

TITLE OF LESSON: “On a Mission: Exploring the Multiple Stories of California’s Missions” by Colleen Meehan-Paredes, Mary Beth Poole, Alma Elias, Michael Kahl, and Kelly Pearce

GRADE LEVEL: Upper Elementary/Middle School

STANDARDS:

- 4.2.3. Performance Standard for California: Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
- ELA Common Core Standards—[CCSS.ELA-Literacy.W.4.7](#) Writing--Conduct short research projects that build knowledge through investigation of different aspects of a topic. Speaking and Listening: [CCSS.ELA-Literacy.SL.4.4](#) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GOALS – What understandings are desired? Students will understand that there was more than one story that played out in the mission period. They will explore the relationship between soldiers (presidios), missionaries and Indians (missions), and colonists (pueblos) working in groups to research and analyze primary sources and other information.

PRIOR KNOWLEDGE: What knowledge and skills do students need before this lesson? They need to know the geography, cultures, and resources of California, as well as why the Spanish established the 21 missions between San Diego and Sonoma in an effort to convert Native Americans and colonize the area.

OBJECTIVES: What knowledge and skills will students acquire?

Students will be able to demonstrate understanding of a California mission with depth and complexity, looking at multiple perspectives – native people, Spanish soldiers, Spanish missionaries, and colonists. They will pick from a choice board of multimedia ideas and work cooperatively to explore and share multiple perspectives from the mission period. In conclusion, they will present their work to the class, in a jigsaw fashion.

MATERIALS: primary source photographs of objects/people in the missions, choice project ideas (choice menu), checklist, rubric, list of research websites/books, artifact sheet for detective warmup SEE BELOW.

LESSON:

ANTICIPATORY SET: “Be a Detective” -- Post pictures around the room of objects found in a mission and people who would have lived there, and have students in pairs walk around and write down what they think the objects and structures were used for/what the people did. (Pictures from San Juan Bautista Mission.) Play mission music as students work around the room

([www.youtube.com](http://www.youtube.com) (Mission Road—Our Journey Back) EX:

<http://www.youtube.com/watch?v=n4VzLoGrCFg>) Share out. Afterward, tell students what the objects and structures were used for in the mission period, as well as the jobs/roles of the people.

INSTRUCTION/ACTIVITIES:

1. Mini-lesson: Play a video that walks students through San Juan Bautista

Mission--<http://the14thcolony.org/portfolio-view/3d-animated-flythrough-of-mission-san-juan-bautista/>. Also, use The California Missions Source Book (David J. McLaughlin with Ruben G. Mendoza, 2012) to showcase one of the missions, and its history.

2. Put students into groups, and assign missions (don't use the mission from the PPT). Go over the checklist/rubric, as well as the ideas for projects. Make sure that students understand that their project must reflect at least two perspectives from the mission period.
3. Provide computers and a list of websites to research.
4. Complete the multimedia project together.
5. Present to the class.

**CLOSURE/ASSESSMENT:**

Students will self-assess their individual and group work, as well as the teacher.

**MATERIALS TO USE:**

NAME(S) \_\_\_\_\_ *Artifact Analysis*

Draw a picture of the object or person:

Describe all the parts you see in this artifact. Use adjectives, and think about the five senses:

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What might it have been used for? \_\_\_\_\_

Who might have used it? \_\_\_\_\_

Where might it have been used? \_\_\_\_\_

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When might it have been used? \_\_\_\_\_

What title could you give it? \_\_\_\_\_

### Resources

California Missions Resource Center

<http://www.missionscalifornia.com>

Calisphere

[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic0b.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic0b.html)

Teacher Resources

<http://www.californias-missions.org/>

CA.gov California Department of Parks and Recreation

[http://www.parks.ca.gov/?page\\_id=22722](http://www.parks.ca.gov/?page_id=22722)

Kidport

<http://www.kidport.com/reflib/usahistory/missions/missions.htm>

### Select One Project for Your Group

<p><b>Eulogies</b> At least 2 perspectives include a picture, biography of the deceased's life, cause of death, and several notable contributions of the deceased.</p>	<p><b>Debate</b> Include three historically correct perspectives, have a prepared opening statement on the issue of the treatment of the native peoples by the Friars, the Spanish Soldiers, and the native people. Include 5 sources of information to defend your arguments.</p>	<p><b>PowerPoint</b> Create a minimum of 12 slide PowerPoint presentation covering at least 2 perspectives, illustrating the contributions of your mission present day life in California.</p>
<p><b>Reader's Theater</b> Create a play with a distinct story including a beginning, middle, and an end, illustrating at least 2 perspectives of mission life in California.</p>	<p><b>Historical Journal</b> Select one dramatic event from the history of the mission. Describe that event, factually via an historical journal, representing at least 2 perspectives. A minimum of 1 page, typed is expected.</p>	<p>Create 2 cartoons of at least 4 panels, representing at least 2 perspectives of a controversy at your mission. The controversy may be who did the missions best serve? Dialogue and 4 resources are required.</p>