| Inquiry Design Model (IDM) Blueprint™ | | |
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| **Compelling Question** | **Spanish Missions: Blessing or Blight for Native Americans?** | |
| Standards and Practices | B.1(C) - (b) Knowledge and skills. (1) The student understands traditional historical points of reference in Texas history. The student is expected to:  (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo; | |
| Staging the Question | The traditional, romanticized version of Spanish Missions is that they peacefully converted Native Americans to Catholicism and "civilized" them.<br><br>Do historical facts and records support  that idyllic image of Spanish Missions?  Or do they paint a more sinister picture of events inside the missions? | |

| Supporting<br><br>Question 1 | Supporting<br><br>Question 2 | Supporting<br><br>Question 3 |
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| **How did Mission (Catholic) priests view Native Cultures?  What did they think of Native cultures?** | **How did Spanish (Catholic) Mission priests treat Native Americans  in the mission system?** | **Did Spanish (Catholic) mission priests keep Native Americans safe and healthy?** |
| Formative<br><br>Performance Task | Formative<br><br>Performance Task | Formative<br><br>Performance Task |
| **Create a propaganda poster showing how Mission (Catholic) priests viewed Navtive Cultures.**<br><br>**Indicate how the priests' views of Native Americans might be conducive to them treating Native Americans harshly?** | **You are a Native American in a mission. Create a flipgrid, podcast, tiktok, etc. describing how you are treated, how it makes you feel, and what you would do about it.** | **You are a Native American in a mission and are witnessing other mission Indians dying from a smallpox outbreak.**<br><br>**Write a diary entry of what you are seeing, how it makes you feel, and what steps the friars are taking to prevent the mission Indians from dying from the outbreak.** |

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| Featured Sources | Featured Sources | Featured Sources |
|---|---|---|
| • **Friar Boscana**; pg 335<br>• **A Cross of Thorns: The Enslavement of California's Indians by the Spanish Missions; pg 23, 51, 137** | • **Native Californians and the Mission Period**; pg 44-45<br>• **A Cross of Thorns: The Enslavement of California's Indians by the Spanish Missions; pg 71, 123, 137**<br>• **Robert Jackson - Indian Population Decline: The Missions of Northwestern New Spain, 1687-1840** | • **Daily Kos**<br>• **Robert Jackson - Indian Population Decline: The Missions of Northwestern New Spain, 1687-1840**<br>• **A Cross of Thorns: The Enslavement of California's Indians by the Spanish Missions; pg 82** |
| **Worksheets** | **Worksheets** | **Worksheets** |
| **Supporting Question 1 Worksheet** | **Supporting Question 2 worksheet** | **Supporting Question 3 worksheet** |

| Summative Performance Task | Argument | Draw a tombstone with an epitaph that includes who you were, what the mission priests thought of you, how the mission priests treated you, and what you died of at a Spanish Mission.<br>Provide specific detail and how each category made you feel. |
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| | Extension | Have a socratic class discussion about the tombstone/epitaphs. After each tombstone/epitaph is discussed, answer the following question: Were Spanish Missions a blessing or a blight for Native Americans? |
| Taking Informed Action | | Using what you have learned from this lesson, write a letter to the HISD school board member for our district and explain to him/her why you think HISD should celebrate Native American Heritage Day. Include in your letter how Native Americans were treated in the Spanish Mission system, and how HISD should take the step in recognizing and honoring the Native American sacrifice. |

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