

Spanish Missions in Early Florida

By Wendy Lopez, 4th grade teacher at Jewett School of the Arts

Summary

In a learning center format, students will work in groups to become familiar with the Spanish missions of Early Florida and their effect on the Native Floridians.

Objectives

1. Students will explain why most of Spain's successful missions were in Northern Florida.
2. Students will describe life in a Spanish mission.
3. Students will examine how the Spanish missions changed the way Native Floridians lived.

U.S. History Period

The activities in this lesson plan concentrate mainly on the 1600's when the Spanish were trying to protect their claim to Florida and build more settlements.

Grade Level

Fourth grade

Materials

To effectively implement this lesson plan you will need the following materials:

1. Fourth grade Social Studies textbook (Harcourt Brace, Social Studies, Florida) Chapter 3, Lesson 3
2. "Spanish Missions in Florida" teacher made book. Each page of the book will be used for one of the activities.
3. Present day map of Florida and its cities
4. Major Missions in Northern Florida map page 145 in textbook

Lesson Time

This lesson plan calls for 6 learning centers. Each center will require 15 minutes. One should allow for at least 90 minutes when carrying out this lesson plan.

Lesson Procedures

Procedures

1. Review lessons one and two of Chapter 3 of the afore-mentioned Harcourt Brace Social Studies book for 3rd grade. Students should remember that Spain wanted to protect its claim on Florida and build more settlements.
2. Develop a class K-W-L chart about Spanish Missions.
3. Divide students into 6 mixed-ability groups.
4. Inform students that they will work with their group for the next 90 minutes learning about the missions in Northern Florida. They may discuss their answers with the members of the group.
5. Explain how students should travel throughout the centers and when they hear the bell, they will switch to the next center.
6. Remind students of rules for group work (everyone has their own book, each book will be graded individually, clean up before leaving, etc.).
7. Pass out teacher-made "Spanish Missions in Florida" book.
8. Explain that each center activity has a corresponding page in the "Spanish Missions in Florida" book.
9. Explain what students will do in each center.
10. Place groups at their beginning center and begin.
11. When groups have finished, have students return to their seats.
12. Complete the L part of the K-W-L chart. Hang chart in room.

Activities

1. In complete sentences, students will name 2 reasons why most of the Spanish missions were in Northern Florida. Then, they will illustrate each reason.
2. Students will use the diagram of Mission San Luis, page 146-147, to illustrate and describe the Apalachee and Spanish houses. Descriptions should be in complete sentences.
3. Students will make a list of all the foods Spanish missionaries brought to Florida. Then, they will plan a dinner menu using each of the foods. The Spanish foods may be an ingredient in another dish. The menu should consist of an appetizer, main course, dessert, and beverage.
4. Using the "Major Missions in Northern Florida" map on page 145, students will list ten Spanish missions and tell which present day city each is near. Then, they will use the scale of miles to calculate the distance in miles between Numbre de Dios and Mission San Luis.
5. Students will imagine they are an Apalachee living on a Spanish mission. They will write a journal entry describing a typical day at the mission. The journal entry should include what they do for free time, any lessons, work being done, church activities, and people they interact with.
6. Students will make a cause and effect diagram showing how missions affected Native Floridians way of life. Spanish missions will be the cause and students should list 3 effects.

Spanish Missions In Florida

Name _____

Center #1

In complete sentences, name 2 reasons why most of the Spanish missions were in North Florida.
Then, draw a picture to illustrate each reason.

Reason #1

Reason #2

Center #2

Use the diagram of Mission San Luis, page 146-147, to describe the Apalachee and Spanish houses. Each description should be at least two complete sentences. Then draw a representation of each house.

Apalachee House

Spanish House

Center #3

Make a list of all the foods Spanish missionaries brought to Florida. Then, plan a dinner menu using each of the foods. The Spanish foods don't have to be the only foods eaten; they may be an ingredient in another dish.

The menu should consist of an appetizer, main course, dessert, and beverage.

Spanish Foods Brought to Florida	Dinner Menu

Center #4

Using the "Major Missions in Northern Florida" map on page 145, list ten Spanish missions.

Next, using the present day map of Florida and its cities, tell which present day city each is near.

Then, use the scale of miles to calculate the distance in miles between Numbre de Dios and Mission San Luis.

Ten Spanish Missions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

The distance between Numbre de Dios and Mission San Luis is _____ miles.

Center #5

Imagine you are an Apalachee living on a Spanish mission. Write a journal entry describing a typical day at the mission. The journal entry should include what you do for free time, any lessons, work being done, church activities, and people you interact with. Illustrate your journal entry if time permits.

Center #6

Make a cause and effect diagram showing how missions affected Native Floridians way of life.
Spanish missions will be the cause and you should list 3 effects.

Cause

Effect

Spanish missions

1.

2.

3.

Assessment

Teacher evaluation of each student's "Spanish Missions in Florida" book.

Resources

Harcourt Brace Social Studies, Grade 3