 1826 he was elected as an adviser to the Governor of Alta California. Because of his hard work and dedication, he was reelected several times and even served as a temporary governor in 1832. Unfortunately, American expansion led to aggression over the purchase of Mexican

territories. After many failed attempts, the war between the United States and Mexico was declared on May 13, 1846.

The war came to an end on February 2, 1848 after the signing of the Treaty of Guadalupe. This forced Mexico to give up its territories spanning from California to Texas. This also meant that Pío was only allowed to stay as a private citizen, which made him ineligible for political office employment. Because of this, he was the last Governor of Mexican California. Thanks to his important contributions, his portrait now stands in our exhibit

**California Legacies:  
Missions and Ranchos.**





## Test Your Knowledge!

1. When and where was Don Pío Pico Born?
  - a. August 4th 1801 in Mexico City
  - b. March 10th 1890 in New York
  - c. May 5th 1801 at the Mission San Gabriel Archangel
2. Pío Pico was exposed to various human experiences because
  - a. He traveled so much.
  - b. He came from a family that was racially diverse.
  - c. He read a lot of books about cultures.
3. In 1821, Mexico had won their independence from Spain, this inspired Don Pío Pico to do what?
  - a. Travel and meet new people.
  - b. Spend most of his time at home.
  - c. Read a lot of books about different cultures.
4. What year was Don Pío Pico elected as a temporary governor of Alta California?
  - a. 1826
  - b. 1832
  - c. 1856
5. After the signing of Treaty of Guadalupe in 1842, what happened to the territories spanning from California and Texas?
  - a. People had drawn a line to divide their property.
  - b. People shared the land.
  - c. People from Mexico were forced to give up their land.
6. Don Pío Pico was the last \_\_\_\_\_?
  - a. Governor of Mexican California
  - b. Mayor of Alta California
  - c. President of Mexican California

### Answers Key:

1. C

2. B

3. A

4. B

5. C

6. A

## Key Vocabulary

### Ancestry

- Line of descent; lineage.  
“She has a long ancestry that leads back to Europe.”

### Contribution

- The act of helping or assisting.  
“Your contribution provides shelter for many animals.”

### Dedication

- The condition of being faithful or devoted to something.  
“We admire your dedication to this cause.”

### Discussion

- The act of talking or writing about something.  
“We had a very important discussion this morning.”

### Diverse

- Of different kinds or sorts.  
“We have a diverse group of students today.”

### Elected

- To be chosen by means of voting.  
“They elected her as president.”

### Expansion

- The act of expanding or growing.  
“The renovations will allow for more expansion of the house.”

### Experience

- Something that a person has done or lived through.  
“She kept falling from her skateboard due to lack of experience.”

### Independence

- Freedom from outside control.  
“Many countries celebrate their independence day every year.”

### Ineligible

- Not qualified or worthy.  
“He was ineligible to apply for college because he needed his exam scores.”

### Mestizo

- A person of mixed European and native ancestry.  
“My grandfather was considered mestizo because his mother was from Mexico and her father was from Spain.”

### Mission

- The buildings and land used by people sent to foreign lands to set up relations, start trade or religious work.  
“Many California Missions still stand to this day.”

### Mulatto

- A person of mixed ancestry who has one European parent and one African American parent.  
“Pico’s grandmother was of mulatto ancestry.”

### Politics

- The work or study of government.  
“He volunteered as a campaign worker to learn more about politics.”

### Pride

- A sense of personal value that comes from one has or can do.  
“He takes pride in his work.”

### Represent

- To act or speak for.  
“He was asked to represent the group at the meeting.”

### Travel

- To journey from place to place.  
“They saved their money so they could travel.”

### Territories

- An area or region of land.  
“He owned many territories throughout Alta California.”

### Treaty of Guadalupe

- A formal agreement that was signed between the United States and Mexico in 1848.  
“The treaty of Guadalupe gave up many territories to the United States after the war.”

### Upbringing

- The way a child is raised and disciplined.  
“He had a strict upbringing.”

#### Source:

KCET Lost LA. The Life and Times of Pío Pico, Last Governor of Mexican California.  
<https://www.kcet.org/shows/lost-la/the-life-and-times-of-pio-pico-last-governor-of-mexican-california>.  
Accessed April 8, 2020.

# COLORING PAGE

Don Pío Pico Portrait





## State and National Standards

### Paper Bag Cowhides

#### Visual and Performing Arts Standards:

**VA.PK.2.3**

Experiment with colors through the use of a variety of drawing materials and paints.

**VA.4.3.2**

Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.

### Homemade Butter

#### California Content Standards

**HSS-K.6**

Students understand that history relates to events, people, and places of other times.

### Who is Don Pío Pico

#### California Content Standards

**HSS.4.2.1**

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.

**RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Visual and Performing Arts Standards

**VA.PK.2.2**

Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.

**VA.PK.3.2**

Describe pictorial objects that appear in works of art.

**VA.4.3.3**

Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

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