

CALIFORNIA Native American Studies MODEL CURRICULUM



NASMC
Native American
Studies
Model Curriculum

California Missions Through Native American Perspectives Unit

Lesson 1: Exploring California Indian History with the CIMCC CA Missions Native Website

Lesson 2: Cultural Preservation Posters

Lesson 3: California Missions Through Indigenous Eyes Project-Based Learning Virtual Exhibit Project

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Unit Authors and Researchers

This unit was researched, authored, and edited by the California Indian Museum and Cultural Center, California Indian Education for All, and the San Diego County Office of Education. Key writers and researchers of this unit are Nicole Lim, Jayden Lim, Ramiro Medina, and Dr. Staci Block. The unit resources were designed and created from funding through the California Department of Education's Native American Studies Model Curriculum grant and contract.

California Native American Studies Model Curriculum

The California Native American Studies Model Curriculum (NASMC) will support the design and development of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist California K-12 educators in teaching about California Native American Studies. Per AB 167, the NASMC is defined as lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities to assist educators in teaching about Native American Studies.

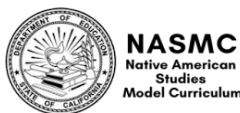
Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Background Information for Teachers

Teaching the California Missions Through Native American Perspectives

By approaching the California missions through Native American perspectives, teachers can create a more inclusive and meaningful learning experience that respects the voices and histories of Indigenous communities. This approach fosters empathy, critical thinking, and an understanding of how history continues to shape the present.

Teaching the California missions through Native American perspectives is an opportunity to provide students with a more balanced, accurate, and empathetic understanding of this pivotal period in California history. While the mission system is often presented as a narrative of progress and religious expansion, it is essential to acknowledge its



profound and lasting impacts on California's Native peoples. Below is key background knowledge to support teachers in presenting this content authentically and respectfully.

1. Pre-Mission Life of Native Californians

- **Diverse Cultures and Societies:** Before European colonization, California was home to one of the most linguistically and culturally diverse populations in North America. Over 300,000 Native Americans lived in what is now California, representing more than 100 distinct tribes with unique languages, spiritual practices, and ways of life.
 - **Sustainable Living:** Native Californians lived sustainably, using natural resources like acorns, fish, and game to support their communities. They practiced controlled burns, sophisticated hunting and fishing techniques, and basket weaving, demonstrating deep environmental knowledge and stewardship.
 - **Social and Spiritual Systems:** Tribes had rich oral histories, spiritual traditions, and governance systems. Their lives were deeply interconnected with the land and its rhythms.
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2. The Mission System and Its Impacts

- **Goals of the Mission System:** The Spanish established missions between 1769 and 1833 to convert Native peoples to Christianity, expand Spanish territorial claims, and create self-sufficient agricultural settlements. The system was intended to "civilize" Indigenous peoples and integrate them into Spanish society.
 - **Labor and Loss of Autonomy:** Native Americans were often coerced or forcibly brought to missions, where they labored in agriculture, construction, and other trades. They lost their autonomy, as missionaries controlled many aspects of their daily lives, including language, diet, and spiritual practices.
 - **Cultural Suppression:** Traditional ceremonies, languages, and spiritual beliefs were often banned or replaced with Catholic rituals. Many Native practices were irreparably disrupted, and cultural identities were suppressed.
 - **Disease and Population Decline:** Diseases such as smallpox and measles, introduced by Europeans, devastated Native populations. Combined with harsh working conditions and malnutrition, these factors led to significant population declines. By the time the missions were secularized in 1833, the Native population had been reduced by over 75%.
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3. Resistance and Resilience

- **Acts of Resistance:** Many Native Americans resisted the mission system in overt and covert ways. Some fled missions to return to traditional ways of life, while others actively revolted against mission authorities. Resistance demonstrates the agency and resilience of Native peoples, even under oppressive conditions.
 - **Adaptation and Survival:** Despite the hardships of the mission system, many Native communities adapted, preserving elements of their culture through storytelling, art, and other practices. These acts of survival ensured the continuation of their identities and traditions.
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4. Post-Mission Era and Legacy

- **Secularization and Land Loss:** After the missions were secularized, the lands promised to Native peoples were often sold to settlers, leaving many Native communities landless and marginalized. This dispossession deepened the socioeconomic inequalities that persist today.
 - **Contemporary Revival:** Many Native communities in California are actively revitalizing their cultures, languages, and traditions. Organizations, cultural centers, and tribal governments are working to reclaim their histories and educate others about their experiences.
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5. Teaching with Sensitivity and Respect

- **Addressing Myths and Misconceptions:** Many students learn an idealized version of the missions that emphasizes religious conversion and agricultural development without acknowledging the significant harm to Native communities. Teachers can challenge these narratives by centering Native perspectives and emphasizing historical accuracy.
- **Incorporating Primary Sources:** Include oral histories, quotes from Native leaders, and other primary sources to provide students with authentic voices from Native communities.
- **Partnering with Native Communities:** Engage with local tribes, tribal organizations, or Native cultural centers to incorporate their perspectives and expertise into the curriculum.

6. Key Themes to Emphasize

- **Richness of Native Cultures:** Highlight the diversity and sophistication of California's Indigenous cultures before colonization.
- **Impact of Colonization:** Discuss how the mission system disrupted Native ways of life, while also acknowledging Native resilience and resistance.
- **Contemporary Connections:** Connect the historical experiences of Native peoples to ongoing efforts for cultural preservation, land rights, and community revitalization.

Educators Guide and Videos to the Essential Understandings of California Indian History and Culture

Please take time to read through this document and watch these videos to learn from California Indian cultural bearers as they teach the [Essential Understandings of California Indian History and Culture](https://bit.ly/NASMC_EU). (https://bit.ly/NASMC_EU)

- Essential Understanding 1: Great Diversity Among Tribes ([EU1 Video](https://bit.ly/NASMC_EU1)) https://bit.ly/NASMC_EU1
- Essential Understanding 2: Diversity Among Identity ([EU2 Video](https://bit.ly/NASMC_EU2)) https://bit.ly/NASMC_EU2
- Essential Understanding 3: Native Traditional Beliefs ([EU3 Video](https://bit.ly/NASMC_EU3)) https://bit.ly/NASMC_EU3
- Essential Understanding 4: Policies that Affected Tribes ([EU4 Video](https://bit.ly/NASMC_EU4)) https://bit.ly/NASMC_EU4
- Essential Understanding 5: Reservations ([EU5 Video](https://bit.ly/NASMC_EU5)) https://bit.ly/NASMC_EU5
- Essential Understanding 6: History from a California Indian Perspective ([EU6 Video](https://bit.ly/NASMC_EU6)) https://bit.ly/NASMC_EU6
- Essential Understanding 7: Tribes Have Sovereign Powers ([EU7 Video](https://bit.ly/NASMC_EU7)) https://bit.ly/NASMC_EU7

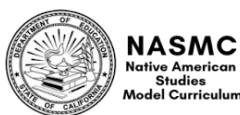
Indigenous Critical Orientations: Rationale for Classroom Practice

The following excerpt text comes from the [National Council for Social Studies Using Inquiry to Prepare Students for College, Career, and Civic Life Secondary Grades](https://www.socialstudies.org/tps/ebook-secondary-inquiry/how-does-indigenous-critical-orientation-change-story) - Chapter 8 How Does an Indigenous Critical Orientation Change the Story.

<https://www.socialstudies.org/tps/ebook-secondary-inquiry/how-does-indigenous-critical-orientation-change-story>

The United States government has entered into more than 500 treaties with tribal nations living on this land. Unfortunately, many of these treaties have been broken. Indigenous peoples have endured senseless loss of life and attempts at erasure and assimilation. Additionally, among the many atrocities endured since the arrival of Europeans on land already occupied by sovereign Indigenous nations, Indigenous nations have gone through termination and the pains of seeking reconciliation (Dunbar-Ortiz, 2014).

As United States citizens, we have a responsibility to make sure peoples' history on this land is acknowledged, treaties are upheld, and students understand the repercussions of United States' settler misdeeds, so that we can reconcile past failures in order to move forward in a humane manner. Yet, despite being sovereign nations on the same soil, most Americans have only been exposed to part of the story, as told from a single perspective through the lenses of popular media and textbooks. Research also shows that 87% of state standards across the United States address Indigenous peoples only on pre-1900 happenings (Shear et al., 2015). "These narrow Eurocentric narratives presented in American textbooks, state standards, and teacher resources have a real impact on the ways people understand and



interact with Indigenous People” (NCSS, 2018, para. 4). Additionally, these portrayals also often negatively affect Indigenous youth sense of self-worth (Sabzalian, 2019b).

Social studies classrooms are not neutral. They are contested spaces in which perspectives of times and places are often narrowed to hegemonic views (Lintner, 2004). “Educators must pay more attention to the ways colonization, racism, and power matter in educational settings and work towards more effective and longer-term pre-service and in-service training that helps educators understand and strategize about their role as agents for social change and greater educational equity” (Brayboy & Castagno, 2009, p. 49). When exploring primary sources, it is critical to understand whose voice is driving the primary source. Students (and teachers) must understand that a primary source about a specific Indigenous tribe, or that generalizes Indigenous peoples, and is not voiced by an Indigenous person of that tribal nation being described can lead to misconceptions and stereotypes. Therefore, it is recommended that if using a primary source from a non-Indigenous voice, students analyze the source for author bias. Imbalance through teacher selection of sources is one example of bias (Sadker, 2009). This is also a possible danger in using primary sources that inadvertently display Indigenous peoples from a non-Indigenous voice.

The framework shared in this section has the potential of disarming these biases. Ideally, primary sources from Indigenous voices should be used whenever possible. As a framework to bring in Indigenous voices, Leilani Sabzalian (2019b) has identified six areas to guide Indigenous studies in the classroom: place, presence, perspectives, political nationhood, power, and partnerships. These six areas can be used as a teacher analysis guide for educators to make sure they are bringing in Indigenous voices.

6Ps for Educators: Indigenous Critical Orientations

Place

All teaching and learning takes place on Indigenous lands. Educators emphasize the Indigenous peoples and homelands of the place in which they live and teach.

Presence

Students are taught that Indigenous peoples are still here. Educators focus on contemporary Indigenous peoples and issues in curriculum to counter the dominant narrative that Indigenous peoples no longer exist

Perspectives

Indigenous voices can counter Eurocentrism in curriculum and provide generative analyses to enrich social studies more broadly. Educators incorporate Indigenous perspectives throughout the curriculum, not only to create more robust and comprehensive accounts of history, but also to complement all curricular topics.

Political Nationhood

Indigenous identities and communities are not only social and cultural; they are also political. Educators move away from a multicultural emphasis on Indigenous cultures, and toward a focus on Indigenous citizenship, nationhood, and inherent sovereignty as part of civics and citizenship education.

Power

Educators challenge power dynamics within curriculum as well as recognize Indigenous power. Educators critically interrogate the ways Eurocentrism permeates textbooks and curriculum, as well as emphasize the countless creative ways Indigenous peoples assert their power by enacting meaningful social change.

Partnerships

Cultivate and sustain partnerships with Indigenous peoples, organizations, and nations. Educators foster meaningful and mutually beneficial relationships between districts, schools, and/or classrooms and Indigenous peoples, organizations, communities, and/or nations



6Ps for Students: Indigenous Critical Orientations

Place

All learning takes place on Indigenous lands. Students will continue to learn and create relationships with the Indigenous peoples and homelands of the place in which they live and learn.

Presence

Students are taught that Indigenous peoples are still here. Students will learn about contemporary Indigenous peoples and issues in the curriculum to counter the dominant narrative that Indigenous peoples no longer exist.

Perspectives

Indigenous voices can counter Eurocentrism in curriculum and provide generative analyses to enrich social studies more broadly. Students will learn about Indigenous perspectives throughout the curriculum through movies, primary sources, secondary sources, books, and digital media, not only to create more robust and comprehensive accounts of history, but also to complement all curricular topics.

Political Nationhood

Indigenous identities and communities are not only social and cultural; they are also political. Students will be taught to focus on Indigenous citizenship, nationhood, and inherent sovereignty as part of civics and citizenship education, rather than a multicultural emphasis on Indigenous cultures. .

Power

Students will be taught to challenge power dynamics and recognize Indigenous power within curriculum and learning. Students will critically interrogate and be aware of the ways Eurocentrism permeates textbooks and curriculum, as well as emphasize the countless creative ways Indigenous peoples assert their power by enacting meaningful social change.

Partnerships

Cultivate and sustain partnerships with Indigenous peoples, organizations, and nations. Educators and students foster meaningful and mutually beneficial relationships between schools and/or classrooms and Indigenous peoples, organizations, communities, and/or nations.

Note from Sabzalian (2019b): These critical orientations are used as a framework for guidance when attempting to be inclusive of tribal nations' perspectives while establishing how and what primary sources are being analyzed. By using this framework, teachers can counter fallacies that lead to misconceptions and stereotypes through using Indigenous voices and recognizing Indigenous lands and sovereignty while allowing educators and students to critically reflect on how their own understandings have been constructed.

6Ps Background for Teachers

Teachers should read the following for background and support to teach the 6Ps. These resources follow this lesson plan and are also in the Teacher Resource folder for this unit.

- Changing the way we see Native Americans | Matika Wilbur | TEDxTeachersCollege:
<https://www.youtube.com/watch?v=GlzYzz3rEZU>
- Five Critical Orientations To Support Indigenous Studies Curriculum written by Leilani Sabzalian and Alison Schmitke
- [National Council for Social Studies Using Inquiry to Prepare Students for College, Career, and Civic Life Secondary Grades](https://www.socialstudies.org/tps/ebook-secondary-inquiry/how-does-indigenous-critical-orientation-change-story) - Chapter 8 How Does an Indigenous Critical Orientation Change the Story?
<https://www.socialstudies.org/tps/ebook-secondary-inquiry/how-does-indigenous-critical-orientation-change-story>



Further recommended reading and resources:

- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.
https://www.researchgate.net/profile/Eve-Tuck/publication/268000737_Suspending_Damage_A_Letter_to_Communities/links/55ae5ae308ae98e661a6e282/Suspending-Damage-A-Letter-to-Communities.pdf
- Vizenor, G. (Ed.). (2008). *Survivance: Narratives of Native presence*. Lincoln, NE: University of Nebraska Press.
https://books.google.com/books?id=pp3B2dAnX8wC&pg=PA1&source=gbv_toc_r&cad=2#v=onepage&q&f=false
- Gerald Vizenor, Ph.D. - 2020 Mimi and Peter E. Haas Distinguished Visitor Lecture, Stanford University Video: https://www.youtube.com/watch?v=WDsR3_gK4xs
- Wilkins, D. E. (1997). *American Indian sovereignty and the U.S. Supreme Court: The masking of justice*. Austin: University of Texas Press.
https://books.google.com/books/about/American_Indian_Sovereignty_and_the_U_S.html?id=ZEUHMXdVvX4C
- Wood, K. (nd). Homeland. National Association of Tribal Historic Preservation Officers. Retrieved from http://www.nathpo.org/Many_Nations/mn_fiction.html
- Chaat-Smith, P. (2009). *Everything You Know about Indians Is Wrong*. Minneapolis, MN: University of Minnesota Press.
- Dunbar-Ortiz, R. (2015). *An Indigenous peoples' history of the united states*. Boston, MA: Beacon.
- Dunbar-Ortiz, & Gilio-Whitaker, D. (2016). "All the real Indians died off" and 20 other myths about Native Americans.
- Mihesuah, D. (1996). *American Indians: Stereotypes & realities*. Atlanta, GA: Clarity.
- National Museum of the American Indian. (2007). *Do all Indians live in tipis: Questions and answers from the National Museum of the American Indian*. New York, NY: Collins, in association with the National Museum of the American Indian, Smithsonian Institution.
https://books.google.com/books/about/Do_All_Indians_Live_in_Tipis.html?id=vGrRHfNPaiUC

Historical Trauma Advisory: Please note that some material and linked resources in this guide contain graphic and distressing content that is impactful to individuals and California tribal communities with historical trauma. The material in the links below have content that is impactful to individuals and California tribal communities with historical trauma. This note asks for care to be taken when the material is accessed, used, and circulated, especially when materials are presented to Native students and other tribal audiences. Culturally relevant protective measures are necessary to avoid re-traumatization.



Timeline of the Devastation of the California Missions on Native Americans

The California Missions, established by Spanish missionaries between 1769 and 1833, had a profound and devastating impact on Native American populations. Native peoples were subjected to forced labor, diseases, cultural erasure, and violent repression, leading to a drastic decline in their populations. This timeline highlights key events in the history of the missions and their devastating effects on California's Indigenous people.

This timeline traces the devastating impacts of the California missions on Native American communities. Through displacement, disease, forced labor, and cultural erasure, the mission system contributed to the near-destruction of many Indigenous groups in California. It is an essential part of understanding the broader history of colonization and the lasting consequences for Native peoples in the region.

Pre-Mission Era (Before 1769)

- **Native California Tribes:** Native Americans, including the Chumash, Pomo, Miwok, Ohlone, and many others, have lived in California for thousands of years. They maintained distinct cultures, languages, and sustainable ways of life deeply connected to their ancestral lands and resources.

1769: Establishment of the First Mission

- **July 16, 1769:** Mission San Diego de Alcalá is established, marking the first of 21 California missions. Father Junípero Serra and Spanish colonizers begin the mission system with the aim of converting Native Americans to Christianity and integrating them into Spanish colonial society.
Mission Purpose: Missions were meant to serve as religious outposts, but they also functioned as tools of colonization, with the goal of converting, educating, and pacifying Indigenous people, while also exerting control over land and resources.

1770s-1780s: Forced Labor and Conversion

- **Forced Conversions:** Native Americans are forced into the missions, often through coercion and manipulation. Their lands are taken, and their traditional ways of life are outlawed. Native people are expected to adopt Christianity, speak Spanish, and abandon their cultural practices.
- **Enslavement and Forced Labor:** Native peoples, including children, are forced to work long hours in agriculture, construction, and other mission-related labor. They are expected to cultivate crops and build mission structures under harsh conditions.
- **Death Toll from Disease:** Smallpox, measles, and other diseases brought by Europeans decimate Native populations. Native Americans have no immunity to these diseases, and entire communities are wiped out. Mission records show a dramatic decline in the number of Indigenous people.
 - **Example:** The population of Mission San Diego de Alcalá drops from over 1,000 Native Americans in the 1770s to fewer than 100 by the 1790s due to disease and harsh living conditions.

1790s-1800s: Expansion of the Mission System

- **Mission Expansion:** By the 1790s, the mission system expands, with new missions established from San Diego to Sonoma. By the time the system reaches its peak, it includes 21 missions across California.
- **Continued Forced Labor and Punishments:** The labor conditions become more grueling as the mission economy grows. Native people are forced to work in agriculture, tending to crops, raising livestock, and constructing mission buildings. Punishments, including physical beatings, are meted out to those who resist or try to escape.



- **Cultural Erasure:** Native languages, cultural practices, and religious beliefs are suppressed. Native American children are removed from their families and forced into mission schools, where they are indoctrinated into Spanish culture.

1810s-1820s: Resistance and Rebellion

- **Resistance to Mission Life:** As the mistreatment continues, some Native Americans attempt to escape the missions and return to their ancestral lands. Others resist the forced labor, but harsh punishments are imposed on those who attempt to flee.
- **Rebellions and Uprisings:** Several uprisings occur in response to mistreatment, including the Chumash Revolt of 1824 at Mission Santa Inés, where Native Americans resist forced labor and the imposition of Spanish control. These uprisings are quickly suppressed with violence.

1830s: Secularization and Further Devastation

- **1833: Secularization of the Missions:** The Mexican government, which gained independence from Spain in 1821, begins the secularization of the California missions. The mission lands and properties are redistributed to private individuals, often to Spanish settlers or soldiers, while Native Americans are left without land or resources.
- **Loss of Protection:** With the secularization of the missions, Native Americans lose the relative protection they had under the mission system. Many are forced into labor on private ranchos under exploitative conditions, and some are taken into captivity or enslaved by settlers.
- **Death and Displacement:** Many Native Americans, deprived of land, food, and protection, suffer from starvation, disease, and violence. Native populations continue to decline as they face ongoing exploitation.

1840s-1850s: The California Gold Rush and Increased Violence

- **California Gold Rush (1848):** The Gold Rush further accelerates the devastation of Native American communities. Settlers pour into California, encroaching on Native lands, and bringing new diseases. Violence erupts between miners and Native peoples.
- **Further Displacement and Death:** Many Native Americans are forced off their lands and driven into reservations or forced labor. As the population of settlers grows, conflicts between Native Americans and settlers increase, and widespread violence ensues.
 - **Example:** The California State government and militia engage in genocidal acts against Native communities, including the systematic killing of Native peoples in what is now known as the California Indian Genocide.

1860s-1900s: Continued Marginalization

- **Loss of Language and Culture:** Native peoples, having been subjected to forced assimilation, cultural suppression, and the breakdown of traditional social structures, experience a devastating loss of language and cultural practices.
- **Survivors on Reservations:** By the late 19th century, surviving Native Americans are placed on reservations, where they continue to face poverty, disease, and further marginalization.

Late 20th Century to Present: Recognition and Reconciliation

- **Increased Awareness:** In the late 20th century, there is growing awareness of the devastation caused by the California missions on Native Americans. Activists and scholars call for recognition of the atrocities committed during the mission period.



- **Modern-Day Efforts:** Native American tribes and advocates work to reclaim cultural practices, languages, and lands that were lost during the mission era and the subsequent periods of colonization and exploitation.
 - **Ongoing Controversy:** The legacy of the missions remains controversial in California today. Some view them as centers of religious and cultural exchange, while many Native Americans continue to view the missions as instruments of colonization and cultural genocide.
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Timeline of California Indian Resistance and Resilience

This timeline highlights the ongoing efforts of California Native Americans to resist and survive through centuries of colonization, displacement, and cultural erasure. Their actions of resistance and resiliency not only helped to protect their identity and communities but also contributed to the broader fight for Native American rights across the United States.

Pre-Colonization Period

- **Before 1769:** California Native tribes, including the Yurok, Chumash, Kumeyaay, and Pomo, maintain their distinct cultures, languages, and ways of life across the state. These tribes resist outside incursions through strategic alliances and warfare when needed, with resistance rooted in protecting their land and cultural practices.

Mission Era (1769–1834)

- **1769:** The first Spanish mission, **Mission San Diego de Alcalá**, is established, marking the beginning of widespread Spanish colonization in California. Native tribes are forced into the mission system, where they face cultural assimilation and harsh labor conditions.
- **1775: Kumeyaay Revolt at Mission San Diego:** The Kumeyaay tribe launches a revolt against Spanish missionaries due to mistreatment, forced labor, and the loss of land. The revolt leads to the deaths of several missionaries and the destruction of mission property. Though ultimately unsuccessful, it symbolizes the beginning of active resistance to colonial forces.
- **1812:** The **Chumash Revolt** takes place in response to the harsh treatment by Spanish authorities at Mission Santa Inés and other missions. The Chumash rebel against the forced labor and changes to their way of life but are ultimately suppressed.
- **1820s–1830s: Continued resistance through escape and cultural preservation:** Many California Natives attempt to escape from missions or resist in subtle ways by continuing to practice their traditional cultures and languages in secret.

Post-Mission and Gold Rush Era (1848–1870s)

- **1848:** The **California Gold Rush** begins, dramatically altering the landscape and bringing an influx of settlers. Native American tribes face widespread violence, displacement, and forced labor as settlers encroach on their land. The government's policies also exacerbate the plight of California Indians.
- **1850s:** California state government enacts laws that facilitate the genocide and displacement of Native Americans. **The California Act for the Government and Protection of Indians (1850)** establishes laws that allow for the indentured servitude of Native people and the forced removal of Native Americans from their lands.
- **1850s–1860s: Indian Wars and Resistance:** Native American tribes, including the **Modoc** and **Yuki**, resist settler expansion, resulting in violent conflicts. The **Modoc War (1872–1873)**, led by Captain Jack, is one of the most notable examples of Native resistance during the Gold Rush era. Although ultimately defeated, their resistance becomes a symbol of Native perseverance.
- **1860s:** California Native tribes use various forms of resistance, including petitions, legal battles, and organizing against land theft and forced relocation. Some tribes, such as the **Miwok**, resist settler encroachment by hiding in the mountains and forests.

Early 20th Century (1900–1950s)

- **1900s: Cultural Resiliency:** Despite continued hardship, Native Californians focus on cultural preservation, maintaining traditional practices and languages in secret. Many also work to reconnect with their



communities after generations of being dispersed due to boarding schools, forced relocation, and the Gold Rush.

- **1920s: Activism for Native Rights:** Indigenous leaders, including **William R. Smith** (of the Shoshone tribe), begin advocating for Native American rights and land recovery. Native Americans begin to reclaim aspects of their culture and identity, despite ongoing discrimination.

Civil Rights Movement and Modern Resistance (1960s–Present)

- **1969–1971: The Occupation of Alcatraz:** Native American activists, including members of the **Indian of All Tribes** group, occupy **Alcatraz Island** as a symbolic act of resistance, demanding the return of Indigenous lands and protesting against the government's treatment of Native Americans. The occupation lasts for 19 months and attracts nationwide attention to the plight of Native Americans.
- **1970s–1990s: Land and Rights Movements:** California Native American tribes continue to fight for land rights and self-determination, including **legal battles** for the return of sacred sites and lands that were taken during the Gold Rush and beyond. The **Indian Self-Determination and Education Assistance Act** (1975) and other legal victories empower tribes to manage their affairs more directly.
- **2000s–Present: Cultural Resilience and Language Revitalization:** Native Californian communities work to revitalize their languages, traditional practices, and ceremonies that were nearly lost due to centuries of colonization. The establishment of cultural centers, language programs, and educational efforts is a direct result of the long-standing efforts to reclaim and preserve California Native heritage.
- **2019: California Indigenous Day:** California declares **Indigenous Peoples Day** in honor of Native Californians' resilience and contributions to the state's history. This marks an important step in acknowledging the historical trauma and injustices Native communities have faced, and it highlights their ongoing efforts toward cultural revitalization and political advocacy.

Key Themes of California Indian Resistance and Resiliency:

- **Armed Resistance:** Tribal revolts, like the Kumeyaay Revolt and Modoc War, demonstrated direct action against colonial and settler violence.
 - **Cultural Resistance:** Native Americans maintained and preserved their cultures, languages, and traditions despite attempts at assimilation by the mission system and later settler expansion.
 - **Legal and Political Resistance:** Legal efforts, such as petitions, advocacy, and land reclamation, helped preserve tribal identity and sovereignty throughout the years.
 - **Ongoing Resilience:** Despite centuries of disruption, California Native communities continue to demonstrate cultural, political, and social resilience through movements, language revival, and environmental activism.
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Reminders when teaching California Mission Period

Understanding the California Mission period through the perspectives of Native Americans is essential to gaining a complete and authentic view of this significant era in history. The Mission system profoundly affected Indigenous communities, altering their cultures, livelihoods, and ways of life. Learning from Native perspectives helps highlight their resilience, traditions, and contributions, which are often overshadowed by dominant narratives focused on European colonization.

By exploring Native experiences, students can better understand how the Mission system disrupted traditional practices, imposed new labor systems, and introduced challenges like disease and loss of autonomy. Equally important is recognizing the ways Indigenous communities have preserved their languages, traditions, and stories despite these hardships. This approach fosters empathy, critical thinking, and a deeper appreciation for the richness and diversity of California's Native cultures, both past and present.



California Missions Through Native American Perspectives Unit

Lesson 1: Exploring California Indian History with the CIMCC CA Missions Native Website

Grade Level: 4th Grade (aligns with California history curriculum)

Duration: Three 60 minute sessions

Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Learning Objectives

- Understand the purpose of the California Indian Museum and Cultural Center (CIMCC) CA Missions Native website: <https://calindianmissions.org/>
 - Explore California Indian history and culture before and during the mission period.
 - Analyze the impact of the missions on Native American communities.
 - Use the CIMCC CA Missions Native website as a research tool to answer questions about California Indians.
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Materials Needed

- Access to the CIMCC CA Missions Native website: <https://calindianmissions.org/>
 - Computers or tablets for student groups
 - Chart paper or whiteboard
 - A worksheet for guided exploration of the website (questions about content, images, and key facts)
 - Markers or pencils
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Curriculum Themes: (check all that apply)

- ☒ History
 - ☐ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☐ Cross Curricular Integration
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Instructional Standards:

History-Social Science Content Standards for California Public Schools (Grade 4)

4.2.1: Discuss the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs, and how they used the natural environment.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

English Language Arts Standards (Common Core for Grade 4)

Reading Standards for Informational Text:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

RI.4.9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.



Writing Standards:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information.

Speaking and Listening Standards:

SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.

SL.4.4: Report on a topic or text, telling a story or recounting an experience in an organized manner.

Language Standards:

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Digital Literacy (aligned with California Model School Library Standards):

Students learn how to use digital resources to locate, organize, and present information effectively.

Lesson Plan

Engage and Explain (10 minutes)

- Ask students:
 - "What do you know about Native Americans in California?"
 - "What do you think life was like for them before the missions?"
 - "How do you think missions changed their way of life?"
 - Introduce the CIMCC CA Missions Native website: <https://calindianmissions.org/>
 - Explain that this website helps us learn about Native American history, culture, and the mission era in California.
 - Highlight that the site supports education and cultural preservation.
-

Explore**Guided Website Exploration (60 minutes)**

- **Step 1: Navigate the Website Together**
 - Display the website on a projector or screen and guide students through the homepage.
 - Point out key sections such as:
 - California Indian Tribes
 - Mission History
 - Educational Resources
 - Briefly demonstrate how to access information on a specific mission or tribe.
- **Step 2: Small Group Research**
 - Divide students into small groups, assign each group a specific mission or tribe to research on the website.
 - Provide a worksheet with prompts, such as:
 - What tribe(s) lived near this mission?



- How did the mission impact the Native people?
 - Name one thing you learned about the culture of the tribe you researched.
-

Elaborate

Group Sharing and Discussion (40 minutes)

- Each group presents their findings to the class, sharing:
 - One interesting fact about their assigned mission or tribe.
 - How the website helped them learn more.
 - Facilitate a discussion:
 - "What surprised you about the information you found?"
 - "How can we use this knowledge to better understand California history?"
-

Evaluate

Wrap-Up and Reflection (10 minutes)

- Summarize key points about:
 - The rich cultures of California Indian tribes before the missions.
 - The changes and challenges Native people faced during the mission period.
 - The importance of preserving this history.
 - Reflection prompt:
 - "Why is it important to learn about the experiences of California Indians during the mission era?"
-

Extend

- **Creative Activity:** Students create a poster or digital presentation about a California tribe or mission using facts from the website.
 - **Writing Prompt:** Write a short letter to the CIMCC CA Missions Native explaining why their work is important and what students learned.
 - **Field Trip:** Visit a nearby mission or Native American cultural center to deepen understanding.
-

Assessment

- Observe participation during group work and discussions.
 - Review worksheets for understanding of content and ability to navigate the website.
 - Evaluate group presentations for clarity and accuracy.
-



California Missions Native Website Exploration Worksheet

Name: _____

Date: _____

Mission or Tribe Assigned: _____

Step 1: Exploring the Website

1. Homepage Exploration

The California Indian Missions website provides an elaborate resource for exploring California's missions from the perspective of Indigenous communities. Explore the California Indian Museum and Cultural Center (CIMCC) CA Missions Native website: <https://calindianmissions.org/>

What is the purpose of the **California Missions Native** website?

(Hint: Look for information on the homepage.)

2. California Indian Tribes

Click on the "California Indian Tribes" section.

Name one tribe mentioned on the website: _____

Where is this tribe located in California? _____

3. Mission History

Click on the "Mission History" section.

What was the main purpose of the missions?

How did the missions impact Native people?



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Step 2: Small Group Research

Use your assigned mission or tribe to answer the following questions:

Tribe(s) Near the Mission

What tribe(s) lived near this mission?

Cultural Practices

Name one cultural tradition or practice of the tribe. Describe this tradition.

Impact of the Mission

How did the mission affect the Native people in this area?

Resilience and Resistance of Native Americans at the Mission

What are examples of resistance or resilience of Native Americans at the Mission?

Interesting Fact

Write one interesting fact you learned about this mission or tribe:



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Step 3: Group Sharing and Reflection

Group Presentation

Write one fact your group will share with the class:

Reflection

What surprised you the most during your research?

What other questions do you have about the missions?

Why is it important to learn about the experiences of California Native Americans during the mission era?

Extension Activity

If you finish early, choose **one** of the following activities:

Creative Poster/Digital Presentation: Create a mini-poster or digital slide summarizing your findings.



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Letter to CIMCC: Write a short letter to the California Indian Museum and Cultural Center, explaining why their website is valuable and what you learned.



California Missions Through Native American Perspectives Unit

Lesson 2: Cultural Preservation Posters

Grade Level: 4th Grade

Duration: Three 60 minute sessions

Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Learning Objectives

- Design a visually appealing and informative poster highlighting the importance of cultural preservation among California Indigenous communities, focusing on traditions, language, art, or practices impacted by the mission system.
 - Reflect on cultural resilience, historical accuracy, and the consequences of colonization
 - Explore California Indian history and culture before and during the mission period.
 - Analyze the impact of the missions on Native American communities.
-

Materials Needed

- Access to the CIMCC CA Missions Native website: <https://calindianmissions.org/>
 - Computers or tablets for student groups
 - Chart paper or whiteboard
 - Markers and art supplies
 - Poster paper for each group
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☐ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☐ Cross Curricular Integration
-

Instructional Standards:

History-Social Science Content Standards for California Public Schools (Grade 4)

4.2.1: Discuss the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs, and how they used the natural environment.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

English Language Arts Standards (Common Core for Grade 4)

Reading Standards for Informational Text:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

RI.4.9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.



Writing Standards:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information.

Speaking and Listening Standards:

SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.

SL.4.4: Report on a topic or text, telling a story or recounting an experience in an organized manner.

Language Standards:

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Digital Literacy (aligned with California Model School Library Standards):

Students learn how to use digital resources to locate, organize, and present information effectively.

Lesson Plan**Steps to Create Group Cultural Preservation Posters**

Step 1: Research Phase**1. Topic Selection**

Students will choose one aspect of cultural preservation to focus on:

- Language revitalization.
- Traditional practices or ceremonies.
- Arts and crafts (e.g., basket weaving, pottery).
- Indigenous foods and agricultural methods.
- The importance of storytelling and oral histories.

2. Gather Information

- Use the [California Indian Missions website](https://calindianmissions.org/) for resources. <https://calindianmissions.org/>
- Explore additional materials, such as tribal organization websites or museum exhibits.
- Interview tribal representatives or guest speakers, if possible.

3. Develop Key Points

Students should answer the following in their research:

- What is the tradition, language, or cultural practice?
- Why is it important to the Indigenous community?
- How was it impacted by colonization or the mission system?
- What efforts are being made today to preserve it?
- Why is preservation important for future generations?

Step 2: Design and Content Creation**1. Poster Layout Plan**

Students will divide their poster into sections:



- **Top Section:** Title and visual representation (e.g., image, drawing, or symbol).
- **Middle Section:** Key information and explanation of the cultural aspect.
- **Bottom Section:** Call to action or reflection, emphasizing why preservation matters.

2. Visual Elements

- Include visuals such as photos, drawings, symbols, or cultural patterns.
- Use graphs or charts to represent revitalization efforts (e.g., number of speakers of a language over time).
- Use contrasting colors and readable fonts to enhance visibility.

3. Written Content

Students should include:

- A brief introduction to their chosen topic (2-3 sentences).
- Bullet points or short paragraphs to explain key points.
- A quote from a tribal leader, elder, or scholar (if available).

Step 3: Creative Process

1. Material Selection

- Traditional (paper, markers, printouts) or digital (Canva, Google Slides, or Adobe Express).

2. Artistic Details

- Use traditional designs, colors, or patterns inspired by the specific tribal group.
- Add a creative title that reflects the theme (e.g., *"Voices of the Past: Reviving Native Languages"*).

3. Peer Review

- Students will share drafts with peers for feedback on clarity, content, and design.

Step 4: Presentation and Display

1. Poster Presentation

Each student will present their poster, explaining the cultural element they chose and its significance.

- Encourage students to share why they personally chose their topic and what they learned during the process.

2. Display

- Posters can be displayed in the classroom, library, or school hallways.
- Consider hosting a mini cultural preservation exhibit for families and community members.

Evaluation Criteria

1. Content (40%)

- Accuracy and depth of research.
- Clear explanation of the cultural practice and its importance.

2. Design (30%)

- Visual appeal and creativity.
- Use of traditional symbols, patterns, and relevant imagery.



3. **Engagement (20%)**
 - Ability to convey the importance of cultural preservation.
 - Strong and impactful call to action or reflection.
 4. **Presentation (10%)**
 - Clarity and confidence in sharing the poster.
-

Extend

- **Collaborative Class Poster:** Combine all individual posters into one large collaborative piece highlighting different aspects of cultural preservation.
- **Digital Publication:** Use the posters to create a digital PDF or slideshow to share with the school or community.
- **Community Engagement:** Partner with local Indigenous communities to share and gain feedback on the posters.



Rubric for Cultural Preservation Poster Project

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Needs Improvement (1)
Content Accuracy and Depth (40%)	All information is thoroughly researched, accurate, and detailed; addresses all research questions with examples.	Most information is accurate and addresses key research questions with sufficient detail.	Some information is inaccurate or lacks depth; partially addresses research questions.	Information is inaccurate, unclear, or fails to address research questions.
Cultural Importance	Clearly explains the cultural practice, its significance, and impact of colonization; strongly highlights preservation efforts and future importance.	Explains the cultural practice, its significance, and preservation efforts with adequate detail.	Provides a general explanation but lacks depth or connection to preservation efforts.	Explanation is vague, incomplete, or lacks connection to the importance of preservation.
Visual Design (30%)	Poster is visually compelling, well-organized, and creatively integrates traditional symbols, patterns, and imagery; highly engaging and professional appearance.	Poster is visually appealing, organized, and includes some traditional symbols, patterns, or imagery; clear and easy to read.	Poster is somewhat organized but lacks visual creativity or connection to traditional symbols; design may be cluttered or unclear.	Poster is disorganized, visually unappealing, or does not include traditional elements or clear visuals.
Engagement and Call to Action (20%)	Call to action or reflection is powerful and impactful; demonstrates a deep understanding of why preservation matters for future generations.	Call to action or reflection is clear and relevant; demonstrates understanding of preservation importance.	Call to action or reflection is present but lacks depth or relevance to preservation efforts.	Call to action or reflection is weak, unclear, or missing altogether.
Presentation (10%)	Presentation is clear, confident, and engaging; students explain their poster with depth and answer questions effectively.	Presentation is clear and organized; students explain their poster adequately and answer most questions.	Presentation is somewhat clear but lacks confidence, depth, or organization; students struggle to answer questions effectively.	Presentation is unclear, disorganized, or lacking effort; students are unable to explain their poster or answer questions.



Group Planning Guide for Cultural Preservation Poster Project

Group Name: _____

Team Members and Roles:

Name	Role/Responsibility (e.g., Researcher, Designer, Writer, Presenter)
_____	_____
_____	_____
_____	_____
_____	_____

Step 1: Research Planning

1. Chosen Topic (circle one):

- ☐ Language revitalization
- ☐ Traditional practices or ceremonies
- ☐ Arts and crafts
- ☐ Indigenous foods and agricultural methods
- ☐ Storytelling and oral histories

2. Research Questions to Answer:

What is the tradition, language, or cultural practice?

Why is it important to the Indigenous community?

How was it impacted by colonization or the mission system?

What efforts are being made today to preserve it?

Why is preservation important for future generations?



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3. Resources to Use:

- Primary Source: California Indian Missions Website
- Additional resources (websites, books, interviews):

Step 2: Poster Layout and Design

1. Poster Sections (assign roles if needed):

- Top Section (Title & Visual Representation):

- Middle Section (Key Information & Explanation):

- Bottom Section (Call to Action/Reflection):

2. Visual Elements to Include:

- Traditional patterns, colors, or symbols:

- Images, drawings, or graphs:

3. Materials to Use:

- Paper and art supplies: _____
- Digital tools (e.g., Canva, Google Slides): _____



Step 3: Timeline and Peer Review

1. Project Deadlines:

- **Research Complete by:** _____
- **Poster Design Complete by:** _____
- **Practice Presentation by:** _____

2. Peer Feedback Questions:

- Is the poster clear and organized?
Feedback:
- Are the visuals engaging and connected to the cultural practice?
Feedback:
- Does the poster effectively explain the importance of preservation?
Feedback:



Step 4: Presentation Plan

1. Who Will Present Each Section?

- Introduction: _____
- Cultural Importance: _____
- Preservation Efforts: _____
- Call to Action/Reflection: _____

2. Practice Presentation Notes:



California Missions Through Native American Perspectives Unit

Lesson 3: California Missions Through Indigenous Eyes Project-Based Learning Virtual Exhibit Project

Grade Level: 4th Grade

Duration: Five 60 minute sessions

Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Learning Objectives

- Design a virtual exhibit that explores the history of California missions from the perspective of the Indigenous peoples whose lives were most affected.
 - Reflect on cultural resilience, historical accuracy, and the consequences of colonization
 - Explore California Indian history and culture before and during the mission period.
 - Analyze the impact of the missions on Native American communities.
-

Materials Needed

- Access to the CIMCC CA Missions Native website: <https://calindianmissions.org/>
 - Computers or tablets for student groups
 - Chart paper or whiteboard
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☐ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☐ Cross Curricular Integration
-

Instructional Standards:

History-Social Science Content Standards for California Public Schools (Grade 4)

4.2.1: Discuss the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs, and how they used the natural environment.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

English Language Arts Standards (Common Core for Grade 4)

Reading Standards for Informational Text:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

RI.4.9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.

Writing Standards:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.



W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information.

Speaking and Listening Standards:

SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.

SL.4.4: Report on a topic or text, telling a story or recounting an experience in an organized manner.

Language Standards:

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Digital Literacy (aligned with California Model School Library Standards):

Students learn how to use digital resources to locate, organize, and present information effectively.

Lesson Plan Project Steps

1. Research Phase

- **Introduction to the Topic:** Begin with a discussion of California missions, focusing on the Indigenous perspective using the [California Indian Missions](#) website as a primary resource.
 - **Assign Topics:** Each student or group chooses a specific aspect of the mission system to research. Topics may include:
 - Daily life for Indigenous people in missions.
 - Indigenous resistance to mission systems.
 - Cultural losses and adaptations.
 - The legacy of missions in modern California.
 - **Gather Information:** Students should use the website to collect images, quotes, and facts. Encourage them to explore:
 - Specific missions and their impact.
 - Key events or policies (e.g., forced labor, Christianization).
 - Profiles of Indigenous tribes affected by the missions.
-

2. Exhibit Design

- **Decide Exhibit Sections:** Students organize their research into 3-5 themed sections (e.g., "Daily Life in Missions," "Resistance and Resilience," "Cultural Erasure and Survival").
- **Choose a Format:** Depending on resources, students can use tools like:
 - **Google Slides** or **PowerPoint**: Create a slideshow exhibit with hyperlinks between sections.
 - **Canva**: Design interactive infographics.
 - **Padlet** or **Jamboard (or another App)**: Build a collaborative, virtual exhibit wall.
- **Design Elements:** Each section should include:
 - A title and brief overview.
 - At least 3 visuals (e.g., photos, maps, diagrams).



- A mix of text (bullet points, quotes, short paragraphs).
- Links to additional resources or videos.

3. Creative Component

Encourage students to include one interactive or creative element, such as:

- A **timeline** showing key historical events.
- A **3D model** (virtual or physical) of a mission with accompanying descriptions.
- A **“Meet the Tribe” feature** highlighting the traditions and challenges of an Indigenous group.

4. Presentation

- **Exhibit Tour:** Students present their virtual exhibit to the class, giving a brief “tour” of their sections.
- **Interactive Q&A:** Invite classmates to ask questions or suggest additional features.

5. Reflection

- Write a short reflection answering:
 - What was the most surprising thing you learned about Indigenous perspectives on missions?
 - How does your exhibit challenge common narratives about California missions?

Extend

- Collaborate with a local museum to turn the virtual exhibit into a physical display.
- Share the virtual exhibits with the community through the school’s website or local events.



**California Missions Through Indigenous Eyes Project-Based Learning Virtual Exhibit Project
Assessment Criteria**

Category	Points	Description
Content Depth	20	Research is thorough, accurate, and draws heavily on the website's resources.
Design and Creativity	20	Exhibit is visually engaging and uses creative elements to enhance learning.
Organization	20	Information is logically structured with clear sections and themes.
Presentation	20	Presentation is clear, engaging, and interactive with the audience.
Reflection	20	Reflection demonstrates deep understanding and personal connection to the topic.



California Missions Through Indigenous Eyes Project-Based Learning Virtual Exhibit Project Sample Templates

Here are **sample templates, tools, and section outlines** to help guide the project:

1. Google Slides (Virtual Exhibit Template)

- **Slide 1:** Title Slide
 - Project title: *California Missions Through Indigenous Eyes*
 - Student name(s) and date.
 - Background image: Map of California with missions marked.
- **Slide 2:** Introduction
 - Title: *Overview of California Missions*
 - Brief context: Explain the purpose of missions and their impact on Indigenous people.
 - Include 1-2 visuals (e.g., artwork or photos from the website).
- **Slides 3-7:** Themed Sections (one per topic)
 - Example: *Resistance and Resilience*
 - Image: Drawing or artifact from Indigenous resistance.
 - Key facts (bullet points).
 - Quote from the website or a historical source.
 - Link to an interactive resource or additional reading.
- **Slide 8:** Reflection and Legacy
 - How do Indigenous communities view missions today?
 - What lessons can be learned from this history?

2. Canva (Interactive Infographic)

Use Canva's free infographic templates to design an interactive exhibit.

- **Template Layout:**
 - **Top Section:** Project title and subtitle.
 - **Middle Sections:** Each row represents a theme (e.g., Life in Missions, Cultural Losses, Resistance).
 - **Bottom Section:** Reflection or modern-day connections.

3. Padlet or Jamboard (Collaborative Wall or other App)

Create a collaborative exhibit by dividing the virtual board into sections:

- **Column 1:** Introduction.
- **Column 2-5:** Themes (e.g., Indigenous Resistance, Cultural Adaptations).
- **Column 6:** Reflection and Takeaways.

Ideas for Digital Tools to Use

1. **Google Slides:** For creating detailed, navigable presentations.
 2. **Canva:** For visually appealing, design-heavy projects.
 3. **Padlet:** Collaborative wall for group work.
 4. **ThingLink:** Create interactive images/maps with clickable elements.
 5. **Adobe Spark:** Great for storytelling through multimedia.
-



California Missions Through Indigenous Eyes Project-Based Learning Virtual Exhibit Project Project Section Outlines

Section 1: Introduction to Missions

- *Focus:* What were California missions? Who built them, and why?
- *Content:* Brief timeline, key figures, and goals of the mission system.
- *Visuals:* Maps, images of mission buildings, drawings from Indigenous perspectives.

Section 2: Daily Life in Missions

- *Focus:* Describe the experiences of Indigenous people in missions.
- *Content:* Discuss labor, religious conversion, and cultural restrictions.
- *Visuals:* Artwork, reconstructions of mission life, quotes from primary sources.

Section 3: Resistance and Resilience

- *Focus:* Highlight Indigenous resistance and acts of cultural survival.
- *Content:* Examples of uprisings, escape stories, and how traditions were preserved.
- *Visuals:* Images or maps of key resistance events, cultural artifacts.

Section 4: Cultural Loss and Legacy

- *Focus:* The lasting impact of missions on Indigenous culture and identity.
- *Content:* How languages, traditions, and populations were affected.
- *Visuals:* Photos of tribal revitalization efforts or modern memorials.

Section 5: Modern Perspectives

- *Focus:* How do Indigenous groups view missions today?
 - *Content:* Include quotes from tribal representatives or reflections on the mission system's legacy.
 - *Visuals:* Photos of ceremonies or cultural events.
-



California Missions Through Native American Perspectives Unit

Lesson 4: Debating the Impacts of California Missions on Native Americans

Grade Level: 8th-12th grade

Subject Areas: Social Studies, Civic Engagement, English Language Arts

Duration: Two 60 minute sessions

Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Learning Objectives

- Explore the historical context and purpose of the California missions.
- Examine the effects of the mission system on Native American communities, including cultural, social, and environmental impacts.
- Evaluate diverse perspectives on the mission system.
- Develop empathy and critical thinking skills by analyzing primary and secondary sources.
- Students will understand the experiences of Native Americans during the mission period.
- Students will explore Native American resistance, resilience, and cultural survival.
- Engage in critical thinking and empathy as students explore the California missions.
- Students will reflect on cultural resilience, historical accuracy, and the consequences of colonization
- Students will analyze the impact of the missions on Native American communities.

Materials Needed

- Access to the CIMCC CA Missions Native website: <https://calindianmissions.org/>
- Computers or tablets for student groups

Curriculum Themes: (check all that apply)

- ☒ History
- ☐ Cultural Strengths
- ☐ Law/Government
- ☒ Relationship to Place
- ☐ Cross Curricular Integration

Instructional Standards:

History-Social Science Content Standards for California Public Schools (Grade 4)

4.2.1: Discuss the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs, and how they used the natural environment.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

English Language Arts Standards (Common Core for Grade 4)

Reading Standards for Informational Text:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.



RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

RI.4.9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.

Writing Standards:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information.

Speaking and Listening Standards:

SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.

SL.4.4: Report on a topic or text, telling a story or recounting an experience in an organized manner.

Language Standards:

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Digital Literacy (aligned with California Model School Library Standards):

Students learn how to use digital resources to locate, organize, and present information effectively.

Teacher Background

Understanding the California mission period through the perspectives of Native Americans is essential to gaining a complete and authentic view of this significant era in history. The mission system profoundly affected Indigenous communities, altering their cultures, livelihoods, and ways of life. Learning from Native perspectives helps highlight their resilience, traditions, and contributions, which are often overshadowed by dominant narratives focused on European colonization.

By exploring Native experiences, students can better understand how the mission system disrupted traditional practices, imposed new labor systems, and introduced challenges like disease and loss of autonomy. Equally important is recognizing the ways Indigenous communities have preserved their languages, traditions, and stories despite these hardships. This approach fosters empathy, critical thinking, and a deeper appreciation for the richness and diversity of California's Native cultures, both past and present.

Lesson Plan

Engage (10 minutes)

- **Activity:** Begin with a thought-provoking question:
"What would happen if someone came to your home, told you how to live, and changed everything about your life? How would you feel?"
Facilitate a brief discussion, encouraging students to consider different emotions and perspectives.
- Show a short video or image of a California mission, such as Mission San Juan Capistrano.



- Ask students:
“Why do you think these missions were built? Who lived and worked there?”

Explore (15-20 minutes)

- **Activity:** Break students into small groups and provide primary and secondary sources, such as:
 - Excerpts from Native American accounts (e.g., Pablo Tac’s writings).
 - A map of California missions.
 - Data or descriptions about population changes among Native Americans during the mission period.
- **Guided Exploration Questions:**
 - What do these sources tell you about life in the missions?
 - How did Native Americans’ lives change when they entered the mission system?
 - How might they have felt about these changes?
- **Hands-On Option:** Provide artifacts or images (e.g., tools, clothing, mission architecture) and ask students to infer their purpose and significance.

Explain (15 minutes)

- **Teacher-Led Instruction:**
 - Use a timeline to explain the history of the California missions, focusing on their establishment by Spanish missionaries and their intended goals (e.g., converting Native Americans to Christianity, expanding Spanish influence).
 - Highlight key impacts on Native Americans:
 - Loss of land and autonomy.
 - Forced labor and cultural suppression.
 - Population decline due to disease and harsh conditions.
- **Interactive Notes:** Create a cause-and-effect chart as a class. For example:
 - *Cause:* Native Americans were brought into missions.
 - *Effect:* Loss of traditional practices, forced labor, and exposure to European diseases.

Elaborate (40 minutes)

- **Activity: Role-Playing Debate**
 - Assign students roles:
 - Spanish missionaries defending the mission system.
 - Native Americans explaining its negative impacts.
 - Spanish soldiers or settlers with mixed perspectives.
 - Provide each group with talking points based on historical evidence and perspectives.
 - Facilitate a class debate: “Was the mission system beneficial or harmful to Native Americans?”



Evaluate (15 minutes)

- **Exit Ticket:**
 - Ask students to write a short response to the question:
"How did the mission system change the lives of Native Americans? Do you think these changes were fair or unfair? Why?"
- **Alternative Assessment:**
 - Have students create a visual representation (e.g., a drawing, infographic, or storyboard) to illustrate the impacts of the missions on Native Americans.

Extend

1. **Research Project:**
 - Have students research a specific mission and present on its role and impacts on the surrounding Native American communities.
2. **Community Connection:**
 - If possible, invite a local Native American leader or historian to share their perspective on the missions' legacy.
3. **Field Trip:**
 - Visit a nearby mission or Native American cultural center to deepen understanding.

Materials Needed:

- Primary and secondary source excerpts (e.g., writings of Pablo Tac, mission records).
- Maps of the California missions.
- Timeline of the mission period.
- Artifacts or images of mission life.

Assessment Criteria:

- Participation in group activities and discussions.
 - Quality of debate arguments, supported by evidence.
 - Thoughtfulness and accuracy of the exit ticket or creative representation.
-



California Missions Through Native American Perspectives Unit

Lesson 5: Exploring California Missions Through Native American Perspectives Mission Field Trip Guide

Grade Level: 4th Grade

Duration: Three 60 minute sessions

Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Learning Objectives

- Understand the experiences of Native Americans during the mission period.
 - Explore Native American resistance, resilience, and cultural survival.
 - Engage in critical thinking and empathy as students explore the California missions.
 - Reflect on cultural resilience, historical accuracy, and the consequences of colonization
 - Explore California Indian history and culture before and during the mission period.
 - Analyze the impact of the missions on Native American communities.
-

Materials Needed

- Access to the CIMCC CA Missions Native website: <https://calindianmissions.org/>
 - Computers or tablets for student groups
 - Exploring California Missions Through Native American Perspectives Mission Field Trip Guide for Students
-

Curriculum Themes: (check all that apply)

- ☒ History
 - ☐ Cultural Strengths
 - ☐ Law/Government
 - ☒ Relationship to Place
 - ☐ Cross Curricular Integration
-

Instructional Standards:

History-Social Science Content Standards for California Public Schools (Grade 4)

4.2.1: Discuss the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs, and how they used the natural environment.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

English Language Arts Standards (Common Core for Grade 4)

Reading Standards for Informational Text:

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

RI.4.9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.



Writing Standards:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information.

Speaking and Listening Standards:

SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.

SL.4.4: Report on a topic or text, telling a story or recounting an experience in an organized manner.

Language Standards:

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Digital Literacy (aligned with California Model School Library Standards):

Students learn how to use digital resources to locate, organize, and present information effectively.

Lesson Plan

Teaching Guide: Exploring California Missions Through Native American Perspectives

Purpose

This guide provides educators with a framework to teach students about the experiences of Native Americans during the mission period. By highlighting resistance, resilience, and cultural survival, this guide encourages critical thinking and empathy as students explore the California missions.

Key Takeaways for Students

- Native Americans were not passive victims but actively resisted and adapted to the challenges posed by missions.
 - The mission period caused deep cultural, spiritual, and physical harm, yet Indigenous people found ways to preserve their identity and culture.
 - Understanding history from multiple perspectives fosters a more accurate and empathetic view of the past.
-

Pre-Visit Activities

1. Historical Context (1–2 Days)

- Help students understand the establishment of missions and their impact on Native Americans.
 - **Activities:**
 - **Class Discussion:** Discuss why the missions were built and how they affected Indigenous communities (e.g., loss of land, forced labor, cultural suppression).
 - **Primary Source Analysis:** Provide students with excerpts from mission records and Native oral histories. Compare the perspectives.
 - **Resistance Stories:** Introduce Native American leaders like Toypurina and other examples of rebellion or passive resistance.
-



2. Research Project

- Have students research the local tribes impacted by the specific mission they will visit.
 - **Activity:** Assign small groups to study topics such as:
 - The original inhabitants of the area.
 - The labor system and treatment of Native Americans.
 - Acts of resistance and survival strategies used by Indigenous people.
-

3. Framing Questions

Give students guiding questions to think about during the visit:

- How did the missions change Native American life?
 - What examples of resistance or resilience can you identify?
 - How did Indigenous people preserve their culture despite the missions' influence?
-

During the Visit

1. Interactive Observation (Guided Tour)

- Analyze the mission site from a Native American perspective.
- **Activities:**
 - **Focus on Specific Areas:**
 - **Church:** Discuss how Native spiritual practices were replaced or blended with Catholic rituals.
 - **Workspaces (e.g., tannery, fields):** Examine the labor conditions and how they reflect Indigenous exploitation.
 - **Cemeteries:** Reflect on the mortality rates of Native Americans and the causes.
 - **Student-Led Inquiry:** Encourage students to ask questions about Native contributions to the mission's success.

2. Resistance Walk (Role-Playing Activity)

- Help students understand Indigenous resistance and resilience.
- **Activity:**
 - At key locations, pause and share stories of Native resistance (e.g., rebellions, escapes, cultural preservation).
 - Have students take on roles (e.g., Native leaders, missionaries, laborers) to reflect on differing perspectives.

3. Reflective Note-Taking

- Provide students with a journal template to document observations, questions, and emotional reactions to what they see and learn.
-



Post-Visit Activities

1. Reflective Discussion

- Process and deepen understanding of the visit.
- **Discussion Questions:**
 - How did the missions impact Native Americans?
 - What examples of resistance or survival did you observe or learn about?
 - How can we honor Native American voices when learning about missions?

2. Resistance Mapping Project

- Visualize acts of resistance across California missions.
- **Activity:**
 - Create a class map marking instances of rebellion, protests, and other resistance efforts. Include stories of Native leaders like Toypurina, who resisted Mission San Gabriel, or those who fled missions to maintain autonomy.

3. Creative Reflection Projects

- Options:
 - **Art Project:** Create posters or illustrations of Native resistance and resilience.
 - **Writing Assignment:** Write a journal entry from the perspective of a Native American living in the mission.
 - **Debate:** Hold a debate on the effects of missions, representing multiple perspectives.

4. Sharing Knowledge

- Host a class exhibit showcasing what students learned. This can include posters, maps, and written reflections. Invite other classes or parents to view the work.



Exploring California Missions Through Native American Perspectives

Field Trip Guide for Students

Name: _____

Date: _____

Mission Visited: _____

Part 1: Pre-Visit Reflection

1. Understanding the Mission Period

Write a short response to the following questions based on what you've learned in class:

Why were the California missions built?

How did the missions affect Native American life?

2. Resistance Stories

Research or recall one act of resistance by Native Americans during the mission period. Briefly describe what happened and who was involved.



3. Questions to Prepare for the Mission Visit

Select and brainstorm additional questions to ask at the mission. What are some questions you have for the mission staff or docent? Preparing these questions will support critical thinking and give you a deeper understanding of the Native American perspective, fostering empathy and historical awareness.

Cultural Practices and Traditions

- What were some of the traditions or cultural practices of the Native American tribes who lived near this mission?
- How did the mission system affect these traditions?
- Are any of these traditions still practiced today?
-
-

Life Before and During the Mission Period

- What was life like for Native Americans in this area before the mission was established?
- How did daily life change for Native Americans after the mission was built?
- How were Native Americans involved in the construction and maintenance of the mission?
-
-

Impact of Colonization

- What challenges did Native Americans face during the mission period?
 - Were Native Americans free to leave the mission, or were they required to stay?
 - How did disease brought by Europeans affect Native populations near this mission?
 -
 -
-



Preservation of Language and Culture

- Were Native languages spoken at the mission, or were Native people required to speak Spanish?
- How has the Native community worked to preserve their language and culture despite the impacts of colonization?
- Are there any artifacts or items at the mission that highlight Native American culture?
-
-

Relationships and Resistance

- What kind of relationships existed between the missionaries and the Native American tribes?
- Were there instances where Native Americans resisted or protested the mission system?
-
-

Specific Questions About the Mission

- Which Native American tribes lived in this area, and how were they connected to this mission?
- Are there any stories or oral histories passed down by Native American descendants about this mission?
- What types of work did Native Americans do at this mission?
- How did the missionaries view Native Americans, and how did Native Americans view the missionaries?
- Are there specific areas in the mission where Native American contributions are highlighted?
-

Reflection and Preservation

- How does this mission honor and remember the experiences of Native Americans?
- What efforts are being made today to ensure the history of Native Americans during the mission period is told accurately?
- Are there any partnerships between this mission and local Native American tribes?



-

Part 2: During the Visit

Observation Guide

As you explore the mission, take notes and answer the following questions:

1. Native Contributions

- Look at the structures, artifacts, and displays. How do you see Native Americans' labor, skills, or culture represented?
- Write one example of a contribution you notice:

2. Conditions at the Mission

- Observe the living spaces, work areas, and church. What do these areas tell you about the lives of Native Americans at the mission?

3. Acts of Resistance

- Were there any stories, displays, or mentions of Native resistance? If not, why do you think this perspective might be missing?
- What questions do you have after observing these spaces?

4. Cultural Preservation

- Can you identify any evidence of how Native Americans preserved their culture despite the challenges of mission life? (Consider art, tools, language, or traditions.)





Part 3: Post-Visit Reflection

1. What Surprised You?

Write one thing you learned or saw at the mission that surprised you:

2. Resistance and Resilience

Based on what you observed, describe one way Native Americans resisted or survived the mission system:

3. Rewriting History

Imagine you are tasked with creating a new exhibit for this mission, focused on Native American resistance. What would you include?

Discussion Questions

Reflect on the following and be ready to share in class:

- How can learning about the Native American perspective change the way we understand the mission system?
 - Why is it important to include stories of resistance and resilience in history?
-

Optional Creative Task

Draw or write about an artifact, area, or story from the mission that stood out to you. How would you share this with others to better represent Native American experiences during the mission period?





California Missions Through Native American Perspectives Unit

Lesson 6: Project-Based Learning on California Missions and Native Americans

Grade Level: 4th Grade

Subject Areas: Social Studies, Civic Engagement, English Language Arts

Duration: 2-3 Weeks (with specific sessions for exploration, collaboration, and presentation)

Acknowledgment: Resources from this unit and lesson plans come from California Indian Museum and Cultural Center and California Indian Education for All.

Learning Objectives

- Students will identify and articulate ways to create meaningful impact in collaboration with Indigenous communities.
- Students will work in groups to design and implement a project that supports Indigenous-led initiatives, such as cultural revitalization or environmental stewardship.
- Students will present their projects to peers or the broader community, showcasing their understanding of actionable respect and support for Indigenous communities.
- Students will write reflections on what they learned and how their project contributed to making a difference.
- Students will understand the experiences of Native Americans during the mission period.
- Students will explore Native American resistance, resilience, and cultural survival.
- Engage in critical thinking and empathy as students explore the California missions.
- Students will reflect on cultural resilience, historical accuracy, and the consequences of colonization
- Students will analyze the impact of the missions on Native American communities.

Materials Needed

- Access to the CIMCC CA Missions Native website: <https://calindianmissions.org/>
- Computers or tablets for student groups

Curriculum Themes: (check all that apply)

- ☒ History
- ☐ Cultural Strengths
- ☐ Law/Government
- ☒ Relationship to Place
- ☐ Cross Curricular Integration

Instructional Standards:

History-Social Science Content Standards for California Public Schools (Grade 4)

4.2.1: Discuss the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs, and how they used the natural environment.

4.2.5: Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

English Language Arts Standards (Common Core for Grade 4)

Reading Standards for Informational Text:



NASMC
Native American
Studies
Model Curriculum

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text.

RI.4.9: Integrate information from two texts on the same topic to write or speak about the subject knowledgeably.

Writing Standards:

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources, take notes, and categorize information.

Speaking and Listening Standards:

SL.4.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts.

SL.4.4: Report on a topic or text, telling a story or recounting an experience in an organized manner.

Language Standards:

L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Digital Literacy (aligned with California Model School Library Standards):

Students learn how to use digital resources to locate, organize, and present information effectively.

Teacher Background

Understanding the California mission period through the perspectives of Native Americans is essential to gaining a complete and authentic view of this significant era in history. The mission system profoundly affected Indigenous communities, altering their cultures, livelihoods, and ways of life. Learning from Native perspectives helps highlight their resilience, traditions, and contributions, which are often overshadowed by dominant narratives focused on European colonization.

By exploring Native experiences, students can better understand how the mission system disrupted traditional practices, imposed new labor systems, and introduced challenges like disease and loss of autonomy. Equally important is recognizing the ways Indigenous communities have preserved their languages, traditions, and stories despite these hardships. This approach fosters empathy, critical thinking, and a deeper appreciation for the richness and diversity of California's Native cultures, both past and present.

Lesson Plan

Engage (1 Session)

Focus on Learning About the California Mission Period from Native American Perspectives

Introduce the California mission period as a crucial part of history that must be understood from the perspectives of Native Americans. Emphasize how examining this era through Indigenous voices helps uncover the experiences, challenges, and contributions of Native communities, which are often overlooked in traditional narratives.



Discussion Starter: Understanding the Mission Period

Begin with thought-provoking questions to spark curiosity:

- “What do you know about the California missions and their purpose?”
- “How do you think life changed for Native Americans during the mission period?”
- “Why is it important to learn about the missions from the perspectives of the people who lived through them?”

Connect these questions to the importance of learning about Indigenous resilience, cultural preservation, and the long-term impacts of the mission system on Native communities.

Learn and Reflect

- Share a short resource (video, article, or excerpt) that explains the mission system’s effect on Native Americans, such as loss of autonomy, cultural suppression, or forced labor.
- Highlight how Native communities are working today to preserve their traditions, languages, and histories despite the challenges introduced by the missions.

Activity: Exploring Native Perspectives on the Missions

- Encourage students to brainstorm ways we can better understand and support Native perspectives on the mission era. Examples might include researching cultural preservation efforts, learning about Indigenous art and oral histories, or reflecting on the importance of historical truth-telling.
- Record their ideas on chart paper under categories such as:
 - **Cultural Preservation** (e.g., recognizing traditional practices or revitalizing Native languages).
 - **Historical Truths** (e.g., learning about the impacts of colonization on Indigenous communities).
 - **Education and Advocacy** (e.g., sharing Native perspectives to create a more balanced understanding of history).

Scaffolding: Sentence Starters

Provide sentence starters to help students express their ideas:

- “The mission period changed life for Native Americans by...”
- “It is important to learn about the missions from Native perspectives because...”
- “We can support Indigenous communities today by...”

Explore (2-3 Sessions)

Students investigate ways to learn more about Native American experiences and perspectives during the California mission period.

Group Research:

Divide students into small groups and have the group decide a project to create such as the following.

1. Memorial Creation
2. Indigenous Perspectives Role-Play
3. Interactive Map Study
4. Case Studies of Resistance and Survival
5. Primary Source Analysis
6. Art and Storytelling Project
7. Reflection Journals
8. Research and Advocacy Project
9. Guest Speaker Series



- 10. Land Stewardship Partnership
 - 11. Oral History Collaboration
 - 12. Collaborative Art Project
-

Guiding Questions:

- What is the issue or need your project will address?
- How does this connect to moving beyond acknowledgment?
- What steps can you take to make a difference?

Resource Use:

- Provide access to curated resources like websites, books, or videos.
- Encourage students to take notes and organize their findings using a research template.

Scaffolding:

- Provide graphic organizers to help students structure their research (e.g., *Problem, Solution, Steps*).
 - Assign roles within each group (e.g., researcher, note-taker, presenter) to ensure participation.
-

1. Memorial Creation

Objective: Acknowledge and honor the lives lost during the mission era.

Activity:

- Students design a memorial (drawing, model, or digital rendering) to commemorate the Native Americans affected by the mission system.
 - Include symbols of cultural resilience and survival.
 - Host a class or school display to share their work.
-

2. Indigenous Perspectives Role-Play

Objective: Empathize with Native American experiences during the mission period.

Activity:

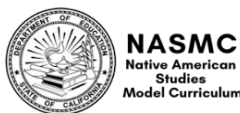
- Assign roles to students (e.g., a Native American child, elder, or Spanish missionary).
 - Provide historical scenarios (e.g., forced labor in missions, loss of cultural traditions, disease outbreaks).
 - Ask students to write or act out short dialogues expressing their characters' perspectives.
 - Follow up with a discussion on how these events contributed to cultural loss and genocide.
-

3. Interactive Map Study

Objective: Visualize the geographic spread of missions and their impact on tribes.

Activity:

- Use an interactive map (like the one on the CIMCC California Missions Native History website) to identify which Native tribes were affected by each mission.
 - Students create a map overlay showing:
 - Locations of missions.
 - Tribal lands before and after the missions.
 - Population changes over time.
 - Discuss the scale of displacement and loss caused by the mission system.
-



4. Case Studies of Resistance and Survival

Objective: Highlight acts of resistance and resilience by Native Americans.

Activity:

- Assign small groups different tribes or individuals who resisted the mission system (e.g., Toypurina, a Tongva leader).
 - Students research and present how these figures or groups opposed or survived the mission system.
 - Create posters, skits, or digital presentations showcasing their stories.
-

5. Primary Source Analysis

Objective: Examine historical records for insight into the treatment of Native Americans during the mission era.

Activity:

- Provide excerpts from historical documents, mission records, or Native oral histories (translated into age-appropriate language).
 - Students analyze the sources to answer questions:
 - What do these records say about daily life in missions?
 - How were Native Americans treated?
 - What can we learn about resistance or survival?
 - Discuss biases in historical records and the importance of Native voices.
-

6. Art and Storytelling Project

Objective: Understand the loss of culture and the resilience of Native traditions.

Activity:

- Explore pre-mission Native cultures, including traditional arts, languages, and customs.
 - Compare these with the cultural suppression and changes during the mission period.
 - Students create their own artwork, write a story, or compose a poem imagining life before, during, or after the missions.
-

7. Reflection Journals

Objective: Encourage personal connection and critical thinking about history.

Activity:

- Provide students with reflection prompts, such as:
 - "What would life have been like for a Native American living in a mission?"
 - "How does learning about this history make you feel?"
 - "What can we do today to honor and support Native communities?"
 - Allow students to share reflections in small groups or keep them private.
-

8. Research and Advocacy Project

Objective: Connect historical learning to modern-day issues faced by Native Americans.

Activity:

- Students research contemporary challenges Native American communities face (e.g., cultural preservation, land rights).
 - Create an advocacy campaign to raise awareness, including posters, videos, or social media posts.
 - Tie these efforts back to the historical context of the mission period.
-



9. Guest Speaker Series

Objective: Learn directly from Native American voices. Invite a tribal leader, elder, or cultural educator from the local Indigenous community to speak with students about their history, traditions, and perspectives on California missions

Activity:

- Invite a representative from a local Native community to discuss their history and perspective on the mission period.
 - Alternatively, use virtual tours or recorded interviews available through organizations like CIMCC.
 - Follow up with a Q&A session or reflection activity.
 - Prepare thoughtful questions as a class ahead of the visit.
 - Create a thank-you card or letter expressing gratitude for the speaker's time and insights.
-

10. Land Stewardship Partnership

Objective: Work with local tribal organizations to participate in a land stewardship project, such as restoring native plants, cleaning up a culturally significant site, or planting a traditional garden.

Activity:

- Learn about the cultural and ecological significance of the land or plants being tended.
 - Document the experience with a journal entry, photos, or a group presentation.
 - Students contribute to preserving the environment while understanding the deep ties between Indigenous communities and the land.
-

11. Oral History Collaboration

Objective: Partner with tribal elders to record and document oral histories, focusing on their connection to the land and its history.

Activity:

- Interview elders using pre-approved questions (with respect for cultural protocols).
 - Create a presentation, booklet, or digital archive to share the stories with the school community.
 - Students learn storytelling as a cultural practice and help preserve valuable knowledge for future generations.
-

12. Collaborative Art Project

Objective: Work with local tribal artists to create a mural, sculpture, or other artwork that celebrates the land and Indigenous heritage.

Activity:

- Participate in brainstorming, designing, and creating the artwork under the guidance of tribal artists.
 - Host a community unveiling event to celebrate the collaboration.
 - Students contribute to a tangible representation of respect and acknowledgment while fostering community pride.
-

Review these Planning Considerations with Students

1. **Respect Cultural Protocols:** Always consult with tribal representatives to ensure that activities are culturally appropriate and respectful.
2. **Mutual Benefit:** Ensure collaborations are meaningful and beneficial to both students and the tribal community.
3. **Follow-Up:** After activities, have students reflect on what they learned and how it changed their perspectives.



Explain (1-2 Sessions)

Students synthesize their findings and develop a project proposal.

1. Project Proposal:

- Each group creates a proposal outlining:
 - The goal of their project.
 - The steps they will take to implement it.
 - The resources they will need.
 - The desired outcome.

2. Teacher Feedback:

- Review each group's proposal and provide constructive feedback to refine their ideas.

3. Class Discussion:

- Discuss the importance of actionable efforts:
 - "How do these projects support Indigenous communities?"
 - "What impact do you hope your project will have?"

Scaffolding:

- Use a proposal template to guide students through the planning process.
 - Share examples of similar projects for inspiration.
-

Elaborate (3-4 Sessions)

Students implement their projects and create deliverables.

1. Project Implementation:

- Groups work together to carry out their project, which may include:
 - Designing posters, videos, or brochures to raise awareness.
 - Organizing a school event or cultural awareness day.
 - Partnering with a local tribe to complete a hands-on activity, such as planting native species.

2. Check-Ins:

- Monitor group progress, provide support, and troubleshoot challenges.

Scaffolding:

- Break the project into manageable steps with clear deadlines.
 - Use a checklist to help students track their progress.
-

Evaluate (2 Sessions)

Students reflect on their learning and present their projects.

1. Group Presentations:

- Each group presents their project to the class or a broader audience (e.g., school community or tribal representatives).
- Presentations should include:
 - The project's purpose and goals.
 - The steps taken to complete it.
 - The impact or expected outcomes.

2. Reflection Activity:

- Have students write individual reflections using prompts like:
 - "What did you learn about California Missions and Native American perspectives?"



- “How did your project make a difference?”

Scaffolding:

- Provide a presentation rubric to guide students in preparing their talks.
 - Offer sentence starters for reflections:
 - “I learned that supporting Indigenous communities means...”
 - “Our project was important because...”
-

Assessment

1. **Formative:**
 - Observe participation in group discussions, research activities, and project work.
 2. **Summative:**
 - Evaluate group proposals, final projects, and presentations using a rubric that includes effort, creativity, collaboration, and impact.
-

Extensions

1. **Community Sharing:**
 - Invite local tribal representatives to view the projects and provide feedback.
 2. **Ongoing Action:**
 - Encourage students to maintain their projects or create a plan for sustained impact.
 3. **School-Wide Awareness:**
 - Expand the projects into a school-wide campaign to educate peers about California Missions and Native American perspectives.
-



Student Project Instructions: California Missions and Native American Perspectives

Group Members: _____

Project Title: _____

Due Date: _____

Project Overview

In this project, your group will explore how to better understand and support Native perspectives on the mission era. Examples might include researching cultural preservation efforts, learning about Indigenous art and oral histories, or reflecting on the importance of historical truth-telling. Your group will take meaningful action that supports Indigenous communities. You will work together to research, plan, and create a project that makes a difference. Your final project will be presented to the class or a larger audience.

Steps to Complete Your Project

1. Choose a Project Focus

- Work with your group to select a focus area for your project. Examples include:
 - Supporting Indigenous language revitalization.
 - Partnering with a local tribe to learn more about California missions.
 - Raising awareness about Indigenous art, stories, or history.

2. Research Your Focus Area

- Use reliable resources to learn about your topic. Look for answers to these questions:
 - What is the issue or need your project addresses?
 - How does this issue connect to learning more about California missions and Native American perspectives?
 - What steps can your group take to make a difference?

3. Create a Project Plan

- Fill out the **Project Proposal Template** (provided by your teacher) to organize your ideas. Include:
 - **Goal:** What do you want your project to achieve?
 - **Steps:** What actions will you take to complete your project?
 - **Resources Needed:** What materials, people, or tools will you need?
 - **Outcome:** What will success look like?

4. Work on Your Project

- Implement your project plan. This might include:
 - Creating educational materials (e.g., posters, videos, or brochures).
 - Organizing an event, like a cultural awareness day.
 - Partnering with a local tribe for a hands-on activity, like planting native plants.

5. Prepare Your Presentation

- Be ready to share your project with the class or a larger audience. Your presentation should include:
 - The **purpose** of your project.
 - The **steps** you took to complete it.
 - The **impact** your project has or will have.

6. Reflect on Your Learning

- Write or discuss what you learned during this project. Think about:
 - Why it's important to go beyond land acknowledgments.
 - How your project made a difference.



- What you would like to learn or do next.

Important Dates

- **Project Proposal Due:** _____
- **Final Project Work Days:** _____
- **Presentation Day:** _____

Helpful Tips

- Work as a team! Share responsibilities and support each other.
- Stay organized by breaking your project into smaller tasks.
- Ask your teacher for help if you get stuck or need more resources.
- Be creative and think about how your project can make a real difference!

Success Criteria

Your project will be evaluated based on:

1. **Content Knowledge:** How well you understand your topic.
 2. **Creativity:** How original and engaging your project is.
 3. **Collaboration:** How well your group worked together.
 4. **Implementation:** How effectively you carried out your plan.
 5. **Presentation:** How clearly and confidently you share your project.
 6. **Impact:** How your project supports Indigenous communities.
-



Ideas for Project-Based Learning on California Missions and Native American Perspectives

1. Memorial Creation

Objective: Acknowledge and honor the lives lost during the mission era.

Activity:

- Students design a memorial (drawing, model, or digital rendering) to commemorate the Native Americans affected by the mission system.
 - Include symbols of cultural resilience and survival.
 - Host a class or school display to share their work.
-

2. Indigenous Perspectives Role-Play

Objective: Empathize with Native American experiences during the mission period.

Activity:

- Assign roles to students (e.g., a Native American child, elder, or Spanish missionary).
 - Provide historical scenarios (e.g., forced labor in missions, loss of cultural traditions, disease outbreaks).
 - Ask students to write or act out short dialogues expressing their characters' perspectives.
 - Follow up with a discussion on how these events contributed to cultural loss and genocide.
-

3. Interactive Map Study

Objective: Visualize the geographic spread of missions and their impact on tribes.

Activity:

- Use an interactive map (like the one on the CIMCC California Missions Native History website) to identify which Native tribes were affected by each mission.
 - Students create a map overlay showing:
 - Locations of missions.
 - Tribal lands before and after the missions.
 - Population changes over time.
 - Discuss the scale of displacement and loss caused by the mission system.
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4. Case Studies of Resistance and Survival

Objective: Highlight acts of resistance and resilience by Native Americans.

Activity:

- Assign small groups different tribes or individuals who resisted the mission system (e.g., Toypurina, a Tongva leader).
 - Students research and present how these figures or groups opposed or survived the mission system.
 - Create posters, skits, or digital presentations showcasing their stories.
-



5. Primary Source Analysis

Objective: Examine historical records for insight into the treatment of Native Americans during the mission era.

Activity:

- Provide excerpts from historical documents, mission records, or Native oral histories (translated into age-appropriate language).
 - Students analyze the sources to answer questions:
 - What do these records say about daily life in missions?
 - How were Native Americans treated?
 - What can we learn about resistance or survival?
 - Discuss biases in historical records and the importance of Native voices.
-

6. Art and Storytelling Project

Objective: Understand the loss of culture and the resilience of Native traditions.

Activity:

- Explore pre-mission Native cultures, including traditional arts, languages, and customs.
 - Compare these with the cultural suppression and changes during the mission period.
 - Students create their own artwork, write a story, or compose a poem imagining life before, during, or after the missions.
-

7. Reflection Journals

Objective: Encourage personal connection and critical thinking about history.

Activity:

- Provide students with reflection prompts, such as:
 - "What would life have been like for a Native American living in a mission?"
 - "How does learning about this history make you feel?"
 - "What can we do today to honor and support Native communities?"
 - Allow students to share reflections in small groups or keep them private.
-

8. Research and Advocacy Project

Objective: Connect historical learning to modern-day issues faced by Native Americans.

Activity:

- Students research contemporary challenges Native American communities face (e.g., cultural preservation, land rights).
 - Create an advocacy campaign to raise awareness, including posters, videos, or social media posts.
 - Tie these efforts back to the historical context of the mission period.
-

9. Guest Speaker Series

Objective: Learn directly from Native American voices. Invite a tribal leader, elder, or cultural educator from the local Indigenous community to speak with students about their history, traditions, and perspectives on California missions.

Activity:

- Invite a representative from a local Native community to discuss their history and perspective on the mission period.
- Alternatively, use virtual tours or recorded interviews available through organizations like CIMCC.
- Follow up with a Q&A session or reflection activity.
- Prepare thoughtful questions as a class ahead of the visit.



- Create a thank-you card or letter expressing gratitude for the speaker's time and insights.
-

10. Land Stewardship Partnership

Objective: Work with local tribal organizations to participate in a land stewardship project, such as restoring native plants, cleaning up a culturally significant site, or planting a traditional garden.

Activity:

- Learn about the cultural and ecological significance of the land or plants being tended.
 - Document the experience with a journal entry, photos, or a group presentation.
 - Students contribute to preserving the environment while understanding the deep ties between Indigenous communities and the land.
-

11. Oral History Collaboration

Objective: Partner with tribal elders to record and document oral histories, focusing on their connection to the land and its history.

Activity:

- Interview elders using pre-approved questions (with respect for cultural protocols).
 - Create a presentation, booklet, or digital archive to share the stories with the school community.
 - Students learn storytelling as a cultural practice and help preserve valuable knowledge for future generations.
-

12. Collaborative Art Project

Objective: Work with local tribal artists to create a mural, sculpture, or other artwork that celebrates the land and Indigenous heritage.

Activity:

- Participate in brainstorming, designing, and creating the artwork under the guidance of tribal artists.
 - Host a community unveiling event to celebrate the collaboration.
 - Students contribute to a tangible representation of respect and acknowledgment while fostering community pride.
-



Project Proposal Template: California Missions and Native American Perspectives

Group Members:

Project Title:

Date Submitted:

Section 1: Project Overview

1. What is the goal of your project?
(What do you want to achieve or change through this project?)

2. Why is this project important?
(How does it support Indigenous communities?)

Section 2: Research

1. What have you learned about your focus area?
(Include key facts or information from your research.)

2. What resources did you use for your research?
(List books, websites, videos, or other materials.)

Section 3: Action Plan

1. What are the steps your group will take to complete the project?
(Write your steps in order.)

- Step 1: _____
- Step 2: _____
- Step 3: _____
- Step 4: _____



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2. What materials or resources will you need?
(List specific items like art supplies, computers, or access to experts.)

3. Who will help you with this project?
(Include teachers, community members, or experts you plan to contact.)

Section 4: Impact

1. Who will benefit from your project?
(Explain how your project will support or educate others.)

2. What does success look like for your project?
(How will you know your project made a difference?)

Section 5: Presentation Plan

1. How will your group share your project with others?
(Choose one or more: poster, video, skit, brochure, etc.)

2. What will your presentation include?
(List key points or visuals you plan to use.)

Section 6: Reflection

1. What challenges do you think your group might face, and how will you solve them?

2. What do you hope to learn or accomplish from this project?

Group Approval Checklist:

- ☐ We have completed our research.
☐ We have written clear steps to complete our project.
☐ We understand how our project supports Indigenous communities.
☐ We are ready to begin!



Rubric for Land Acknowledgment Projects

Grade Level: 3rd – 5th Grade

Project Focus: California Missions and Native American Perspectives through Actionable Projects

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Content Knowledge	Demonstrates a deep understanding of the purpose and significance of understanding Native American perspectives on the California mission period.	Demonstrates a solid understanding of understanding Native American perspectives on the California mission period. with minor gaps in detail.	Demonstrates a basic understanding but with several gaps in detail or accuracy.	Shows minimal understanding or includes inaccurate or incomplete information.
Research and Evidence	Incorporates multiple credible sources, effectively synthesizing information to support the project.	Uses credible sources and incorporates relevant information to support the project.	Includes limited research or relies on less credible sources; some information may be irrelevant or incomplete.	Minimal or no research is evident; sources are not credible or not used effectively.
Creativity and Innovation	Project demonstrates original and creative ideas with thoughtful and meaningful connections to Indigenous communities.	Project shows creativity and meaningful connections to Indigenous communities, with some originality.	Project includes some creative elements but may lack depth or meaningful connections to Indigenous communities.	Project lacks creativity and meaningful connections to Indigenous communities.
Collaboration and Teamwork	All group members contributed equally, worked collaboratively, and showed strong problem-solving skills.	Most group members contributed equally and worked collaboratively, with minor difficulties resolved effectively.	Group had some issues with collaboration or equal contribution; required significant teacher intervention.	Little evidence of collaboration or equal contribution; group struggled to work together effectively.
Implementation and Execution	The project plan was fully implemented, demonstrating clear steps, effective organization, and attention to detail.	The project plan was mostly implemented, showing good organization and attention to detail, with minor gaps.	The project was partially implemented or lacked organization, with significant gaps in execution.	The project was minimally implemented, with little evidence of planning or organization.



Presentation and Communication	Presentation is engaging, well-organized, and clearly communicates the project's goals, steps, and impact.	Presentation is clear and communicates the project's goals, steps, and impact, with minor areas for improvement.	Presentation is somewhat clear but may lack organization or fail to communicate some key aspects of the project.	Presentation is unclear, disorganized, or does not communicate key aspects of the project.
Impact and Relevance	The project demonstrates meaningful action, directly addressing a need or supporting Indigenous communities effectively.	The project demonstrates action and relevance, addressing a need or supporting Indigenous communities effectively.	The project has some relevance but lacks a clear connection to meaningful action or support for Indigenous communities.	The project has minimal or no relevance to California Missions and Native American perspectives or supporting Indigenous communities.

Scoring

- **Exemplary (28-32 points):** The project exceeds expectations, demonstrating deep understanding, creativity, collaboration, and meaningful impact.
- **Proficient (21-27 points):** The project meets expectations with clear understanding, solid collaboration, and effective implementation.
- **Developing (14-20 points):** The project partially meets expectations but needs improvement in understanding, organization, or execution.
- **Beginning (8-13 points):** The project does not meet expectations and requires significant improvement in all areas.

Additional Notes

- **Feedback:** Provide specific, constructive feedback for each criterion to help students understand their strengths and areas for improvement.
- **Self-Assessment:** Include a student self-assessment using the same rubric to encourage reflection on their work.
- **Peer Feedback:** Incorporate a peer review process where students evaluate each other's projects based on the rubric criteria.



Tips for Teachers

Additional Class Learning and Projects about California Missions

1. Research-Based Projects

- **Mission Profiles:** Assign students to research a specific mission using the website, focusing on its impact on local Indigenous populations. Students can present their findings in a report or multimedia presentation.
 - **Indigenous Narratives:** Have students create profiles of Indigenous groups affected by a specific mission, highlighting their history, culture, and how they adapted or resisted during the mission era.
-

2. Creative Writing and Storytelling

- **Letters from the Past:** Students write fictional letters or diary entries from the perspective of an Indigenous person living during the mission era, incorporating historical details from the website.
 - **Narrative Rewriting:** Use information from the website to rewrite traditional mission histories from Indigenous perspectives.
-

3. Art and Design Projects

- **Timeline Infographic:** Students design an infographic illustrating the timeline of California missions and their impact on Indigenous populations, emphasizing key events.
 - **Cultural Preservation Posters:** Create posters that celebrate the resilience and culture of California's Indigenous peoples, using information from the website for accuracy.
-

4. Comparative Studies

- **Mission Impacts Comparison:** Students compare the experiences of Indigenous groups across different missions, noting similarities and differences in treatment, resistance, and outcomes.
 - **Pre-Mission vs. Post-Mission Life:** Research and present on the lifestyle, governance, and culture of Indigenous groups before and after the establishment of a mission.
-

5. Interactive and Multimedia Projects

- **Virtual Exhibit:** Students design a virtual exhibit using the website's content, focusing on the stories and artifacts of California's Indigenous peoples during the mission era.
 - **Documentary Film:** Create a short film or slideshow about the California missions and their Indigenous impact, using the site as a primary source for visuals and information.
-

6. Community Engagement

- **Mission Field Trip Journals:** If feasible, pair the website's resources with a visit to a California mission. Students can reflect on the contrast between their experiences on-site and what they learned from Indigenous perspectives online.
- **Advocacy Projects:** Encourage students to create proposals or campaigns advocating for the inclusion of Indigenous perspectives in local mission museum displays, using research from the website.



7. Hands-On Activities

- **Map Creation:** Students create a detailed map of California missions, annotating it with information about Indigenous groups affected and significant historical events.
- **Indigenous Resistance Models:** Build dioramas or models representing scenes of Indigenous life and resistance during the mission era.

8. Debates and Discussions

- **Debate: "Are California Missions Symbols of Oppression or Cultural Exchange?":** Assign students roles (e.g., Indigenous leaders, Spanish missionaries, modern historians) and have them debate the historical impact of missions.
 - **Classroom Forum:** Host a discussion where students explore how the legacy of the missions continues to affect California's Indigenous communities today.
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