

Integrated Unit Overview

**Content Area(s):** Social Studies, Language Arts, Science, Mathematics, Technology

**Grade:** 4th Grade (Two Classes)

**Theme:** The Spanish Missions of California

**Duration:** Eight Weeks

(45 Minute Classes, 2 Times/Week)

- Topic(s):**
1. The Missions were established by Spanish Franciscans and that Father Junipero Serra is the founder of the chain.
  2. The Missions were created to help the Spanish settle California, provide raw goods for trade, and control/Christianize the Native Californians.
  3. The Missions affected the Native American's traditional ways and health and provided the opportunity to establish population centers.
  4. Missions are an important historical link to the events of our past and should be protected and appreciated.
    - 4a. Historical buildings are an important link to understanding the past.
    - 4b. We, as citizens, can help save our historical buildings for future generations.

**Standard(s) being addressed:** See Below

*Technology Note: The Unit references programs in the Microsoft Office Suite although any appropriate productivity products may be substituted.*

Lesson #1	Objective For This Lesson	Standards	Specific Content	Instructional Strategies	Assessment (How do I know the students got it?)
Week 1 Lesson 1a & 1b	<b>Cognitive:</b> After reading information from a specific website, students will answer: Who, What, Why, Where, and How questions as they relate to the Spanish Missions of California.	Reading 2.2 Writing 1.5 ISTE 1, 4, 6	**Students use their browser to access a pre-selected site specifically designed to meet the needs of students for this unit. **Students read through selected websites to answer five questions about the Missions. **Students take notes relevant to answering the questions. **Students type their answers into a Microsoft Word file. **Students are responsible for editing, spell checking, saving, and printing their files.	Note Taking Information will be included in Multimedia Presentation	Students will answer each of the five questions with appropriate information.
Week 2 Lesson 2a & 2b	<b>Cognitive:</b> Students will choose a Mission and begin their research using the Trackstar Website.	Reading 2.0, 2.2 Writing 1.1, 1.5, 1.6, 1.7 List/Spk 2.2 SS 1 ISTE 5	**Students pick missions from a list and are introduced to the PowerPoint Project. **Review with students how to access the Trackstar site. **Students begin notetaking *****Please see reflection for changes I ended up making to this lesson.*****	Direct Instruction Referring (Research) Information will be included in Multimedia Presentation	Successful students will create at least two notecards on relevant subjects.

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<p><b>Week 3</b> Lesson 3a</p>	<p><b>Cognitive:</b> Students will brainstorm about the effects weather would have on our school and use the Internet to research the occurrences of specific weather events in our area.</p>	<p>Math 1.1 SS 1 Science 4b, 4d ISTE 5, 8</p>	<p>**Teachers poses the question: What if the temperature rarely rose above freezing here at school? What do you think it would be like? What would be different? What would be the same? **Introduce weather sites on Trackstar and model how to access the information. **Students use the websites to gather weather data for the city near their mission. **Students print weather data and turn in questions</p>	<p>Learning Cycle Begins (Engage, Explore, Explain) Partner Work</p>	<p>Successful students will record weather data regarding their Mission's city.</p>
<p><b>Week 3</b> Lesson 3b</p>	<p><b>Cognitive:</b> Students will use the Internet to gather weather data for the city and region near their Mission and infer how the weather would have influenced life at their Mission.</p>	<p>Math 1.1 SS 1 Science 4b, 4d ISTE 5, 8</p>	<p>**Ask students, how would weather have affected the lives of the Missions? Have the students extend their ability to locate historical weather data to the city and region near their Mission. **Students will record the average temperature range for their Mission's area in Winter and Summer and the average rainfall for the area. **Students will complete an answer sheet compiling the information and making inferences regarding how the weather would have influenced life at their Mission.</p>	<p>Learning Cycle Continues (Extend, Evaluate)</p>	<p>Successful students will record the average temperature in both Summer and Winter, coldest temperature, and average rainfall for their Mission's area on their data sheets and write a short paragraph explaining how the weather might have affected their Mission.</p>
<p><b>Week 4</b> Lesson 4a</p>	<p><b>Cognitive:</b> Students will research the topography of the area surrounding their Mission and make a list of major topographical landforms and features (Mountains, Oceans, Rivers, Deserts, Lakes, etc.) near their Mission.</p>	<p>SS 1, 4.13, 4.14, 4.15 ISTE 5, 8</p>	<p>**Brainstorm/Review types of Landforms. **Discuss the types of Landforms around Portola Valley and how they influence life in the city, what types of good we can produce, etc. **Students research and make a list of the types of landforms around their Mission. **Students then write a short paragraph about the effect of their landforms and what types of goods their Mission would have been able to produce.</p>	<p>Activating Prior Knowledge</p>	<p>Successful students will list at least 3 - 5 landforms around their Mission and 1 - 2 effects that landforms may have had.</p>

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<p><b>Week 4</b> Lesson 4b</p>	<p><b>Cognitive:</b> Students will work with a partner to create a Venn Diagram comparing the goods produced by two missions, one in the South and one in the North, and will list at least 3 - 5 items in each part of the Venn Diagram.</p>	<p>Reading 2.5 SS 1, 4.13, 4.14, 4.15 ISTE 5, 8</p>	<p>**Pass out lists from previous day.            **Pair students (one Northern, one Southern)            **With partners students create a Venn Diagram in Kid Pix about the goods Missions would have produced. Each section should have 3 - 5 items in it.            **Students end activity by writing a short paragraph explaining what they discovered.</p>	<p>Venn Diagram (Compare &amp; Contrast)</p>	<p>Successful students will list at least 3 - 5 items in each section of the Venn Diagram and write a short paragraph explaining their findings.</p>
<p><b>Week 5</b> Lesson 5a &amp; 5b</p>	<p><b>Cognitive:</b> Students will be able to list and link the cause and effect for several specific areas: Native Californian Land Loss, Native Californian Illness and Death, Native Californian Loss of Culture.</p>	<p>Reading 2.2 Writing 1.1, 1.5, 1.6, 1.7 List/Spk 2.2 SS 1, 4.25, 4.26, 4.28 ISTE 5</p>	<p>**Discuss with students that we've learned a lot about how the Missions were affected and that today we're going to learn about the Mission's effect on Native Californians.            **Teacher leads students in shared reading of specific website.            **Teacher leads discussion that includes the following questions:            What cause the Native Californians to lose their land? Why couldn't they get it back? Why did so many Native Californians get sick and die? Why aren't there a lot of Native Californians left now? Why is it so difficult to find information about their culture?            **Students list the cause and effect for three specific areas: land loss, illness, loss of culture.</p>	<p>Shared Reading Cause/Effect</p>	<p>Students' answers will be evaluated using a five-point scale for their appropriateness and ability to understand the relationship between cause and effect.</p>

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<p><b>Week 6</b> Lesson 6a &amp; 6b</p>	<p><b>Cognitive:</b> Students will gather population data for three Native Californian tribes, use a spreadsheet program to graph the data, and write a short paragraph to explain their graph.</p>	<p>Math 1.1 ISTE 5</p>	<p>**Students use the Trackstar Website to locate population data for 3 tribes, input the data into a spreadsheet, and use the program to create the graph. **Students write a short paragraph explaining their graph. What does the graph tell us?</p>	<p>Direct Instruction?? (I'm not sure what it should be.)</p>	<p>Students will create a graph that shows population data for 3 tribes and will write a short paragraph that explains their graph.</p>
<p><b>Week 7</b> Lesson 7a</p>	<p><b>Cognitive:</b> Students will create a map of the layout of their Mission that is accurate but not to scale using Kid Pix.</p>	<p>Reading 2.2 Writing 1.1, 1.5, 1.6, 1.7 List/Spk 2.2 SS 1, 2, ISTE 5</p>	<p>**Use a student volunteer to model visual perspective **Students draw and save a map of the layout of their Mission including as much detail as possible using Kid Pix.</p>	<p>Direct Instruction</p>	<p>Students will produce a map or layout drawing of their Mission that includes at least the following items: The Church, Native housing, the Fathers' housing.</p>
<p><b>Week 7</b> Lesson 7b</p>	<p><b>Cognitive:</b> Students will create a timeline that represents the "life" of their Mission using Kid Pix.</p>	<p>SS 1, 4.23, 4.24, 4.25, 4.26, 4.28 ISTE 5</p>	<p>**Show students a simple timeline pointing out that timelines have a beginning, ending and several middle dates. **Students create a timeline that represents the "life" of their mission.</p>	<p>Timeline</p>	<p>Students will create a timeline of the life of their Mission that includes the date the Mission was founded, disbanded, and 2-3 interim dates.</p>

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<p><b>Week 8</b> Lesson 8a &amp; 8b</p>	<p>Cognitive: Students will complete their PowerPoint Slideshow that includes the items detailed on the Project Information Sheet. Cognitive: Students will complete a project checklist. Affective: Through their answers to questions on their checklist, students will show awareness of how the Missions affected the Native Californian tribes.</p>	<p>Reading 2.2 Writing 1.1, 1.5, 1.6, 1.7 List/Spk 2.2 SS 1 ISTE 5</p>	<p>**Introduce teacher-created checklist/questionnaire. **Through their answers to questions on their checklist, students will show awareness of how the Missions affected the Native Californian tribes: Discuss two ways the California tribes were affected by the establishment of the Missions. Discuss what happened to the tribes that lived near your Mission after the Mission period ended. **Students complete their presentations and turn them in.</p>		<p>Presentation of the Mission Project will act as a culminating activity for the Unit. Materials and the presentation will be evaluated on a project-specific rubric. Students' questionnaires will be evaluated on a five-point scale for their understanding of the impact the Missions had on Native Californians.</p>
<p><b>Week 9</b> Lesson 9a</p>	<p><b>Cognitive:</b> Students complete a class KWL chart on Historical Buildings. <b>Cognitive:</b> Students use the Trackstar site to access information on 4 specific local historical sties.</p>	<p>SS 3.3, 3.4 ISTE 4</p>	<p>**Ask students why they think we study about the Missions? Are they important? Why? Would we know as much about them if they weren't actually there? **Discuss that Missions are just one type of historical buildings. **Start K &amp; W sections of KWL chart. **Assign students one of four different historical buildings to research. **Students turn in question sheets to use for the next day.</p>	<p>KWL</p>	<p>Students will be expected to contribute to at least one item on the KW sections of the KWL chart and answer the questions regarding their assigned historical building.</p>

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<p><b>Week 9</b> Lesson 9b</p>	<p><b>Cognitive:</b> Students add their personal observations to the "learned" section on a class KWL Historical Buildings chart. <b>Cognitive:</b> With classmates that also read about the same site, students will compare their answers to the previous days questions and review ways to help preserve the building. <b>Cognitive:</b> With their groupmates, students will choose one action that they feel will help preserve the site the most and orally report it to the class.</p>	<p>SS 3.3, 3.4 ISTE 4</p>	<p>**Pass back question sheets. **Students meet with their group and each person takes turns sharing their answers. <b>**When all answers have been shared, groups decide on one action to do and choose one person to present it to the class.</b> **Students have 20 minutes to share their answers. <b>**Speakers share their group's ideas.</b></p>	<p>Cooperative Learning</p>	<p>Students will share their answers from the questions sheets and what actions they decided to take.</p>

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Week 10	<p><b>Cognitive:</b> Students will work with their group to review their notes and list 3 pros/cons about their action. <b>Cognitive:</b> Individually, students will type a letter that encourages appropriate officials to take the action to help support the historical building.</p>	<p>Writing 2.4 SS Anlys 2.2 Pt of Vw 2 Interp. 2, 3 ISTE 4</p>	<p>**Discuss with students how what we've learned about the importance of saving buildings might transfer to saving the missions. Should the be saved? Why or why not (teacher plays devil's advocate ).</p> <p>**Pass back question sheets.</p> <p>**Students meet with their groups and review their action.</p> <p>**Each group develops 3 pros/cons for their action.</p> <p>**Each group will choose a "recorder" to write down their pros/cons.</p> <p>**Students will use the pros/cons to write a letter to an appropriate official (chosen by the teacher).</p> <p>**Students edit, spellcheck, save and print their letter.</p>	<p>Team Statements</p>	<p>Groups will create three pros/cons for their idea. Students' letters will follow proper format, have no spelling errors, be carefully edited, and attempt to persuade the reader.</p>