

# Content-Area Focus Unit California Missions



LEE 173

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# Overview



# Overview

The history of California is a major component of the 4<sup>th</sup> grade curriculum. We plan to teach about the California mission, presidios and pueblos. Learning about the missions and Indians is a key element, because the students need to know how the Indians lived, their religion, how their land was invaded and cultural differences between the Indians and missionaries. They also need to know that the Spanish missions changed California forever, as well as presidios and pueblos. There are particular standards that must be met and a specific framework that teachers are expected to teach. In preparing a 5-day lesson block, a pre-assessment is needed to determine the content of the unit. We will distribute a KWL chart for the students to fill out as well as asking questions such as what is a mission, Indian, slave, etc. These measures will give us the appropriate place to begin. The following 5-day lesson plan covers a portion of the Missions, presidios and pueblos content and satisfies the following standards:

4.2- Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

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

4.2.3- 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).

From this 5-day block, students will gain an understanding of the missions, presidios and pueblos in California, how they lived during this time period, the regions in which they established themselves, their diet, the religion they introduced to the Indians, the cultural differences between the Indians and Spanish, and the influence they had on culture today. This will be accomplished by the use of read aloud, access to various forms of resources and texts, activities, shared reading, graphic charts, and assessments.

In addition to History-Social Science content standards, specific language arts standards will also be addressed and met. The standards include:

### **Word Recognition**

1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. Vocabulary and Concept

Development

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

1.2 Create multiple-paragraph compositions:

Provide an introductory paragraph.

Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Include supporting paragraphs with simple facts, details, and explanations.

Conclude with a paragraph that summarizes the points.

Use correct indentation.

1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).

From this unit, students will ultimately gain an appreciation for this time period, and be able to put themselves in the perspective of others, maybe even some of our ancestors. It will develop an appreciation for California history in itself. Maybe some of the students believe in Catholicism, and really do not understand where that came from; well they might be trilled to know that the Spanish introduced the practice of such religion. They will also see the significance of how much our civilization has advanced, because during California mission ear there was no technology. As a closure, students will make a decision on whether they would have wanted to be an Indian or missionaries and why. Also, what traditions, diet, and beliefs did they introduce and are still present today.

# Adaptations



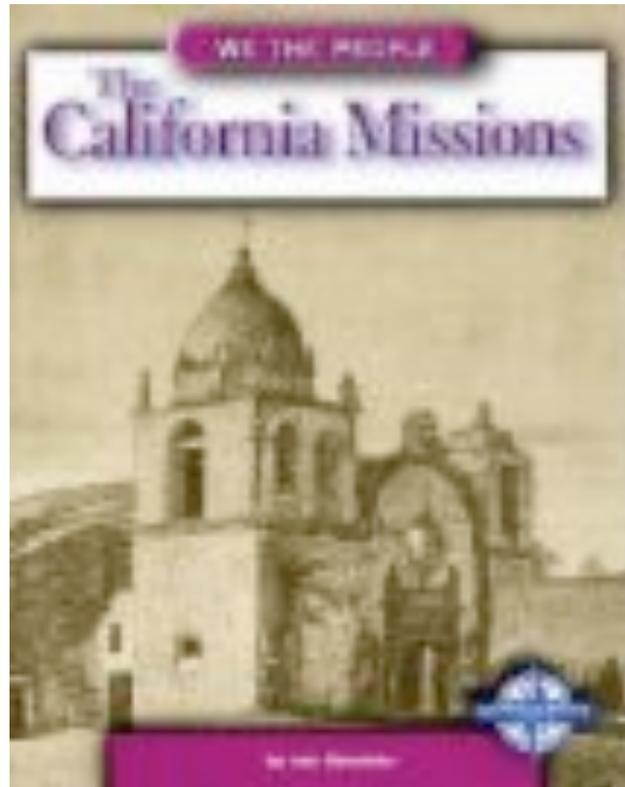
# Adaptations

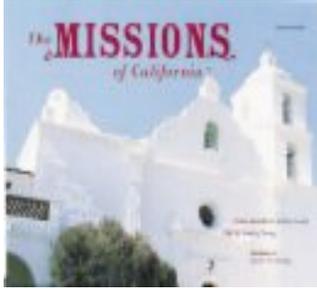
It is important for teachers to get to know their students, however learning about their cultures, communities and special needs are a crucial aspect. Due to the fact that there is such diversity in California, modifications and adaptations need to be made. Activities and partner share is always a welcoming adventure and should be incorporated into lessons, because students will have a lot to learn from their own peers. All students should be considered, whether they be ELL/struggle readers, SPED, or gifted students. The following are a compilation of adaptations that can be made for ELL, SPED, and Gifted students:

Student Need	Strategies
ELL (English Language Learner)	Scaffolding/modeling Visuals-all the time Partner share ZPD (zone of proximal development) Bilingual aid Realia and graphic organizers Repetition Positive environment-motivation
SPED (Special Education)	A lot of visuals Graphic organizers Hands on activities

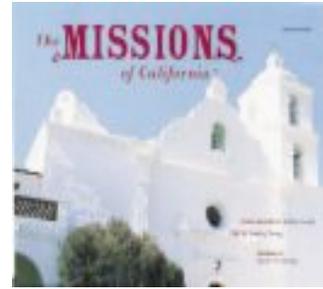
	<p>Multiple way of giving directions</p> <p>Write down assignments</p> <p>Connections</p> <p>Extra time</p> <p>ZPD</p>
Gifted Students	<p>Faster paced instruction</p> <p>Compacted content</p> <p>Individual projects in special interest</p> <p>Use Blooms Taxonomy</p> <p>Abstract thinking</p> <p>A lot of technology use</p> <p>Cooperative groups</p> <p>Planned scope/sequence</p>
Struggling Readers	<p>Repetition</p> <p>Scaffolding</p> <p>Extra time to process information</p> <p>Make reading fun, not chore</p> <p>Literature circles</p> <p>Variety of books</p>

# Text Set





## Text Set



### 4<sup>th</sup> Grade: California Missions

## Teacher Read Aloud

**Leffingwell, Randy (2005). California Missions & Presidios: The History & Beauty of the Spanish Missions. China: Voyageur Press.**

This book tells about the history of California Missions, forts, and Presidios along California's El Camino Real. It also talks about the history of California's conquest by the Spanish as well as the operation and architecture of the structures.

**Mifflin, Houghton (2007). History Social Science: California Studies. Boston. Houghton Mifflin.**

This book includes a chapter that describes the social, political, cultural, and economic life among people. It describes the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

**Arno, Roger (1989). Account of a Tour of the California Missions & Towns. Santa Barbara: Bellerophon Books.**

This book explains the history of the missions. It includes great value of pictures that show the missions as they were just prior to their near-complete decay.

**Shipman, Bret (1978). Old California: The Missions, Ranchos, and Romantic Adobes. Los Angeles: Camaro Publisher Company.**

This book is a touring guidebook for an extended tour along the mission trail. It tells a story of how old ranch houses and romantic adobes were discovered by the Spanish.

## Books for Reading: Grade Levels 2-3

**Rourke, Jaine (2003). Spanish Missions: The Missions. New York: Lerner Published Group.**

This book has different pictures and brief descriptions of the California Missions.

## Books for Reading: Grade Levels 4-5

**Crump, Spencer (1975). California's Spanish Missions: Their Yesterdays and Today's. Corona del Mar, California: Trans-Anglo book.**

This book tells the story of why and how the missions were built. This book does a good job in explaining how life really was during Spanish era.

**McGinty, B. Alice (2003). The Missions of California: Mission San Gabriel Arcangel. New York: Powerkids Press.**

This book tells the about the founding Mission of San Gabriel Arcangel and missions structure.

**MacMillan, Dianne (1996). Missions of the Los Angeles Area. Minneapolis: Lerner Publications Company.**

This book mentions about missions that are in Los Angeles area and has great pictures.

**Schwabacher, Martin (1995). The Chumash Indians. Mexico: Chelsea House Publisher.**

This book talks about important things that the Indians did, their culture, and beliefs.

**Van Steenwyk, Elizabeth (1995). The California Missions. New York: Franklin Watts.**

This book has interesting information about the missions and includes lots of detail pictures.

## Books for Reading: Grade Level 6-7

**Nelson, Libby/Cornel, Kari (2007). Exploring California Mission: Projects & Layouts. New York: Lerner Pub Group.**

This book explains and explores all the California Missions. It contains information on how to make projects and shows examples.

**Behrens, June (2003). Central Coast Missions in California. New York. Lerner Pub Group.**

This book examines the Spanish missions along the central coast of California and why the missions were founded, and what life was like for missionaries.

## Shared Reading/Literature Circles

**McGinty, B. Alice (2003). The Missions of California: Mission San Gabriel Arcangel. New York: Powerkids Press.**

This book tells the about the founding Mission of San Gabriel Arcangel and missions structure.

**Ostrow, Kim(2000). The Missions of California: Mission La Purisima Concepcion. New York:Powerkids Press.**

This book discusses Mission La Purisima Concepcion from its founding to the present day, including reasons for Spanish colonization in California and the effects of colonization on the California Indian.

**Binns, Tristan Boyer (2001). Missions:San Juan Capistrano. New York: Heinemann/Raintree.**

This book discusses Mission San Juan Capistrano from its founding to the present day, including reasons for Spanish colonization in California and the effects of colonization on the California Indian.

## Videos

### **Video: Howser, Huell. California's Gold, California Missions #10**

This video shows how the missions were built, why they were built, and its purpose. It shows and talks about the history of the missions.

### **Video: Howser, Huell. Spanish and Mexican California.**

This video states the purpose of the missions, presidios, and pueblos. This video will help students understand what life was like at the missions..

### **Video: Spanish Missions in California.**

This video explains and shows why the Spanish built missions in California and the reason for why they built them where they did.

## Internet Resources

### **Mission San Gabriel Arcangel**

<http://www.powerkids.com/moca/gabarc>

This website has important information about the mission San Gabriel Arcangel. If students don't have a clear understanding of how and why this mission was built, they can look up the information on this website.

### **California Missions**

<http://www.bgmm.com/missions>

This website has important historical information about each mission.

### **California Missions Studies Association**

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

This website has information about the history and people of the California

missions, presidios, and pueblos, and a link to the addresses of all the missions.

**California Museum of Photography: California Missions**

<http://www.comp.ucr.edu/exhibitions/missions>

This website has great pictures from each of the twenty-one California missions



# Vocabulary



# Vocabulary

Below is a list of words that will be embedded into the 5-day focus unit that will be needed for students to comprehend the content material. These words are used in the 4<sup>th</sup> grade curriculum to cover and understand about California's Missions.

Convert  
Adobe  
Revolt  
Presidio  
Expedition

Governor  
Pueblo  
Alcalde  
Rancho  
Occupy

Missionary  
Missions  
Custom  
Slave  
Economy

Resist  
Colony  
Settler  
Catholicism  
Land Grant

## Activities:

### Activity #1: California's Missions Crossword Puzzle Clues

Before the lesson, the students will be given a crossword puzzle worksheet to fill out. They will choose the appropriate vocabulary word by filling out the crossword puzzle. Directions: The students will complete the crossword puzzle activity by writing the correct vocabulary word on the puzzle.

### Activity #2: Word Wall

The students will take time during the lesson to complete in-class assignments. They will add a word to the word wall with its definition and an illustration of each word,

after they read a section from the lesson. As a class, we will post the vocabulary words of the week on the wall. The words will be written in alphabetical categories. This will enable students to refer to the wall during in-class discussions and assignments.

## *Activity #3: Vocabulary Dramatization*

Once the students have learned the all the vocabulary words and their meanings, they will write one sentence for each word in a dramatized manner. This activity will allow the students to use their imagination and do what they want with the words by exaggerating a bit.

# Block Lesson Plan



## Block Lesson Plan: California Missions

Time		Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Warm Up Activities	<p>Give the class a KWL chart for survey prior knowledge. Ask question to class, such as what is a mission, presidio, Indian, etc?</p> <p><b>Play Pictionary with pictures from missions, presidios, Indians, priest, food, etc.</b></p>	<p><b>Teacher Read Aloud: History-Social Science</b> (Textbook). Students will write down unfamiliar words in their <i>vocabulary journals</i> followed by a class discussion.</p>	<p><b>Teacher Read Aloud:</b> “California’s Spanish Missions.” (Book) Students will write down vocabulary words while the story is read, afterwards the class says something they didn’t like and something they did like about the story.</p>	<p><b>Teacher Read Aloud:</b> “Account of a Tour of the California Missions and Towns.” (Book)</p> <p>-Class discussion</p>	<p><b>Finish up any detail t their presentations, such as visuals, dram etc.</b></p>
8:20-8:45	Reading Workshop	<p><b>Teacher read aloud:</b> “California mission and presidio.” (Book)</p> <ul style="list-style-type: none"> <li>- “<b>Vocabulary review</b>” <ul style="list-style-type: none"> <li>• <i>reading journal entry</i></li> <li>➤ <i>cross word puzzle</i></li> </ul> </li> <li>- class discussion</li> </ul>	<p><b>Literature Circles SS:</b> get into groups according to their mission: Purisima Concepcion, San Gabriel, and San Juan Capistrano.</p> <ul style="list-style-type: none"> <li>- “<b>Vocabulary Review</b>”</li> <li>- <i>reading journal entry</i></li> <li>- class discussion</li> </ul>	<p><b>Shared Reading SS:</b> “A life in the Mission.” (Ch. 3)</p> <ul style="list-style-type: none"> <li>- “<b>Vocabulary Review</b>”</li> <li>- <i>reading journal entry</i></li> <li>- class discussion</li> </ul>	<p><b>Literature Circles SS:</b> The differences between the three missions.</p> <ul style="list-style-type: none"> <li>- “<b>Vocabulary Review</b>”</li> <li>- <i>reading journal entry</i></li> <li>- class discussion</li> </ul>	<p>Groups prepare for presentations. <b>Group presentation</b> on their essay to the class, showing visuals and also letting the class th reason for their rationale. As the students present the class is to take notes o something positive and needs improvement of each presentation.</p>
8:45-9:15	Social Studies	<p><b>Watch video: California Missions</b></p> <p>Class discussion on video contents and what students can expect to learn throughout the week.</p> <ul style="list-style-type: none"> <li>- <i>writing journal entry, notes on video</i></li> </ul> <p><b>Homework:</b> “Lesson Review”</p>	<p>Groups begin working on <b>vocabulary journal</b>, using various books and internet sources available for research. Must describe:</p> <ul style="list-style-type: none"> <li>- revolt - resist</li> <li>- adobe - slave</li> <li>- convert - custom</li> </ul> <p>-Direct instruction on the difference between missionaries and Indians</p> <p><b>Homework:</b> “Lesson Review and write sentences for their vocabulary words”</p>	<p>Finish working on their <b>vocabulary journal, so we can put up the picture wall.</b></p> <p>Begin to discuss the upcoming essay and presentation. Rubric</p> <p>-Continue with the differences</p> <p><b>Homework:</b> “Each student is to draw a picture connecting to a vocabulary word for picture wall”</p>	<p>Finish on the differences between Missions and Indians.</p> <p>Put the picture wall on the classroom walls, we will all work collaboratively</p> <p><b>Homework:</b> “Lesson Review”</p>	<p><b>-Continue with presentations</b></p>

<p><b>9:15-9:40</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Workshop</p>	<p>Students meet in their groups and begin researching and gathering information on their assigned mission for upcoming presentations.</p> <p>Students write questions with their groups asking each other what they know, want to know, and what they expect to learn this week about California missions, presidios, pueblos, Indians, lifestyle, etc.</p> <p>- KWL Chart again</p>	<p>Class discussion of what they have learned so far about the topic.</p> <ul style="list-style-type: none"> <li>- Students are to begin on graphic organizer such as a web to organize their essay, which will be presented on Friday.</li> <li>- If finish early begin on drafting</li> </ul>	<p>-Students are to continue working on their drafting for the essay. Students had to either pick if they preferred to be a missionaries or Indian during this time period.</p> <p>-Start with the revising</p>	<p>-Students start to edit their papers with peers/partners</p> <p>-They are to check for grammatical errors</p>	<p><b>-Continue with presentations</b></p> <p><b>-Assessment KWL chart</b></p>
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9:40-10:00

Activities with students/Read aloud/Play role

10:00-10:20

Recess

# Assessment Plan



# Assessment Plan

Assessment is very important because it measures the success of the class in comprehending the lesson and the success of the teacher's instruction. Also assessments are very important at the beginning of a lesson because it guides instruction. The types of assessment used during this 5-day focus unit were: a KWL Chart to determine the child background knowledge of information, vocabulary activities, an essay paper and oral presentation, and a comprehensive final quiz given at the end of the lesson to determine how successful the unit was and how much information the students learned. The teacher will use a checklist to monitor the student motivation/participation, comprehension of the lesson, completion of essay and oral presentation, and to monitor achievement of standards by students.

Students will be given the opportunity to self assess their own work. This will help the students see how well or how bad they are and in what area they need to improve. For the essay and oral presentation, students will be given a rubric before their assignment so they could understand how the teacher will assess the assignment. This will allow them to evaluate their own work. On the last day of the lesson, a final quiz will be given to the class, to see what they have learned.

Name: \_\_\_\_\_

## KWL Chart

What you already know, want to know, and learned about spelling and grammar on the computer. **Directions: Please fill out at least three boxes for each column that is listed.**

Already Know	Want to Know	Learned
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

## Vocabulary Review

Name: \_\_\_\_\_

**Directions:** Match the correct definition on column B to the correct vocabulary word on Column A.

Column A	Column B
_____ 1. Adobe	A. A mixture of clay, straw, and water that is dried into bricks.
_____ 2. Custom	B. Someone who is owned by another person and made to work.
_____ 3. Revolt	C. Act against, to strive against or oppose.
_____ 4. Resist	D. A usual way of doing things.
_____ 5. Slave	E. An action against people in charge.
_____ 6. Missions	F. A Spanish word for fort.
_____ 7. Presidios	G. A Spanish word for village.
_____ 8. Pueblos	H. A settlement set up by a religious group to teach their religion and other ways of life to native people.

\_\_\_\_\_ 9. Ranchos

I. To take control.

\_\_\_\_\_ 10. Occupy

J. A large area of land where crops are grown and horses, cattle, sheep, and pigs are raised.

## Rubric for the Essay

Score	1	2	3	4
<b>Layout/ Design</b>	Letter is unattractive. Text is difficult to read. It does not have proper grammar or punctuation.	Text may be difficult to read. May have some grammar and or punctuation.	The letter is eye-catching. Text is easy to read. Grammar, style, and punctuation are indicative.	The letter is creatively designed with easily read text. Grammar, style, and purpose all excellent letter.
<b>Information, style, audience, tone</b>	Information is poorly written, inaccurate, or incomplete.	Some information is provided, but is limited.	Information is well written and interesting to read.	Information is accurate and complete, is creatively written, and is cleverly presented.
<b>Accurate Parts of the essay</b>	Improper form is used.	Most essay elements are out of place or missing.	Some essay elements may be missing.	Essay is complete with all required elements.
<b>Grammar, Punctuation, and choice of words</b>	Grammar, punctuation, and choice of words poor for a friendly letter.	Inaccurate punctuation or grammar.	Style, purpose, audience, grammar, and punctuation all fair and indicative of a friendly letter.	Excellent job on presentation, style, grammar, and punctuation.
<b>Following Classroom Guidelines and Directions</b>	Students are often out of their area without permission and are disruptive to the class.	Students occasionally leave area without permission.	Students stay in their area and talk quietly to their own partner only.	Students are on task, stay in their own area, and work quietly. Students followed directions and classroom directions.

**Grade Scale for the Essay:**

**Cover Letter- 5 points**

**Introduction- 20 points**

**Body- 40 points**

**Closing- 20 points**

**Visual/Drawing- 15 points**

**Total: 100 points**



# Missionary vs. Indian Oral Presentation Rubric

	5	4	3	2	1
Quality of Work	High quality work	Good quality work	Adequate quality work	Low Quality Work	Unacceptable quality work
Comprehension of Information Presented	Fully comprehended presented information	Good comprehension of information presented	Fair comprehension of information presented	Low comprehension of information presented	Unacceptable comprehension of information presented
Organization of Presentation	Clearly presented, relevant data, great organization	Clearly presented, mostly relevant data, good organization	Fair presentation, some incorrect data, acceptable organization	Weak presentation, some incorrect data, lacks organization	Poor presentation, no organization, incorrect material
Student Motivation	High motivation	Good motivation	Adequate motivation	Low Motivation	No motivation



Self Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

### Rate Yourself on How Well You Fulfilled Each Category

**5 = Excellent**  
**4 = Good**  
**3 = Fair**  
**2 = Could Have Done More**  
**1 = Unacceptable**

	5	4	3	2	1
Participation					
Effort					
Organization					
Team Unity					
Creativity					



### Individual Final Comprehension Quiz

1. How was work for men in the missions?
2. How was work for women in the missions?
3. What was the purpose of a presidio?
4. Why were pueblos important to presidios?
5. What were the different kinds of settlements?

Extra Credit: State what you learned or write any questions you have about this lesson.

### **RUBRIC**

- 1 CORRECT OUT OF 5 = 20%
- 2 CORRECT OUT OF 5 = 40%
- 3 CORRECT OUT OF 5 = 60%
- 4 CORRECT OUT OF 5 = 80%
- 5 CORRECT OUT OF 5 = 100%

**Scoring Standards for the Content-Area Focus Unit  
(include last page unit)**

Name:

Required Components

Point Range

**1. Overview/Standards/Title Page**

**20/20**

Excellent use of pre-assessment to determine your students needs for the unit

**2. Adaptions for ELLs and other special needs students**

**20/17**

Your adaptations are good, but they are generic to good teaching you did not detail how you will make these adaptations as part of your specific unit

**3. Text Set**

**20/20**

At least ten books (list books by approximate grade level difficulty K-2,3 etc)  
Books organized by purpose (Tchr Read Aloud, Literature Circles etc).

APA format

Annotated

Variety of electronic sources - web sites, CDs, videos

Excellent variety of resources for students at various reading levels. Nice selection of media sources to support the literacy development of all students

**4. Vocabulary**

**10/10**

About 20 words total embedded in your lessons

Three vocabulary activities

Excellent selection of a variety of vocabulary activities that allow the students to work with new words in a variety of contexts and literacy areas

**5. Block Lesson Plan (see examples)**

**20/20**

Students have some choice of activities

Appropriateness for your group

Complete and detailed

Include all six language arts (highlight viewing and representing)

Lots of reading and writing

Superb lesson plan! Your plan covers all aspects of literacy development and allows students to explore content material through an array of literacy activities. Nice connection to illustrate the ways the materials and resources will be utilized throughout the lesson plans

**6. Assessment Plan**

**10/10**

Checklist including criteria for an excellent assignment

Student choice and input

Include one Rubric

Excellent assessment plan. You provide students with a variety of opportunities in multiple formats to demonstrate what they have learned. You provide opportunities for ongoing assessments as ways to continually meet your students' needs throughout the unit. Excellent description of expectations on the rubric and clear opportunities for students to engage in meaningful self-assessment

**97/100**