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Title of Lesson: Introduction to the Spanish Mission Era's Influence on the Daily Life of the California Indians through Images

Subject Area: Social Sciences 4th Grade

**Standards:**

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

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

6. Discuss the role of the Franciscans in changing the economy of California from a huntergatherer economy to an agricultural economy

CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

**Goals:**

Students will observe images of California Indians engaged in activities on Spanish missions. Students will describe how the missions influenced the Indian's lifestyle by identifying clothing, instruments, tools, buildings, and other items that were not part of the California Indians way of life before they interacted with the Spanish missions.

This activity provides an introduction to Spanish Missions in California.

Students will understand that the missions influenced the way of life for the California Indians.

**Prior Knowledge:**

Students have knowledge of primary sources and have analyzed them in prior activities.

Students have studied California Indian tribes and can identify the characteristics of their cultures by identifying typical housing, food, resources, and clothing.

### **Objectives:**

Students will know that the interactions with the Spanish missions changed the way of life for the California Indians.

Students will cite evidence from the images of California Indians at the Spanish missions to demonstrate an understanding of how the daily life of the California Indians was influenced by the Spanish missions.

### **Materials:**

Secondary Sources (printed):

[http://en.citizendium.org/wiki/File:Building\\_a\\_Mission.jpg](http://en.citizendium.org/wiki/File:Building_a_Mission.jpg) (Mission Santa Barbara)

[http://en.citizendium.org/wiki/File:The\\_Mission\\_of\\_St\\_Carlos\\_near\\_Monterrey.jpg](http://en.citizendium.org/wiki/File:The_Mission_of_St_Carlos_near_Monterrey.jpg) (Mission San Carlos)

<http://www.missionscalifornia.com/content/mission-era-drawings-ab-dodge-alexander-ha> (plowing)

[http://en.citizendium.org/wiki/File:Primitive\\_plow.jpg](http://en.citizendium.org/wiki/File:Primitive_plow.jpg) (plowing and band)

<http://www.loc.gov/pictures/item/2005681044/> (basket making)

Analyzing Photographs & Prints Analysis Tool:

<http://www.loc.gov/teachers/primary-source-analysis-tool/>

Analyzing Photographs & Prints Analysis Tool instructions:

[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)

### **Sequence of teaching and learning experiences that will equip students to develop and demonstrate the desired understandings.**

Time: 15 minutes Anticipatory Set:

Students will write what they know about the Spanish missions in California. Then we'll review this information as a class.

Time: 30 minutes Instruction/Activities:

Students will be grouped heterogeneously (approximately 5 students per group). Each group is given a different image of Indians at Spanish missions in California. They will use the primary source analysis tool to observe, reflect, and question the image for their group. Each child will have their own paper to record their observations. Groups will share their analysis with the rest of the class as students take notes (images posted for all students to view).

(How to use primary sources in the classroom from the Library of Congress:

<http://www.loc.gov/teachers/usingprimarysources/>)

Time: 15 minutes Closure/Assessment:

Students will answer the question:

How did the missions influence the way of life for the California Indians? Cite evidence from the images that the class has analyzed.