



“Drawing a Mission” Teacher’s Guide

Chapter 1-2 (28 min.)

Chapter 1: Mission History and Father Junipero Serra

Before chapter 1, ask students to look and listen for the answers to the following questions:

During the 1700’s, what was the name of the area above Baja California? *Alta California*

Which country in Europe wanted to build colonies in Alta California? *Spain*

Who was chosen as the leader for building missions to create the colonies in Alta California? *Fr. Serra*

How many missions total were built in California? *21*

Which mission was the 5th one built? *Mission San Luis Obispo*

What was special about the site chosen for the 5th mission? *It had lots of bears, which meant plenty of food.*

What are some of the architectural attributes of the 5th mission? *It has “arches”, thick adobe walls, and red clay roof tiles.*

What year was the 5th mission founded? *1772*

Chapter 2: Drawing a Mission

Materials Needed: Per student – One piece of 9 x 12” white construction paper, pencil, and eraser.

Before students draw their own mission, it is suggested that they first view *Bonus Selection – Student Examples* to give them inspiration and confidence in knowing that their drawings do not have to look perfect.

Bonus Features (4 min.)

Selection 1: Draw More: Students can add clouds, hills, trees, rocks, etc. to their mission drawing. Remind students to be creative and have fun.

Selection 2: Add Colors: Enhance with additional Media “Realistic” – Students will choose another media (crayons, markers, pastels, or paints) to add to the picture. Students can color or paint their missions with “realistic” colors such as red, white, brown, and black. Enhance with additional Media “Un-Realistic” – Students will choose another media (crayons, markers, pastels, or paints) to add to the picture. Students can color or paint their missions with “un-realistic” colors such as, purple, pink, orange, green, blue, and yellow. They can also add “unrealistic” decorations to their mission like flowered wall-paper, etc.

Selection 3: Symbolism Art: Students will choose three attributes which symbolize a mission. (for example the bells, arches, roof tiles, cross, founding date, Father Serra statue, etc.) Then the student will draw the symbols on their paper in an interesting composition. The student can then color or paint the drawing if desired.

Selection 4: Student Examples

Resources:

Visual and Performing Arts Framework for California Public Schools,

<http://www.cde.ca.gov/re/pn/fd/vpaframework.asp>

History and Social Studies Framework for California Public Schools,

<http://www.cde.ca.gov/be/st/ss/hstmain.asp>

<http://www.missionsanluisobispo.org/history.html>

<http://www.kn.att.com/wired/mission/missions.html>

<http://www.californiamissionsmuseum.com>

<http://www.californiamissions.com/morehistory/index.html>

The Library of Congress, American Memory <http://memory.loc.gov/cgi-bin/query>

"An Uncommon Mission: Father Jerome Tupa Paints The California Missions," by Holly Witchey, Father Jerome Tupa

Mission San Luis Obispo, 751 Palm Street, SLO, CA 93401

Visit www.artwithmrssmith.com for more DVD titles and ideas to provide creative experiences for your students.



“Drawing a Mission”

National Education Standards addressed Grades 1-6

National Visual Arts Education Standards

- Students use art materials and tools in a safe and responsible manner
- Students identify connections between the visual arts and other disciplines in the curriculum
- Students use visual structures and functions of art to communicate ideas
- Students explore and understand prospective content for works of art
- Students use different media, techniques, and processes to communicate ideas, experiences, and stories
- Students select and use subject matter, symbols, and ideas to communicate meaning
- Students know that the visual arts have both a history and specific relationships to various cultures
- Students identify specific works of art as belonging to particular cultures, times, and places
- Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

National Social Studies and History Education Standards

- Develop an understanding of the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage
- Develop an understanding of the processes, patterns, and functions of human settlement
- Develop an understanding of how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

California Education Standards addressed Grades 4-5

Grade 4:

Visual and Performing Arts: Visual Arts Content Standards

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Diversity of the Visual Arts

3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Derive Meaning

4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.

History-Social Science Content Standards

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Junipero Serra).

Grade 5:

Visual and Performing Arts: Visual Arts Content Standards

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts

Communication and Expression Through Original Works of Art

2.6 Use perspective in an original work of art to create a real or imaginary scene.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Visual Literacy

5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

History-Social Science Content Standards

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.