

## Our Florida Catholic History Unit/Lesson Plan

UNIT/LESSON PLAN	
<b>Title/Theme</b>	Spanish Missions 4.18 SP
<b>Grade/Subject</b>	4th Grade Social Studies
<b>Length of Unit/Timeframe</b>	3 50 minutes Sessions
<b>Brief Summary of Lesson</b>	Students will discover what life was like on a Spanish Mission.
<b>Diocesan Objective(s):</b>	
<input type="checkbox"/> 4.15: Identify the events in the Catholic Church that are often connected to the historical events of time (e.g. the first mass in St. Augustine, Father Lopez, etc.)	
<input type="checkbox"/> 4.16: Identify St. Augustine, Florida as the location of the oldest permanent European settlement, parish, and Catholic community in Florida.	
<input type="checkbox"/> 4.17: Explain the impact of Spanish/Catholic influence on the establishment of Florida as a colony.	
<input checked="" type="checkbox"/> 4.18: Explain the purpose of and daily life on missions (e.g. San Luis de Talimali in present day Tallahassee).	
<b>Instructional Activities/Strategies:</b>	
<p>~ Teacher will read aloud pages 15 – 16 of <u>Cacique</u> to set the scene and a purpose for learning about Spanish missions</p> <p>~ Students will complete a vocabulary graphic organizer</p> <p>~ Using a shared reading format, students will read about Spanish missions (Social Studies text pages 108 – 111)</p> <p>~ Students will divide into discussion groups to answer the following questions: <i>What was the purpose of the Spanish missions? How did the Native Americans respond to the Spaniards and their missions? Who lived in the missions? What buildings/structures were on a Spanish mission? (use diagram in book), How was religion practiced and why was it important? Who taught the Natives about the Catholic faith? How were friars similar to and different from other settlers on the mission? What effect did Spanish mission life have on the Natives? What sometimes happened to some Native Americans who did not want to follow Spanish ways of life?</i></p> <p>~ In technology lab students will research the San Luis de Talimali Mission (They will be provided with a set of questions to answer while in the lab)</p>	
<b>UNIT READINGS AND VOCABULARY</b>	

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<b>Non-Fiction Text(s) or Textbook</b>	Scott Foresman 4 <sup>th</sup> Grade Social Studies Text
<b>Fiction Text(s)</b>	Cacique by Bishop Robert J. Baker with Tony Sands
<b>Essential Unit Vocabulary</b>	Mission, convert, friar, San Luis Mission, Bishop Calderon
<b>INSTRUCTIONAL ACTIVITIES</b>	
<input type="checkbox"/> Catholic Identity <input type="checkbox"/> XXX Reading <input type="checkbox"/> XXX Writing <input type="checkbox"/> XXX Speaking/Listening	<input type="checkbox"/> Language <input type="checkbox"/> XXX Vocabulary <input type="checkbox"/> Viewing <input type="checkbox"/> XXX Critical Thinking
<b>Summative and Formative Assessment(s):</b>	
<p>Students will write a journal entry describing a typical day on a Spanish mission. The journal entry should be fact based. Students should write clear and logical sentences while utilizing correct grammar, spelling, and punctuation.</p> <p><b>**Please see attached for a copy of this assignment.</b></p>	
<b>Materials/Equipment Needed</b>	
<p>Social Studies text            The book <u>Cacique</u>            Question cards for discussion groups            Computers &amp; student research questions            Journal entry writing assignment</p>	
<b>Site Visits</b>	

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| <input type="checkbox"/> Cathedral-Basilica of St. Augustine   | <input type="checkbox"/> Father Miguel O'Reilly House Museum |
| <input type="checkbox"/> Mission Nombre de Dios Grounds/Museum | <input type="checkbox"/> Other _____                         |
| <input type="checkbox"/> Our Lady of La Leche Shrine           | _____  |
| <input type="checkbox"/> Motherhouse: Sisters of St. Joseph    |  |

*Other notes or information*

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