

Social Studies

4th Grade California Mission Project Unit Plan

1. **Goal** – The learning goal for this unit is for students to work in collaborative teams to research, analyze and apply the knowledge they learn about the missions while planning, designing and creatively building the 22nd California Mission.

2. The **national and/or state standard** addressed are California Social Studies standards:
 - A. SS.4.2 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.
 - B. SS.4.2.3. 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).
 - C. SS.4.2.4. 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.
 - D. SS.4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

3. The **national and/or state standard** addressed are English Language Arts Common Core Standards:
 - A. 4.RI.3. Explain events, procedures, ideas, or concepts in historical, scientific, or technical text, including what happened and why, based on specific information in the text.
 - B. 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
 - C. 4.SL.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics, building on others ideas and expressing their own clearly.
 - D. 4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - E. 4.W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
 - F. 4.W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic

4. **Driving Question** – After reading the letter from the Archbishop, students job as a team is to answer the following: “How can we choose a good site and design for a new mission, so that it will meet the Church’s historic goals in California?”

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5. Connections –

A. This cross-curricular project combines social studies, language arts, math and technology. Students are required to research the history and reasons behind the 21 California missions, using text and web resources. During this process, students learned skills of note taking and how to analyze the information they were reading. Students then used their analysis to plan a 22nd mission, which required students to think about the location, the design and layout, and provide support for their designs. Students then created their designs into 3-D models, using appropriate scaling techniques for dimensions of the models. In addition to the model, students collaboratively wrote and typed a written report to defend their proposal.

6. Assessment –

Students were assessed in the following stages of the project, research, planning, group participation and 3-D model and final written proposal. The model, proposal and participation were assessed using teacher-designed rubrics

This unit was adapted and modified from the Buck Institute for Education PBLU 22nd California Mission Project.