



# My Own Timeline

*A Lesson Plan for Grade Levels 3-5*

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## OVERVIEW

In this lesson, students will learn about timelines, linear representations of important events organized in the order in which they occurred. While learning this concept, students also will be presented with key dates in Florida's history and will recognize the importance of the state's colonial past, as well as their own family's personal histories.

## OBJECTIVES

- ✓ Students will identify a linear sequence of events in Florida's history.
- ✓ Students will understand Florida's significance to the indigenous tribes and Europeans.
- ✓ Students will understand Florida's history to be complex and unique.
- ✓ Students will understand the historic and present day influence of Hispanics in Florida.

## HISTORICAL BACKGROUND



When Christopher Columbus discovered America in 1492, there was said to be thousands of indigenous tribes and millions of people living across North and South America. 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, in 1565 – 42 years before the English settled Jamestown and 55 years before the Pilgrims arrived in Plymouth. During the 1600s, called "The Mission Period," Franciscan friars lead 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. 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*, lesson plan overview, and historical background to prepare for guiding student discussion.
2. Make copies of the *Spanish Florida Timeline* and *My Own Timeline* handouts for distribution.

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## MATERIALS

- White board and dry-erase markers
- *Spanish Florida Timeline* student handout (1 per student)
- *My Own Timeline* student handout (1 per student)

## TIME REQUIRED

Allow one class period for completion.

## PROCEDURE

1. Open the activity by initiating a discussion about the definition of “timeline.”
2. Explain that, over 500 years ago, the king and queen of Spain sent Christopher Columbus to find a safe route to India. Columbus found the Americas instead. Less than 100 years later, Spain had established colonies in Florida. Tell students that they will be creating a timeline of important events in Florida’s past.
3. Distribute the *Spanish Florida Timeline* student handout. Ask students to draw a line from each year to its correct event. To correctly identify the dates, students may use previous knowledge, as well as text books and online resources. Once the students are finished, discuss the Florida milestones with the class and elaborate on each if necessary.
4. Distribute the *My Own Timeline* student handouts and review the instructions. Students will make a timeline of important milestones in their lives.

## CLOSURE

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

## ASSESSMENT

Components for assessment include the class discussion and student worksheet.

## ENRICHMENT

Ask students to choose a family member and create a timeline of his or her life, which should include at least ten important events. Students will complete this project at home and prepare a short presentation for the class.



## SUNSHINE STATE STANDARDS

Completion of *My Own Timeline* correlates to the following benchmarks for grades 3 through 5:

### Social Studies

- SS.3.A.1.1 Analyze primary and secondary sources.
- SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.
- SS.3.G.4.2 Identify the cultures that have settled in the United States, Canada, Mexico, and the Caribbean.
- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
- SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.
- SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
- SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
- SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
- SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.
- SS.5.A.1.1 Use primary and secondary sources to understand history.
- SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.
- SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

### Reading/Language Arts

- LA.3.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.3.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- LA.3.5.2.1 The student will recall, interpret, and summarize information presented orally.
- LA.3.6.2.1 The student will determine information needed for a search by narrowing or broadening a topic, identify key words.
- LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points.
- LA.5.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.5.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing).
- LA.5.5.2.1 The student will listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations.

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## Spanish Florida Timeline

Over 500 years ago, the king and queen of Spain sent Christopher Columbus to find a safe route to India. Columbus found the Americas instead. Less than 100 years later, Spain established towns in Florida. When we study Florida's past, it is helpful to look at a timeline of important events.



Using a line, match each event to its correct date.

1492	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Christopher Columbus discovers the Americas.
1513	<input type="radio"/>	<input type="radio"/>	Mission San Luis moves to its present location.
1539	<input type="radio"/>	<input type="radio"/>	Ponce de León names the new land "La Florida" meaning "flowery."
1565	<input type="radio"/>	<input type="radio"/>	Hernando de Soto spends the winter near Anhaica, which is later moved and renamed San Luis.
1634	<input type="radio"/>	<input type="radio"/>	Two Franciscan friars establish the first missions in the Apalachee
1656	<input type="radio"/>	<input type="radio"/>	San Luis is the most populous mission with 1,400 Apalachee residents.
1675	<input type="radio"/>	<input type="radio"/>	Mission San Luis is burned by the Spanish and Apalachee people to prevent it from falling into enemy hands.
1704	<input type="radio"/>	<input type="radio"/>	St. Augustine is founded by Pedro Menendez de Aviles.

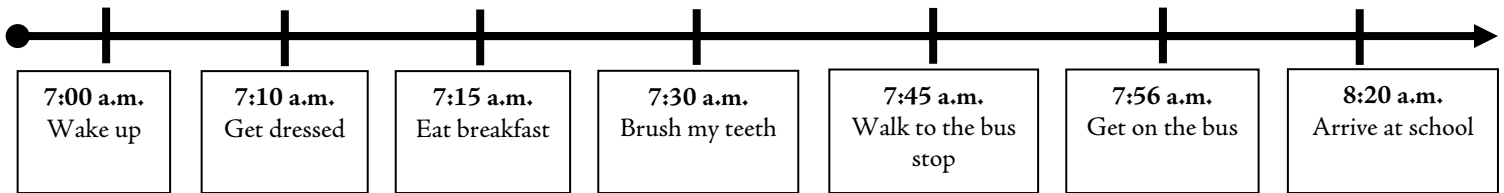
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## My Own Timeline

A timeline is a list of events in the order that they happened. Everyone has a timeline. Here is an example of a timeline showing a typical morning for a student:



Make a list of five important events that have happened in your life, starting with your birth. Include your age when the event occurred.

1. 20\_\_ I was born.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Use your list to create a timeline. For each event, place a vertical line on the timeline and then record the date and event below it. Remember to keep your events in the order they occurred.

