

# **Lesson 1: Native Americans and Missionaries**

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## **Grade Level(s)**

Grade 4

## **Lesson Overview**

In this lesson, two teachers will assume the roles of Father Serra and Chief Chowig. The students will be asked to take notes during the debate in order to form questions for the characters later. The teachers will have a debate in front of the classes. After that, working in groups of two, they will come up with questions for the characters and write a needs statement based on what is learned in the interviews.

## **Learning Objectives**

- To empathize with historic people
- To make inferences
- To strategize
- To plan, design, and prototype
- To have a deeper understanding of the motivations, impact and perspectives of this period in history

## **Standards**

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

*History–Social Science Content Standards for California Public Schools*

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

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.

## Preparation

- Print relevant documents: “My name is Junipero Serra,” “Native American Research,” “I am Chief Chowig,” “Native American Research,” “Missionary Research,” and “CA Map” (see Lesson 1 Supplementary Materials)
- Pair students heterogeneously
- Gather materials for ideating and prototyping

## Materials and Resources

- Maps of California
- Bios of Chief Chowig and Junipero Serra
- White Boards
- Pens
- Sticky Notes
- Materials for building prototypes

## Activity 1: Father Serra vs. Chief Chowig—The Great Debate: Can We Live Together? (30 Minutes)

- The teachers will assume the roles (bio sheets included in Lesson 1 Supplementary Materials)
- Announce to students: “The other teacher and I will assume historical roles, and as these persons, we will debate about religion, life styles, living preferences and motivations. (See research sheets if a teacher needs more guidelines for the debate).
- Students will be asked to take notes so that they can come up with questions for a “press conference” with the characters in the next activity. There are research templates attached to guide their note taking if the teacher prefers to use them.

## Activity 2: Press Conference (45 Minutes)

- In pairs using their notes, students will come up with three interview questions for Serra and Chowig.
- They will then be paired with another group. These four students will compare questions and try to come up with the top four questions.

- After that, we will hold a press conference. Chowig and Serra (the teachers) will sit at the front of the class and answer the questions while students take notes.

### **Activity 3: Define (15 Minutes)**

- The group of four will work together on a Venn diagram, comparing and contrasting Chief Chowig's and Father Junipero Serra's "needs." They can use their notes for this. The teacher can also provide the included bios.
- You can give students the needs statement or you can have them come up with one.  
Example #1: "Father Junipero Serra, a determined and religious man, and Chief Chowig, a caring and concerned leader, need to live in a common place where they can practice their beliefs and cultures."  
Example #2: "Father Junipero Serra, (adjectives), and Chief Chowig (adjectives) need to live in a common place where we can practice their beliefs and cultures."

### **Troubleshooting**

Be sure to actively move throughout the room, not only to keep students on task but also to answer questions and look for understanding and misunderstandings. Students may have difficulty with coming up with a "needs" statement. Be sure to provide numerous examples.

### **Assessment**

Look for completion of interview questions and completed notes on the "great debate."