

Mission Daily Clock UbD Lesson Plan

<p>Title: Daily Life of the Mission</p> <p>Topic: Mission Daily Clock Grade: 4th</p>	
Stage 1- Desired Results	
<p>Established Goals:</p> <ul style="list-style-type: none"> ● Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. ● Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 	
<p>Understandings:</p> <ul style="list-style-type: none"> ● Learning can be accomplished through a variety of activities, including prayer, school, and practical applications. ● When two cultures come together, often one culture dominates the other. ● Fractions show a proportional relationship between parts and whole. ● 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it important to study the daily life of a California Mission Indian? ● What can we learn AND what can't we learn from looking at the daily schedule of a California Mission Indian? ●
<p>Students will know...</p> <ul style="list-style-type: none"> ● A typical daily schedule on a California Mission ● California Missions were “trade schools” as well as religious institutions ● The life of a California Indian during the Mission Period was drastically different than it would have been before the Mission Period 	<p>Students will be able to ...</p> <ul style="list-style-type: none"> ● Create a “pie chart” showing fractional parts of a whole ● Analyze visual data and form opinions based on their analysis. ● Create questions based on visual data
Stage 2- Assessment Evidence	

<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Students will partake in a class discussion on the essential question, “What can we learn AND what can’t we learn from looking at the daily schedule of a California Mission Indian?” ● Students will write questions based on their discussion and analysis. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Students will create a pie chart showing the daily life of a California Mission Indian ●
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<p>Stage 3- Learning Plan</p>	
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<p>This lesson is part of a larger unit on the California Mission System. It is expected that the students have at least an introduction to the Mission System before starting this lesson.</p> <ol style="list-style-type: none"> 1. Have the students to write down what they did hour by hour yesterday. Use the attached worksheet to help them organize their ideas. Have them turn in their papers. If possible, put the papers into a box or other container. 2. Now the students are going to become future archaeologist. They will be interpreting the data generated by their classmates. (By the way, this would work really well if you had two classes of students and they could exchange information) 3. Have the future archaeologists “excavate” the chest. Explain that archeologist use artifacts that they discover to help them understand what happened in the past. The future archaeologists should begin by looking at the schedules and ask themselves the following questions: <ul style="list-style-type: none"> ○ What can I tell about this person’s daily life based on the schedule? ○ What types of activities did this person do during their day? ○ Could the activities be classified in any way? ○ How much time was spent on such things as eating, sleeping, food preparation, learning/education, work, recreation, etc? ○ Can I determine anything 	
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about this person's social status? (i.e. were they spending more time working than anything else?) What about their financial status?

- What can't I determine from this artifact?
4. Have the students share their findings with the rest of the class.
 5. Now give the students a daily schedule of a Native Californian. Have students transfer the information on the daily schedule to the pie chart with an illustration. NOTE: This can be done individually or as a class. In the past, I've created a large 24 – piece pie chart and cut it into the appropriate pieces. Thus, if the daily schedule says that the Indians slept from 10:00pm – 5:00am, I would cut that portion out in one piece and give it to a student to decorate. This makes a great bulletin board!
 6. Math component: Have the students determine the fraction of time spent on each type of activity (sleeping, eating, praying, working, relaxing, etc.)
 7. Have the students analyze the daily clock (aka pie chart). Ask them the same types of questions asked above. What can they learn from the chart and data? What can't they learn from the chart and data?
 8. Have the students write a paragraph explaining their findings based on the data.

Name _____ Date _____

What did you do yesterday?

- 12:00am – 1:00am: _____
- 1:00am – 2:00am: _____
- 2:00am – 3:00am _____
- 3:00am – 4:00am _____
- 4:00am – 5:00am _____
- 5:00am – 6:00am _____
- 6:00am – 7:00am _____
- 7:00am – 8:00am _____
- 8:00am – 9:00am _____
- 9:00am – 10:00am _____
- 10:00am – 11:00am _____
- 11:00am – 12:00pm _____
- 12:00pm – 1:00pm _____
- 1:00pm – 2:00pm _____
- 2:00pm – 3:00pm _____
- 3:00pm – 4:00pm _____
- 4:00pm – 5:00pm _____
- 5:00pm – 6:00pm _____
- 6:00pm – 7:00pm _____
- 7:00pm – 8:00pm _____
- 8:00pm – 9:00pm _____
- 9:00pm – 10:00pm _____
- 10:00pm – 11:00pm _____
- 11:00pm – 12:00am _____