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Subject Area(s)/Grade Level: 4-6

Content Standards:

4.2.3. Performance Standard:

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).

4.2.5. Performance Standard:

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

4.2.6. Performance Standard:

Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.

K-5.2. Grade Level Expectation:

Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

K-5.1. Grade Level Expectation:

Students summarize the key events of the era they are studying and explain the historical contexts of those events.

Goals: What understandings are desired?

How do different groups of people interpret the same event? If they interpret it differently, why?

Prior Knowledge: What knowledge and skills do students need before this lesson?

Knowledge: Students need to know that the Spanish wished to establish missions in Alta California. They need to know about the history of Spain as a colonial power.

Skills: Students need to have experience with group work and writing summaries.

Objectives: What knowledge and skills will students acquire?

Students will know:

The story of Fr. Serra's expedition to San Diego, the responses of native populations to Fr. Serra's expedition and vice versa, how life changed for both the native populations and the members of Fr. Serra's expedition as the mission was established and maintained

Students will be able to:

Understand different perspectives and attitudes toward the foundation of the missions and mission life

Work with a group to write a summary of their ideas

Materials:

Short biography of Fr. Serra: http://www.escusd.k12.ca.us/mission_trail/sandiego/Serra.html

Placemat graphic organizer: <http://lausliteracy.blogspot.com/2009/02/graphic-organizer-placemat.html>

Lands of Promise and Despair text:

http://www.amazon.com/Lands-Promise-Despair-Chronicles-California/dp/1890771481/ref=sr_1_1?s=books&ie=UTF8&qid=1373671777&sr=1-1

Testimonios text:

http://www.amazon.com/Testimonios-Early-California-through-1815-1848/dp/1597140333/ref=sr_1_3?s=books&ie=UTF8&qid=1373671847&sr=1-3

Short summaries of what life was like for native men and women of the missions and for Franciscan padres

What was life like for the Indians before the missions?

<http://www.missionscalifornia.com/ate/indians-founding-california-missions.html>

Anticipatory Set (time: 5 minutes):

Have the class respond to the following question with a group brainstorm: Why were the Spanish interested in establishing a colony and missions in Alta California?

Instruction/Activities (time: 25 minutes):

Break the class up into six groups (two to represent Fr. Serra and the padres, two to represent the soldiers traveling with the padres, and two to represent the native populations of San Diego)

Give each group one graphic organizer and one summary of what life was like for the group they are representing

Explain to the class that each person in the group will fill in one side section (not the middle) of the graphic organizer. They are to write about their perspective on the mission story based on what they hear today.

Read the story of Fr. Serra, pausing at key moments to allow students time to respond. Intersperse direct quotes from the native population and Fr. Serra to give their perspectives on the experience of founding the missions after the students have had a chance to complete their reflections on the graphic organizer.

Once you have finished telling the story of the founding of the San Diego mission, have each group summarize what they wrote. Their summary should be written in the center of the graphic organizer.

Closure/Assessment: (time: 10 minutes):

Ask each group to share their summaries and post their graphic organizers around the room. After each group has shared, ask the class to discuss and share why they think the perspectives on the founding of the mission were so different. As a final assessment, have each student write a reflection on the following question: Why is it important to understand multiple perspectives on a historical event?