

Name: Tom Brady, Debbie Bruister, Esther Honson, Sandra Lamar Date: July 13-19, 2013
Title of Unit: Voices of The California Missions
Subject Area (s)/ Grade Level: 5-8
Content Standards: Common Core, Individual State Standards
Goals: What Understandings are desired? Students will be discussing the daily life of various points of view from the Mission and the inhabitants. Students will identify the influences of different cultures on Mission life.
Prior Knowledge: What knowledge and skills do students need before this lesson? Students will learn about the twenty-one Missions and the different roles that a person could play in a Mission community: friar, farmer, <i>musicos</i> , and various positions that allowed the Mission's economy to thrive.
Objectives: What knowledge and skills will students acquire? Students will read, discuss, and write the roles of the Mission people as a self-supporting community. Students will read and interpret primary documents, develop research skills, and acquire new vocabulary. Utilizing various resources (Huntington Library, Library of Congress, etc...), to analyze and interpret and retell biographical information about different types of people in the Mission. Students will be able to: Write a narrative about that person's role in the life of the Mission. Students will, in chronological order, retell various aspects of that person's life. They will identify three historical events of the Mission.
Materials: Various internet resources, NEH 14 th Colony, partnership of local museums, general classroom supplies

Anticipatory Set:

Use K-W-L (knowledge, what you want to know, what have you learned). Big question to guide instruction.

Instruction/Activities:

Use K-W-L strategy guided by big questions. Introduce with primary resources (friar's letter). Students begin discussion, take notes, and present the information in a journal or diary form. Using an online resource, students will take part in a teacher created Mission scavenger hunt. They will use Bookemon and make an autobiography of their character.

Closure/Assessment: Students will in their Bookemon book, have the three historical events, demonstrated that they have researched and understood the role of their person in the mission. Each book will answer these questions about the individual researched:

- Who was your character (male/female/age/birth?/baptism?/marriage?/children?/death?)
- What was the role of your character at the mission?
- What skills were involved in your character's position?
- What training was required for your position?
- How did the mission value your position?
- Explain the daily routine of your character.
- What historical events did your character experience?
- What did your character lose or gain by being a member of the mission community?
- Compare your character's role in modern society.

Bibliography & Teacher Resources:

www.huntington.org, www.bookemon.com, www.neh.gov, www.loc.gov, www.puzzles.com