Spanish, 5<sup>e</sup> grade

From Missions to Cities

**Overview:** This lesson is centered on a general analysis of changes in the aspect of places looking at examples of Catholic missions built in California starting 1769 until approximately 1823. The lesson uses maps and images of different missions in California as a first step, and then focuses on changes in time that can be observed by looking at pictures of Mission Dolores (St. Francis of Assisi) and of its surrounding areas. It also encourages students to connect the information to the growth of their current Catholic school community. In addition, the lesson ties in Spanish vocabulary, connected to the material to be studied.

**Essential Question:**
Is it possible to build a city around a small religious center?

**National Geography Standards:**
14. How human actions modify the physical environment. (Essential Element: Environment and Society)
1. A. Identify and describe ways in which humans modify the physical environment.

**Oregon Geography Content Standards**
5.7. Identify, locate, and describe places and regions in the United States.

**Oregon Foreign Language Content Standard**
Cultures: Gain Knowledge and Understanding of Other Cultures
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Connections to Common Core**
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.

**Objectives:**
In completing this activity, students should be able to:
- Identify on maps places where missions were built.
- Identify and describe growth of settlements around Catholic missions.
- Students will learn Spanish vocabulary connected to missions and communities.
• Students will learn to observe details on maps and photographs and compare information from different sources by using graphic organizers.
• Students will learn to use Spanish vocabulary for different geography key terms.

**Grade Level: 5**

**Time:** 4 sessions of 30 minutes each

**Materials:**

A. **Maps (details in Annex 1):**
   1. La Californie ou Nouvelle Caroline Teatro de los trabajos, Apostolicos de la compa e Jesus en la America Septe. 1720.
   3. 2016 Map of California.

B. **Photographs (details in Annex 1):**
   1. Mission Dolores 1850
   2. Mission Dolores, San Francisco 1866
   5. Mission Dolores (San Francisco de Assis), founded 1776, in 1930.
   6. The 1791 Mission Dolores, the oldest-standing building in San Francisco, California

**Video**

**Other Tools**
1. **Map Analysis Tool with a geographic Lens**, inspired by the model offered by the Library of Congress, “Teaching with Primary Sources” workshop.
2. **Image analysis Tool with a Geographic Lens**, inspired by the model offered by the Library of Congress, “Teaching with Primary Sources” workshop.
3. **Graphic Organizer**, inspired by peer feedback.
4. Big construction paper (about 4 sheets) on the wall.
5. Markers.
6. Students’ journals and pencils.
8. Requirements for the letter and for the poem, in English (teacher created).

Background: This lesson is an introduction to a unit dedicated to Catholic missions and missionary work. It will focus on map search and photograph analysis. It will, also, connect to students’ prior knowledge about what they may know about missionary work, and will have them reflect on how a community can grow around a church, when the church responds to the needs of that particular community. In addition, will have them reflect on how St. Anthony Catholic Church in Tigard is growing nowadays in order to better serve its own community.

Procedures:
Day 1: Compare Maps
1. Start: Students are divided in groups of 3 or 4. The teacher explains that for the length of this lesson the groups will stay the same. Also, the teacher asks the students to get their materials ready: journals, pencils, markers, maps of California (1 copy per group provided by the teacher). (3 minutes)
a. Students look at a contemporary map of California and list in their journals 3 cities that have Spanish names. Students volunteer to share their findings. (5 minutes)
2. The next activity will have teacher read and explain the Spanish vocabulary for the material to be studied in class. This activity will model pronunciation, and will also help the students to get familiar with vocabulary and abbreviations used on the first map. For example: B.a d.Todos S.os (Bahía de Todos Santos = All Saints Bay). Word lists will include mar (sea), puerto (port, harbor), bahía (bay), río (river), isla (island), punta (point), cabo (cape), cuenca (basin), etc. For a comprehensive list of geographic terms in Spanish a good tool is the “Student Atlas of Oregon, Glossary of Key Terms in 11 Languages” poster. (5 minutes)
3. Map from 1720 is introduced to the students. On this map the words are in Spanish and the text explaining the creation of this map is in French. A color printed copy should be distributed to each group of four students, and each group will study an assigned area on the map. The map is also available on the projector, so it can be zoomed in or out, as necessary. (3 minutes to explain task)
   • Task: Each group use a graphic organizer to write 5 names of physical features (harbor, island, bay, cape, point, etc.) they were able to identify as marked on the map fragments they had to study. Rubrics: name, explanation in English, physical feature, location (approximate, in relation to other features on the map fragment). A model is given on the graphic organizer (see Annex 2). (10 minutes)Names selected by each group are also written on a big piece of construction paper placed on the wall (for whole class to have input). Conversation with all class will ensure comprehension of the vocabulary and clarification of any challenging words or abbreviations. Conversation will focus, though, on similarities/differences noticed when the map is compared with the contemporary map of California, and will ensure that students understand that they need to be able to identify key
information when they read a map. (For example where is the North on a map, how to scientifically express relative words like “above”, “to the left” etc.)( 5 to 8 minutes)

- Homework: Students find in a dictionary the definition for the word “mission” and write it in their journals.

Day 2: Compare Maps

1. Homework is checked and explanation of the word “mission” is stated by students. (2 to 3 minutes)

2. Question to think of: Why do you think that all names on the map from 1720 are in Spanish? Students enter their answers in their journals, and then share their answers within their groups. Short debrief with whole class. The teacher needs to give a brief historical background, by explaining to the students that Spanish explorations of the West Coast of the United States started with Juan Rodriguez Cabrillo in 1642 who explored the San Diego Bay, and was continued by others who also tried to map that territory. The first European settlements were established as Catholic missions, starting in 1769 (El Presidio de San Diego) and ending in 1821 with the foundation of the San Francisco Solano mission. (5 minutes)

3. Map from 1949 is also introduced (one fragment for each group). It will help students identify the missions along the Camino Real (Royal Road). Since the first mission was built in 1769, the first map doesn’t have any information about settlements in that area.
   - Task: The students work on the map fragments given to each group, using the Map Analysis Tool (See Annex 2) in order to observe, reflect and ask/answer questions about the material given to study. The teacher encourages the students to ask their own questions, as they progress with their observations. The complete map will also be available, either as a copy or on projector (the advantage of the last one is that the map can be zoomed in or out, as necessary). (10 to 15 minutes)

4. Short debrief with whole class at the end of this activity to look over the answers and to let students to share opinions. The complete image of the map will help students to get a more cohesive perspective on the map they are analysing. (5 minutes)

Day 3: Photograph Analysis

1. Homework check and quick explanation of Spanish vocabulary used in it (if explanations are necessary). (2 to 3 minutes)
2. Photographs are given to the students (who work in groups of 3 or 4) and also an **Image Analysis Tool** (See Annex 2). The students work on this one in their groups, for about 10 minutes, and then share some of their observations, reflections and questions. (10 more minutes)

3. The teacher asks the students to build a timeline (as whole class) on a big piece of construction paper using the given images. (3 minutes)

4. The teacher asks the students to match the titles of the photographs with the images on the timeline, and makes sure the timeline is correct. (5 minutes)
   - Homework: Students watch and follow the steps on the “Let’s draw a California mission” video by Patty Fernandez. Colored drawings will be turned in next class, by each student. (Big index cards are provided by the teacher to ensure a uniformity in the size of the homework, since the drawings will be posted on a bulletin board).

**Day 4: Photograph Analysis and Connection to Present Time**

1. Homework share is done as students place their drawings on a bulletin board. (3 to 5 minutes)

2. Looking from a new perspective, and knowing that most of the pictures presented in Day 3 are representing the same mission (San Francis de Assisi – Dolores), new questions may arise. The teacher leads, but also encourages the students to ask their own questions. To give the students a better perspective on things that changed and things that stayed the same, the teacher uses the Mission’s website that offers a Google Maps virtual tour of the premises. The students are encouraged to write down their observations in the **Virtual Tour Analysis Tool** provided by the teacher, to answer the questions and to ask their own questions.

3. In the end, as a comparison is done with the photographs from the time line, some other questions will be answered, like:
   - Why do you think so many changes happened?
   - What changes do you think were necessary?
   - Which community do you think this mission was/is serving? (5 to 8 minutes)

4. Make a list of the buildings surrounding our church. How do you think they serve the Catholic community nowadays? Do you think our church is doing missionary work within the community? Can you write down examples of missionary work our church is leading? (Each group shares answers with whole class.) (5 to 8 minutes)
Homework options:

A. Write a letter addressed to me in which you pretend that you and your family want to visit the missions of California. Tell me about how you plan your trip (where are you going to start, where do you intend to finish), how many missions are you going to visit (limit the number to 5, please, and make sure you mention their correct names), what do you already know about these missions and what do you still need to learn, which one you think you would really like to see and why (in English or Spanish).

B. Complete the poem/paragraph “Me llamo Dolores” in which you pretend to be the old church of St. Francis of Assisi and tell your story to a tourist (Spanish outline is provided by teacher). I would recommend the mission’s website for more geographical information (http://missiondolores.org/index.html).

Assessment:
Assessment for class activities and some of the homework is informal. However, the summarizing activities (letter/poetry writing) are formal assessments, and will get a separate grade than other class work.
Rubrics for homework option A are in Annex 3.
Outline for the poem/paragraph writing homework option B is in Annex 3.

Extensions and/or Adaptations:
Field trip in the Tigard community to observe the surroundings of the church, and to think how the church is serving the community.

Annex 1. Sources
Textbook:

2. **Maps**:
• California missions, 1949.  
  http://hdl.loc.gov/loc.gmd/g4361e.ct002432

3. Photographs:

- Mission Dolores 1850
  ppmasca 32185 //hdl.loc.gov/loc.pnp/ppmsca.32185
• Mission Dolores, San Francisco 1866

![Mission Dolores, San Francisco 1866](http://hdl.loc.gov/loc.pnp/cph.3a27750)

• Mission Indians of Southern California making baskets and hair ropes 1877

![Mission Indians of Southern California making baskets and hair ropes 1877](http://hdl.loc.gov/loc.pnp/cph.3b08325)
• Mission district. San Francisco. California 1936

![Image](http://hdl.loc.gov/loc.pnp/fsa.8b27234)

**fsa 8b27234** [http://hdl.loc.gov/loc.pnp/fsa.8b27234](http://hdl.loc.gov/loc.pnp/fsa.8b27234)

• Mission Dolores (San Francisco de Assis), founded 1776, in 1930

![Image](http://hdl.loc.gov/loc.pnp/ppmsca.15726)

**ppmsca 15726** [http://hdl.loc.gov/loc.pnp/ppmsca.15726](http://hdl.loc.gov/loc.pnp/ppmsca.15726)

• The 1791 Mission Dolores, the oldest-standing building in San Francisco,

![Image](http://hdl.loc.gov/loc.pnp/ppmsca.15726)

California
4. Video:

5. Websites for general information:
Annex 2: Tools

1. **Graphic Organizer** for Map from 1720 (used in Day 1)

<table>
<thead>
<tr>
<th>Name</th>
<th><strong>English Translation</strong> (to your best ability)</th>
<th><strong>Physical Feature</strong> (your best guess)</th>
<th><strong>Location</strong> (in relation to other features on the map)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model: Isla d S.a Catalina</td>
<td>Island of Saint Catherine</td>
<td>island</td>
<td>Above Isla de S. Clemente; to the left of B.a d. Todos S.tos</td>
</tr>
</tbody>
</table>
2. **Map Analysis Tool with a Geographic Lens**  
(for 1949 Map of California Missions) - used in Day 2

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the title of this map?</td>
<td>Have you ever seen a map similar to this one?</td>
<td>Why do you think this map is important?</td>
</tr>
<tr>
<td>Is there a date to tell you when this map was published?</td>
<td>How does this map compare to the current map of this region?</td>
<td>How could you use this map?</td>
</tr>
<tr>
<td>Can you find the name of the author of this map?</td>
<td>What does this map show (physical characteristics, human patterns)?</td>
<td>What information would you like to have and is not on this map?</td>
</tr>
<tr>
<td>How can you tell the direction on this map? Are there some clues to help you understand it?</td>
<td>What do the symbols on this map represent? Is there an explanation for the symbols?</td>
<td>About what does this map leave you curious?</td>
</tr>
<tr>
<td>What area of the world does this map represent? How do you know that?</td>
<td></td>
<td>Your question</td>
</tr>
<tr>
<td>What else can you observe on this map?</td>
<td>How does this map compare to the older map of California that you studied?</td>
<td>Your question</td>
</tr>
</tbody>
</table>

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### 3. Image Analysis Tool with a Geographic Lens (used in day 3)

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, drawing, print, or photograph)?</td>
<td>When do you think this image was made? What makes you think that?</td>
<td>Why do you think a person created this image?</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place does it show?</td>
<td>Does this image connect to the maps you studied up to this point? How?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>What seems to be missing from this image?</td>
<td>Would it be difficult to find the location of this image? (Explain.)</td>
</tr>
<tr>
<td>Describe the people you see.</td>
<td>Describe the buildings in this image.</td>
<td>What geographical questions would you like to ask the creator of this image?</td>
</tr>
<tr>
<td>What transportation do you see?</td>
<td>Describe the people in this image.</td>
<td></td>
</tr>
<tr>
<td>What other objects can you recognize?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some landforms you see?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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4. **Virtual Tour Analysis Tool** (used in Day 4)
<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of resource is this?</td>
<td>When do you think this tour was created?</td>
<td>Why do you think a person created this tour?</td>
</tr>
<tr>
<td>What buildings can you see?</td>
<td>What place does it show?</td>
<td>Does this image connect to the maps and illustrations you studied up to this point? How?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>What seems to be missing from this tour?</td>
<td>Would it be difficult to find the location of this image? (Explain.)</td>
</tr>
<tr>
<td>Describe the buildings in the mission’s block, across the street, on the back..</td>
<td>Describe the buildings in this tour..</td>
<td></td>
</tr>
<tr>
<td>What transportation do you see?</td>
<td>Describe the people in this tour..</td>
<td></td>
</tr>
<tr>
<td>What other objects can you recognize?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# Annex 3 Assessment Rubrics and Poem Frame

## Homework Option A: Rubrics
Nombre y apellido: _____________________________ Clase: _____
Fecha: ________________________________

<table>
<thead>
<tr>
<th>Excelente (Excellent)</th>
<th>Muy Bien (Very Good)</th>
<th>Se puede mejorar (Could be improved)</th>
<th>No muestra suficiente trabajo ( Doesn’t show enough work)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 puntos</td>
<td>3 puntos</td>
<td>2 puntos</td>
<td>1 punto</td>
</tr>
</tbody>
</table>

The letter is very well designed, respects the format and conventions of letter writing (salutation, paragraphs, closing).
The letter is well designed, follows the format and follows (with 1 or 2 small errors) the conventions of letter writing.
The text is approximately looking like a letter, there are three or more errors, not all the conventions of letter writing are followed.
The text looks more like a paragraph, doesn’t follow the conventions of letter writing, no salutation/closing can be identified.

The letter is well structured, more than one paragraph long, with well written sentences and correct connections between paragraphs.
The letter is well structured, two paragraphs long, though not all sentences are well tied into the paragraphs.
The letter has less one or two paragraphs, in which not all sentences are well structured, (some may be incomplete).
The letter does not have a clear structure. Sentences seem to be placed together without much care, and many sentences are incomplete.

The content is following the requirements, it is interesting and all questions are answered.
The content is following the requirements, it does not bring interesting facts, but it answers all the questions.
The content is in general following the requirements, but skips answering some of the questions.
The content is vaguely following the requirements, many questions were not answered.

The ideas are clearly expressed, and have good flow.
The ideas are clearly expressed, the flow is not so good though.
It is not easy to understand the ideas, the text needs clarification.
It is difficult to figure out what the text is about.
Grammar and spelling are free of errors.

Grammar and spelling have 1 or 2 errors.

Grammar and spelling have 3 or 4 errors.

Grammar and spelling have more than 4 errors.

For Spanish text:
Grammar and spelling have 1 or 2 small errors.

Grammar and spelling have maximum 5 small errors, that do not interfere with the understanding of the text.

Grammar and spelling have more than 5 errors, some making the text difficult to understand.

Grammar and spelling have more than 5 errors, and it is very difficult to understand the text.

(Teacher Created)

Poem Frame (for homework option B, teacher created)

Me llamo Dolores

Me llamo Dolores, y soy dedicada a San __________________________.
Me puedes encontrar en __________________________, en la ciudad de _______________________________________________.
Vivo entre las calles ________________________ y _____________________________, al lado de mi hermana menor, __________________________________________________________ que se ve más __________ aunque es mucho más joven.
Los turistas me visitan cada día, pero a mí me gustan más los niños.
A mi izquierda puedes ver un ______________________, y me acuerdo bien de las personas que descansan allí.
Pero también hay niños alrededor de mí, porque hay una____________________________ detrás de mí.
Hay muchas casas nuevas y bonitas en mi vecindad, también.
Yo, al contrario, soy vieja. Tengo __________ años.
Hoy tengo vestido nuevo, de color ________________.
Mí __________________________ con palmas, flores y arbustos es bonito y tranquilo.
Me puedes visitar ________________________.
Te espero. Tengo muchas historias a decirte. ¡Hasta pronto!