California Missions Unit Culminating Project

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Subject: History-Social Science
Grade Level: 4

Cross-Curricular Integration: English-Language Arts, Technology
Instructional Setting: Small Group or Whole Class
Student Population: At Grade Level to Advanced
Description of Lesson: Students will use their knowledge of the Spanish Missions of California to create a video presentation.

Objectives

With their group, students will take on roles of individuals involved in Mission History and create a video presentation using the historical perspective of their chosen characters.

Standards

California History-Social Science Content Standards, Grade 4

4.2.3   Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).
4.2.4   Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
4.2.5   Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

California English and Language Arts Content Standards, Grade 4
Listening and Speaking: Organization and Delivery of Oral Communication

1.5   Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
1.8   Use details, examples, anecdotes, or experiences to explain or clarify information.
1.9   Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

International Society for Technology in Education (ISTE) National Educational Technology Standards, Grades 3 - 5

Performance Indicators:
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

Relevant Standards:
3. Technology productivity tools
    - Students use technology tools to enhance learning, increase productivity, and promote creativity.
    - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
    - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
    - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology
Software Applications: Word Processor, Web Browser, *Optional: Video Editing Software*
Computer Equipment: Computer, Internet Access, *Optional: Computer System capable of Running Editing Software*
Video Equipment: Video Camera
Teacher Technology Competency Level (CTAP2 Rubric):
   - *General Computer Skills: Intermediate*
   - *Internet: Introductory*
   - *Word Processing: Introductory*

Procedure

Time Required: 5 Class Periods of Approximately 50 Minutes Each

Materials and Resources used by Teachers and Students:
Teacher: California Missions Video Assignment Page, Rubric
Students: Props/Costumes as needed

Preparation for Teacher:
This project is intended for use as a culmination of students' study of the Mission period. To effectively complete the assignment students will need to have explored the history and motivations behind the Mission Period, the events of Mission life, and the effect that the Mission period had on California's native peoples as well as the future of the State as a whole.

Session 1
Introduction
Brainstorm with students to develop a list of some of the people involved in the Mission period (Fr. Serra, Fr. Lasuen, the Native Americans, the King, etc.) Lead a discussion with students about what life would have been like for those people—include similarities and differences.

Body
Pass out *California Missions Video Assignment* Page
Discuss assignment with students, making sure to point out requirements and expectations.
Assign (or let students pick) groups. Note: Groups of 3 – 4 work best.

Temporary Close
Let students meet with their groups to brainstorm ideas for their videos. At the end of this time they must have an idea for their video and turn in the *Video Idea Section* of the Assignment Page.

Session 2
Introduction
Give students 5 – 10 minutes to meet with their group. Explain that this class period will be used to conduct any research that might be needed to complete their video.

Body
Allow students to use the computer and reference materials/books to research their chosen video ideas. Using the word processor, students are to type up a brief video outline that includes the following items:
Group Members
Names of Characters
Setting
General Idea (what's going on in the video)
Basic Outline/Timeline of Events

Temporary Close
Collect materials to finish during the next session.

Session 3
Introduction
Distribute materials to students. Remind students about practicing proper oral presentation techniques (volume, pitch, etc.)

Body
Complete and print their brief video outline and meet with their group members to start rehearsals.

Temporary Close:
Collect completed video outlines.

<u>**Session 4 - Rehearsal Day**</u>

Introduction
None

Body
Meet with and observe each group to assess their progress and group interactions.

Temporary Close
Collect materials and verify groups are ready.

<u>**Session 5 - Performance Day**</u>

Introduction:
Explain to students the 'plan' for the day's activities. Each group will be called up to perform their video idea. Taping will be done by the teacher and the audience must be reminded to observe silent audience behavior and that **<u>any</u>** sounds (chairs, snickering, whispering, etc.) will be heard on the video.

Body:
Start taping presentations and plan for approximately seven minutes for each group.

Close:
Have students share one new thing they learned or an interesting fact that they didn't know about before the presentations. (This could also be done in writing during transitions instead of orally at the end.)

<u>Assessment</u>

Students will be individually assessed according to the attached Rubric.

California Missions Culminating Project Grading Rubric

Student: _____

Project Type: _____

Category	Standard	Exemplary 4	Proficient 3	Progressing 2	Improvement Needed 1	Points
Topic Comprehension	HSS-4.2.3, 4.2.4, 4.2.5	Student shows a comprehensive understanding of the topic with historically accurate information.	Student shows a comprehensive understanding of the topic through the information presented and has less than two historical inaccuracies.	Student shows a basic understanding of the topic through the information presented, but has more than two historical inaccuracies.	Student's knowledge of the topic is minimal and/or there are major historical inaccuracies present.	
Role	HSS-4.2.3, 4.2.4, 4.2.5	Point-of-view, arguments, and solutions proposed are consistently in character.	Point-of-view, arguments, and solutions proposed are often in character.	Point-of-view, arguments, and solutions proposed are sometimes in character.	Point-of-view, arguments, and solutions proposed are rarely in character.	
Knowledge Gained	HSS-4.2.3, 4.2.4, 4.2.5	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.	
Quality of Information	ELA-1.5, 1.8	Information presented and responses are well developed.	Information presented and responses are adequate.	Information presented and responses show a minimal understanding of the topic.	Information presented and responses show little to no understanding of the topic.	

Volume	ELA-1.9	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.	
Time-Limit		Presentation is 3 - 4 minutes long.	Presentation is within 30 seconds of the prescribed time limit	Presentation exceeds 4 1/2 minutes.	Presentation is shorter than 2 1/2 minutes.	
Collaboration with Peers		Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.	
Computer Use	ISTE/NETS 3 & 4	Student showed effective and independent use of the computer.	Student was able to use the software effectively to complete the required product, but did not use time wisely.	Student had difficulty using software effectively to complete the required product.	Student attempted but was unable to complete the required product.	

Comments:

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