My Own Timeline

A Lesson Plan for Grade Levels 1 & 2

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OVERVIEW

In this lesson, students will learn about timelines and 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 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 Léon. 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* and the lesson plan overview and historical background to prepare for guiding student discussion.
2. Make copies of the *My Own Timeline* student handout for distribution.

MATERIALS
- ❏ White board and dry-erase markers
- ❏ *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 *My Own Timeline* student handout. Ask students to cut out the squares on page 1. Each square contains a year and the Florida milestone that corresponds to the year. Ask students to arrange the events in chronological order on their desk, thus creating a small timeline. Once the students are finished, discuss the milestones with the class and elaborate on each if necessary.
4. Review the instructions on page 2 of the student handout. Students will make a timeline of the activities they experienced during the previous day.

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 five 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 1 through 2:

Social Studies

SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.
SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
SS.2.A.3.1	Identify terms and designations of time sequence.

Reading/Language Arts

LA.1.1.5.3	The student will adjust reading rate based on purpose, text difficulty, form, and style.
LA.1.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.1.1.6.2	The student will listen to, read, and discuss both familiar and conceptually challenging text.
LA.1.1.6.5	The student will relate new vocabulary to prior knowledge.
LA.1.1.7.6	The student will arrange events in sequence.
LA.1.5.1.1	The student will write numbers and uppercase and lowercase letters using left to right sequencing.
LA.1.5.1.2	The student will use appropriate spacing between letters, words, and sentences.
LA.1.5.2.1	The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
LA.1.5.2.5	The student will communicate effectively when relating experiences and retelling stories read and heard.
LA.1.5.2.6	The student will participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.
LA.2.1.5.3	The student will adjust reading rate based on purpose, text difficulty, form, and style.
LA.2.1.6.1	The student will use new vocabulary that is introduced and taught directly.
LA.2.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text.
LA.2.1.6.5	The student will relate new vocabulary to familiar words.
LA.2.5.1.1	The student will demonstrate legible printing skills.
LA.2.5.2.1	The student will interpret information presented and seek clarification when needed.
LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.

Student Handout

1492 Christopher Columbus lands in the Americas.	**1565** The Spaniards create the settlement of St. Augustine.	**1634** Two friars build the first missions in the Apalachee area.
1704 Mission San Luis is burned by the Spanish and Apalachees to keep it from falling into enemy hands.	**1513** Ponce de León names the new land "La Florida," meaning flowery.	**1675** San Luis is the biggest mission with 1,400 Apalachee people.

Student Handout

A timeline is a list of events in the order that they happened. Everyone has a timeline. One example of a timeline is:

7:00am	7:05am	7:15am	7:30am	7:45am	8:15
I wake up.	I brush my teeth.	I get dressed for school.	I eat breakfast	I catch the bus for school	I get to school

Can you make a timeline that lists what you did yesterday in the order that it happened?

1.	2.	3.
4.	5.	6.