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

Overview

By attending a field trip to San Antonio Missions National Historical Park, students will experience place-based learning within the historical mission site. Students will learn about social implications of Spanish colonialism on the indigenous population of the area. (Guiding Question: How would you feel if you were an Indigenous person faced with moving into the mission?)

Lesson Objectives

Students will attend a field trip to San Antonio Missions National Historical Park to experience place-based learning within the historical mission site.
A. Students will learn about the history of the San Antonio Missions and how the missions impacted local, Texas, and United States history.
B. Students will understand the geographic and political motivations for the missions to be established in the San Antonio area.
C. Students will understand how the indigenous people of the area were affected by Spanish Colonialism.
D. Explore the Mission site as a Primary Source of information on life within a mission complex.

Background Information

Why missions? By the 1600’s the Spanish were expanding into present day Mexico and New Mexico. Spain wanted to establish the new lands in their name. While many Europeans were settling on the east coast of present-day United States, many Spanish were hesitant to leave Spain. The Spanish caste system was based upon the place of your birth; the further you were born away from Spain, the lower you were in society.
Many Spaniards were fearful that coming to the new world and having children would leave those children in a lower class than their parents. This made it very hard for the Spanish to form colonies in the New World. The crown realized this problem and tried to find a solution. That solution was the mission process. The Spanish crown would finance Franciscan Friars to come to the new world to convert indigenous people to the catholic faith. The mission would provide food, safety, and permanent homes to the indigenous people. In return, the friars would convert the local people into good Spanish citizens; meaning the indigenous people must (1) learn to speak Spanish, (2) become Catholic, and (3) learn a vocational trade to help support the mission community.

Why San Antonio? The indigenous population of the San Antonio region were family bands rather than tribes. The bands lived in groups of 20-40 people who were migratory hunter/gathers. They would move often, looking for new food sources. During the early 1700’s cyclical drought led to food scarcity. Around the same time, Lipan Apache started to move into the area, competing for the limited resources often by force. The fear of European diseases moving in from the south made the small bands fearful for their survival. The Spanish government was concerned that France was moving westward toward present day Texas. In order to stop the French encroachment, Spain set up missions in Eastern Texas to establish their territory. Unfortunately, these missions were not very successful; the indigenous population in that area were willing to trade with the Spanish, but not interested in the catholic teachings. The Spanish eventually moved the missions to the area along the San Antonio River where the native bands were more receptive to the teachings and the safety the missions offered. The first mission, Mission San Antonio de Valero, known as the Alamo, was founded in 1718. By 1720, the Spanish were ready to expand in the area and founded Mission San José y San Miguel de Aguayo (Mission San José). Soon Mission Concepción, Mission San Juan, and Mission Espada were transferred from east Texas and re-established along the San Antonio River.

What made this a community? The missions were highly successful from 1747-1775. At its peak productivity, Mission San José had nearly 400 inhabitants. Life for the indigenous people was very structured compared to the life they lived outside the walls. Their lives were run by the church bells, telling them when to eat, work, and sleep. Young children were expected to attend school until they were big enough to learn a trade. The mission was highly successful, having productive crops, converted peoples, and an established community. However, European diseases devastated the indigenous population. By 1824, the mission holdings were redistributed to the inhabitants and the churches were secularized. The people of the region underwent massive change in the 19th century. During those years they were under the rule of: the Spanish, Mexico, the Republic of Texas, the United States, the Confederate States, and the United States. The people of the area often turned to the church as the one constant in decades of government change.
TEKS: 7th Grade Social Studies

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

   (A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial

   (B) Explain the significance of the following dates: mapping the state of Texas and first mainland Spanish settlements; 1718, founding of San Antonio

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

   (A) Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;

   (C) Identify important individuals, events, and issues related to European exploration of Texas including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Antonio Margil de Jesus;

(18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

   (A) Explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;

   (B) Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;

   (C) Identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts;
(19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(A) Compare types and uses of technology, past and present;

(D) Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as water and land;

(9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:

(A) Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications;

Learning Target
I can explain the significance of the establishment of Catholic missions, and the influence of the Spanish culture on Texas.

Success Criteria
I can explain the purpose of Catholic missions, towns, and ranches during the Spanish Colonial Era.
I can summarize examples of Spanish cultural influence on Texas.
I can summarize how settlers adapted and modified the environment of Texas.
I can compare the Native Cultures of Texas.
Pre-Visit Vocabulary
San Antonio Missions National Historical Park

Vocabulary Lessons & Activities

Objective: Students will learn key vocabulary words that they will hear during their field trip to the San Antonio Missions National Historical Park.
TEKS: (22.A) Social Studies Skills: Uses social studies terminology correctly.
Learning Target: I can understand the vocabulary terms when I hear or read them.
Success Criteria:
   I can give a verbal student appropriate definition of the words
   I can use the words in a sentence
   I can understand what the words mean when I hear them in a sentence.
Materials: Copies of the pictures (optional), Class set of copies of provided vocabulary worksheet

Academic Vocabulary: see attached vocabulary activity sheet.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acequia</td>
<td>Agriculture, Citizen</td>
</tr>
<tr>
<td>Crops</td>
<td>Culture, Colony</td>
</tr>
<tr>
<td>Father Margil</td>
<td>Friar, Irrigation</td>
</tr>
<tr>
<td>Hunter/Gatherer</td>
<td>Mission, Presidio</td>
</tr>
<tr>
<td>Settlement</td>
<td>Coahuiltecs (Kwa-weel-tekens)</td>
</tr>
</tbody>
</table>
Instructional Activities

Vocabulary Worksheet: terms that students may hear while visiting the Missions.

A. Warm up activity. Introduce vocabulary terms.
   a. Optional: Print (laminate) copies of the pictures for group discussion
      i. Show students the pictures or pass out the worksheet for the student’s ability level.
   b. Ask students questions about the pictures and words that they see.
      Differentiate for student level:
      i. Ask questions to activate prior knowledge: “What do you think this is a picture of?” “Have you ever heard the word ____?” “What do you think a ____ is used for?” “How do you think the indigenous people would use ____?” “How would we use ____ today?”
   c. Echo/Chorus read the terms for proper pronunciation.
      i. When discussing Indigenous People, discuss with students that they may hear a lot of different terms Indigenous People, First People, Native American, American Indian, but that all of these terms refer to the same group of people.

B. Allow time for students to complete vocab worksheet. Feel free to modify the provided sheet for your students.
   a. Differentiate:
      i. Partner/Pair students to support learning

C. Wrap up and check for understanding: Pair students (or in a group) and ask them to share a new word that they learned and what the word means. How would this word/item apply to today versus how it might have been used 300 years ago?