# Title/Description of Lesson

**California Mission Facade**  
(Students create a unique art object depicting the façade of a mission)

[Art project reproduced from ‘Art Projects for Kids, Classroom-Tested Art Projects for K-5 and Beyond’ written by Kathy Barbro (http://www.artprojectsforkids.org/), 2011]

**Grade Level:** 4th Grade

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## Lesson Links

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## Objectives/Outcomes  (Return to Links)

As an alternative to building an entire mission, students create a unique art object depicting the façade of a California mission.

In connecting this project to learning about the California Missions, teachers should connect students with the architectural history and materials that led to the specific design and construction of the missions. As well, connect them to the influence that the design and construction has had on architectural design in California (i.e. Mission Revival Style). “The movement enjoyed its greatest popularity between 1890 and 1915, through numerous modern residential, commercial, and institutional structures (particularly schools and railroad depots) display this instantly recognizable architectural style.”

** http://en.wikipedia.org/wiki/Mission_Revival_Style_architecture#cite_note

It’s hard to imagine old Hollywood, a drive through Los Angeles, areas of San Francisco and many California cities without seeing the architectural influences of the California Missions.
**Materials and Resources**  (Return to Links)

Per student
9 jumbo craft/popsicle sticks
1 Mission worksheet(See printable attachment below)
6” square sheet of dry wax paper(Dry wax paper is the paper used to wrap deli sandwiches or that are used to separate hamburgers or cheese slices. You can buy at a deli store, Smart and Final or order online from ‘Miles Kimball($8.99 for a box of 350 6”square pieces) or do a search. It can be bought in rolls or in 6” square for separating hamburgers.)

**Alternative to the dry wax paper, use tracing paper cut to 6” square.

Color pencils or construction paper crayons…(You will have better results with the white if a more expensive white Prismacolor pencil is used.)
Thin black permanent marker
White glue to assemble popsicle sticks
50/50 water and white glue solution

**Vocabulary**  (Return to Links)

**Façade** -
a. the front of a building, especially an imposing or decorative one.
b. any side of a building facing a public way or space and finished accordingly.

**Adobe** - (mud bricks) made from a combination of earth and water, with chaff, straw, or manure added to bind the mixture together. Occasionally pieces of bricks or shells were placed in the mix to improve the cohesiveness.

**California Missions** - The Spanish missions in California comprise a series of religious and military outposts established by Spanish Catholics of the Franciscan Order between 1769 and 1823 to spread the Christian faith among the local Native Americans. The missions represented the first major effort by Europeans to colonize the Pacific Coast region, and gave Spain a valuable toehold in the frontier land. The settlers introduced European livestock, fruits, vegetables, cattle, horses and ranching into the California region; however, the Spanish occupation of California also brought with it serious negative consequences to the Native American populations with whom the missionaries came in contact. The government of Mexico shut down the missions in the 1830s. In the end, the mission had mixed results in its objective to convert, educate, and "civilize" the indigenous population and transforming the natives into Spanish colonial citizens. Today, the missions are among the state's oldest structures and the most-visited historic monuments.

**Architecture of the Missions** - The architecture of the California missions was influenced by several factors, those being the limitations in the construction materials that were on hand, an overall lack of skilled labor, and a desire on the part of the founding priests to emulate notable structures in their Spanish homeland. And while no two mission complexes are alike, they all employed the same basic building style.
**Building materials of Missions** – The scarcity of imported materials, together with a lack of skilled laborers, compelled the Fathers to employ simple building materials and methods in the construction of mission structures. Since importing the quantity of materials necessary for a large mission complex was impossible, the padres had to gather the materials they needed from the land around them. Five (5) basic materials were used in constructing the permanent mission structures: adobe, timber, stone, brick, and tile.

**Information here and additional information can be found in Wikipedia @...**


Note: Other information resources can be found below under ‘Other Resources’.

**Procedures**  
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- Students get 9 jumbo popsicle sticks and glue together a board as shown. It is set aside to dry. (2 sticks are placed in a vertical orientation and used as backing. The other 7 are centered, stacked and glued perpendicular to the verticals.)
- Students each use their worksheet to draw a mission in pencil. There is a sample but encouraged originality based upon missions introduced during Social Studies lesson or have students research and base their drawings on a specific mission.
- A 6" square of dry wax paper or tracing paper is taped over the top of their drawing, and is traced with a thin, permanent marker.
- The drawing is colored in with colored pencils. The white in particular needs to be applied heavily so that it has a strong impact when complete.
- The drawing is cut out close to the box line. A mixture of 50/50 white glue and water is made and is generously spread all over the popsicle front and drawing back. The drawing is placed face up on the board, spread with more glue mixture, and smoothed with fingers to prevent air bubbles. Let dry and spray with glossy finish, if desired.

**Criteria for Assessing Student Learning**  
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1. Art project is complete with…
   - craft stick foundation securely glued and assembled
   - wax paper drawing complete with color added
   - paper glued to foundation
   - paper and stick sealed with glue/water mixture
2. Mission façade drawing complete and represents a mission façade with a symmetric design/structure.
3. White of the façade is applied with enough coverage to appear as white stucco.
4. In the drawing, student has used color in the façade, ground and background sky.

**California Standards in Visual & Performing Arts**  
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2.0 CREATIVE EXPRESSION  
(\textit{Make})
Creating, Performing, and Participating in the Visual Arts
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

3.0 HISTORICAL AND CULTURAL CONTEXT (Learn, Look & Talk)
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS (Connect)
Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

**California Standards for Integrated Subject** (Return to Links)

California 4th Grade Social Studies 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.

5. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

6. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.

Other Resources (Return to Links)

http://www.thecaliforniamissions.com
http://www.melbalevickphotos.com/casa_california/index.htm

California Missions Resource Center …(images from a postcard collection that show all 21 missions)
http://www.missionscalifornia.com/content/cardinell-vincent-postcards-california-missions.html

**Mission worksheet attached next page for printing and use by students.**