INTERACTIVE MAP LESSON:
MISSION TO METROPOLIS

RECOMMENDED TIME
90 minutes

OBJECTIVES
After completing this lesson, students should be able to:

• Discuss the discovery and settlement of the San Francisco Bay area.

• Analyze how land use changed in San Francisco between the mission period and the Gold Rush.

• Explain how San Francisco's population grew over time.

LEARNING CONNECTIONS

• **Learning Styles:** linguistic, logical-mathematical, visual-spatial

• **Skills Mastery:** judging information, making comparisons

RESOURCE

• **Interactive Map:** Mission to Metropolis

CONTEXT
During the 1500s European explorers began claiming lands in the Americas. Spain quickly became the dominant European power in much of North and South America. By the late 1700s Spain ruled lands from California in North America to Chile in South America. The Spanish set up many missions from coast to coast in order to convert American Indians to Catholicism. These missions became the centers of small settlements of Spaniards and American Indians. Many of these settlements are now cities in the United States. One such mission settlement in California—San Francisco de Asís—underwent several transformations before it became the booming modern U.S. metropolis of San Francisco.

Developing Economic, Geographic, and Sociopolitical Literacy. In this lesson students will learn about the discovery and settlement of the San Francisco Bay area, how land use changed in San Francisco between the mission period and the Gold Rush, and how San Francisco's population grew over time.

OPEN
1. Present the information from the Context section to students in the form of a brief lecture. Tell students that they will be learning about the discovery and settlement of the San Francisco Bay area, the various stages of the community's development, and its changing ownership and population.

TEACH

2. Have students explore the Mission to Metropolis Interactive Map on a computer. Students may work individually or in small groups, depending on the number of computers available.

3. Have students complete the online review at the end of the interactive map. Check their scores to confirm their overall understanding of the material presented in the interactive map activity. If time permits, allow students who received low scores on the review to explore the interactive map further. Encourage them to take notes on the electronic notepad that is available to them throughout the activity.

If many students in the class experience difficulty with the interactive map activity and review, you may wish to have them complete one or more of the optional activities below to ensure mastery of the learning objectives.

CLOSE

4. Judging Information and Using Historical Imagination. Ask the class to consider the four periods of San Francisco's development that were covered in the interactive map activity. Ask volunteers to tell the class in which period they would most have liked to live in San Francisco. Encourage them to say why they would have preferred that time period over the other three. If time permits, have other volunteers share the period during which they would have least liked to live.

OPTIONS

- **Using Time Lines.** Organize the class into four groups and assign each group one of the four periods of San Francisco's development that were covered in the Mission to Metropolis Interactive Map. Have each group create an entry for a class time line that will cover all four periods. Encourage them to include information about population and land use as well as a brief historical background for their period. Students may also wish to illustrate their time line entries for display on the classroom wall. To assess students' work or to guide students, use the Time Lines Rubric.

- **Making Comparisons.** Have students write two or three paragraphs comparing any two of the periods of San Francisco's development that were covered in the Mission to Metropolis Interactive Map. To assess students' work or to guide students, use the Comparing and Contrasting and the Writing Assignments Rubrics.