

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Spanish Florida*, one of eight lessons in our *Florida History Unit*. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

THE LESSON PLAN

Before reading Spanish Florida, students will:

- complete Vocabulary Cards for ***allies, blacksmithing, citizens, construction, convert, crippled, empire, England, epidemic, headquarters, malnutrition, marsh, military, militia, missions, palmetto, plantations, presidio, revolt, small pox, tanning, treaty.***

After reading Spanish Florida, students will:

- answer Spanish Florida Reading Comprehension Questions.
- complete Discussion Questions for Spanish Missions.
- use cardinal and intermediate directions to create a map of Florida's Spanish missions and forts.
- take a Vocabulary Quiz for Spanish Florida.

OUR OTHER FLORIDA HISTORY LESSONS

Florida's First People, Florida's Explorers, Control of Florida, Purchasing Florida, The Florida Territory, Florida's Statehood, The Civil War.

VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____





SPANISH FLORIDA



By the late 1500s, almost 100 years had passed since Spanish explorer Juan Ponce (PON•say) de León had entered Florida. The Spanish had tried for more than 50 years to build permanent settlements and take complete control of Florida. Hostile Native Americans, stormy weather, and diseases kept Spain from establishing any successful colonies in Florida.

In 1564, French Protestants built a settlement in St. Augustine, marking France's claim on Florida. Within a year, the French settlement was destroyed by Pedro Menéndez (meh•NEN•dez) and his Spanish soldiers.

Governor Menéndez began building Spanish forts up and down the Atlantic Coast. Spain's **empire** soon stretched west to the Gulf of Mexico and north into present-day Georgia and South Carolina. The huge colony of *La Florida* was ruled from the Spanish capital in St. Augustine.

Permanent settlements helped strengthen Spain's control over Florida. Still, the Spanish government knew that France and **England** were interested in claiming Florida for themselves. Although the first French settlement had failed and its leader Jean Ribaut (re•BOH) had been killed, it wouldn't be long before the French and English governments would send other explorers to try again.

SPAIN'S PLAN FOR FLORIDA

In 1566, Governor Menéndez signed a **treaty** with the Calusa (cuh•LOO•suh) people. He agreed to give gold to the Native Americans in exchange for food and supplies that his settlers and soldiers needed to survive. The treaty with the Calusa people was Spain's first step in taking complete control of Florida. Spain wanted to become **allies** with the Native Americans and build hundreds of permanent settlements.

Governor Menéndez planned to **convert** all of the Native Americans in Florida to the Catholic religion. The governor demanded that all ships coming from Spain carry Catholic priests. The priests were instructed to teach Florida's native peoples about the Catholic religion and prepare them for Spanish control.

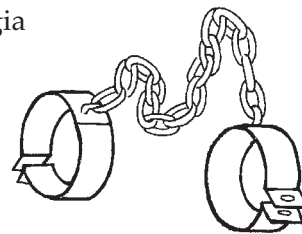
Spain's rulers wanted the Native Americans in Florida to give up their native customs and become allies with Spain. The Spanish government hoped that the Native Americans would help fight if Spain ever went to war against another country. Building **missions** and training an army of Native Americans would give Spain a firm hold on Florida.



SPANISH PRIEST

MISSION VILLAGES

In an effort to get Native Americans to come to the missions, the Spanish priests gave them gifts of glass beads, clothing, blankets, and food. The priests gained the trust of some of the Native Americans who agreed to move inside of the mission villages. Native Americans in northern Florida and along the Georgia coast were more friendly toward the Spanish priests. They were farmers who had settled in permanent villages and often traded with other Native American groups and Spanish visitors.

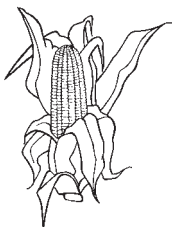


In southern Florida, Native Americans enjoyed a life of hunting and fishing. They were not interested in living in mission villages. Spanish soldiers kidnapped those who were not willing to come to the missions. The soldiers treated the Native Americans badly, often beating them. Once they were inside of the mission villages, the Native Americans were not allowed to leave without permission.

The Native Americans helped build the mission villages. The walls of the mission buildings were made of woven **palmetto** leaves, plank boards, or simply left open. The floors were clay and the roofs were covered with more palmetto leaves. Each village was surrounded by high walls protected by one or two gates. The largest building in each village was the church. Other structures included houses, a school, farm buildings, a fort, and buildings with rooms that were used as workshops, sleeping areas, and kitchens.

MISSION LIFE

Native American men were taught how to raise livestock and grow crops of corn, beans, squash, melons, and cotton. Other skills included leather **tanning**, brick making, **blacksmithing**, and **construction**. Women learned how to cook Spanish foods, sew, spin wool, and weave.



The goal at the mission villages was to teach the Native Americans about Spanish customs and develop them into hard working Spanish **citizens**. It was hoped that someday the Native Americans would be able to run the missions by themselves without any help from the priests or the Spanish government.

Religion classes were taught and the Native Americans went to church several times each day. The Native Americans learned to speak Spanish. They were not permitted to practice their native customs, speak their native languages, or celebrate their religious ceremonies. Native Americans who broke the rules or tried to escape from the missions were severely punished or even killed.

DEATH FOR THE NATIVE AMERICANS

During the 150 years that Native Americans lived at the Spanish missions, more than half of Florida's Native Americans died. Without knowing it, the Spanish priests and soldiers spread **small pox** and other **epidemic** diseases throughout the mission villages. Young children and newborn babies died in large numbers. Many of the Native Americans blamed the Spanish priests because they were not permitted to perform their religious healing ceremonies. Some Native American chiefs even asked for more Spanish priests to come to their villages. The chiefs hoped that the priests would protect their villages from diseases.

SLAVERY IN AMERICA

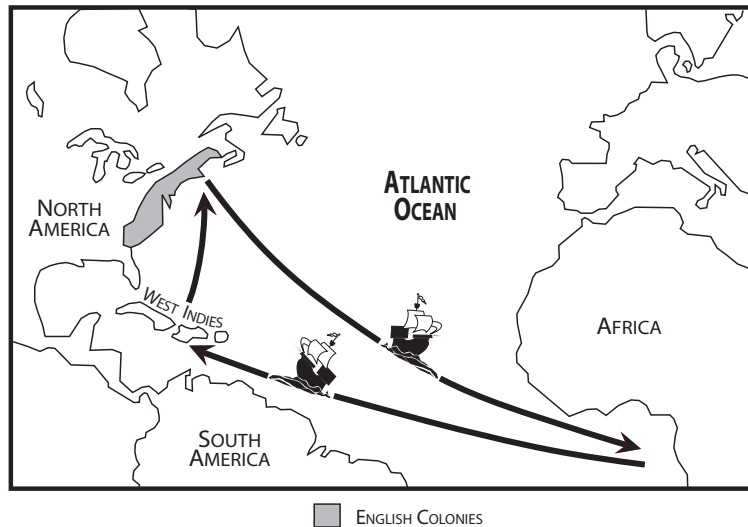
While Spain forced Native Americans to work at the missions, the English colonists living north of Florida used black African slaves to work on their tobacco and cotton **plantations**. Just as Native Americans were captured by Spanish soldiers, blacks were kidnapped by slave traders. Trading posts were set up along 3,000 miles of the West African coast. Africans were taken from their villages and loaded onto French, English, or Dutch slave ships. Africans were taken from their villages and loaded onto French, English, or Dutch slave ships.

The captains of the slave ships knew that most of the Africans would die during the three month journey across the Atlantic Ocean. They crowded as many slaves as they could beneath the decks of their ships.

Like Native Americans who died at the missions, many Africans did not make it to America. They died of small pox and **malnutrition**. The voyage

across the ocean **crippled** many. Some were so sick, they weren't able to work in the fields.

In America, slaves were sold to white plantation owners at auctions or slave markets. After being carefully examined for health, strength, and age, the highest bidder became the new master of each black slave. Families were often split. Men were sold separately from their wives. Children were separated from their parents. Friends who made the long voyage together were sold to separate masters and never saw one another again.



FREEDOM FROM SLAVERY

Beginning in the late 1600s, slaves began escaping from their plantations in the Carolina colony, just north of Florida. They ran to Spanish-controlled St. Augustine where they were offered freedom and protection if they became Catholics. As word spread throughout the English colonies, more slaves escaped to freedom in Florida. Many of these freed slaves helped build Castillo (cah•STEE•yoh) de San Marcos, St. Augustine's huge stone fort.

The English colonists demanded that Spain return their slaves. Spain refused, knowing there were more blacks in the English colonies than whites. Spain hoped that offering freedom to escaped slaves would cause a slave **revolt** and weaken England's control in America.

THE END OF FLORIDA'S MISSIONS

The English colonists made plans to take control of Florida and remove Spain from power. In 1702, English soldiers marched toward St. Augustine. Fearing for their safety, the Spanish colonists hid inside Castillo de San Marcos. The colonists watched helplessly as English soldiers burned their homes to the ground. English soldiers surrounded the fort and waited patiently for the Spanish colonists inside to starve to death. Instead, Spanish ships sailed into the harbor. To escape capture, the English soldiers burned their own ships and ran for safety.

For the next two years, the English successfully destroyed most of the Spanish missions in Florida.

Thousands of Native Americans were killed as they ran from the mission villages. Mission San Luis (loo•WEES), along the Gulf Coast of the Florida panhandle, was one of the most important missions left standing.

On July 31, 1704, Spanish soldiers and their Apalachee allies burned Mission San Luis before the English troops arrived. During the next two years, the rest of Florida's missions were destroyed. Most of the Native Americans were killed, sold into slavery, or forced to leave Florida.

FORT MOSE

In 1738, Governor Manuel Montiano set up Fort Mose. Fort Mose was a separate town for freed slaves.

More than 100 African Americans settled in Fort Mose, located just two miles north of St. Augustine in a salty **marsh**.

Escaped slave Francisco Menendez was put in charge of Fort Mose. His settlers planted crops and raised food for themselves and nearby white settlements in St. Augustine. They built shops and a Catholic church. The men at Fort Mose formed a **militia** (muh•LIH•shuh) and promised to defend Spain. Fort Mose was the first free African American settlement in America.



FORT MOSE SOLDIER



SPANISH FLORIDA



Directions: Read each question carefully. Darken the circle for the correct answer.

- 1 The Spanish government hoped to gain better control of Florida by –
- A encouraging France to build settlements
 - B giving gifts to Native Americans
 - C building missions and training an army of Native Americans
 - D teaching Catholic priests how to speak Spanish
- 2 What happened to Native Americans who did not want to come to the missions?
- F They were kidnapped by Spanish soldiers.
 - G They were sent to Spain.
 - H They were given money.
 - J They were allowed to go home.
- 3 After reading about mission life, you get the idea that –
- A the Native Americans were treated well by the Spanish soldiers
 - B there was nothing to do at the missions
 - C the Native Americans were permitted to practice their native customs and celebrate their religious ceremonies
 - D Native Americans were not given a choice about staying or leaving
- 4 Spain's rulers wanted the Native Americans to become allies. Another word for allies is –
- F enemies
 - G good workers
 - H teachers
 - J friends
- 5 After reading about slavery in America, you learn that –
- A only a few slaves were loaded onto each slave ship headed for America
 - B many Africans died of disease or were too sick to work in the fields after arriving in America
 - C families were always kept together at slave auctions
 - D the journey across the Atlantic Ocean usually took less than a week
- 6 In what year did most of Florida's missions come to an end?
- F 1998
 - G 1738
 - H 1690
 - J 1704
- 7 What is the most important fact about Fort Mose?
- A It was located in a salty marsh.
 - B The settlers planted crops.
 - C It was the first free African American settlement in America.
 - D Shops and a Catholic church were built at Fort Mose.

READING

Answers

- | | | | |
|---|-----------------|---|-----------------|
| 1 | (A) (B) (C) (D) | 5 | (A) (B) (C) (D) |
| 2 | (F) (G) (H) (J) | 6 | (F) (G) (H) (J) |
| 3 | (A) (B) (C) (D) | 7 | (A) (B) (C) (D) |
| 4 | (F) (G) (H) (J) | | |

LET'S TALK ABOUT IT



SPANISH MISSIONS

The arrival of Spanish priests and soldiers into Florida forever changed the lives of Florida's Native Americans. Read the questions below about the Spanish missions and write your answers on the lines provided. Use the back of this paper if you need more room. Be ready to discuss some of your answers.

- **Thousands of Native Americans lived in Florida before the arrival of Spanish priests and soldiers.**

If you had been a child of a Spanish priest or soldier, how would you have felt about leaving Spain to live in Florida?

Thinking like a Spanish soldier, list one reason why you had the right to enter Native American villages and kidnap their families.

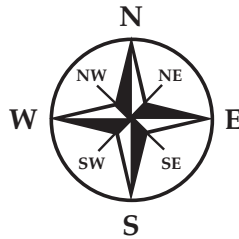
- **Native Americans were forced to live at Florida's missions while black slaves were offered freedom in Florida.**

Why do you think the Spanish government offered freedom to blacks while forcing Native Americans into a life of slavery?

MAPPING: FLORIDA'S MISSIONS AND FORTS

Geography is the study of the Earth. It includes the Earth's land, water, weather, animal life, and plant life. **Geographers** are people who study geography. You can think of yourself as a geographer because you will be learning about Florida's Spanish missions and forts.

Location is important to the study of geography. It is almost impossible to figure out your location or find your way around if you do not know the four main, or **cardinal directions**. North, south, east, and west are the **cardinal directions**. On a map these directions are labeled N, S, E, and W.



Compass Rose

Between the four main directions are the **intermediate directions**. Northeast, or NE, is the direction between north and east. Southeast, or SE, is the direction between south and east. Southwest, or SW, is the direction between south and west. Northwest, or NW, is the direction between north and west.

A **reference point** is also important for finding your location. A **reference point** is simply a starting point. It's difficult, for example, to travel east if you don't have a starting point.

EXAMPLE: Mission Santa Catalina was built to provide food and Native American workers for St. Augustine, the Spanish capital. The mission was moved three times from 1602 to 1702. Mission Santa Catalina was located east of Osceola (ah•see•OH•luh) National Forest.

This example gives you some very important information. It tells you that your **reference point**, or starting point, will be Osceola National Forest. Locate Osceola National Forest on your Florida Missions and Forts map. Put your finger on Osceola National Forest and slide it east. You should see a picture of Mission Santa Catalina already placed there for you.



Sometimes directions contain more than one **reference point**. Look at the example below:

EXAMPLE: San Antón de Carlos was a mission established among the Calusa people in 1566. The mission lasted three years, but fell apart after Spanish soldiers killed two Calusa chiefs and several Calusa leaders. San Antón de Carlos was located northwest of Everglades National Park and southwest of Walt Disney World.

This example contains two **reference points** and two sets of directions. They have been underlined for you. Look at your map of Florida's Missions and Forts. Put your finger on Everglades National Park and slide it northwest. Since there are many points of interest located northwest, a second **reference point** has been added to help you find your location.

The second **reference point** is Walt Disney World. Place your finger on Walt Disney World and slide it southwest. By using both of these **reference points**, you should be able to easily locate San Antón de Carlos.



DIRECTIONS: In this activity, you will use reference points, cardinal directions, and intermediate directions to plot important missions and forts on a Florida map. Many of these missions and forts preserve history. This helps historians learn more about the people who lived before us.

1. Use your scissors to carefully cut out the missions and forts on the bottom of the last page.
2. Label the cardinal and intermediate directions on the compass rose drawn for you on the blank Florida Missions and Forts map.
3. Use the written directions and your compass rose to correctly locate these missions and forts on your Florida map.
4. To get you started, the reference points and directions have been underlined for you in the first four descriptions. You will want to underline the reference points and directions in the rest of the activity.
5. Glue the points of interest in their proper places on your map. (Glue the pictures right over the dots.)
6. When you have finished, use your coloring pencils to add color to your Florida Missions and Forts map.



1. Mission Santa Fe de Toloca was established among the Timucua (tih•muh•COO•wuh) people between 1606 and 1616. In 1656, the Timucua people revolted. Spanish soldiers hanged the Native American chief at the mission. Small pox, yellow fever, and other epidemic diseases took the lives of many Native Americans at the mission. Mission Santa Fe de Toloca was located south of Osceola National Forest.
2. Mission San Miguel (mih•GEL) was built in 1607, among the Apalachee (ap•uh•LACH•ee) and Timucua cultures. In 1704, the mission and all of its buildings were burned to the ground by English colonists and their Creek allies. Mission San Miguel was located northeast of Bald Point State Park and southwest of Osceola National Forest.
3. Mission at Tequesta (tuh•KES•tuh) was established in 1567. Poor treatment by Spanish soldiers made the Native Americans angry. When a Tequesta chief was killed, the Native Americans revolted. Afraid for their lives, the Spanish priests left the mission just a year after it was built. Mission at Tequesta was located northeast of Everglades National Park.
4. **Presidio** (preh•SEE•thee•oh) Santa Maria de Galve was a Spanish **military** settlement built in 1698. The wooden fort, a church, and a small village gave Spain control of the area until 1719, when French soldiers defeated the Spanish in battle. Presidio Santa Maria de Galve was located northwest of Bald Point State Park.
5. Mission Santa Lucia was established among the Acuera (uh•KWAIR•uh) people in the 1600s. The Spanish priests taught the Acuera how to be full time farmers. Unfortunately, the priests brought new diseases, causing an epidemic that almost completely destroyed the Acuera culture. Mission Santa Lucia was located northwest of Walt Disney World and southeast of Mission Santa Fe de Toloca.



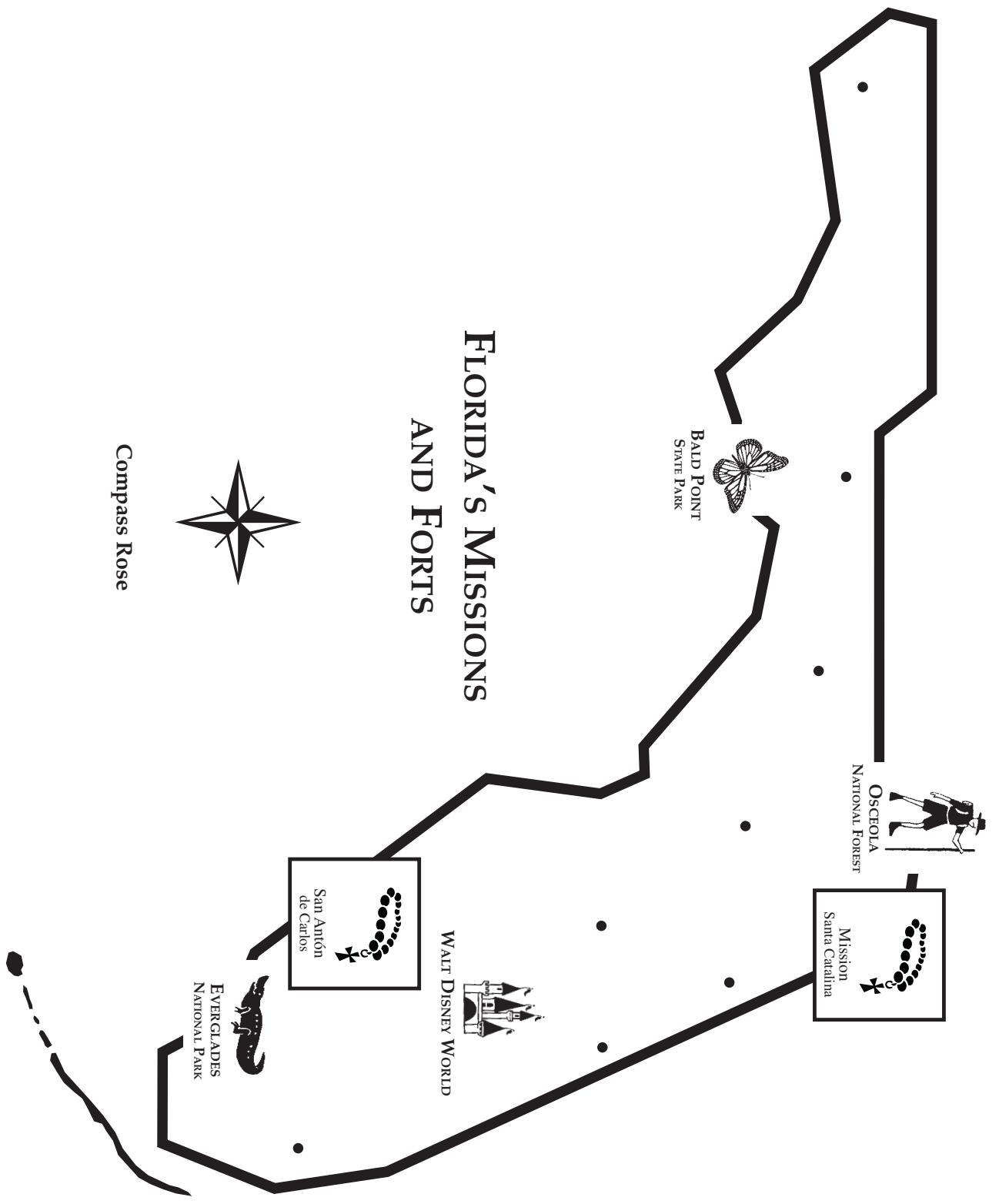


6. Castillo de San Marcos was a huge stone fort built between 1672 and 1695, to protect the Spanish capital of St. Augustine. During the next 200 years, the fort was taken from the Spanish, attacked by cannons, renamed, used as a prison, but never destroyed. Castillo de San Marcos was located east of Mission Santa Lucia.
7. Mission San Luis was established among the Apalachee people in 1633. The mission was the **headquarters** for a chain of missions that stretched east to St. Augustine. Mission San Luis included a church, a Spanish fort, and a large Native American structure that held 2,000 to 3,000 people. Mission San Luis was located north of Bald Point State Park.
8. Mission Nombre de Dios was established among the Timucua people in 1565. It was here that Father Lopez celebrated the first Catholic mass in the New World. Mission Nombre de Dios was located northeast of Mission Santa Lucia.



 Mission Santa Fe de Toloca	 Mission San Miguel	 Mission at Tequesta	 Presidio Santa Maria de Galve
 Mission Santa Lucia	 Castillo de San Marcos	 Mission San Luis	 Mission Nombre de Dios

Name _____

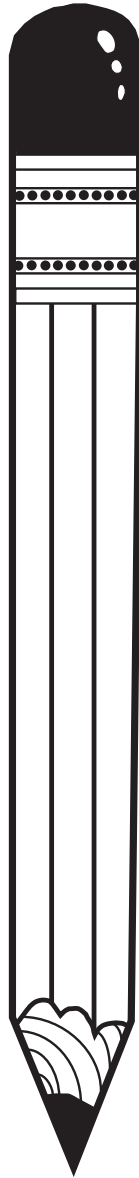


FLORIDA'S MISSIONS AND FORTS

VOCABULARY QUIZ SPANISH FLORIDA

DIRECTIONS: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ revolt
2. _____ allies
3. _____ treaty
4. _____ malnutrition
5. _____ England
6. _____ construction
7. _____ palmetto
8. _____ crippled
9. _____ blacksmithing
10. _____ tanning
11. _____ empire
12. _____ military



- A. groups of people who come together to help one another in times of trouble.
- B. heating and hammering iron into different shapes.
- C. the process of soaking animal hides in a solution to turn them into leather.
- D. people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.
- E. work that involves putting something together.
- F. to change from one religion to another.
- G. injured and unable to use arms or legs.
- H. a group of territories or peoples under one ruler.
- I. a region located on the southern part of the island of Great Britain.
- J. a disease that spreads quickly and affects many people at the same time.
- K. a formal agreement.

13. _____ small pox

14. _____ epidemic

15. _____ militia

16. _____ missions

17. _____ citizens

18. _____ headquarters

19. _____ plantations

20. _____ presidio

21. _____ convert

22. _____ marsh



L. main centers of operation.

M. poor health that results from not eating enough foods with proper vitamins and minerals.

N. area of soft, wet, land where grassy plants grow.

O. people who are part of the armed forces who may be called upon to participate in war.

P. a small group of soldiers having some military training who is called upon only in emergencies.

Q. types of churches.

R. a palm tree with leaves shaped like fans.

S. very large farms in the South where crops of cotton and tobacco were grown and slave labor was generally used.

T. a Spanish military fort built for protection.

U. a fight against authority.

V. a dangerous disease which causes fever and bumps all over the skin.

GLOSSARY



al•lies groups of people who come together to help one another in times of trouble.

black•smith•ing heating and hammering iron into different shapes.

cit•i•zens people in a city, town, state, or country who enjoy the freedom to vote and participate in government decisions.

con•struc•tion work that involves putting something together.

con•vert to change from one religion to another.

crip•pled injured and unable to use arms or legs.

em•pire a group of territories or peoples under one ruler.

En•gland a region located on the southern part of the island of Great Britain.

ep•i•dem•ic a disease that spreads quickly and affects many people at the same time.

head•quar•ters main centers of operation.

mal•nu•tri•tion poor health that results from not eating enough foods with proper vitamins and minerals.

marsh area of soft, wet, land where grassy plants grow.

mil•i•tar•y people who are part of the armed forces who may be called upon to participate in war.

mi•li•tia a small group of soldiers having some military training who is called upon only in emergencies.

mis•sions types of churches.

pal•met•to a palm tree with leaves shaped like fans.

plan•ta•tions very large farms in the South where crops of cotton and tobacco were grown and slave labor was generally used.

pre•si•di•o a Spanish military fort built for protection.

re•volt a fight against authority.

small•pox a dangerous disease which causes fever and bumps all over the skin.

tan•ning the process of soaking animal hides in a solution to turn them into leather.

trea•ty a formal agreement.

ANSWERS



ANSWERS TO COMPREHENSION QUESTIONS

1. C
2. F
3. D
4. J
5. B
6. J
7. C

ANSWERS TO VOCABULARY QUIZ

- | | |
|-------|-------|
| 1. U | 12. O |
| 2. A | 13. V |
| 3. K | 14. J |
| 4. M | 15. P |
| 5. I | 16. Q |
| 6. E | 17. D |
| 7. R | 18. L |
| 8. G | 19. S |
| 9. B | 20. T |
| 10. C | 21. F |
| 11. H | 22. N |

ANSWERS TO SPANISH MISSION MAPPING

