

## Activity: The Cattle Hide and Tallow Trade

This lesson describes a key aspect of the economy during the twenty-five year Mexican-era of California history. The Spanish, Franciscan fathers started the hide and tallow trade, but it continued to expand during the Mexican period.

### Materials:

- Grade Level Reader ([Doc D](#)) or Advanced Reader ([Doc E](#))
- Excel File: Hide and Tallow Collections in 1829 ([Doc F](#))

### Directions:

Ask students to do the reading and look at the excel file. Ask students questions about how many hides, bags of tallow, or horns were collected at the various missions in 1829. Explain that this trade was a fundamental feature of the Mexican-era economy.

### California History-Social Science Standards

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

4.2.6 - Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy

### Target Standards Met:

#### History and Social Science Analysis Skills, Grades K-6

##### Historical Interpretation Skills

- Students summarize the key events of the era they are studying and explain the historical context of those events.
- Students identify and interpret the multiple causes and effects of historical events.

##### Chronological and Spatial Thinking Skills

- Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- Students correctly apply terms related to time, including *past, present, future, decade, century and generation*.
- Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.