

Field Trip Lesson Plan

San Antonio Missions National Historical Park

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 the 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 a Indigenous person faced with moving into the mission?)

Lesson Objectives

Students will attend a field trip to the 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 Jose y San Miguel de Aguayo (Mission San Jose). 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 Jose 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.

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TEKS: 4th Grade Social Studies

4.1 (D): compare the ways of life of American Indian groups in Texas and North America before European exploration.*

4.2 (A): summarize motivations for European explorations and settlement of Texas, including economic opportunity, competition, and the desire for expansion.**

4.2 (C): explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón.**

4.8 (A): Identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.*

4.8 (C): Explain the geographic factors such landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.**

4.21 (D): identify different points of view about an issue, topic, historical event, or current event.**

4.22 (A): Use social studies terminology correctly.*

*Readiness Standard

**Supporting Standard

Learning Target

I can explain the social implications of Spanish Colonialism on the native populations.

Success Criteria

I can explain, oral or written, how indigenous people in of the region lived prior to Spanish colonialism.

I can explain, oral or written, why the Spanish wanted to colonize the area of the region of South Texas.

I can explain, oral or written, what a mission is and why they were important to Spanish Colonialism.

I can explain, oral or written, how the missions changed the lives of the indigenous people who chose to live within the mission.

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: 4.22 (A): Use 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.

Acequia (ah-SAY-key-ahs)

Agriculture

Citizen

Crop

Culture

European

Irrigation

Hunter/Gatherer

Indigenous People

Mission

Settlement

Well

Coahuiltecan (Kwa-weel-tekens)

Pre-Visit Vocabulary

San Antonio Missions National Historical Park

Instructional Activities

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

A. Warm up activity. Introduce vocabulary terms.

- a. Optional: Print (laminated) 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 worksheet. Feel free to modify the provided sheet for your students.

a. Differentiate:

- i. See worksheet with sentence stems provided or chose your own.
- ii. Partner/Pair students to support learning; one scribe/one speak

B. Allow time for students to complete worksheet. Feel free to modify the provided sheet for your students.

a. Differentiate:

- i. See worksheet with sentence stems provided or chose your own.
- ii. Partner/Pair students to support learning; one scribe/one speak

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?