



CALIFORNIA MISSIONS

A simulation of trading with missions in early California

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PURPOSE

CALIFORNIA MISSIONS allows students to vicariously explore California mission history and life in the late 1700s. In small groups, students become crew members of trading ships bound for California. Before leaving Boston, crews outfit their ships with goods to trade for hides at each of the missions. As they travel to California they read background information, complete outlines, research the missions and complete short mission reports. When they reach California, crews earn the right to trade with the missions by demonstrating their new knowledge. After trading, students account for profits earned.

Specifically, in CALIFORNIA MISSIONS, students will experience the following:

Knowledge

- Understanding the role of the missions in California history
- Learning about the founders, location, architecture, people and culture of the missions
- Recognizing the importance of trade in the economy of the missions
- Developing insights about life on a trading ship and in a mission settlement

Skills

- Reading for content
- Using outlines and graphic aids to organize information
- Listening and responding to questions
- Recording experiences in a journal
- Decision making in a cooperative group
- Applying math skills to accounting problems

Attitudes

- Appreciating history and the relationship between past, present and future
- Realizing the value of cooperation in achieving success

OVERVIEW

CALIFORNIA MISSIONS includes 15 one-hour lesson plans that are divided into three phases:

PHASE 1: PREPARING TO SAIL

Students begin Phase 1 by taking a Pre-test to assess their knowledge of the California Missions. Next, small groups of students become the crews of trading ships. Each crew prepares to sail by purchasing goods to trade with the missions. To learn about their destination, crews begin reading Background Sheets and completing Outlines.

PHASE 2: SAILING TO CALIFORNIA

In Phase 2, crews sail their ships from Boston around Cape Horn to California. In addition to reading Background Sheets, students begin to conduct research and complete short reports on the California Missions. Work of researching the 21 California Missions is divided among each crew. Completing these reports allows crews to move their ships closer to California. As they sail, crews solve problems encountered on Decision Points and keep Ships' Logs to record experiences on the journey.

PHASE 3: TRADING WITH THE MISSIONS

When ships reach California, crews first declare their cargoes and pay import taxes. Ships may then sail to any mission to trade their cargoes for hides. To trade, a crew must successfully answer a question about the California Missions. Trading Cards determine the number of hides crews can earn for various cargo items at each mission visited. When trading at the missions is concluded, each crew makes a final accounting of its cargo. The crew that finishes with the most profit is the winning crew. A Post-test at the end of CALIFORNIA MISSIONS demonstrates for you and the students how much they have learned.

SETUP DIRECTIONS

1. **Before you begin**

Be sure to read the entire Teacher Guide and Student Guide before beginning CALIFORNIA MISSIONS.

2. **Student groups**

In CALIFORNIA MISSIONS, students work in cooperative groups called crews. The unit is designed for crews of no more than four students each. You may choose to assign crews in one of several ways. Depending upon the needs of your class, you may strategically assign students to crews (balancing for gender, learning styles, personalities and so on), have students choose their own teams, or randomly assign students to crews.

3. **Student roles**

Each day students in a crew rotate among four roles.

- **Captain:** Moves ship on map
- **First Mate:** Writes entry in Ship's Log
- **Boatswain (bo-sun):** Organizes and hands in Crew Folder
- **Purser:** Uses Accounting Forms to document trades

4. **Room arrangement**

- **Student seating:** Arrange your classroom so that students in the same crew are seated together.

- **Wall maps:** The unit includes two wall maps, one for Phase 2: Sailing to California (Voyage Map) and one for Phase 3: Trading with the Missions (Mission Map).

During each phase, hang the appropriate wall map in a place that is easily visible and accessible to you.

- **Classroom library:** Establish a CALIFORNIA MISSIONS classroom library utilizing the suggestions from the extensive resource list included with the unit. See the Resources section.

- **Supply center:** Various art materials may be needed by the groups for their Mission Reports. You may wish to create an art supply center within the classroom.

5. **Mission Reports**

Each crew completes short reports on 20 California Missions (There were 21 California missions built in all; one mission is shown as an example report.) Students divide the report writing among the crew so that each student writes (approximately) five reports. To meet the needs of students with different writing proficiencies, two report-writing options are included with the unit. The unit includes specific directions and a sample for each option.

- **Option 1: Paragraph:** The paragraph option requires

UNIT TIME CHART

PHASE 1: PREPARING TO SAIL				PHASE 2
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Unit Introduction Pre-test Background Sheet 1 Outline 1	Background Sheet 2 Outline 2 Preparing to Sail Ship information Crew roles Activities	Background Sheet 3 Outline 3 Discussion–Trading Accounting Form A	Background Sheet 4 Outline 4 Overview– Mission Reports	Background Sheet 5 Outline 5 Accounting Form B Voyage Guidelines Begin Mission Reports Start Voyage
PHASE 2: SAILING TO CALIFORNIA				
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Background Sheet 6 Outline 6 Write Mission Reports Continue Voyage	Background Sheet 7 Outline 7 Write Mission Reports Continue Voyage	Background Sheet 8 Outline 8 Write Mission Reports Continue Voyage	Complete Mission Reports Continue Voyage	Share Mission Reports
PHASE 2	PHASE 3: TRADING WITH THE MISSIONS			
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Share Mission Reports	Arrive in Monterey Pay Duty Accounting Forms C,D,E	Trading Guidelines Begin Trading	Continue Trading Complete Trading	Final Accounting Accounting Forms F,G Post-test Certificates

Directions

1. Read **Background Sheet 2**.
2. Fill in the missing main ideas and supporting ideas in the outline below.

Father Serra

- I. Father Serra's Youth
 - A. He was born in 1713 in Mallorca, Spain.
 - B. At the age of 24, he was ordained as a Franciscan priest.
 - C. _____
 - D. Fr. Serra worked as a missionary in Mexico.

- II. _____
 - A. _____
 - B. The King had them expelled in 1767.
 - C. The King sent Gaspár Portolá and Fr. Serra to establish the missions.

- III. The Purpose of the Missions
 - A. Spain wanted to establish itself in Alta California.
 - B. _____
 - C. _____

- IV. _____
 - A. In 1769, Fr. Serra and Gaspár de Portolá began to build the missions.
 - B. _____
 - C. _____
 - D. They traveled by land.
 - E. Three ships were sent with supplies to San Diego.
 - F. They founded the first mission, San Diego de Alcalá, in 1769.

- V. The End of Fr. Serra's Life
 - A. Fr. Serra spent the rest of his life building missions in California.
 - B. _____
 - C. He is buried at his favorite mission in Carmel.
 - D. _____
 - E. The Carmel Mission was designated a minor basilica.

- VI. _____
 - A. _____
 - B. Fr. Lasuén built nine more missions.
 - C. The last three were built by Fr. Tápis, Fr. Sarría and Fr. Altamira.

CARGO PURCHASED

Ship's Name _____

Your ship will bring items to California to trade with the missions. You will trade these items for cattle hides. Don't worry about spending your money—you will earn more in trade than the original cost of the items!

1. Use the list below to decide which items to purchase.
2. Your ship has \$20,000. Spend about \$10,000 on cargo items. You will use the rest of the money to pay your crew's wages and duty taxes.
3. Choose some of each item. Every mission will need different items from your cargo. Write how many of each item you would like in the *Quantity* column.
4. Multiply the *Cost* of each item by the *Quantity* that you want to buy. Put the total cost for each item in the *Total* column.
5. Add the numbers in the *Total* column together. Write the grand total in the space for *Grand Total–Cargo Purchased*.

Item	Cost	Multiply	Quantity	Equals	Total
Ax	\$ 50	x		=	
Cloth (one bolt)	\$100	x		=	
Flour (one barrel)	\$100	x		=	
Hammer	\$ 50	x		=	
Iron Pot	\$ 50	x		=	
Plow	\$250	x		=	
Nails (one barrel)	\$200	x		=	
Salt (one barrel)	\$100	x		=	
Saw	\$100	x		=	
Sugar (one barrel)	\$100	x		=	
Grand Total–Cargo Purchased					