



Trade & Travel in the Apalachee Province

A Lesson Plan for Grade Levels 1 & 2

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OVERVIEW



This lesson will focus on Florida's Spanish and Apalachee heritage, emphasizes the story of early Spanish exploration, and touches on Florida's current demography. This activity increases student's awareness of Florida's early Spanish exploration, cartography, and geography.

GOALS

- ✓ The students will be introduced to the naval routes of early Spanish explorers.
- ✓ The student will understand the significance of consequences of early European exploration.
- ✓ The student will become aware that their community has important historical roots.

HISTORICAL BACKGROUND

Florida's documented material history of native people dates back more than 12,000 years. In 1513, a new era in Florida history began with the arrival of Juan Ponce de León. His convoy of explorers was the first group of Europeans to document such a landing and gave a name to Florida – *La Florida*. Soon, Spain, England, Portugal, and France were all attempting to set up colonies in the New World in order to create great empires. The legacy of Spanish Florida was further established by Pedro Menéndez when he founded St. Augustine, the oldest continuously inhabited settlement in North America. During the 1600s, called "The Mission Period," Franciscan friars led Spanish expansion outward from St. Augustine and created more than 100 mission settlements across Florida. These settlements were linked economically by the exchange of labor and food. The most populous of these missions was Mission San Luis in the Apalachee province, or present-day Tallahassee; between 1656 and 1704, more than 1,400 Apalachee Indians and Spaniards lived there. Because of its climate and fertile soil, the Apalachee Province provided foods and additional goods to other Spanish outposts such as St. Augustine, San Marcos (on the coast at Apalachee Bay), and Havana, Cuba. Goods left and arrived at Mission San Luis through the *Camino Real* (Mission Trail) by several overland methods, including manpower, horses and ox-drawn carts. Canoes and small boats were used on navigable creeks and rivers to carry products to San Marcos, where sailing ships took them the rest of the way to St. Augustine or Cuba. Beginning in 1702, British Carolina Governor James Moore began a full-scale attack on Spanish Florida aimed at St. Augustine and the missions along the Atlantic coast. In early 1704, Moore and his native allies, the Creek Indians, redirected their attacks toward the Apalachee province. Because it was heavily fortified, Mission San Luis was one of the last missions left standing. The Spanish and Apalachee residents evacuated the women and children, and then burned San Luis on July 31, 1704, just two days before the final strike force reached it. These English-sponsored raids led to the total demise of the Spanish mission system in Florida by 1706.

PREPARATION

1. Read *A Teacher's Guide*, the lesson plan overview, and historical background to prepare for guiding students for discussion.
2. Make copies of *Tracing Our Steps* student handout for distribution.

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MATERIALS

- White board and dry erase markers
- Tracing Our Steps* student handout (1 per student)

TIME REQUIRED

Allow one class period for completion.

PROCEDURE

1. Open the activity by asking students how products are transported today. Turn the discussion to a comparison of present day travel and trade with that of the mission period. Use information from A Teacher's Guide and the Mission San Luis website to perpetuate the discussion.
2. Distribute copies of the student handout. Students may work in groups, individually, or as a class to complete the student handout.

CLOSURE

Review the student handout and answer any questions students may have formulated from the activity.

ASSESSMENT

Components for assessment include the student's participation in class discussion and accurate completion of the student handout.

ENRICHMENT

Instruct students to research Florida agriculture today and prepare a report on one of the state's major agricultural exports. The Florida Department of Agriculture is an excellent resource for this information (www.freshfromflorida.com). Students will then share their report with the class. Each report should include the following information in relation to the chosen export: history, annual value, comparison to other states or countries producing the same, and significance to their daily life.

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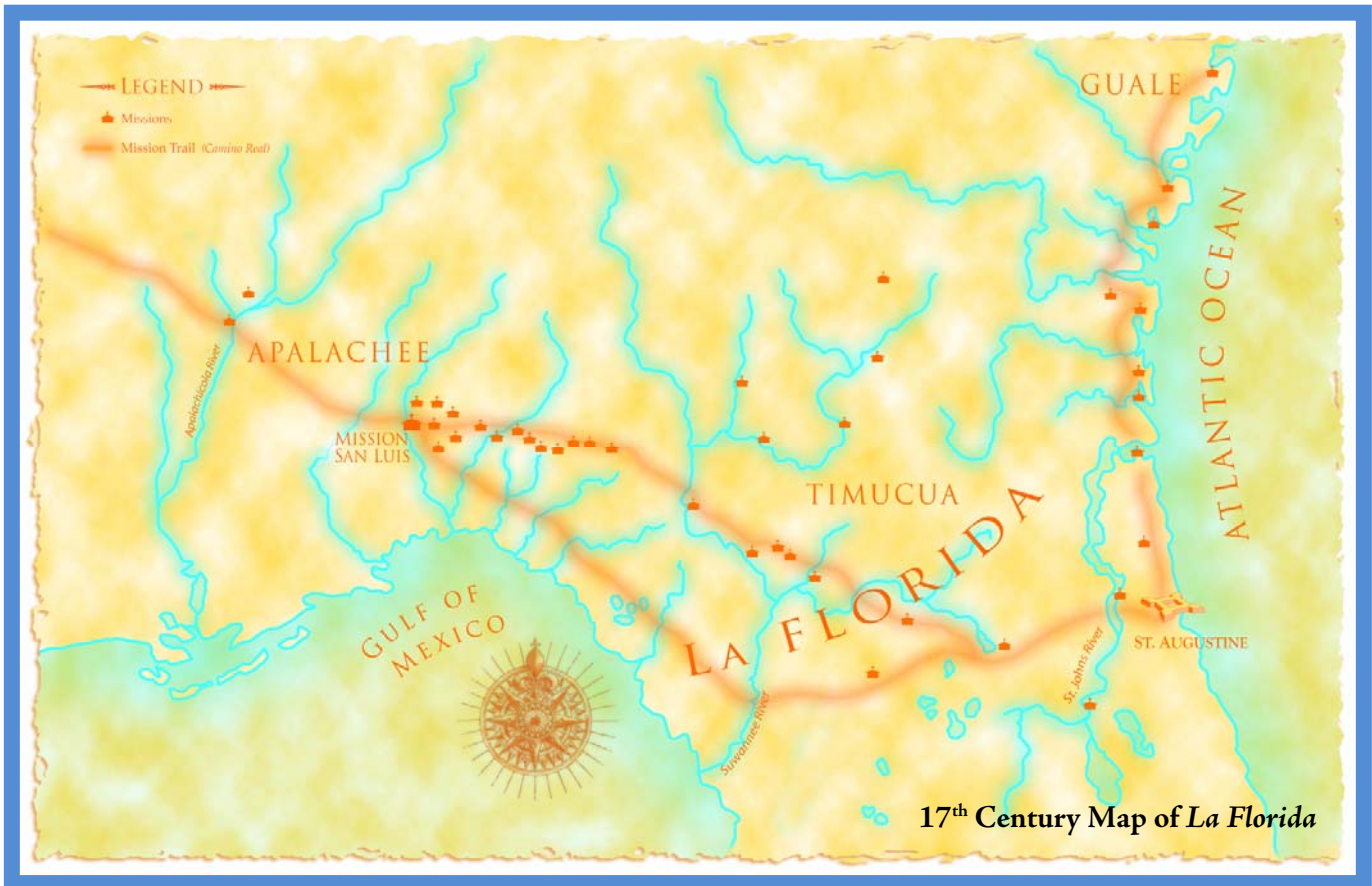
SUNSHINE STATE STANDARDS

Completion of *Trade and Travel in the Apalachee Province* correlates to the following benchmarks for grades 1 and 2 grades:

Social Studies:

- SS.1.A.1.2 Understand how to use the media center/other sources to find answers to questions about a historical topic.
- SS.1.A.2.1 Understand history tells the story of people and events times and places.
- SS.1.A.2.2 Compare life now with life in the past.
- SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.
- SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.
- SS.1.G.1.4 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.
- SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
- SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- SS.2.A.3.1 Identify terms and designations of time sequence.
- SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
- SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.

Student Handout



Think & Match:

Match the historical and geographical statements with the corresponding answer.

1. e The year the Spanish and Apalachees left the mission
2. The first Europeans in Florida
3. The native people who lived in Tallahassee
4. The name of the mission in Tallahassee
5. Another important Spanish City in Florida

- a. Mission San Luis
- b. The Spanish
- c. St. Augustine
- d. The Apalachee Indians
- e. 1704

Apply:

6. Trace over *El Camino Real* (the Royal Road that went from St. Augustine through Mission San Luis)
7. Draw a star where you think Tallahassee is today.