DAILY LIFE IN A MISSION
MISSIONS OF SAN ANTONIO TIMELINE

1690
San Francisco de los Tejas was the first mission to be founded in Texas.

1690s
First Spanish expeditions for missions and presidios in eastern Tejas encounter a Coahuiltecan Indian encampment along the Yanaguaña, now named the San Antonio River, near present Mission San Juan.

1718
Reestablishment of the failed mission, San Francisco Solano, from San Juan Bautista complex on the Río Grande, and renamed San Antonio de Valero. The founding of the presidio of San Antonio de Béxar for protection of the roads used for military movement, trade, and to supply missions, running from the west (San Juan Bautista) to the east near Louisiana, and serving as a buffer against the French.

1719
East Texas temporarily abandoned when French invade from Louisiana. Soldiers and missionaries retreat to San Antonio River area near Valero.

1720
Mission San José y San Miguel de Aguayo founded along the San Antonio River, south of Valero. The only mission to be originally founded on this river. Established though efforts of Franciscan missionary refugee from East Texas, Fr. Antonio Margil de Jesús, and the patronage of the governor of the Province of Coahuila y Tejas, the Marqués de San Miguel de Aguayo.

1721
Soldiers and many missionaries return to East Texas to reestablish missions.
1722 - 26  Short-lived "sixth mission" of San Francisco de Nájera, in reality a sub-mission for San Antonio de Valero, is located near present-day Mission Concepción.

1727  Military inspection of the frontier forts by General Pedro de Rivera resulted in the closing and removal of several presidios in East Texas. Missionaries at three of the missions ask for permission to relocate since they are now vulnerable to enemy Indian attack.

1730  Missions of San José de los Nazonis, San Francisco de los Neches (originally San Francisco de los Tejas), and Concepción transferred to the Colorado River area in the vicinity of modern-day Austin, Texas.

1731  San José de los Nazonis, San Francisco de los Neches, and Concepción relocated to their present locations on San Antonio River area with name changes. San José de los Nazonis became Mission San Juan Capistrano, San Francisco de los Neches became Mission San Francisco de la Espada, and Concepción became Mission Nuestra Señora de la Purísima Concepción de Acuña. Sixteen families from the Canary Islands arrived to establish the civilian community of the Villa de San Fernando.

1740s - 1780s  Permanent stone structures built at each mission, including churches.

1740s  Acequia or irrigation systems for each mission's farmlands constructed including Espada's dam and the aqueduct across Piedras Creek.

1794  Mill outside the north wall at Mission San José built to grind wheat.

1794  San Antonio de Valero fully secularized, no longer a mission, and is used for military purposes.

1794  The four other missions are partially secularized with
missionaries remaining as the churches' priests.

1810 - 1821
Period of disturbance and unrest; Mexico fights for independence from Spain. Mission lands gradually rented, leased, and sold to retired soldiers and townspeople. Mission buildings are used for civilian housing and for troops. Later, stone was salvaged from the rubble to construct other buildings.

1824
Remaining four missions are fully secularized under the Republic of Mexico.

1836
Siege of the Alamo (Mission San Antonio de Valero) during the Texas war for independence from Mexico.

1841
Congress of the Republic of Texas recognizes the Catholic Church's ownership of the mission churches along the San Antonio River.

1850s - 1900s
Missions under various religious orders:

- San José -- Benedictines
- Concepción -- Brothers of St. Mary
- San Juan and Espada -- Father Bouchu, secular priest

Early 1900s
St. John’s Seminary includes church and some of the grounds of Mission Concepción.
San Juan and Espada -- Claretians

1905
Daughters of the Republic of Texas save Alamo (Mission San Antonio de Valero) from complete destruction and begin to oversee its care as a Texas State Historic Site.

1920s - 1950s
San Juan and Espada -- Redemptionists
San José -- Diocesan priests

1930s - 1960s
Franciscans return to missions starting with San José.

1920s - 1940s
Restoration and rededication of church, granary, mill, and
walls at Mission San José.

1941  Mission San José declared a Texas State Historic Site and a National Historic Site.

1940s - 1978  Mission San José becomes a state park.

1960s  Restoration at San Juan and Espada. Espada Aqueduct declared a National Historic Landmark.


Early 1980s  National Park Service begins operating San Antonio Missions National Historical Park according to establishing legislation and Cooperative Agreements with the State of Texas and the Archdiocese of San Antonio.

1995  Transfer of a 99.2-acre site of Rancho de las Cabras, mission ranch for Espada, at Floresville, Texas, to the National Park Service and San Antonio Missions National Historical Park. Planning for Rancho de las Cabras begins with communities in Floresville and San Antonio.

1996  May 20. Dedication and opening of 12,000-square foot park visitors' center at Mission San José.

1998-  Preservation of historic missions continues.
DAILY LIFE IN A MISSION
Glossary

**Apprentice** -- person who works for another in order to learn a trade

**Atole** -- hot cereal made of corn

**Acequia** -- ditch that carries water diverted by a dam from a river or stream to irrigate the crops

**Adobe** -- sun-dried brick made from clay, grass or straw, and water

**Blacksmith** -- person who works with metal to make tools, horseshoes, or repairs

**Dye Bath** -- mixture of water and a source of color, such as plants or minerals in which material is placed

**Carpenter** -- person who works with wood to build or repair structures such as houses and items such as wagons and furniture

**Clay** -- natural soil material that can be used to make pottery, bricks or adobe

**Corn** -- cereal plant with kernels attached to a cob used by the mission Indians for food

**Dyes** -- substances from plants or insects used to color yarn or cloth

**Horno** -- beehive-shaped oven

**Labor** -- field used to grow crops

**Limestone** -- common rock in Central Texas (calcium carbonate)

**Lye** -- substance made from ashes (a base) used to make soap or soften corn kernels

**Mason** -- person who works with bricks or stone to build structures such as walls or buildings

**Master** -- skilled craftsman who has completed the highest level of training in his trade (i.e. Master mason)

**Metate and mano** -- flat stone (metate) on which to grind corn using a rounded stone (mano)
Mission Indians -- Indians who were gathered to the missions

Mordant – substance used in dyeing to seal color into material

Mortar and pestle – bowl-shaped rock (mortar) in which to grind herbs and spices using a thin, blunt stone (pestle)

Musket -- heavy, large-caliber smooth-bore shoulder firearm

Nixtamal -- corn soaked in water and ashes to soften for grinding

Potter -- person who works with clay to make pots or containers for food and water

Seine -- to fish with a large net

Siesta -- midday nap

Weaver -- person who works with yarn or plant fibers to make fabric or baskets
Spanish Colonization: Three Prong Plan

- Spanish Crown
- Catholic Church/Mission System
- Stable Settlement
- Spanish Colonists/Civil Government

Illustrated by Jack Jackson
## THE 5-E INSTRUCTIONAL MODEL

**Engagement:** Mentally engages and motivates students with an event or a question.

**Exploration:** Hands-on/minds-on activities.

**Explanation:** Helps students to provide reasonable solutions and answers. Encourages them to listen and to further question.

**Elaboration:** Events that help students apply the newly learned concept. Activities are used as vehicles to probe other unique situations.

**Evaluation:** Students demonstrate an understanding of the concept or skill. Events help students to continue to elaborate on their understanding.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Purpose</th>
<th>Teacher Behaviors</th>
<th>Student Behaviors</th>
</tr>
</thead>
</table>
| **Engagement** | The basic purpose of engagement is to help students make connections with what they know and can do. | • Motivates  
• Creates interest  
• “Taps into” what the students know or think they know about the topic  
• Raises questions and encourages responses | • Asks questions  
• Demonstrates interest in the lesson  
Examples: Puzzles, Current Issues, Discrepant Events, Situational Events, Mysteries, Movies, Poems |
| **Exploration** | The basic purpose of exploration is to help students by providing a set of common experiences from which they can help each other make sense of the concept. | • Acts as a facilitator  
• Observes and listens to students as they interact  
• Asks good inquiry-oriented questions  
• Provides time for students to think and to reflect  
• Encourages cooperative learning | • Explores within the limits of the activity  
• Conducts activities, predicts, and forms hypotheses  
• Becomes a good listener  
• Shares ideas and suspends judgement  
• Discusses tentative alternatives |
| **Explanation** | The basic purpose of explanation is to help students describe what they have experienced and to explain how this new information fits in with what they already know. | • Encourages the student to explain their observations and findings in their own words  
• Provides definitions, new words, and explanations  
• Listens and builds upon discussion from students  
• Asks for clarification and justification  
• Accepts all reasonable responses | • Explains, listens, and questions  
• Uses previous observations and findings  
• Provides reasonable responses to questions  
• Interacts in a positive, supportive manner |
<table>
<thead>
<tr>
<th>Elaboration</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>The basic purpose of elaboration is to help students apply the concept to different situations.</td>
<td>The basic purpose of evaluation is to help students extend their understanding and to demonstrate knowledge of concepts and skills.</td>
</tr>
<tr>
<td>• Uses previously learned information as a vehicle to enhance additional learning in science or in other areas of the curriculum</td>
<td>• Observes behaviors of students as they explore and apply new concepts and skills</td>
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<td>• Encourages students to apply or extend the new concepts and skills</td>
<td>• Assesses students' knowledge and skills</td>
</tr>
<tr>
<td>• Encourages students to use terms and definitions provided previously</td>
<td>• Asks open-ended questions</td>
</tr>
<tr>
<td>• Applies new terms and definitions</td>
<td>• Demonstrates an understanding or knowledge of concepts and skills</td>
</tr>
<tr>
<td>• Uses previous information to probe, to ask questions, and to make reasonable judgements</td>
<td>• Evaluates his or her own progress</td>
</tr>
<tr>
<td>• Provides reasonable conclusions from evidence</td>
<td>• Answers open-ended questions</td>
</tr>
<tr>
<td>• Records observations and explanations</td>
<td>• Provides reasonable responses and explanations for events or phenomena</td>
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</table>
GENERAL RUBRIC 1

Score point 4 - Exceeds standard

Response may contain some minor flaws but clearly exceeds the standard. All requirements are met. Explanation contains details and all significant facts. Opposing views or alternate hypotheses are given and substantially argued. All grammatical errors present do not distract from presentation. All observations and facts are accurate and precise. Given inferences are supported by facts or data. Analogies are appropriate and supported. Synthesis of ideas is apparent.

Score point 3 - Meets standard

Response contains several minor flaws, but meets the standard. Most requirements are met. Explanation may lack some significant details or facts. Opposing views or alternate hypotheses are given, but some major arguments may be missing. Information is generally concise, relevant but may be difficult to follow. Grammatical errors may distract from presentation. Most observations and factual information are accurate and precise. Inferences are given, but may not be supported by facts or data. Analogies are appropriate, but may not be supported. There is some synthesis of ideas.

Score point 2 - Falls just short of standard

Response contains a serious flaw and falls just short of standard. Some requirements are met. Explanation may lack numerous details or is missing most significant facts. Opposing views or alternate hypotheses are given, but few if any arguments are given. Some information is relevant. Rambling or difficult organization may be present. Too many grammatical errors may distract significantly from presentation. Some observations and facts are accurate and precise. Inferences are given, but the facts or data contradict them. Analogies are not appropriate. Synthesis of ideas is attempted, but unsuccessful.

Score point 1 - Misses standard

Response is attempted, but seriously flawed and misses the standard. Few requirements may be met. Explanation is missing both details and all significant facts. Opposing views or alternate hypotheses are not present. Little if any information is relevant. Rambling style or total disorganization may be present. Grammatical errors may make the presentation almost impossible to follow. Few if any observations and facts are accurate and precise. Inferences are not given. Analogies are not attempted.

Score point 0 - Blank or unscorable

Designed by Virginia Malone
<table>
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<tr>
<th>Score</th>
<th>Thoroughness</th>
<th>Clarity</th>
<th>Accuracy</th>
<th>Logic</th>
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<tr>
<td>4</td>
<td>Response may contain some minor flaws but clearly exceeds the standard.</td>
<td>All information is concise, relevant and presented in an organized fashion. Any grammatical errors present do not distract from presentation.</td>
<td>All observations and facts are accurate and precise.</td>
<td>Given inferences are supported by facts of data. Analogies are appropriate and supported. Original synthesis of ideas is apparent.</td>
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<td>3</td>
<td>Response contains several minor flaws, but meets the standard.</td>
<td>Information is generally concise, relevant but may be somewhat difficult to follow. Too many grammatical errors may distract from presentation.</td>
<td>Most observations and factual information are accurate and precise.</td>
<td>Inferences are given, but may not be supported by facts or data. Analogies are appropriate, but may not be supported. There is some original synthesis of ideas.</td>
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