

Presidio Life: Understanding the Life and Impact of the Spanish

Author Mabel Rivera
Grade Level 4
Duration 2 class periods

National Standards

GEOGRAPHY STANDARDS Element Four: Human Systems

- 9. The characteristics, distribution and migration of human populations on Earth's surface.
- 10. The characteristics, distribution and complexity of Earth's cultural mosaics.
- 14. How human actions modify the physical environment.

AZ College and Career Ready Standards

ELA
Reading Informational Text Reading Informational Text
Key Ideas and Details
4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Writing
Text Types and Purposes
4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Other Arizona Standards

SOCIAL STUDIES STANDARD
Strand 1 American History Concept 3 Exploration and Colonization
PO 2. Describe the impact of Spanish colonization on the Southwest:

- a. establishment of missions and presidios
- b. lifestyle changes of native people
- c. contributions of Father Kino

Strand 4 Geography Concept 4 The World in Spatial Terms
PO 3 Construct maps using symbols to represent human and physical features.

SCIENCE
Grade 4
Strand 3 Science in Personal and Social Perspectives
PO 1 Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams).

SIOP Elements

Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent

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Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral
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TESOL Standard(s)

ESL: English for Content

Through The Use Of ESL Methodologies, The Student Will:

EFC-A. Create, read, and interpret visual information relating to science, social studies, and math.

A1. Draw and label maps.

EFC-B. Use math skills to calculate and measure.

B4. Calculate percentages

EFC-C. Compose in a variety of forms.

C1. Use Math, Social Studies, and Science target vocabulary.

EFC-E. Comprehend reading materials.

E1. Read a variety of Math, Science, and Social Studies materials.

Arizona English Language Proficiency Standards

Stage III

Basic

Listening and Speaking

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.

B-5: responding to academic discussions by sharing one's view on facts, ideas and/or events using academic vocabulary.

literary selection.

B-14: drawing conclusions from information implied or inferred in a literary selection.

Stage III

Basic

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

Overview

Children should have an awareness of the cultural diversity of their state's population. In Arizona, they can investigate the influence of the Spanish in their area.

Purpose

In this lesson, the students will investigate how the Spanish made changes to the Tucson area in both geographical and cultural ways. This lesson includes strategies for teaching diverse learners.

Key Vocabulary

cultural impact: traditions from one group affecting another group

presidio: a Spanish fort

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blacksmith: a person who makes tools with metal

barracks: a building where soldiers lived

stables: a building where animals like horses are kept and fed

adobe: a building material of clay mixed with straw that has been dried by the sun and made into bricks

plaza: a public square or open space in the center of a town

demolished: to tear down or destroy

Materials

- Brochure Scoring Guide
- Brochure Template
- Brochure Requirements
- Artifact Notetaking Sheet and Answer Key
- Vocabulary Cards
- Vocabulary Test and Answer Key
- Presidio Information Sheet
- Map Requirements
- Map Scoring Guide
- Map
- Different Citizens Reading and Answer Key
- Crayons/Colored Pencils
- Computer with internet access
- Projector

Objectives

The student will be able to:

1. Describe the life of citizens in the time of the Spanish Presidios.
2. Explain the impact of the Spanish citizens as positive or negatively affecting their environment.

Procedures

Prerequisites: Students need to know why Spaniards initially came to the Americas. Also, they must have an understanding of the indigenous people who were already in the Arizona area at this time. Good background information for the teacher can be found at:

<http://www.legendsofamerica.com/az-forttubac.html>

SESSION ONE

Engage:

1. Ask students to recall some of the reasons that Spaniards originally came to the Americas. Link their knowledge to the understanding that eventually the Spanish come to Arizona and

develop presidios (at this point, don't give them too many details on what presidios are).

(Presentation: Linking to Background)

2. Tell students that they are going to become archaeologists. Show them the following video to introduce them to what an archaeologist is and does. Take time to discuss how archaeologists "dig" to find artifacts and what tools would be used. **(Integrating Process: Listening)**
<https://www.youtube.com/watch?v=qMzpA5oCGNY>
3. Using the ArcGis website: <https://goo.gl/xaSVrg> have students look at the "artifacts" found for the different citizens. (At this point they are just observing.)
4. Pass out the Artifact Notetaking Worksheet. Have student just fill in the names of the artifacts that they saw in the images and the location on the map. **(Grouping Option: Whole Class)**
5. As a class, infer and give these citizens "names" based on the artifacts associated with them. Your discussion should lead to the names: *blacksmith, priest, homemaker/housewife, and soldier*) Give ELL students sentence frames to give an answer (e.g. *I believe the citizen is a/an because*) Once the names are decided upon, have students write the names on the Artifact Notetaking Worksheet. **(Integrating Process: Speaking and Listening)**
6. At this time, pass out the Vocabulary cards and introduce the vocabulary to the students. Have students put aside the Artifact Notetaking Worksheet. The last two questions will be answered later.

Explore:

7. Show students the following video and tell them that they will work with a partner to draw out a map using the video and the Presidio of Tucson Information Sheet.
<https://www.archaeologysouthwest.org/2015/05/21/tucson-ancient-historic-and-modern/>
8. Give each partner group time to discuss where they should put items. Make sure to pass out the Map Requirements sheet, so that they know what is required.
9. Distribute a map to each set of partners. Ask them to sketch what they think should be in a presidio. Tell them to make sure to look back at the Vocabulary Sheet. You may replay the video if it is requested. Students must add a location for the priest, the blacksmith, the soldier, and the homemaker. Students must add four more items of their choice but they must

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add symbols in their legends. **(Grouping**

Option: Partners)

10. Before sharing ideas and sketches with the large group, have students share within their small groups so that ELLs have an opportunity to rehearse their answers. You may break it up so that one student shares about the drawing itself, and the other shares what was chosen as a symbol for the legend. It is key that both participate in sharing. **(Integrating Process: Speaking)**
11. Ask groups to share out their ideas in a large or small groups. **(Integrating Process: Listening)**

SESSION TWO

Explain:

12. Start off the day with a review of the vocabulary words from Session One. Give some clear examples of cultural impact that can come from the teacher and students (e.g. religion, foods, practices, building materials, etc.). **(Scaffolding: Comprehensible Input)**
13. Pass out the Different Citizens Reading . Read these paragraphs of information together, and have students add to their Artifact Notetaking Sheet. Also have each student answer the questions and follow the directions in order to answer the questions. Model the coloring process using the Blacksmith portion. **(Integrating Process: Reading and Writing) (Scaffolding: Modeling)**

Elaborate:

14. Have students return to their partners to make any final changes to their maps and apply color to them.
15. Next they should receive the Brochure Template and explain the Brochure Requirements. Show some brochure examples and model one portion of the brochure emphasizing that they must summarize ideas. Remind students that they should use complete sentences and correct spelling and color when making the brochure. **(Integrating Process: Writing) (Scaffolding: Modeling)**
16. Students will work individually using their notes and reading information to complete the brochure. **(Grouping Option: Individual)**

Evaluate:

17. After the brochure is done, the Vocabulary Test can be given.

Assessment

Mastery will be considered:

- Students will score 80% or higher on the Brochure Scoring Guide for a geography and writing grade.
- Students will score 80% or higher on the Map Scoring Guide for a geography grade.
- Students will score 80% or higher on the Vocabulary Test and the Artifact Notetaking Sheet for a reading grade.
- Students will score 80% or higher on the Different Citizens Reading for a reading and science grade.

Extensions

- Students may create a presentation to try to persuade other Spaniards to come to the Presidio.
- The teacher may take students to the Presidio San Augustin del Tucson.
- Write a journal entry about life as a child or another kind of citizen during this time period.

Sources

City of Tucson. (2016). In Search of El Presidio de Tucson. *City of Tucson*, Retrieved July 13, 2016, from <https://www.tucsonaz.gov/info/search-el-presidio-de-tucson>

Weiser, K. (2014, August). The Presidio of San Ignacio. *Legends of America*. Retrieved July 13, 2016, from <http://www.legendsofamerica.com/az-forttubac.html>

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Gann, D. (2015, May). Tucson: Ancient, Historic, and Modern. *Archaeology Southwest*. Retrieved July 13, 2016, from, <https://www.archaeologysouthwest.org/2015/05/21/tucson-ancient-historic-and-modern/>

Drawings were done by Mabel Rivera