



# My Own Timeline

*A Lesson Plan for Grade Levels 6-8*

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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 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 *My Own Timeline* student handout for distribution.

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## 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 early exploration and the New World. 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 settlements in the Florida colony. Tell students that they will be learning about important events in Florida's past.
2. Distribute the student handout. Ask students to read the instructions and complete the handout. Students will learn about Florida's Spanish colonial past, as well as create a detailed written timeline of their own personal histories. For the student timelines, creativity should be encouraged and facilitated with media options.

## CLOSURE

Review the student handout and answer any questions the students may have formulated from the activity. Students may choose to share components of their personal histories with the class.

## ASSESSMENT

Components for assessment include the class discussion and student worksheet.

## ENRICHMENT

Ask students to choose a region of the world besides Florida. Students will research and create a timeline of important events that occurred in that region during the time of early Spanish settlement in Florida. This will allow students to develop an understanding of contemporaneous world occurrences. Students will complete this project at home and prepare a 10-minute presentation for the class.

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## SUNSHINE STATE STANDARDS

Completion of *My Own Timeline* correlates to the following benchmarks for grades 6 through 8:

### Social Studies

- SS.6.W.1.1 Use timelines to identify chronological order of historical events.
- SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs, and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.2.1 Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

### Reading/Language Arts

- LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.6.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
- LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.7.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
- LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.8.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).



## Student Handout

### The First Europeans in Florida

When Christopher Columbus discovered America in 1492, he was on a commissioned voyage to find a new route to India. Although Alonso Álvarez de Pineda sailed along the coast of Apalachee province (near present-day Tallahassee) in 1519, the first Europeans *recorded* as having established contact with Apalachee people arrived almost a decade later. Pánfilo de Narváez brought forces into Apalachee

#### Vocabulary

<b>Apalachee</b>	An Indian tribe that occupied North Florida between the Ochlocknee River and the Aucilla River until 1704.
<b>Forces</b>	A group of soldiers armed with weapons.
<b>Commissioned</b>	Paid for and authorized.

territory in 1528, as did Hernando de Soto in 1539.

- ✓ **Review the Spanish Florida Timeline.** What does the timeline tell us? List 4 more things you can learn about Florida history from the timeline.

1. The struggle by the Spanish and British to control Florida lasted about 60 years.
2. One of the reasons the Spanish were interested in San Luis was its large population.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- ✓ **Create your own timeline.** A timeline is a linear representation of important events organized in the order in which they occurred. Everyone has a timeline. Draw a line the length of a sheet of paper. At the beginning of the line, write the date you were born; at the end, write today's date. In between those two dates lie important events that shaped who you are today. Think of as many of these events as you can and write them down in chronological order on your timeline.



## Spanish Florida Timeline

- 1492 — Christopher Columbus makes landfall in the Americas.
- 1513 — Ponce de León names the new land “La Florida,” meaning “flowery.”
- 1528 — Pánfilo de Narváez arrives in Florida. This expedition is the first recorded European presence in Apalachee, documented by one of four survivors of the misadventure, Álvar Núñez Cabaza de Vaca.
- 1539 — Hernando de Soto lands in the Tampa Bay region, goes north and spends the winter at Anhaica Apalache, the village that later moved and became San Luis.
- 1565 — St. Augustine is founded by Pedro Menéndez de Avilés.
- 1573 — Franciscan friars arrive and begin establishing missions among the Apalachees’ neighbor tribes.
- 1607 — The first permanent British settlement in North America was founded on Jamestown Island in Virginia.
- 1633 — Two Franciscan friars establish the first permanent missions in Apalachee; San Luis was likely founded.
- 1647 — First mention of San Luis mission by name. In this year, a rebellion took place by some Apalachees.
- 1656 — San Luis moves to its present location.
- 1675 — San Luis is the most populous mission, home to 1,400 Apalachees. Permanent settlement of Spanish families begins, and work on fort expands.
- 1702 — Outbreak of Queen Anne’s War – a war that involved both the French in the north and the Spanish in the south allied with various Native American tribes against the British.
- 1704 — The remaining Apalachee missions are destroyed by the English and their Creek allies. San Luis is destroyed by its own inhabitants to keep it from falling into British hands. Apalachees from San Luis migrate west to Mobile, Alabama.
- 1740 — British General James Oglethorpe attacks Spanish Florida.
- 1763-4 — Spain surrenders Florida to the British and the Spanish garrison withdraws from St. Marks. Apalachees in Mobile move west to Louisiana to escape British rule.