



Curriculum/Instruction & Student Learning
Hispanic Studies Department
2025 E. Winsett, Tucson, AZ 85719

Hispanic Studies Department

Spanish Missions in Florida, Texas, New Mexico and Arizona

Suggested Level: Intermediate

El Alma de la Raza Series

Adapted from
Goals 2000 - Partnerships for Educating Colorado Students
El Alma de la Raza Curriculum

Introduction

With the establishment of the settlement of St. Augustine by Pedro Menendez de Aviles in 1565, Spain began the colonization of Florida. From this colony, Spain began the expansion of its quest for wealth and glory in the name of the monarchy. Spanish explorers and colonists were driven to build an empire and to acquire souls for the glorification of God. Their efforts resulted in the establishment of more than 50 missions in Florida by 1650.

From Santa Barbara, in New Spain, later named Mexico, Don Juan de Oñate began an exploration of the northern region called Nueva Mexico. As in Florida, missions were central to the Spanish control of the territories through which they passed and the native people who lived there.

This pattern of the establishment of missions continued at a later time in what is now Texas in response to the French colonization taking place there.

Colonization by the Spanish had a profound and lasting effect on the people who inhabited this land before the arrival of the Europeans. The establishment of the Spanish missions is as important to the history of the United States as was the colonization by the English.

It is important to note that the missions were more than just churches as we think of them today. The mission provided the church, living quarters, and educational and production facilities for its inhabitants. Life in the mission encompassed religious, social, cultural, economic, and political aspects.

Implementation Guidelines

It is recommended that this unit be taught in fifth grade social studies classes. The lessons cover the levels of knowledge from simple knowledge to evaluation. Reading and writing skills and strategies will be enhanced through their implementation with each lesson, although they are not the focus of the lessons. Note-taking and knowledge organization skills should be taught before or at the time that particular lessons are introduced.

Spanish Missions in Florida, Texas, New Mexico, and Arizona

Unit Concepts

- Comparing English and Spanish processes of colonization
- Role of Spanish missionaries in the colonization process
- Threefold purpose of Spanish missions
- How Spanish colonization changed the life of Native Americans

Alignment to the 21st Century CORE Curriculum

Language Arts

Reading

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works.

Writing

Students effectively use written language for a variety of purposes and for a variety of audiences.

Social Studies

Culture

Students recognize that communities consist of diverse ethnic and cultural groups.

History

Students are aware of how history contributes to complex cause-and-effect relationships and the chronology of events.

Fine Arts

Visual Arts

Students study, appreciate, and produce two and three-dimensional visual works of art.

Instructional Materials and Resources

- Lesson 1 *The Royal Roads: Spanish Trails in North America* by Kathy Pelta
Spanish Roots of America by Bishop David Arias
- Lesson 2 *Spanish Roots of America* by Bishop David Arias
- Lesson 3 *The Royal Roads: Spanish Trails in North America* by Kathy Pelta
Reference Library of Hispanic America, edited by Nicolas Kanellos
Juan de Oñate's Colony in the Wilderness: An Early History of the American Southwest by Robert McGeagh
- Lesson 4 *The Royal Roads: Spanish Trails in North America* by Kathy Pelta

Lesson 5 *The Royal Roads: Spanish Trails in North America* by Kathy Pelta *Spanish Roots of America* by Bishop David Arias
Reference Library of Hispanic America edited by Nicolas Kanellos *Tumacacori: From Rancheria to National Monument* by Nicholas J. Bleser

Lesson 6 *The Royal Roads: Spanish Trails in North America* by Kathy Pelta *Spanish Roots of America* by Bishop David Arias

Extended Lessons

Lesson 7 Internet access

Lesson 8 *California Missions: Projects and Layouts* by Libby Nelson with Kari A. Cornell

Lesson Summary

Lesson 1 The Founding of St. Augustine and the Spread of the Missions from Florida
The creation of missions in Florida to provide material wealth for the Spanish Empire, souls for Christianity, and subjects for Spain.

Lesson 2 The Purpose of the Missions
The purpose of the missions was to convert the native American population to Christianity, teach them the European way of life, and extend the Spanish empire on North American soil.

Lesson 3 Juan de Oñate and the Colonization of New Mexico
Study of the history of the Southwest region of the United States and of Spanish influence in the area.

Lesson 4 The Alamo
The importance of the San Antonio missions and the war for independence from Mexico.

Lesson 5 The Role of the Missionaries in the Colonization Process
Discussion of the importance of missionaries as religious teachers and educators in the European way of life.

Lesson 6 Life for the Native Americans in the Missions: How It Was Changed
Discussion of the effects of mission life on the Native Americans.

Lesson 7 Using the Internet to Study Missions
Researching missions in Florida, Texas, New Mexico, and Arizona.

Lesson 8 Models of Spanish Missions
Choosing materials and making a model of a Spanish mission.

Lesson 1: The Founding of St. Augustine and the Spread of the Missions from Florida

Alignment to the 21st Century CORE Curriculum

Listening and Speaking

- Students engage in active listening strategies (e.g., interpret information, offer opinion of information).

Learning Objectives

Students will construct a timeline showing the chronological order of the settlement of Florida by the Spanish and later settlements in the United States by the English.

Students will understand that the first lasting settlement in the area now known as the United States preceded the first English settlement by several years.

Specifics

The Spanish began colonization of Florida to expand the kingdom of Spain and to provide Native American souls for Catholicism. They sought to achieve these things through the establishment of missions.

Instructional Procedures

- Teacher read aloud
- Note-taking
- Timeline

Preliminary Lesson Preparation

Since this lesson involves the two-column note taking and timeline construction strategies, the teacher should review these as necessary with the students. The teacher should review pp. 311-312 of *Spanish Roots of America* by Bishop David Arias for a listing of Spanish missions in Florida. Be prepared to add missions to the list the students are constructing and to solicit names of the English settlements from the students to add to the timeline.

Activities

As the teacher reads "Florida's El Camino Real," chapter 2 in Pelta's *The Royal Roads: Spanish Trails in North America*, take two column notes, noting the characters, dates, and reasons central to the colonization of Florida. Using your notes, finish the timeline provided to include the Spanish and English settlements of the United States.

Check for Understanding

Students produce notes and timeline, giving dates and settlements.

Early U.S. History Timeline

Spanish Settlements and Missions		English Settlements	
1565	Pedro Menendez de Aviles establishes St. Augustine, Florida		
1570	Mission of Tupiqui-Florida		
1573	Franciscan Order arrives in Florida and establishes missions from St. Augustine to North Carolina and from St. Augustine westward to Tallahassee		
		1609	Jamestown, VA
		1620	Plymouth, MA
1633	Construction of El Camino Real, Florida		

Lesson 2: The Purposes of the Spanish Missions

Alignment to the 21st Century CORE Curriculum

Listening and Speaking

Students engage in active listening strategies (e.g., interpret information, offer opinion of information).

Writing

- Students use correct spelling, punctuation, capitalization, grammar and usage, varied sentence structure, paragraph organization, and word processing to complete a variety of writing tasks.

Learning Objectives

- Students will demonstrate understanding that the purpose of the missions was to convert the Native American population to Christianity, to teach them the European way of life, and to extend the Spanish empire to all territories it acquired.

Specifics

Contributions of the missions to the New World included the creation of pueblos (towns), European agriculture, architecture, academics, and work habits. The Spanish introduced many kinds of plants and trees and helped establish communication among various tribes through the use of the Spanish language. The Spanish also introduced horses, dogs, and cattle to the New World.

Instructional Procedures

Teacher read aloud

Teacher-directed questioning/discussion 0 Graphic organizing o Sequencing

Preliminary Lesson Preparation

The teacher should review pp. 37-49 of *Spanish Roots of America* by Bishop David Arias for selections from which supporting details can be added to the Three Purposes of the Spanish Missions worksheet.

Activities

As a large group, listen to the teacher read information about the purposes of the missions. Determine where, in the *Three Purposes of the Spanish Missions* worksheet, details that should be placed to support the ideas contained in the subheadings. After completing the worksheet with the support of the teacher, summarize the purpose of the missions in a one- or two-page essay, using the worksheet as a guide. Read your essays to the class and/or to other classes.

Check for Understanding

Use writing rubrics to evaluate content, style, spelling, and presentation. Use the worksheet to evaluate information given in essays.

Two Column Notes

Name _____ Date _____

Main Ideas

Pedro Menendez de Aviles establishes St. Augustine

Supporting Details

King of Spain orders settlement of Florida to protect Spanish ships from French attack

St. Augustine established to drive French from Florida

Three Purposes of the Spanish Missions

Conversion of Native Americans to Christianity	Teaching European Ways of Life	Extending/Defending the Spanish Empire
<p>Souls for God. Subjects for Spain.</p> <p>Started by trading trinkets for food and supplies.</p> <p>Brought Native Americans to live and work in the missions.</p>	<p>Intermarriage of Spanish and Native Americans.</p> <p>Introduction and spread of Spanish language-communications among various tribes.</p> <p>Education and agriculture introduced. Native Americans taught to play musical instruments. European music.</p>	<p>Ritual of taking possession of land in name of Spanish king.</p> <p>Formation of missions, pueblos (towns), civilian settlements.</p> <p>Establishment of Presidios (military forts) to defend missions.</p> <p>European style of government.</p>

Lesson 3: Juan de Oñate and the Colonization of New Mexico

Alignment to the 21st Century CORE Curriculum

Writing

- Students demonstrate the ability to sequence, analyze, categorize, and describe in a variety of writing tasks.

Learning- Objectives

- Students will demonstrate knowledge of the history of the southwest region of the United States and of Spanish influence in the area as a result of exploration and the founding of missions.
- Students will use research methods to find information about Juan de Oñate, the exploration of Nueva Mexico, and the establishment of Santa Fe.

Specifics

Analysis of the reasons for and the results of the exploration of New Mexico. Study of the founding of the San Juan Mission in 1598, the Mission Guadalupe (Santa Fe) in 1640, and the Native American Revolt against the Spanish in 1680-1693.

Instructional Procedures

- Cooperative reading-pairs
- Reading expository text
- KWL chart
- Note taking
- Direct instruction

Preliminary Lesson Preparation

The teacher should review pp. 10-28 of *The Royal Roads* by Kathy Pelta and prepare a key to assess student knowledge of important facts of this history. Prepare specific questions for the students to answer in their research on Juan de Oñate and the 1598 expedition into New Mexico. Include questions on the reasons for the expedition, what native peoples the Spanish encountered during the expedition, the results of this meeting, and the founding of Santa Fe.

Activities

As a whole class, discuss what you already know about the Spanish arrival in Mexico. Your teacher will write these facts on chart paper or the blackboard, or you will write them in the "K" section of your KWL Worksheet. Then discuss what you would like to know about the Spanish movement northward into New Mexico. These things you wonder about should be entered into the "W" section of the chart, board, or worksheet. Finally, in pairs, research Juan de Oñate and the 1598 expedition into New Mexico in encyclopedias and histories available in your school or public library. As a guide, use teacher-generated questions. Take notes on index cards to add to the "What We Learned" or "L" section of the chart. Add dates and events to the timeline from Lesson 1.

Check for Understanding

Assess information entered into the KWL Worksheet and Lesson 1 Timeline

Lesson 4: The Alamo

Alignment to the 21st Century CORE Curriculum

Writing

- Students use correct spelling, punctuation, capitalization, grammar and usage, varied sentence structure, paragraph organization, and word processing to complete a variety of writing tasks.

Reading

- Students read with specific purpose to confirm predictions and check understanding.

Learning- Objectives

- Students will demonstrate knowledge of the importance of the San Antonio missions, especially the Alamo, in the history of the United States and the independence of Texas from Mexico.

Specifics

There were five missions established in San Antonio, Texas between 1718 and 173 The most famous is San Antonio de Valero, better known as The Alamo. It played a major part in the battle fought by Texas for independence from Mexico, and on March 6, 1836, Davy Crockett, and James Bowie died in the battle there. It is a visitor's center and museum today. The other four missions are still operated by the Catholic Church as parishes.

Instructional Procedures

- Comprehension strategies
- Cooperative group reading
- Student directed
- Character analysis

Preliminary Lesson Preparation

If students do not understand character analysis, begin by teaching them with a simple example from a story with which they are all familiar. Create a rubric establishing for students what information they are to include in their essays.

Activities

Working in small groups, read about the Alamo, Jim Bowie, Davy Crockett, and General Lopez de Santa Anna. Each person selects one of these "characters" -(including the Alamo), and writes a one-to-two-page essay. Speaking in the voice of the Alamo, Bowie, Santa Anna, or Jim Bowie, describe the story of the Battle of the Alamo from your character's point of view.

Check for Understanding

Teacher-made rubric for evaluation of essays on content and writing skills

Lesson 5: The Role of the Missionaries in the Colonization Process

Alignment to the 21st Century CORE Curriculum

Writing

- Students use correct spelling, punctuation, capitalization, grammar and usage, varied sentence structure, paragraph organization, and word processing to complete a variety of writing tasks.

Culture

- Students develop an awareness of the impact of religion on culture.

Learning- Objectives

The students will demonstrate their knowledge of the role of the Spanish missionaries in the settlement of Florida, New Mexico, Arizona, and Texas by using a journaling strategy and writing as if they were a missionary in the days of settlement.

Specifics

The missionaries were men who came to the New World in the name of God and their king. They gave up all claim to personal belongings and devoted their lives to teaching and converting people to Christianity, specifically Catholicism. They came to America under the direct authorization of the Spanish Crown and were expected to convince the natives they converted to become Spanish subjects. Many were killed during their efforts in America and thus became martyrs for their faith.

Instructional Procedures

- Reading and writing in the content area
- Analyzing
- Visualization and verbalization
- Inferencing
- Teacher directed

Preliminary Lesson Preparation

To strengthen student skills in journaling as a character, use a story familiar to all the students and model writing in a journal as the main character. Demonstrate how to transfer this skill to journaling in the character of a missionary. Present the students with a list of missionaries. Students will choose a missionary from that list to research and make the basis of their journaling. Confine the list to missionaries associated with the territories studied in this unit. Some examples are Eusebio Francisco Kino (Arizona), Augustin Rodriguez (Florida), and Juan de la Cruz (New Mexico). A comprehensive list of martyred missionaries appears in an appendix in *Spanish Roots of America* by Bishop David Arias.

Activities

As a large group, participate in the teacher-led activity of journaling as a historic character. Research a missionary and write entries in a journal describing your travels into Indian territory to convert the natives. Tell of your hardships, experiences with the natives, founding and living in a mission, and other important facts about your life as a missionary.

Check for Understanding

Assess creativity and accuracy in historic journaling

Lesson 6: Life for the Native Americans in the Missions: How It Was Changed

Alignment to the 21st Century CORE Curriculum

Writing

- Students demonstrate the ability to sequence, analyze, categorize, and describe in a variety of writing tasks.

Culture

- Students develop an awareness of the impact of religion on culture.
- Students understand that culture encompasses all aspects of a human society and know how culture is transmitted.

Learning- Objectives

- The students will demonstrate knowledge of the effect of mission life on the Native Americans through the use of a webbing strategy.

Specifics

The lives of Native Americans were forever changed by their encounters with the Spanish, particularly when they were brought to live within the walls of the mission. Native Americans were expected to adopt the religious practices, agriculture, and education of the Spanish.

Instructional Procedures

- Teacher directed
- Read aloud
- Semantic webbing

Preliminary Lesson Preparation

For information necessary to the teaching of this lesson, the teacher should review pp. 20-21 and 32-34 of *The Royal Roads: Spanish Trails in North America* by Kathy Pelta and pp. 37-49 of *Spanish Roots of America* by Bishop David Arias. Refer to the second lesson of this unit for things the Spanish introduced to Native Americans. Explain, too, that diseases brought by the Spanish killed thousands of Indians and Spanish alike and that there was much intermarrying between the two cultures.

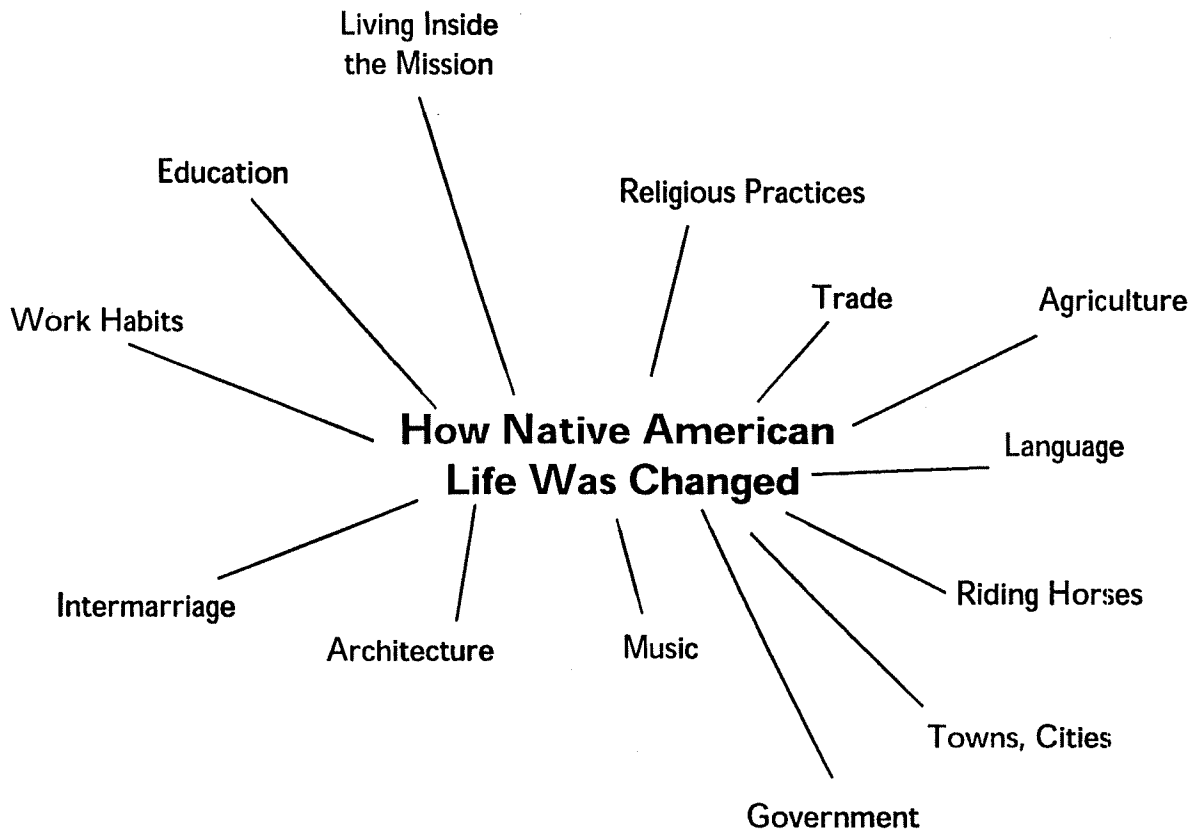
Activities

As a large group, listen as the teacher reads aloud *Historic Communities: Spanish Missions* by Bobbie Kalman and Greg Nickles. Participate in the class webbing strategy to determine the changes that occurred in the lives of Native Americans as a result of life in the missions.

Check for Understanding

Class webbing activity.

Semantic Webbing



Lesson 7: Using the Internet

Alignment to the 21st Century CORE Curriculum

Research and Study Skills

- Students use technology to access and produce materials.

Learning- Objectives

- Students will use the Internet to discover information about missions and their current status.
- Students will increase their literacy through the use of the Internet.

Specifics

The Internet provides a wealth of information regarding the history and current status of missions established by the Spanish in the territories studied in this unit.

Instructional Procedures

- Teacher directed
- Student directed
- Map use
- Computer-assisted instruction
- Class discussion

Preliminary Lesson Preparation

Review the process by which the students will access the Internet and locate information about specific missions in the territories studied in this unit. Have available to the students a large map of the United States on which they can attach small information cards at the sites of the missions they research.

Activities

Following teacher direction and working in pairs, access the Internet. Using a search engine, type in "Florida," "Arizona," "Texas," "New Mexico," or "Mexico" along with the words "Spanish Missions." If you choose to research missions established in Mexico, keep your search confined to an area close to the Mexican/United States border. Read the information and prepare a small card with the name and history of a mission in the area researched. Be sure to include its present status. Participate in a whole class discussion during which you share the information you discovered with the class. Place your card at the mission's location on the map provided by the teacher.

Check for Understanding

Accurate presentation of material and placement of location cards on the map.

Lesson 8 (Extended): Models of Spanish Missions

Alignment to the 21st Century CORE Curriculum

- Demonstrate research skills using reference materials such as a dictionary, encyclopedia, thesaurus, and technology to complete a variety of tasks.
- Know and use the media center for accessing and processing information

Learning- Objectives

- Students will demonstrate knowledge of the purpose of a mission and depict daily life in a mission.

Instructional Procedures

- Creativity
- Independent practice
- Teacher directed
- Group directed
- Tactile activity
- Representational art form

Activities

Working in groups of no more than four and using materials and patterns suggested in *California Missions: Projects & Layouts* by Libby Nelson, create a replica of a mission. Include models of people, activities, animals, plants, and buildings that reflect what daily life was like within the mission walls. Relate the model to the information you have learned in the unit.

Check for Understanding

The mission model will accurately reflect the architectural style and the various aspects of daily life for the missionaries, soldiers, and Native Americans within the mission.

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

Divide into groups with no more than four members in a group. Using your notes, graphic organizers, and teacher-provided materials and books from this unit, create a book with pictures and text that thoroughly and accurately informs the reader of the purposes and roles of Spanish missions in the history of the United States. Focus on one territory or area studied in the unit and present information in pictures and text about the founding of a mission, the role of this mission in the surrounding communities, and the role of the priests as educators and religious leaders. Include information about the daily life of the Native Americans within the mission and how it was changed. Provide examples of the contributions of the Spanish to the New World. Present your book to your class orally. As a whole group, score each book according to the accompanying scoring rubric.

SCORING RUBRIC

4. Information is accurately and clearly presented. It includes all of the specifically required information pertaining to the purposes and roles of the missions and missionaries. It explains daily life in the mission and how it changed the life of the Native Americans forever.
3. Not all of the required information is given or is not clearly depicted or explained.
2. Information in text or pictures is sketchy or unclear.
1. Information is inaccurate and/or incomplete. Either pictures or text is missing.

Bibliography

- Arias, Bishop David. *Spanish Roots of America*. Indiana: Our Sunday Visitor, Inc., 1992. Grades 11+. The first part of this book explains Spain's policies, explorations, processes of colonization and evangelization, and its role in the United States' fight for independence. It presents a short list of significant people of Latino origin in the history of the United States from 1460 to 1978. The second part of the book presents a chronology of events in Hispanic history from 1492-1992. Lists of Hispanic governors, missions, forts, and martyrs as well as Queen Isabella's Proclamation on the Treatment of Indians are included in Appendices. Includes illustrations and maps. A very interesting and helpful book.
- Bleser, Nicholas J. *Tumacacori: from Rancheria to National Monument*. Southwest Parks and Monuments Association. Grades 8+. History of Father Kino's interactions with the O'odham Indians, known as Piman by Europeans. History of the establishment and preservation of the mission Tumacacori. Many illustrations and maps.
- Kalman, Bobbie and Greg Nickles. *Historic Communities: Spanish Missions*. New York: Crabtree Publishing Company, 1997. Grades 3-5. Short succinct descriptions of life in the missions, including the physical layout, festivities, education, hardships, production, and effects on the Native Americans. Contains many illustrations.
- Kanellos, Nicolas, Ed. *Reference Library of Hispanic America*. Detroit: Gale Research Inc., 1993. Grades 5-8. Volume I of this reference set, devoted exclusively to Hispanic history, provides information in a typical reference format on Hispanic origins in the United States and its territories, documents, landmarks, population growth, and distribution. It even describes the varieties of Spanish spoken. This series would be a valuable addition to any school library.
- McGeagh, Robert. *Juan de Oñate's Colony in the Wilderness: An Early History of the American Southwest*. New Mexico: Sunshine Press, 1990. Grades 8-12. Encompasses the history of the settlement of Nuevo Mexico from the arrival of the first Europeans in the 1530s, and the establishment of Santa Fe as its capital through the completion of settlement in 1700.
- Nelson, Libby with Kari A. Cornell. *California Missions: Projects and Layouts*. Minnesota: Lerner Publications Company, 1998. Grades 3-5. Step-by-step instructions for making models of Spanish missions using a variety of tools. Many diagrams and illustrations.
- Pelta, Kathy. *The Royal Roads: Spanish Trails in North America*. Texas: Raintree Steck-Vaughn, 1997. Grades 5-8. Describes Spanish exploration and colonization throughout North America. Includes maps and illustrations. Gives an explanation for the naming of the missions.

Survey for Spanish Missions in Florida, Texas, New Mexico, and Arizona

This survey is provided to help us assess how Alma materials are used. This form contains open-ended questions related the use of these materials. Please take a few minutes and give the following questions careful consideration. Your thoughtful responses will allow us to refine the development and dissemination of materials that are designed to serve you.

1. What was a highlight of Spanish Missions in Florida, Texas, New Mexico, and Arizona for you?

2. What portions of this material were most interesting and helpful to you and your students?

3. What components of Spanish Missions in Florida, Texas, New Mexico, and Arizona would you recommend to other teachers?

4. How has Spanish Missions in Florida, Texas, New Mexico, and Arizona affected learning in your classroom?

5. What are the two most key concepts that your students learned from this instructional unit?

6. What resources would enhance the use of Spanish Missions in Florida, Texas, New Mexico, and Arizona?

Please use reverse side for additional comments.

Name (optional) _____

District _____ No. of Students _____

Grade Level — K - 2 _____ 3 - 5 _____ 6 - 8 _____ 9 - 12 _____

Fax or mail your
completed survey to:

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About the Author

Jerrilynn Pepper was born in Kendallville, Indiana, but has spent most of her life in Denver, Colorado. She held a variety of positions at the Laradon Hall School for developmentally delayed children and adults for seven years, after which she began serving Denver Public Schools as a paraprofessional. While serving as a Chapter 1 Reading Tutor, she was awarded a scholarship from Denver Public Schools and graduated with a bachelor's degree in Behavioral Science from Metropolitan State College of Denver. Jerrilynn is currently teaching fifth grade for the Denver Public Schools and is completing her master's degree in Elementary Education.

Basic Premise of the Project

This curriculum innovation will serve several major purposes.

- It will provide the opportunity for every teacher in the Denver Public Schools to integrate fully developed instructional units (K-12) tied to state and district standards into every grade-level curriculum or courses in language arts, social studies and history, and art and music.
- It will broaden a teacher's ability to teach a more inclusive and accurate curriculum,
- The instructional units will facilitate the infusion of the cultural and historical contributions of Latinos.
- The Project will have a positive effect on the engagement and achievement of Latino students in the Denver Public Schools and other districts that adopt the curriculum.
- A formal link among and between the Denver Public Schools and various colleges and universities throughout the state of Colorado has been created.

The instructional units were developed by teachers (K-12) from the Denver Public Schools beginning in March 1997. The Denver-based Mid-Continental Regional Educational Laboratory (MCREL) provided a standards-based framework that was used in development of the instructional units. There is a distinct difference in the instructional framework of the units developed in March 1997 as compared to the instructional units developed in March 1998. Regardless of the framework used, all instructional units are aligned with the Denver Public Schools Academic Content Standards for reading, writing, mathematics, science, history, and geography. The art and music instructional units are aligned with the Colorado Content Standards.

When field testing begins in January 1999 at various schools in the Denver Public Schools, data will be compiled and assessed and made available to other school districts initiating similar efforts. Therefore it is imperative that the evaluation form included at the end of each unit be completed and returned to the Alma Office once the instructional units that are implemented have been completed in the classroom. Feedback from other school districts using the Alma instructional units will be extremely valuable as we begin to collect our assessment data.

Instructional units developed the first two years are available on the Internet. The units to be developed in 1999 will be available for a minimal fee through the Alma Project Office beginning in the Fall of 1999.

For more information on the Alma Project, please contact:

ALMA PROJECT

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Goals 2000 Partnership for Educating Colorado Students

GOALS 2000 - PARTNERSHIPS FOR EDUCATING COLORADO STUDENTS

THE ALMA PROJECT

El Alma de la Raza Curriculum and Teacher Training Project 1998-99

The Alma Curriculum and Teacher Training Project was made possible with funding from a Goals 2000 - Partnerships for Educating Colorado Students grant awarded to the Denver Public Schools in July 1996.

The intent of the Project was to have teachers in the Denver Public Schools develop instructional units on the history, contributions, and issues pertinent to Latinos and Hispanics in the southwest United States. Other experts, volunteers, and community resources have also been directly involved in the development of the content in history, literature, science, art, and music, as well as teacher training. Now that the instructional units have been developed, they will be infused into the curriculum for Kindergarten through Grade 12. Field-testing will begin in January 1999. The Alma Project is an ongoing effort, and new units are scheduled to be written in 1999.

Each instructional unit is based on the best scholarly information available and is tied directly to the state and district Academic Content Standards. The scope of the materials includes the history of indigenous peoples in the Americas, contacts of Spanish explorers in the New World, exploration of Mexico and areas of the present-day United States, colonization of New Mexico and southern Colorado, and contemporary history, developments, events, and issues concerning Latinos in the southwest United States. The instructional units also address areas that need to be strengthened in our curriculum with regard to the cultural and historical contributions of Latinos.

The Project has reaped numerous benefits from partnerships with a number of colleges and universities. We hope to continue to secure agreements with curriculum experts from various institutions and teachers to work directly on the Project to provide a broad, diverse, and inclusive vision of curriculum development in a fast-paced, rapidly changing environment. As the Project continues, these partnerships will allow us to broaden the range of topics to be covered in the units.

ACKNOWLEDGMENTS

In the undertaking of a Project of this magnitude and importance, it was necessary to solicit the assistance and support of the Colorado Department of Education, Superintendent of the Denver Public Schools, Mr. Irv Moskowitz, members of the Board of Education, Department of Educational Services, and the Metropolitan State College at Denver. The Project wouldn't have been possible without the support and assistance of these people.

Special thanks are extended to the following professors who gave freely of their time and expertise. Their great contributions were key factors in the initial and continued success of the Project.

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Metropolitan State College of Denver

Dr. Vincent C De Baca, Assistant Professor of History,
Adjunct Professor of Chicano Studies
Metropolitan State College of Denver

Dr. Miriam Bornstein, Professor of Spanish, Latin American, and Chicano Literature University of
Denver

Dr. Arthur Lem Campa, Associate Professor of Anthropology
Department of Sociology, Anthropology, and Social Work
Metropolitan State College of Denver

Dr. Brenda Romero, Assistant Professor of Ethnomusicology
University of Colorado at Boulder

Dr. Priscilla Falcon, Professor of International Relations
Department of Hispanic Studies
University of Northern Colorado

The Alma Project moved forward with the combined efforts of the following people, whose commitment to this Project was evident in the many long hours of hard work spent with project endeavors. Mil Gracias.

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Dr. Diane Paynter, Mid-Continental Regional Educational Laboratory (MCREL)
Dr. Lynn Levine, Editor-in-Chief, Wingspan Consulting
Mrs. Karen Hoisington, Secretary for the English Language Acquisition Department Marilyn
Roberts, Director, Assessment and Research Services

Goals 2000 Partnership for Educating Colorado Students