HISTORICAL INQUIRY QUESTION

What do historical markers tell us about what is important in the San Gabriel Valley (SGV) and in the greater Los Angeles area?

LOST LA EPISODE

Wild West
What can historical markers tell us about what is important in the San Gabriel Valley (SGV) and in the greater Los Angeles area?

Author of Lesson
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Content Standards
11.8.2: Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.10.2: Examine the key events, policies and court cases in the evolution of civil rights...

11.6.6: Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.

Note: This lesson is utilizing 11th grade US history content standards for a Chicano/Latino Studies course.

CCSS Standards
CCSS.ELA-LITERACY.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Lost LA Episode
This lesson aligns with the Lost LA episode “Wild West” which highlights specific landmarks tied to violence against Mexicans and Chinese people in Southern California. The segment on hanging trees shows this hidden history and delves into the
complexities of how to remember these important yet brutal events as well as the difficulties of trying to denote the spaces as landmarks.

Overview of Lesson
In this multi-day lesson, students will explore the criteria used to define landmarks and points of historical interest at the state level as well as the difficulties associated with maintaining said sites. Students will use their findings and, in small groups, develop their own definitions of what makes an event or place historically significant, worthy of being marked. Finally, students will engage in a research activity in which they present a landmark or points of historical interest they feel should be marked in the San Gabriel Valley or Los Angeles County.

Sources
A. Map of Azusa (1887) Library of Congress
B. California Historical Landmarks Registration
C. California Points of Historical Interest
D. Commemorative plaque, Orchard Hills, Irvine, Orange County
E. Photograph of The "Hanging Tree" in Calabasas, Los Angeles County
F. "THE LANDMARKS CLUB," Los Angeles Herald

Procedures
Day 1:
1. The teacher will begin the lesson by passing out or projecting the map of Azusa from 1887 (Source A) to students. The teacher will have students write a reflection comparing the map to how Azusa looks to today.
   a. What do you notice about the map?
   b. What looks familiar?
   c. What looks different?
2. Students will share their findings with the class.
3. Next, the teacher will review the objectives of the lesson and introduce the historical inquiry question: "What can historical markers tell us about what is important in the San Gabriel Valley (SGV) and in the greater Los Angeles area?"
   a. The teacher will define “historical marker” as an object that marks the location of a particular historical moment or that honors a particular individual. Examples are the Pio Pico House in Whittier, the Biddy Mason marker in Downtown L.A.
4. To introduce students to historical markers, the teacher will play the Lost LA episode "Wild West," specifically the segment on “hanging trees" (9:55-17:15) and note their observations on which trees became historical landmarks in California and how
these landmarks represent how anti-Mexican/Latino sentiment played out in the area.

5. Students will then discuss what they observed in the clip in a Think-Pair-Share (TPS).
   a. See Handout 1

6. Next, students will get into groups of 4-6 and read, take notes on the documents (Sources B and C) for what criteria must be met to obtain historical landmark or point of historical interest status in California. Collectively, students will identify the criteria for each type of historical marker.
   a. See Handout 2

7. Students will then identify what criteria they agree or disagree with
   a. See Handout 2

8. Students will then compile a class-list of criteria for what constitutes a landmark or point of historical interest. Students will also have an opportunity to add any criteria they believe is necessary.

9. Based on the class criteria, students will begin to brainstorm ideas for historical markers in their community.

Day 2:
10. Warm-up: How should we commemorate, "mark" historical sites? The teacher will have students write a reflection after looking at sources D and E:
    a. What do you notice about the way people chose to "mark" or commemorate the historical importance of these trees?
    b. What feelings might this bring up for you or other people who see these markers?
    c. After looking at these examples, what might we want to keep in mind when creating our own historical markers?

11. Students will share their reflections with the class.
    a. The warm-up sources and reflection questions are meant to remind students that they should be reflective and sensitive as they create their own historical markers.

12. Next, the teacher raises potential problems with creating physical markers. To start, have students re-watch the end of the "hanging trees" Lost LA segment and have students identify the issues brought up in the segment with regards to getting historical markers approved.
    a. Student answers can be charted on a poster or written on a whiteboard.
13. Then students will read an excerpt from the Los Angeles Herald on the Landmarks Club (Sources F), which further highlights issues related to the upkeep of physical markers.
   a. A digital transcript of the article can be accessed online with the source website.
   b. Students should read up to the line, "Founded in 1776 and built almost entirely by Indian labor."
   c. Guiding questions for the reading:
      1. What organization is this?
      2. What landmarks are they trying to preserve?
      3. What are some of the issues they are having with preserving these landmarks?

14. After discussing some potential problems with physical markers, students should brainstorm alternative ways to “make their mark” with their community markers.
   a. The hope is that students would bring up digital platforms to display their landmarks

15. The teacher will then introduce Google My Maps as a digital platform that can host all the community landmarks the student groups create
   a. For tutorials on using Google My Maps please visit:
      1. [https://support.google.com/mymaps/answer/3024454?hl=en&ref_topic=3024924](https://support.google.com/mymaps/answer/3024454?hl=en&ref_topic=3024924)
      2. [https://www.youtube.com/watch?v=73DS-UCNJA4](https://www.youtube.com/watch?v=73DS-UCNJA4)
      3. [https://www.youtube.com/watch?v=78tKU7mImP8](https://www.youtube.com/watch?v=78tKU7mImP8)
   b. For a sample My Maps with student landmarks:
      1. [https://www.google.com/maps/d/u/0/viewer?mid=19pGZjz-nOoofE5U5_w4qjhYDb_x71Msl&ll=34.11306704198951%2C-117.8895092999999999999&z=13](https://www.google.com/maps/d/u/0/viewer?mid=19pGZjz-nOoofE5U5_w4qjhYDb_x71Msl&ll=34.11306704198951%2C-117.8895092999999999999&z=13)

16. Students will then practice plotting points on a Google My Map using the Wild West episode, along with Los Angeles County Historical Landmarks List for practice.
   a. The list can be accessed here: [http://ohp.parks.ca.gov/?page_id=21427](http://ohp.parks.ca.gov/?page_id=21427)

17. After reviewing the inquiry question, students will identify important people and/or places in the San Gabriel Valley or Los Angeles. If students experience difficulty, they can search Calisphere with key words like Azusa or San Gabriel Valley.
   a. Calisphere: [https://calisphere.org/](https://calisphere.org/)

18. Next, each group will come up with their own place, person, or an event to plot on the class My Map. They will collectively write a two paragraph description of this event and why it should be remembered.
   a. Groups can use Handout 3 as a way to take notes while they research.
b. The teacher should show at least one example from A People’s Guide to Los Angeles (cited in the bibliography) so students can get a clear example of what a finished product may look like.

19. Finally, each group will create its own historical marker on Google My Map.

Assessment
Students will identify and research people, events, or places they consider landmarks of the San Gabriel Valley or Los Angeles. In groups, they will create digital markers of their landmark and place it on a Google My Map. The digital marker will include an image and a two paragraph description of why the historical marker is important.

Bibliography
- California State Parks, State of California. “California Historical Landmarks By County.” CA State Parks, ohp.parks.ca.gov/?page_id=21387.
- “Los Angeles Herald, Volume 26, Number 49, 18 November 1896.” Los Angeles Herald 18 November 1896 - California Digital Newspaper Collection, cdnc.ucr.edu/?a=d&d=LAH18961118.2.24&e=-------en--20--1--txt-txIN--------.
"Rare early view of the newly laid out town of Azusa. In 1887, Jonathan Slauson and a group of local developers laid out the town of Azusa. This plan was likely published by Slauson"—From the 16th-19th centuries maps of California. Copy imperfect: Partly torn at center fold line. Includes inset views of "A.T. & S.F. Depot, Azusa" and "Hotel Azusa."
California Historical Landmarks Registration

California Historical Landmarks are sites, buildings, features, or events that are of statewide significance and have anthropological, cultural, military, political, architectural, economic, scientific, or technical, religious, experimental, or other value. The specific standards are not in use were first applied in the designation of Landmark #770. California Historical Landmarks #770 and above are automatically listed in the California Register of Historical Resources.

To be designated as a California Historical Landmark, a resource must meet at least one of the criteria listed below; have the approval of the property owner(s); be recommended by the State Historical Resources Commission; and be officially designated by the Director of California State Parks.

If a site is primarily of local interest, it may meet the criteria for the California Points of Historical Interest Program.

Criteria for Designation

To be eligible for designation as a Landmark, a resource must meet at least one of the following criteria:

- The first, last, only, or most significant of its type in the state or within a large geographic region (Northern, Central, or Southern California).
- Associated with an individual or group having a profound influence on the history of California.
- A prototype of, or an outstanding example of, a period, style, architectural movement or construction or is one of the more notable works or the best surviving work in a region of a pioneer architect, designer or master builder.

Related Pages

- Registration Programs
- California Points of Historical Interest
- California Register of Historical Resources
- National Register of Historic Places
- History of the Landmarks Program
- California Historical Landmarks by County
- Actions Taken (including recently approved landmarks)

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California Points of Historical Interest are sites, buildings, features, or events that are of local (city or county) significance and have anthropological, cultural, military, political, architectural, economic, scientific or technical, religious, experimental, or other value.

Points of Historical Interest designated after December 1997 and recommended by the State Historical Resources Commission are also listed in the California Register.

No historical resource may be designated as both a Landmark and a Point. If a Point is subsequently granted status as a Landmark, the Point designation will be retired.

Criteria for Designation

To be eligible for designation as a Point of Historical Interest, a resource must meet at least one of the following criteria:

- The first, last, only, or most significant of its type within the local geographic region (City or County).
- Associated with an individual or group having a profound influence on the history of the local area.
- A prototype of or an outstanding example of, a period, style, architectural movement or construction or is one of the more notable works or the best surviving work in the local region of a pioneer architect, designer or master builder.

Related Pages

Registration Programs
National Register of Historic Places
California Register of Historical Resources

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Plaque Reads: Under this tree general Andres Pico hung two banditos of the Flores Gang in 1857.
The folkloric hang tree at Calabasas, a wealthy suburban enclave at the edge of the San Fernando Valley. For decades residents attached nooses to a coast live oak on the main road; the chamber of commerce used a likeness of the "Hanging Tree" as a logo. According to doubtful town tradition, members of Tiburcio Vásquez's outlaw gang died here.
Annual Meeting of the Organization Last Night

Old Officers Re-Elected

What Has Been Accomplished Toward Preserving the Old Missions

The Annual Report of the Secretary shows that the Club is in Very Good Shape.

A very good attendance of members was present at the first annual meeting of the Landmarks club held in the room of the Friday Morning club on South Broadway last night. The meeting was for the election of officers and the hearing of reports.

Charles F. Lummis, president of the club, gave a brief history of its organization and the work accomplished during the year. He referred to the work done by the Old Mission Preservation Society, which is indebted for its existence to the efforts of Miss Tessa Kelso, formerly city librarian. He also referred to the work accomplished by Rev. Father O’Keefe of San Luis Rey, and also stated that the club was greatly indebted to Bishop Mora for a ten years’ lease of the San Juan Capistrano mission.

On motion of Mrs. Davis the secretary was unanimously instructed to cast a ballot for the re-election of the old officers in recognition of their services during the past year. The following is the list of officers declared duly elected:

Mrs. M. C. Graham, Mrs. M. E. Stimson, Mr. Charles F. Lummis, Mr. Frank A. Gibson, Mr. Henry O’Meara, Mr. Arthur B. Benton, Mr. Sumner P. Hunt, Rev. J. Adam.

The secretary, Mr. Arthur B. Benton, read his annual report as follows:

Mr. President—Ladies and Gentlemen: I have the honor to submit my first annual report as secretary of the Landmarks Club. The club was organized about a year ago for the purpose of preserving from decay and ruin the landmarks of Southern California, and while it succeeded to the work and received hearty co-operation and support of many who had been active members of the Mission Preservation Society, it was organized as an entirely new society, and, to enable it to hold proper actual work of repair. Of the several items included in the cash contributions two deserve special mention: The $20 turned over by Miss Kelso as treasurer of the Mission Preservation society, and the very generous contribution of $100 by the ladies of the Pasadena section of the club. While the income of the club has been larger than could have been reasonably expected during its first year, the directors can confidently assert that the results accomplished have been out of all proportion to the money expended, and have been made possible only by the fortunate circumstances before referred to, under which the work at Capistrano has been prosecuted.

While criticism of the work by actual members of the club has been few, the directors have not swapped the usual penalty of official position. Certain misinformed persons have thought the preservation of the missions would be a service, benefit to the church which provided them and had broughed aid to a work which they believed most concerned it alone. This idea has no foundation in fact. The missions were designed for the accommodation of vast numbers of Indians who have long since disappeared, and are not fitted for modern, ordinary uses. Wherever practicable as at Santa Barbara and San Gabriel, the mission buildings have been kept in repair and, parvenus, but at Capistrano and San Fernando the only interest which the church can have in which should be common to every Californian, that of the historian and antiquarian. Not only so, but I am informed by Rev. Father Adam that the church has already expended more than the actual value of some of the missions in litigation in the courts to regain possession from squatters in whose hands they had fallen.

Some artists who have been the policy of the club to repair nothing which could stand with repairs and always to replace the original as far as possible in the form and spirit of the original. In recent numbers of the Land of Sunshine you have been informed of the proposed work to be at once begun at San Fernando. This will require a greater outlay than has Capistrano. But with the increased membership of the club, which now numbers 400, and the promised active co-operation of many in the vicinity of that mission, we believe it can be accomplished this year.

While the efforts of the club have been, and for a time at least must be, mainly directed to the preservation of the missions, there are some other matters which I believe impartively demand its attention. Most important of these is the prevention of the needles and often wanton destruction of old buildings. Whether the American
Lost LA "Wild West"
Student Handout 1
Think-Pair-Share

**Question:** What did you observe in the KCET Lost LA Episode "Wild West," and what historical landmarks were highlighted in this episode?

**Think**
On your own, write three landmarks or places of interest highlighted in the episode that you observed.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

**Pair**
Discuss your ideas with a partner. Put a check by any ideas, above, that your partner also wrote down. Then, write down ideas your partner had that you did not have:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

**Share**
Review all of the landmarks or places of interest you noted.
As you listen to the ideas of the whole group, write down three more ideas you liked:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
Lost LA “Wild West”
Student Handout 2

Directions:
Read through sources B and C and take notes on what constitutes a California Landmark and a point of Historical Interest:

<table>
<thead>
<tr>
<th>Landmark</th>
<th>Point of Historical Interest</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>
HANDOUT 3: TEMPLATE FOR “MARKER” DESCRIPTION

Name _________________________________                  Date________________

Lost LA “Wild West”
Student Handout 3
Making Our Mark

What is your landmark?

Why is it important?

Who was involved in this event or creation of a place?

When did this event occur?

Where did this event happen?

Any other important information?