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Title of Lesson: Introduction to the 14th Colony	
Subject Area(s)/ Grade Level: Social Studies, English Language Arts Grades 5-8	
Content Standards:	

Goals: What understandings are desired? TSW be motivated to interpret primary source documents on California Missions. Spanish: TSW practice using Spanish adjectives and interrogative words to describe and ask questions about images of the period. ESL: TSW practice using English adjectives and interrogative words to describe and ask questions about images of the period.
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Prior Knowledge: What knowledge and skills do students need before this lesson? TSW need to know how to analyze/interpret a picture, map or artifact. TSW need to know how to research TSW need to know Spanish adjectives, interrogative words, nouns, verbs, and verb conjugations. TSW need to know English adjectives, interrogative words, nouns, verbs, and verb conjugations.
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Objectives: What knowledge and skills will students acquire? Students will know: TSWK and recognize photographs and artifacts from the Spanish Mission Period. Students will be able to: TSW be able to view and interpret a primary source document correctly. TSW be able to use the target language to describe and ask questions about primary sources during the Spanish Missionary Settlement Period.

Materials: Photos: Native Californian Indian California map with Indian population groups Map of European claims on the West Coast "Soldado de cuera" Mission bell tower Arch in the Mission San Antonio (total) Music notes on hand Native Californian Indian woman Gobernador Pedro Fages Farm/agricultural scene
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Sequence of teaching and learning experiences that will equip students to develop and demonstrate the desired understandings?

Time:

____ -

(5 min)

Anticipatory Set:

TSW come in and each will get a different color marker. There will be 10 different colors, and the color determines what group they'll be in.

Instruct
Time:

____ -

(25 min)

Instruction/Activities:

TTW post photos or primary source documents around the classroom on the wall.
Students in small groups based on color choices will take notes at each image by posting sticky notes (or either writing notes in their color on a piece of paper beside the image).
After 3 mins at the image students will rotate to the next image continuing until time lapses.
TTW pose questions asking students what do these images have in common.

Close
Time:

____ -

(__ min)

Closure/Assessment:

TSW discuss in small groups their observations. TTW evaluate based on listening to the students' conversation or students may elect a speaker to present their views.

TTW disclose the facts behind the images leaving the students to explore their perspectives.

Developed by: Linda O'Dwyer 7th Grade Teacher in Flossmoor, IL

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