Introduce Field trip when working on Spanish Colonialism Unit to help students understand the history of the Spanish Colonial Missions in Texas.

Overview
The purpose of this lesson is to follow up on the field trip to San Antonio Missions National Historical Park.

Lesson Objectives
Students will review the field trip experience and demonstrate an understanding of the change that occurred in indigenous people’s lives when they entered the mission.

Background Information
Students should have completed the pre-visit vocabulary worksheet and attended the field trip to San Antonio Missions National Historical Park, preferably, with a Ranger led tour or virtual program.

TEKS: 4.21 (D), 4.8 (A), 4.9 (B), 4.22 (A)
Learning Target: I can explain how the lives of indigenous people entering the missions changed.
Success Criteria:
- I can explain how hard it is to learn a new language.
- I can tell you at least one word in a new language.
- I can display important parts of the mission that would have been necessary for everyday living.
- I can compare and contrast the land and the people prior to mission life and after mission life.

Materials: Class set of copies of worksheets for activities, Spanish/English dictionaries; may need other language dictionaries for bilingual students. Writing utensils for map resources activity, and compare/contrast activity.
Instructional Activities

A. Warm up activity. Discuss the recent field trip to activate prior knowledge. Ask questions.
   a. What was the favorite thing they saw?
   b. What do we know about the Indigenous people?
   c. What do we know about the Spanish who ran the missions?
   d. Why did Spain want to set up missions in present day Texas?
   e. What did you find most interesting?
   f. Is there anything that is similar in mission life to how we live today?

B. Activities at centers: There are three activities for formative assessments of student understanding. Students should use the knowledge they gained on the field trip to help them complete the activities.
   a. Activity 1: Language Activity: Pretend you are an Indigenous person who has entered the mission and must learn Spanish. Choose 10 words you feel are essential to your day. Use a Spanish-English dictionary to find the words in Spanish. (GT: Practice pronouncing the words, help other students use the dictionary; Modified: choose words for students to look up or provide Spanish words for the students to learn; Spanish speakers: choose another language for them to learn)
      i. Is it easy to learn a new language?
      ii. How do you think the Indigenous people felt about learning a new language?
Instructional Activities

b. Activity 2: Provided is a map of Mission San José. Follow the instructions to identify where mission inhabitants could find resources like food, water, and shelter. Optional: Draw a picture of your favorite part of the mission and write a caption (or title) for the picture.
   i. Written or oral: Why is it your favorite? How was it important to the mission community?

c. Activity 3: Provided is a venn diagram with a word bank. Compare the items in regards to what existed only pre-mission, items used both before and at the missions, and what was introduced at the missions.

D. Wrap up and check for understanding: have students clean up their stations. Ask students to share about their favorite station. Then ask students:
   a. Why do you think there aren’t many words that fit in the pre-mission section of the venn diagram?
   b. What purpose did the grist mill serve for the people living in the mission?
   c. What foods do you enjoy? Can you think of a food that identifies with your culture?