

Post-Visit 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

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 watched the Pre-visit video and attended the field trip to San Antonio Missions National Historical Park, preferably, with a Ranger led tour.

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: Access to the online video, Electronic equipment necessary to show video, Class set of copies of worksheets for center activities, Spanish/English dictionaries; may need other language dictionaries for bilingual students. Colored pencils for 'Mapping your Mission' activity and crayons for drawing activity.

Post-Visit Class Activity

San Antonio Missions National Historical Park

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. (See worksheets in Teacher Resources)

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?

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Instructional Activities

b. Activity 2: Create a map your own mission. Give students the Mission San Jose map as an example (see teacher resources). Sketch a drawing laying out your own mission. Where would you place each of the following: bastion, church, granary, the living quarter for the indigenous people, the Friars and the soldiers, stoves, wells, blacksmith, animal corral, textile shop, the mill, etc. Be thoughtful about where you place each structure.

i. This assignment could be altered to include a math lesson on measuring/planning. TEKS 4.5(D): solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

1. Have students determine the perimeter and area of the mission or the living quarters of the indigenous people. How does that compare to a home today?

c. Activity 3: Draw 2 pictures of the mission area: 1 before the Spanish colonized the area and 1 after the mission is built. Then write 3 differences and 3 similarities between the two pictures.

d. Optional activity modified students: Draw a picture of your favorite part of the mission and write and caption (or title) for the picture.

i. Written or oral: Why is it your favorite? How was it important to the mission community?

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. Think about everything you have learned about the missions: Do you think you would go into the mission if you were an indigenous person?

i. Why or Why not: give specific reasons.