



Ted Alejandre, County Superintendent

San Bernardino County

Superintendent of Schools

Transforming lives through education



RIVERSIDE COUNTY
OFFICE OF EDUCATION
JUDY D. WHITE, Ed.D.
County Superintendent of Schools

Tuesday, July 14
12:00pm

California Missions
4th – 8th grades.

Huell visits these Missions in this episode: San Francisco de Asis, San Rafael Arcangel, San Francisco Solano.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- What were the key/main ideas in this episode?
- What is the theme or message of the episode?
- What details support the main idea and/or theme?
- Is there a question the narrator is seeking to answer? If so, what is it?
- From whose point of view is the story of the missions being told?
- How would it be different if the point of view was different?
- What inferences can you draw about life at the missions?
- The Mission San Francisco de Asis is 114 feet long and only 22 feet wide. Why was it built that way?
- Who is buried in the mission San Francisco de Asis cemetery?

Question Box 2

- Do you think the people living at the missions enjoyed life there? Why or why not?
- How do you think they felt living day-to-day at the missions?
- Were there any details from the episode that helped you draw that conclusion?
- Learn more about San Francisco de Asis:
- <https://missiontour.org/wp/sanfrancisco/mission-san-francisco-de-asis.html>
- Discover San Rafael de Arcangel: <https://missionscalifornia.com/san-rafael-arcangel-mission/key-facts>
- Read more about San Francisco Solano: <https://missiontour.org/wp/sonoma/mission-san-francisco-solano.html>

Box 3 (Tasks)

- <https://missionscalifornia.com/>
- Compare and contrast two of the missions visited. How are they similar and different? Use precise academic verbs such as: “suggests that, leads to, indicates that, influences.” (ELD.PI.6.6.Expanding & Bridging)
- Explore the mission timeline.

Continued on the next page...



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- Draw a map of California. Plot the location of each mission and calculate the distance between each mission as the series unfolds.

Box 4 (Enrichment)

- Do some additional research and try to locate primary sources from people living during the time period when the missions were being settled. What did you learn from the primary sources you found?
- Watch this episode again: <https://blogs.chapman.edu/huell-howser-archives/2000/12/08/california-missions-california-missions-107/>

Box 5 (Extend/Real-Life)

- Pick one of the missions in this episode; you are a Docent (a person who acts as a guide) for that mission. Create a script for you or a visitors' guide. The visitors' guide can be like a brochure or a PowerPoint that the visitors can view and listen to (record your voice!)
- Missions often have beautiful gardens. If you have access to a garden, take pictures, pull weeds, tend to the plants so that the gardens can be enjoyed for many years. What could you add to the garden to make it interesting?
- Imagine that you were working at a marketing firm and had the assignment of creating a social media post that included a compelling image and tagline/phrase that would get more people interested in visiting the missions. For this task - identify an audience (school children, adults etc.) for your post, decide on an image that you feel would capture your audience's attention & create a tagline/phrase that is witty, concise and catchy. Take an image of your post and email (or mail) it to the CA Missions Foundation PO Box 23035, Santa Barbara, CA 93121
info@californiamissionsfoundation.org