

Mission Unit UbD

Stage 1- Desired Outcome

Established Goals:

* What relevant goals (e.g. content standards, course or program objective, learning outcomes) will this design address?

Essential Questions:

- Were the Missions harmful or helpful to California?
- Was Father Serra a “good person”?
- How would California be different if the Mission System had not been implemented?
- What do primary source artifacts tell us about the Missions?
- How can primary source artifacts be interpreted in different ways?
- How do you reconcile your beliefs when two primary source artifacts present conflicting information?
- How do you evaluate success of a mission?

Understandings:

- Historical events shape future events.
- When two cultures come together, often one culture dominates the other.
- History is dependent on the lens through which you view it.
- Were the Missions harmful or helpful to California?
- Was Father Serra a “good person”?
- How would California be different if the Mission System had not been implemented?
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- How do you evaluate success of a mission?

*** What are the big ideas?**

- The Spanish Mission system altered the physical and political landscape of California.
- The Native Californian way of life was destroyed during the Spanish Mission period.
- The Spanish Mission system brought positive and negative changes to California.

What misunderstandings are predictable?

Bias toward one side or the other.

Students will know . . .

Knowledge:

- Facts about the mission system, including number of missions, location/distance between missions
- Life on a mission for a priest and for a native
- The El Camino and Spanish city names – origins

Skills:

- Research skills using books and the Internet
- Writing –three/five paragraph essay
- Debate skills – creating an opinion and defending it with facts
- Time lines
- Mapping skills – reading maps
- Evaluating primary source artifacts

What should they eventually be able to do as a result of such knowledge and skill?

- View the Mission period in California history from more than one perspective.
- Create an opinion and defend their answer with facts.
- Research a topic and write a factual expository paper about it.
- Interpret a primary source artifact to gain an understanding of the time, place and culture in which it was created.

Stage 2- Assessment Evidence

Performance Tasks:

- Students will debate the questions: “Were the missions helpful or harmful for California?” using information that they have learned over the course of the unit. At the end of the debate, the students will write an opinion paper citing their opinion and supporting with facts.
- Working together, students will create a “daily clock” of a native Californian’s day on a mission (create one for priests, too???)
- Create a reader’s theater describing the missions from the perspective of the native, the priests and the soldiers. Intersperse direct quotes.
- Students will choose a question that they have regarding the missions and research its answer. This will result in an expository essay. (Length may vary, based on student/question.)
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Rubrics:

- Opinion Rubric: http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2014105&
- Mini Report:
http://rubistar.4teachers.org/index.php?screen=ShowRubric&module=Rubistar&rubric_id=1880037&

Stage 3- Learning Plan

Learning Activities:

What learning experiences and instruction will enable students to achieve the desired results?

Day One- Introduction of the Mission Unit

- Transition from Explorer's unit to Mission Unit: Timeline activity – create timeline of California from 1542-1850 on ground. Discuss blank period and activities around 1769.
- Read chapter in social studies book/answer questions 1-4.

Day Two: Primary source introduction

- Show image of Mission San Juan Bautista
- Show image of Native Californians at mission
- Listen to mission music
- Ask students to examine each primary source. What can we learn from each artifact? Possibly do this as a world café or as a gallery walk.

Day Three: Questioning:

- Ask: what do you want to know about the missions?
- Elicit high level questions using Google Docs. Project questions so that you and all students can see each other's responses.
- Questions will become the basis of the students' research reports.

Day Four: Question Review

- Sort questions into “concept (big/essential) questions” and “fact questions”
- Create Google Doc of all fact questions so that students can answer them as they gather information

Day Five through???: Begin fact gathering on missions

- Mission Timeline (powerpoint)
- Discuss motivation for Spanish and missionaries (How to do this???)
- Discuss conversion of natives
- Review basic Catholicism – One church

- Daily life on a mission: STATIONS?
- schedule w/bells
- art – murals, maybe looking at paint techniques?
- architecture – solar architecture? Mission plan?
- music – hand music from Mission San Antonio de Padua
- food of the mission – what was native, what wasn't? Possibly create Mexican hot chocolate, atole, or posole.
- Create “daily clock” of Na Californians life on the mission.

Day Six through???: Research

- Assign each student a “concept” question to research in depth. Choose questions based on either the students’ interest or ability level (I often choose more straightforward questions for my lower students)
- Using primary sources and mission books, have the students research the answer to their questions.
- Discuss how to answer a “think and search” and “on your own” question.
- Explain what to do when the answer is not right there at the top of their google search.
- Teach how to write a thesis sentence – turning their question into a statement.
- Focus on including specific quotes, details from their research in their answers
- Teach concluding sentences as a way of summarizing their ideas
- Teach how to site resources, using easybib.com or other bibliography resources.

Concluding Activities:

- Divide into two groups – one focused on Na Californians; one on missionaries. Focus on question: “Were the missions helpful or harmful for California?” from each perspective.
- Debate the issue. Invite local lawyers, scholars, priests, etc. to be your judges.
- Have students write final paper answering this question in their own opinion.