

UNIT

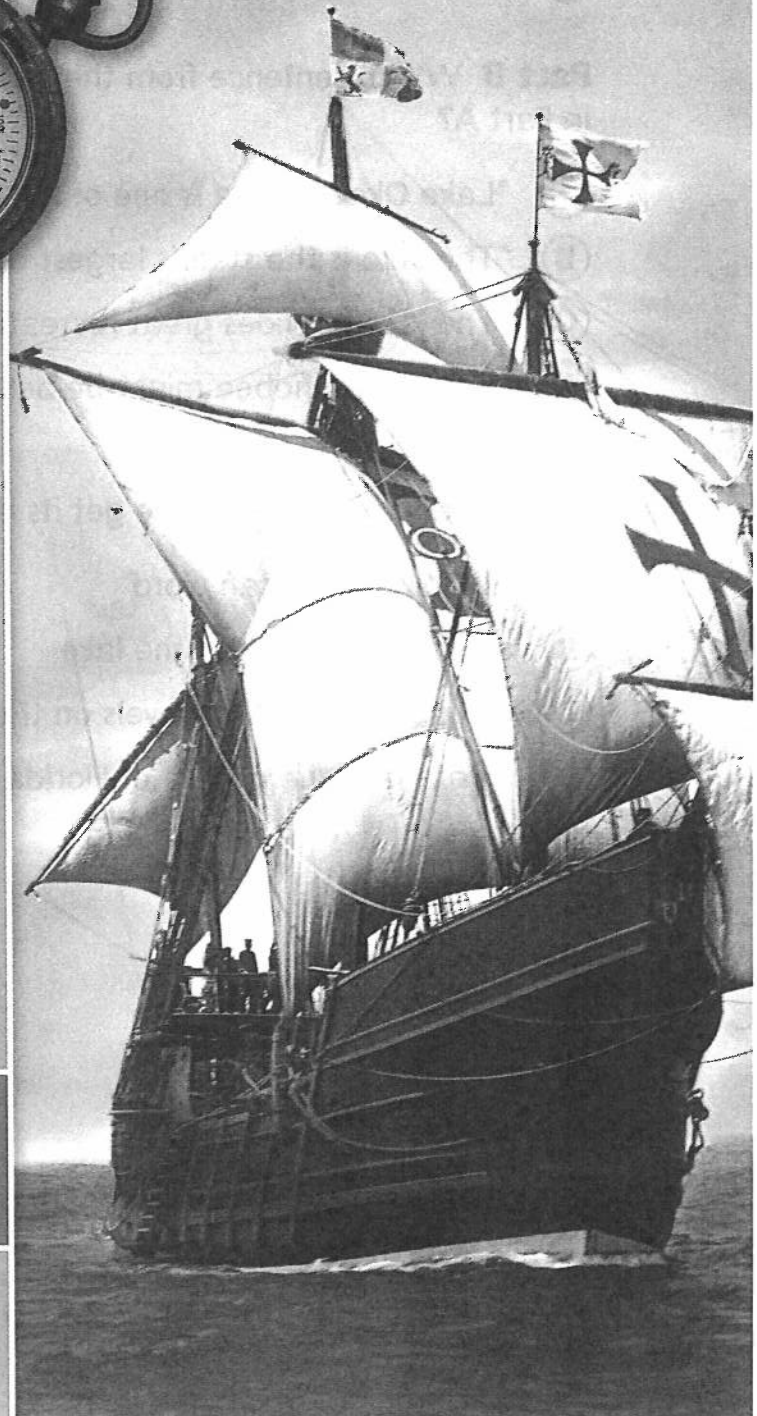
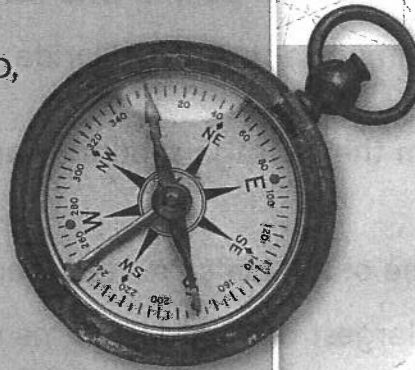
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Exploration and Colonization of Florida

BIG IDEA

People's actions affect others.

Hundreds of years ago, Europeans began arriving on the shores of Florida. Why did they come here? What did they find? In this unit, you will read about why Europeans came to Florida. You will also read about the Native Americans who already lived there and what happened when these different cultures met. As you read, think about how the actions of the different groups of people from Europe affected Native Americans—and each other.



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There's More Online!

- Skill Builders
- Vocabulary Flashcards

Show As You Go! After you read each lesson in this unit, use these pages to record important information that you learned about each topic. You will use your notes to help you complete a project at the end of the unit.

Fold page here.

Challenges of Exploration

Motivations for and Causes of Exploration

Important Communities

Effects of Exploration

Reading Skill



NGSS Standards

LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Understand Cause and Effect

When you drop a book, what happens? It falls to the floor, right? This is an example of a cause and an effect. Dropping the book is the cause. A cause is an action or event that makes something else happen. The book falling to the floor is an effect. An effect is what happens because of a cause. Figuring out causes and effects will help you understand what you read.

Clue Word

Cause
This section tells why the effect happened.

LEARN IT

To find causes and effects:

- Ask yourself, “What happened?” This will be the effect.
- Ask yourself, “Why did that happen?” This will be the cause.
- Look for the clue words *because*, *so*, and *as a result*. These words often point to causes and effects.

Effect
This sentence tells what happened.

In the 1400s, Europe and Asia were important trading partners. Many people became very rich from this trade. This is because Asia had goods that Europeans were willing to pay a lot of money for.

The trading route that connected Europe and Asia was dangerous and long. The whole journey could take years to complete. Europeans started to look for another way—a water route—to Asia.

▼ Travelers along the Silk Road



TRY IT

The graphic organizer below can help you keep track of causes and effects. Fill it in with causes and effects from the paragraphs on page 42.

Cause	Effect

APPLY IT

- Review the steps for understanding cause and effect in Learn It.
- Read the passage below. Circle one cause. Underline its effect.
- Find another cause and circle it. Then underline its effect.

Juan Ponce de León was the first European to explore Florida. According to legend, one reason he explored Florida was that he heard stories about a magical fountain there. Drinking water from this fountain was supposed to make a person young again. In 1513 Ponce de León landed near what is today called Cape Canaveral. He and his men explored many places in Florida. They never found the so-called "Fountain of Youth."

Ponce de León (right) searching for the Fountain of Youth ▼





NGSS Standards

LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

The list below shows some important words you will learn in this unit. Their definitions can be found on the next page. Read the words.

colony (KAH • luh • nee) (p. 51)

natural resource (NA • chuh • ruhl
REE • sawrs) (p. 51)

expedition (ehk • spuh • DIH • shuhn)
(p. 53)

moat (MOHT) (p. 58)

militia (muh • LIH • shuh) (p. 60)

mission (MIH • shuhn) (p. 62)

treaty (TREE • tee) (p. 70)

agriculture (A • grih • kuhl • chuhr) (p. 73)

The **Foldable** on the next page will help you learn these important words. Follow the steps below to make your Foldable.

Step 1



Fold along the solid red line.

Step 2



Cut along the dotted lines.

Step 3

Read the words and their definitions.

Step 4



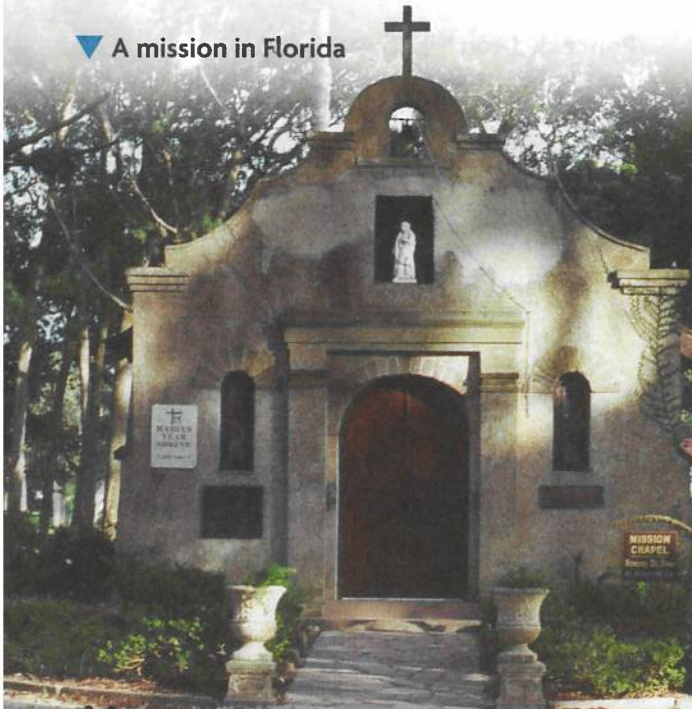
Complete the activities on each tab.

Step 5

Look at the back of your Foldable. Choose **ONE** of these activities for each word to help you remember its meaning:

- Draw a picture of the word.
- Write a description of the word.
- Write how the word is related to something you know.

▼ A mission in Florida



▲ An early colony in Florida



Write the plural of the word *colony*.

A **colony** is a place that is ruled by another country.

Write a sentence using the words *natural resource*.

A **natural resource** is a material that comes from Earth.

Write a synonym for the word *expedition*.

An **expedition** is a journey for a special purpose.

What do you think the purpose of a moat was?

A **moat** is a ditch filled with water that surrounds a fort.

Circle the words that belong with the word *militia*.

A **militia** is a military unit.

soldiers	fight	army
defend	cow	crop

A **mission** was a settlement where religion was taught.

Find two key words in the definition of *mission*. Write the words on the lines.

A **treaty** is an agreement among countries.

Write an antonym for the word *treaty*.

Agriculture is the farming of crops and the raising of animals.

Cross out the word that does NOT belong with agriculture.

food	factory	cattle
soil	barn	farmer

colony

colony

natural resource

natural resource

CUT HERE →

expedition

expedition

moat

moat

militia

militia

mission

mission

treaty

treaty

agriculture

agriculture



NGSS Standards

SS.4.A.1.1 Analyze primary and secondary sources to identify significant individuals and events throughout Florida history.

Artifacts

Artifacts are an important type of primary source. Artifacts are objects made or used by people who lived in the past. Pottery, tools, and artwork are all types of artifacts. Artifacts give us clues about how people lived a long time ago.

In this unit, you'll learn about the European explorers who came to Florida. Artifacts from their journeys give us information about how they lived. To analyze an artifact, first describe what it looks like. What size, shape, and color is it? What is it made of? Then think about how the artifact might have been used. The answers to these questions will help you figure out how people who used the artifact might have lived.



DBQ Document-Based Questions

Study the artifacts above. Then complete the following activities.

- Describe the artifacts.

- What do you think they were used for?



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1 Spanish Explorers in Florida

? Essential Question

**Why do people explore?
What do you think?**

Words To Know

Write a number on each line to show how much you know about the meaning of each word.

- 1 = I have no idea!
2 = I know a little.
3 = I know a lot.

- ___ conquistador
___ *motivation
___ colony
___ *rule
___ natural resource
___ expedition
___ slavery

NGSS Standards
SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

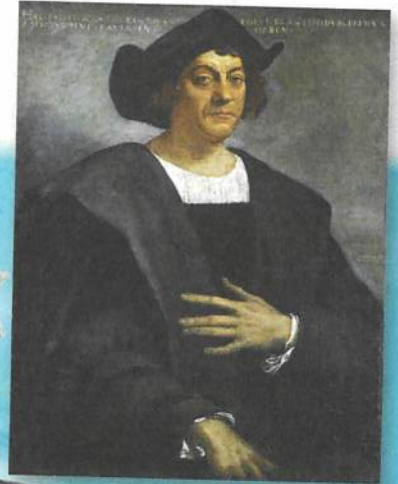
In fourteen hundred ninety-two, Columbus sailed the ocean blue.

Do you know the end of this rhyme? Fill it in.

In fourteen hundred ninety-two, Columbus _____

Check your answer at the bottom of the page.

It's true! In 1492, a man named Christopher Columbus sailed west from Europe. He hoped to find a new way to reach the continent of Asia. Instead, he landed on an island in the Bahamas, which is part of North America. His journey opened the door for other explorers to travel to North America. Some of them arrived in our state—Florida!



Explorer Routes



Map and Globe Skills

First Explorers

Who were these first explorers to come to Florida? They were called **conquistadors**. Conquistadors were explorers from the European country of Spain. They started arriving in North America in the 1500s. Juan Ponce de León was the first conquistador to arrive in Florida. He came in 1513. You can see his route on the map above. The map also shows the journeys taken by other conquistadors in Florida. Look back at this map as you read more about the journeys of the conquistadors in this lesson.

Reading Skill

Meaning of Words Knowing what words mean helps you understand what you read. Underline the word *explorers* in the paragraph above. Tell a partner what this word means.

1. Label the cardinal directions on the compass rose.
2. Label the Atlantic Ocean and the Gulf of Mexico.
3. Who explored the east coast of Florida? In what year?

4. Who explored the coastline of Florida's panhandle? In what year?

DID YOU KNOW?

Conquistadors also explored Mexico and lands in the Caribbean.

**NGSS Standards**

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

Motivations for and Causes of Exploration

So why did these conquistadors come to Florida in the first place? What were their **motivations**? After all, the journey across the Atlantic Ocean wasn't easy. Bad weather could damage ships and easily steer the journey off course. Food and supplies were often limited. Ships weren't very big, and people had to live on them for months. What was so appealing about Florida that conquistadors were willing to risk their lives?

Gold

The chance to increase their wealth was a major motivation of the conquistadors who came to Florida. They wanted to find gold, silver, and other valuable materials that would make them wealthy. Many conquistadors had heard stories about the riches that North America had. They wanted those riches for themselves.

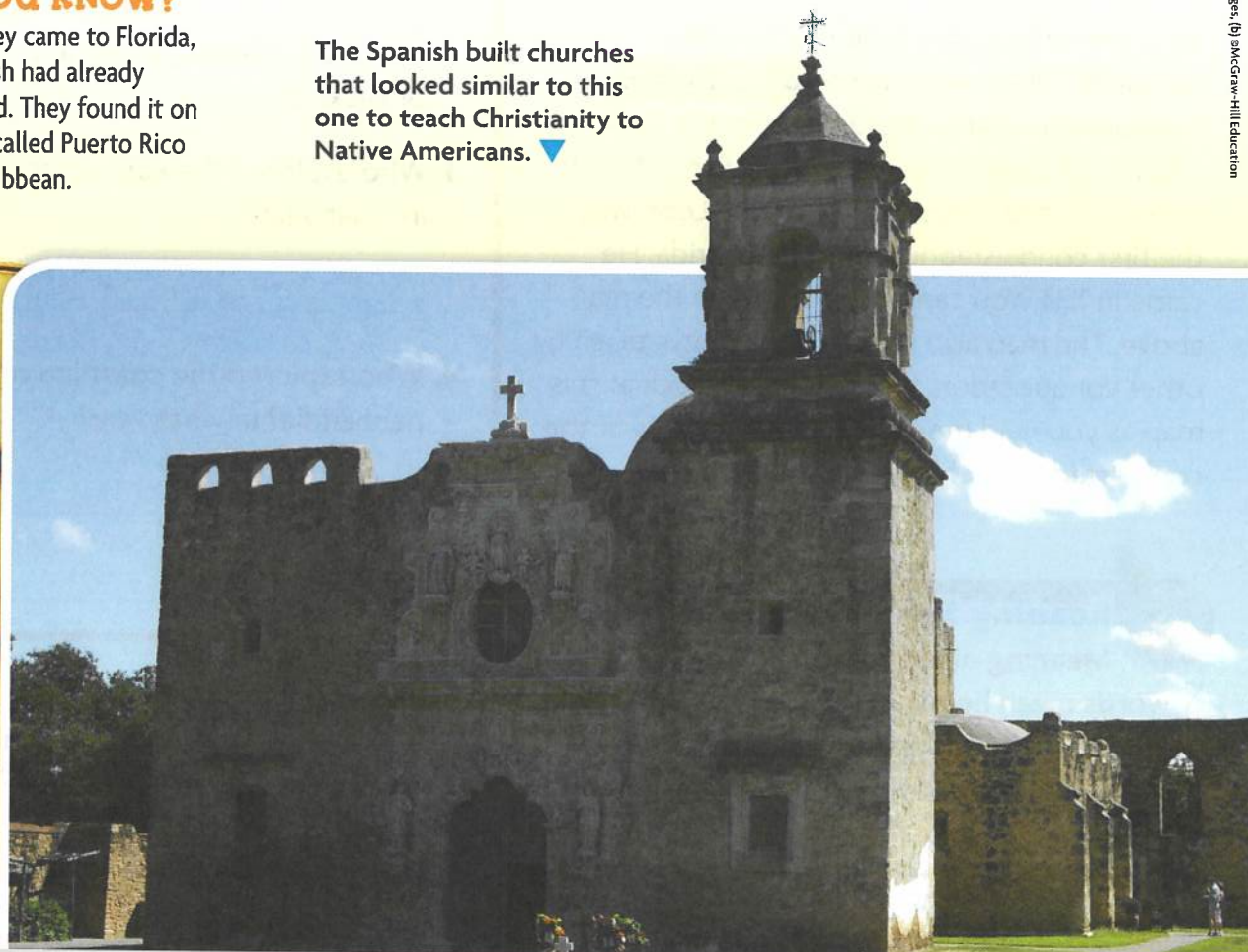
Religion

Religion also motivated conquistadors to come to Florida. At this time, most people in Spain were Christians. The rulers of Spain wanted the conquistadors to spread Christianity to the Native Americans of Florida. The Spanish believed that teaching their religion to other people was part of their duty as Christians.

DID YOU KNOW?

Before they came to Florida, the Spanish had already found gold. They found it on an island called Puerto Rico in the Caribbean.

The Spanish built churches that looked similar to this one to teach Christianity to Native Americans. ▼



Colonies


Conquistadors also wanted to set up **colonies** in Florida. A colony is a place that is **ruled** by another country. Spain started colonies because of the benefits these colonies brought. For instance, having colonies meant that Spain controlled more land. The more land Spain controlled, the more power it had.

Colonies were also a source of wealth for Spain. Much of this wealth came from trade and **natural resources**. Natural resources are materials that come from Earth. Florida had many valuable natural resources, including wood, animals, and many kinds of plants and crops. Spain traded these resources and the products made from them with other countries. This trade earned Spain money. Having more wealth also increased the amount of power Spain had.




▲ Many natural resources from Florida were shipped back to Spain.

Keep in mind that before the 1500s, the Native Americans that you learned about in the last unit had Florida to themselves. The arrival of the conquistadors had major effects on them. Some effects were good—others were not. Native Americans learned about the foods, animals, and culture of the Europeans. Native Americans also gained new trading partners in the Europeans. However, Europeans also brought diseases that killed thousands of Native Americans. Fights with Europeans killed many Native Americans too. You'll learn more about these effects later in this unit.

 **Underline the effects of the arrival of Europeans on Native Americans.**

1. List two examples of natural resources.

2. Why did conquistadors explore Florida?

 **NGSS Standards**
SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.



NGSS Standards
SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

Florida Explorers

Exploring a new place isn't easy, as the conquistadors quickly learned. They faced a lot of challenges on their journeys, including trouble getting along with the Native Americans. These first journeys were mostly failures. The conquistadors didn't find riches, and the colonies they tried to set up didn't last. Few, if any, Native Americans learned about Christianity. Below, read about some of these conquistadors who came to Florida.



As you read about each conquistador, circle the places that he explored.

1513

Juan Ponce de León



FUN FACTS

A woman named Juana Ruiz was part of Ponce de León's first voyage. She might have been the first European woman in North America!



Motivations: Many people think that I came to Florida in 1513 to find the Fountain of Youth. This magical fountain was supposed to make a person become young again. But I really came because I wanted to explore new areas and find gold. I also enslaved Native Americans. On my second trip to Florida, I tried to start a colony and spread Christianity to the Native Americans.

What I Did: I explored both coasts of Florida and the Florida Keys. Along the way, I came into contact with many Native Americans. Often our meetings were not very friendly. In fact, I was injured by the Calusa Native Americans, and I died soon after.

Proudest Moment: I'm famous for claiming Florida for Spain. The area where I landed was covered with plants in bloom, so I gave it the name *Florida*. This means "the land of flowers."

Juan Garrido

Motivations: I was a conquistador, so I wanted to explore new areas and earn riches. Sadly, I died poor.

What I Did: I was born in Africa and spent time in Europe. After I came to North America, I explored Florida with Juan Ponce de León. Later on in my life, I explored Mexico.

Achievements: I was probably the first free African person to set foot in North America. I'm also remembered as perhaps the first person to grow wheat in the Americas.

Pánfilo de Narváez



Motivations: When I arrived in Florida in 1528, I wanted to start a colony and find gold. I was disappointed when the colony didn't work out. I also didn't find any gold. But I did explore the western coast and panhandle of Florida.

What I Did: I had some big problems during my **expedition**. (In case you didn't know, an expedition is a journey for a special purpose.) I split my group into two—a land force and a water force. Each was supposed to explore and then reconnect. But things didn't work out that way. I was leading the land force, and we got stranded. We tried to sail to Mexico, but a storm hit us. Many were killed, including me.

Álvar Núñez Cabeza de Vaca

Motivations: I was part of Pánfilo de Narváez's expedition to Florida. I wanted to help him find gold and start a colony.

What I Did: I was lucky because I survived the storm that took so many lives. Some other people also made it through the storm, and this group kept trying to get to Mexico. Only four of us finally made it there, though. Along the way, we explored much of the southwest part of North America and learned about the Native Americans who lived there. My report of our journey was later published in Spain.

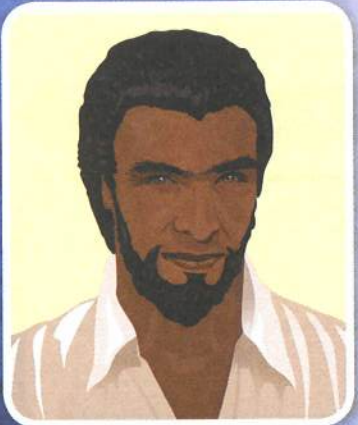
Quote: "The country is mostly flat, the soil sandy and firm. Throughout it there are many large trees and open woodlands . . . There are many large and small lakes . . ."



FUN FACTS

Cabeza de Vaca means "head of a cow"!

NGSS Standards
SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.



Estéban Dorantes

What I Did: I was born in Africa and lived in Spain for awhile. I was sold into **slavery**. Slavery is the practice of treating people as property and forcing them to work. So I came to Florida as an enslaved person in de Narváez's expedition. I was one of the four men from that expedition who eventually made it to Mexico. Toward the end of my life, I explored Mexico and parts of southwest North America.

Other Names: Estebanico, Estevanico, Estéban de Dorantes

Write one similarity among these explorers.



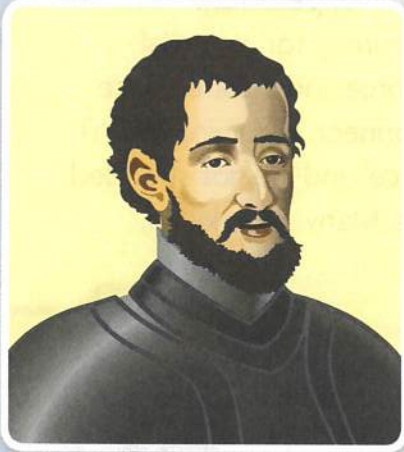
NGSS Standards

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

1539

Hernando de Soto



Motivations: I had one major reason for exploring Florida—to find gold. I had already found some in Mexico and thought that Florida would have it too. I also was supposed to start a colony and teach Christianity to Native Americans. But I didn't end up meeting any of my goals.

What I Did: My group explored much of the southwestern part of North America. We're famous for being the first Europeans to cross the Mississippi River. We failed at getting along with Native Americans, though, and our groups fought many times.

Interesting Fact: During my travels, I found a man who survived Pánfilo de Narváez's expedition, Juan Ortiz. Ortiz joined my group and helped us communicate with Native Americans.

Chart and Graph Skills

Use a Time Line

Remember that a time line shows the order in which events occurred. In each box, write the name of the explorer or explorers who came to Florida that year. Include at least two details about the explorers and their expeditions too.

Timeline header with years: 1510, 1520, 1530, 1540

<p>1513</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>1528</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>1539</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Who Am I?



Read the descriptions. Write the names of the explorers that are described on the lines.

1. I didn't have a choice whether to come to Florida or not. I was an enslaved man.

2. I was the first Spanish conquistador in Florida. I tried to start a colony.

3. I was searching for gold. I didn't find any, but I did cross the Mississippi River.

4. My journal of my travels tells how I made it to Mexico.

5. I was an African conquistador who wanted to find gold.

6. My attempt at starting a colony and finding gold failed when I split up my force.

Lesson

1



Essential Question Why do people explore?

Go back to *Show As You Go!* on pages 40–41.



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2

Important Communities



Essential Question

Why do people live where they live?

What do you think?

Words To Know

What do you think these words mean? Write your predictions on the lines.

***permanent**

moat

***opinion**

militia



NGSS Standards

SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

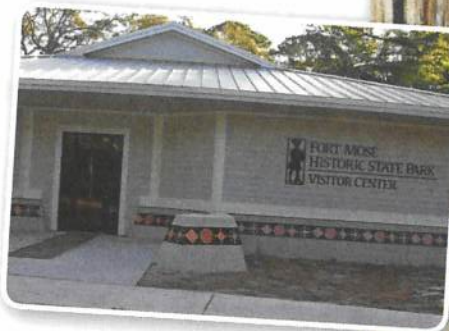
Think about the community that you live in. How old do you think it is? Florida has some of the oldest communities in our country. In fact, one community in Florida is the oldest European one in the entire United States. You'll learn about how it started in this lesson.

Look at the three images of early communities in Florida below.

▼ Fort Caroline



▲ Fort Mose



▲ St. Augustine



(a)Albert Moiday/National Geographic/Getty Images, (b)Florida Department of Environmental Protection, (c)Courtesy of Augustine.com

1. Which of these three places do you think was the first permanent, or lasting, community?

2. As you read this lesson, check to see if your answer was correct. If not, write the correct answer here:



▲ The French arriving in Florida

The French in Florida

Until 1561, only one European country—Spain—had explored and tried to colonize Florida. As you have read, these first Spanish attempts at setting up communities didn't work. Soon, Spain faced another kind of challenge. France, another European country, landed in Florida and started to claim the area for itself.

The French came to Florida for many of the same reasons as the Spanish. They both were interested in any riches that Florida might have. The French also wanted to create colonies and control land. Religious reasons brought some French to Florida too. Unlike the Spanish, the French were not interested in teaching their religion to Native Americans. Instead, they came to Florida so that they could practice their own religion freely.

DID YOU KNOW?

The French who came to Florida for religious freedom were called Huguenots.



NGSS Standards

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Underline the reasons the French came to Florida.

DID YOU KNOW?

Fort Caroline is now a national memorial site that you can visit.



NGSS Standards
SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

First Colonies

As you will read below, from 1562 to 1565 Spain and France both tried to control Florida. France did create a settlement in Florida. However, it only lasted for a little over a year. Once the French settlement ended, Spain regained control of Florida. It would keep this control for the next 198 years.



Look at the blank squares next to each date.

- Put an X in the square if the events relate to France.
- Put a check in the square if the events relate to Spain.
- Put a star in the square if the events relate to both France and Spain.

1562



Jean Ribault landed in northern Florida. He claimed the area for France. His expedition continued north to the area that would become South Carolina. He created a settlement called Charlesfort there. It did not last, though. The settlement ran out of supplies, and the French sailed back home.

1564



René Goulaine de Laudonnière started the first French settlement in Florida. He named this settlement Fort Caroline. It was located on the St. Johns River. A **moat**, or a ditch filled with water that surrounds a fort, helped protect the settlement. The Timucua Native Americans helped the French.

1565



Life at Fort Caroline was hard. Supplies were low and people were hungry. Conflicts had developed between the French and the Timucua too. Many people wanted to give up and return to France. In August, help arrived. Jean Ribault returned to Florida from France with supplies and more people for the community.

◀ This monument recognizes Ribault's landing near Jacksonville, Florida.



▲ Fort Caroline



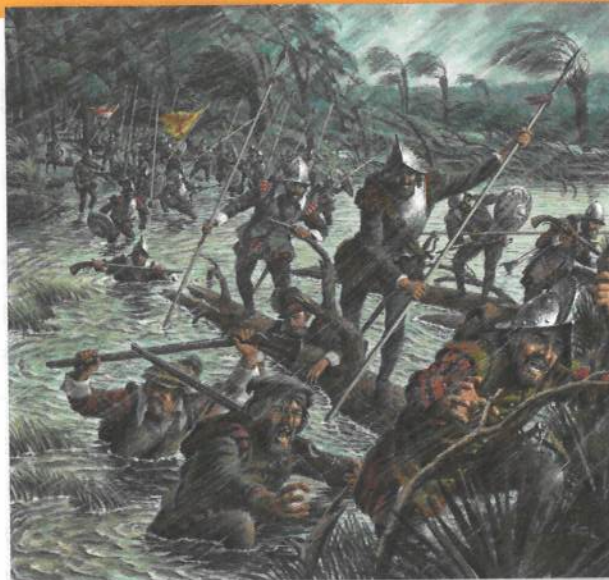
Put a **box** around the names of the French explorers who came to Florida.



1565

The Spanish king was upset that the French were in Florida. In his **opinion**, Florida belonged to Spain. So he sent Pedro Menéndez de Avilés to Florida. Menéndez's job was to get rid of the French and their community.

On August 28, Menéndez landed on the east coast of Florida. He created a community there called St. Augustine. It was the first permanent European community in what would become the United States. The stone fort that was built later in St. Augustine helped the community survive during its long history.



▲ The Spanish attacking Fort Caroline

1565

Ribault and the rest of the French saw Menéndez and the Spanish arrive in Florida. They knew that it was a matter of time before the Spanish attacked them. So the French decided to attack first. Ribault and his crew sailed toward St. Augustine, but disaster struck along the way—a hurricane destroyed their ships and left them stranded south of St. Augustine.

Pedro Menéndez de Avilés ▼



1565

Realizing that the French had left Fort Caroline weakly defended, Menéndez decided to attack it. He and his men killed most of the French there. Menéndez renamed the fort San Mateo and left a few soldiers there to guard it.

Menéndez returned to St. Augustine. Soon, he found the stranded Frenchmen and had them killed too.

NGSS Standards
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.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Reading Skill

Understand Cause and Effect

Write two causes and their effects from the information on these pages.

Cause	Effect

DID YOU KNOW?

1. Fort Mose had its own **militia**. A militia is a military unit. It helped defend St. Augustine.
2. Francisco Menéndez, an African who had escaped enslavement, led the militia and was a leader of the community.

THINK • PAIR • SHARE

Find the word *loyalty* on this page. Tell a partner what you think this word means.

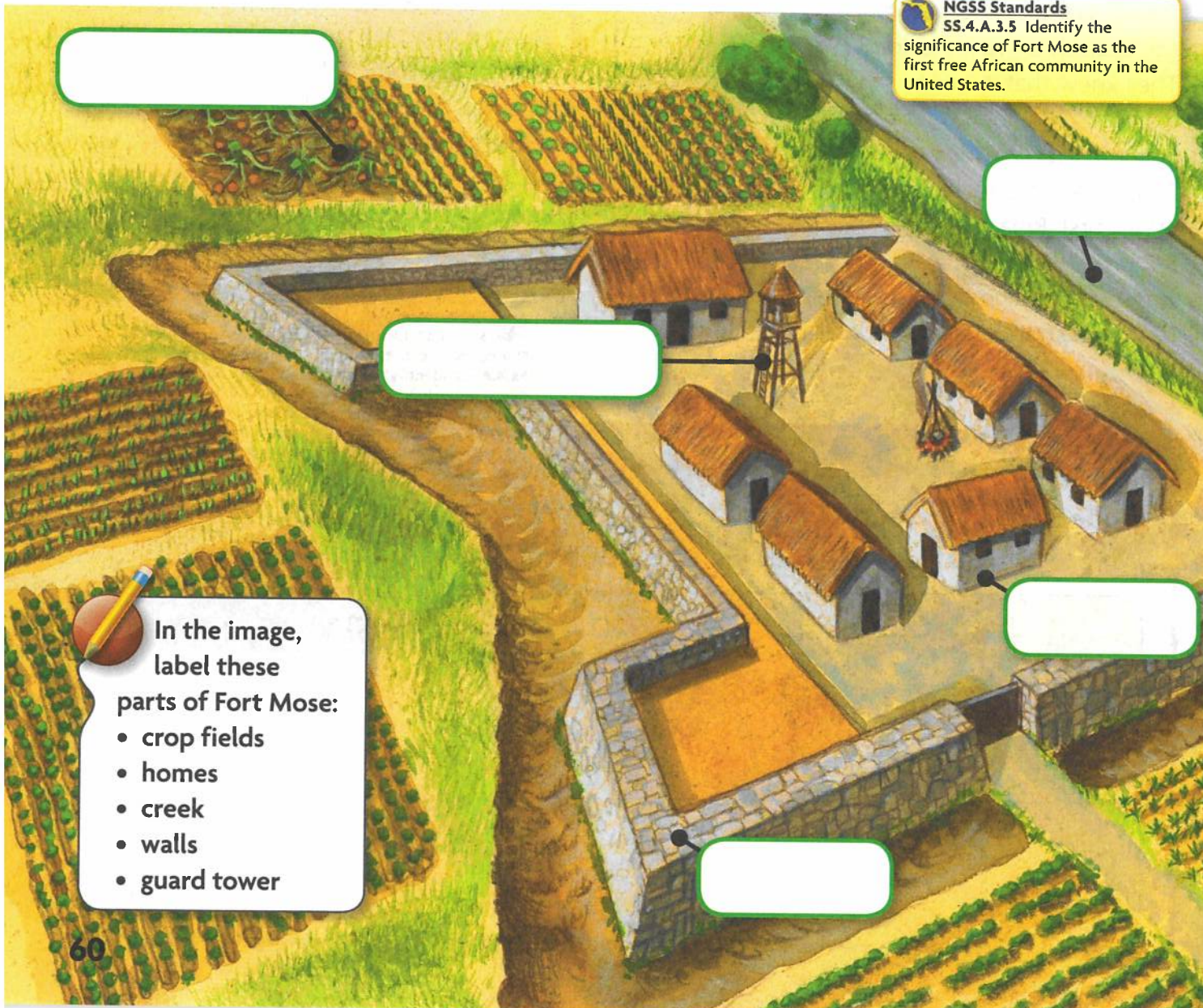
A Free African Community

About 175 years after St. Augustine was founded, another important community started in Florida. This community—Fort Mose—was the first settlement for free Africans in what would become the United States.

Africans had been in North America since the expedition of Juan Ponce de León. Many of these Africans were enslaved, and some of them decided to escape. In the late 1600s and early 1700s, the Spanish in Florida welcomed these runaways. The Spanish gave these Africans their freedom if they gave their loyalty to Spain and became Christians.

In 1738 the Spanish governor of Florida created Fort Mose for these Africans. The fort was located along a creek about two miles north of St. Augustine. The fort provided protection for St. Augustine because it could warn St. Augustine if an attack was coming.

NGSS Standards
SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.



In the image, label these parts of Fort Mose:

- crop fields
- homes
- creek
- walls
- guard tower

Match It Up!



▲ St. Augustine

Draw lines to match these communities with their descriptions. Each number will match to more than one answer. One has been done for you.

1. Fort Caroline

2. St. Augustine

3. Fort Mose

- French community in Florida started by Rene Laudonnière that lasted for only a short time
- first free African community in the United States
- Spanish community started by Pedro Menéndez
- community that included people who came to Florida for religious freedom
- community that received help from the Timucua
- community started in 1738 that had its own militia
- first permanent European community in the United States
- community located north of St. Augustine that took in formerly enslaved Africans

Lesson 2

Essential Question Why do people live where they live?

Go back to *Show As You Go!* on pages 40–41.



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Essential Question

What happens when cultures meet?

What do you think?

Words To Know

Look at the words below. Tell a partner what you already know about these words.

mission

convert

***abandon**



NGSS Standards

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

Do you like being the first one to do something? As you've read, our state of Florida has many of our country's firsts. Complete these firsts by filling in the lines below.

#1

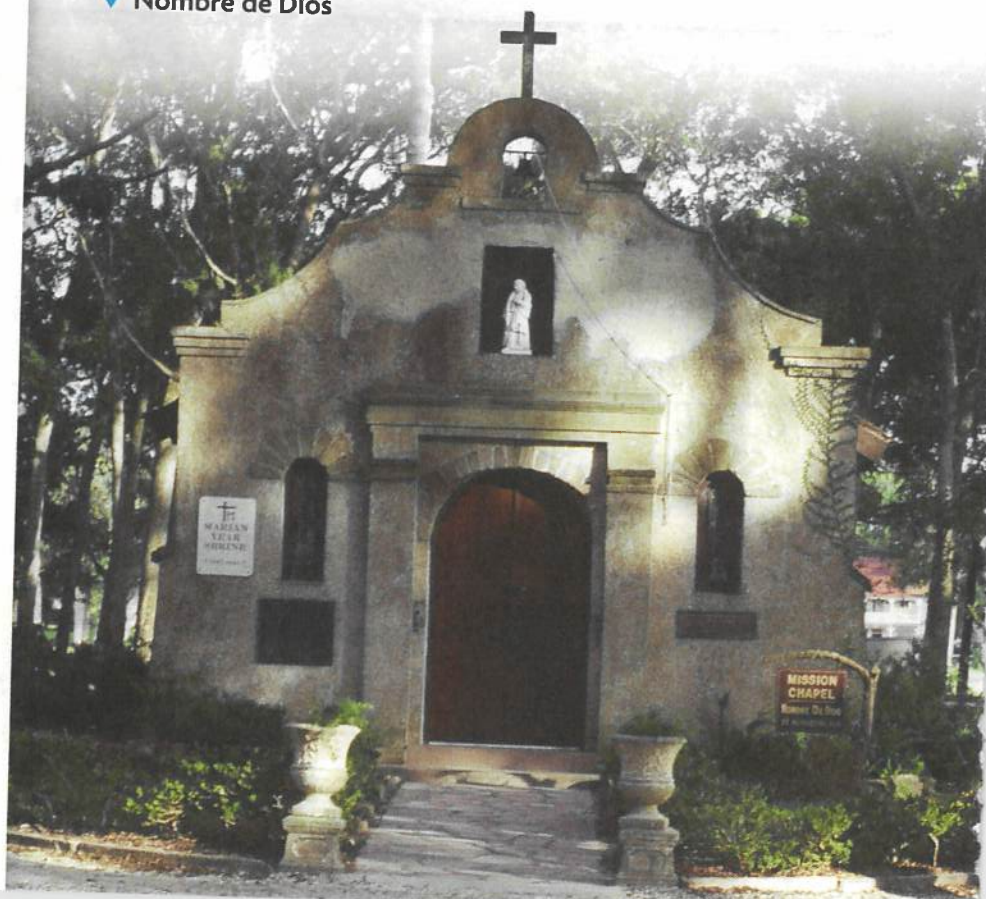
- first place in the United States that Europeans

- first _____ European community in the United States

- first free _____ community in the United States

Here's another first for Florida—place with the first **mission**. A mission was a settlement where religion was taught. This first mission was called Nombre de Dios. It was created in 1565 near St. Augustine. It still stands today!

▼ Nombre de Dios





▲ The leader of a mission was a person called a friar.

Missions

Native Americans had their own religions before the Spanish arrived. The Spanish set up missions to **convert** Native Americans to Christianity. To convert is to change your beliefs. After converting, Native Americans no longer followed many of their traditional beliefs. Instead, they mostly followed the teachings of Christianity.

At missions, the Spanish also wanted to teach Native Americans about the Spanish way of life. Native Americans learned to speak Spanish and to use Spanish tools. Native Americans started to dress like the Spanish as well. They learned how to grow and eat new foods that the Spanish brought to the Americas too.

What was the purpose of missions?



NGSS Standards

SS.4.A.1.1 Analyze primary and secondary sources to identify significant individuals and events throughout Florida history.

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

Primary Source

Quote

“. . . our principal intent [goal] in the discovery of new lands is that the inhabitants [people] . . . may be brought to understand the truth of our holy [Christian] Faith.”

—Spanish King Charles V, 1532

Write what this quote means in your own words.



NGSS Standards

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

San Luis de Talimali

What was daily life like on a Spanish mission? We can find out by studying San Luis de Talimali mission. The Spanish and the Apalachee Native Americans lived there. It was located near present-day Tallahassee. This mission was one of the largest in Florida, and at its height in 1675, about 1,500 people lived there.



blockhouse

fort

Spanish homes

garden

animal pen

Work Life

A big part of daily life on the mission at San Luis involved growing crops and raising animals. People grew oranges, corn, wheat, watermelons, and many other crops. They raised pigs, cows, and chickens. The mission sent some of these items to St. Augustine and Spain every year.

Other kinds of work kept people busy too. The mission had weavers, leather makers, and metal workers. These workers made different kinds of useful items, such as clothing and metal tools. The mission also had soldiers who provided protection.


Homes and families also required a lot of work. People cooked, cleaned, did laundry, and cared for children.



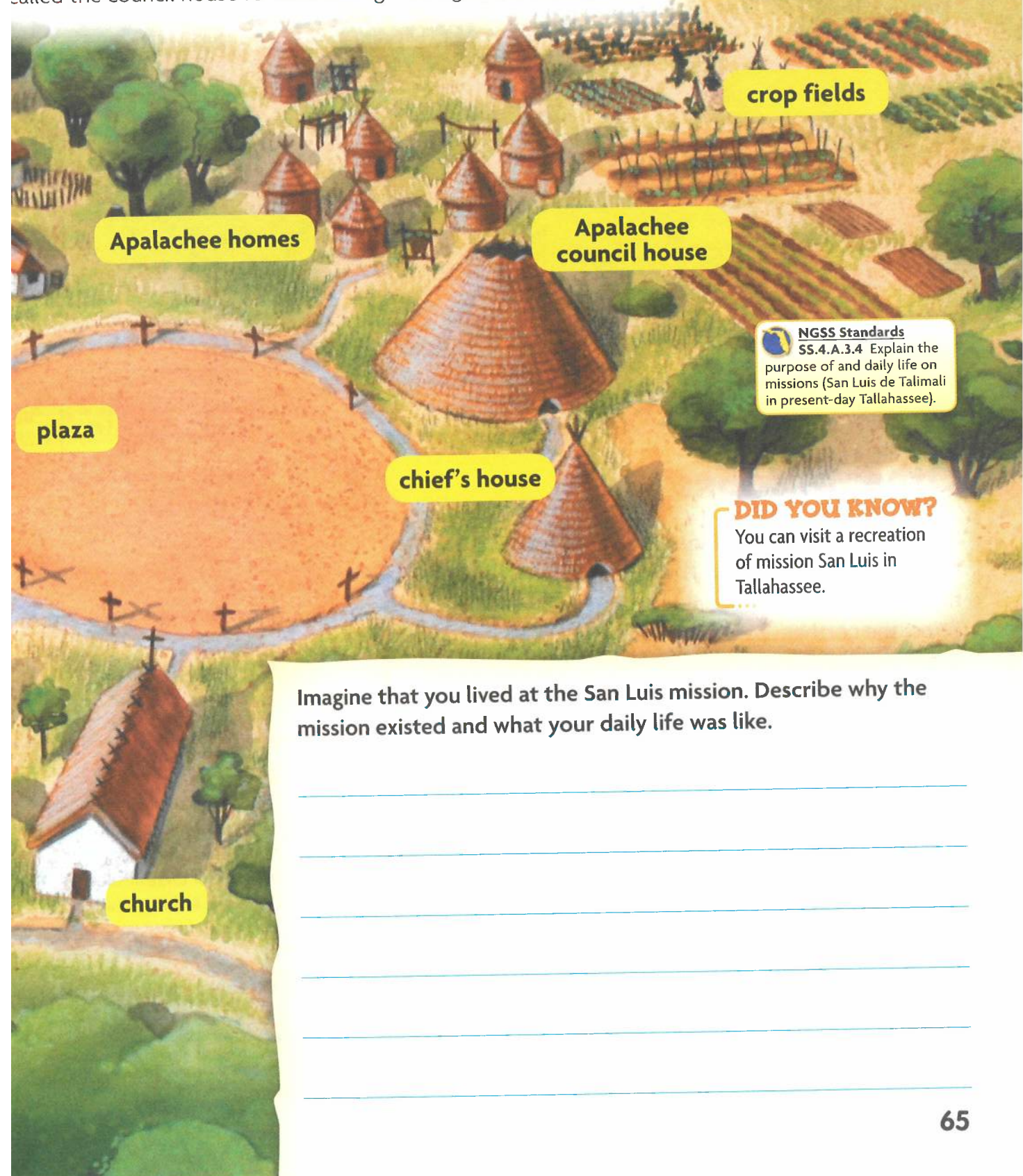
In the image, circle the place where soldiers worked at San Luis.

Social Life

The people of San Luis also took time away from work. The Apalachee and the Spanish attended church services together every week. They also gathered at the mission's central plaza to trade and hold community meetings. The Apalachee sometimes used the plaza to play a ball game called pelota. The Apalachee used a building called the council house for their own gatherings and meetings too.



In the image, put a star on the place where someone could trade.




Apalachee homes

Apalachee council house

crop fields

plaza

chief's house

 **NGSS Standards**
SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).

DID YOU KNOW?

You can visit a recreation of mission San Luis in Tallahassee.

Imagine that you lived at the San Luis mission. Describe why the mission existed and what your daily life was like.



Missions in Northern Florida



Map and Globe Skills

1. What latitude line was Nombre de Dios located near?

2. About how far was San Luis from Nombre de Dios?

Other Missions

San Luis and Nombre de Dios weren't the only missions the Spanish built in Florida. From the middle of the 1500s through the 1600s, the Spanish created many missions across the northern part of Florida. You can see where some of these missions were located on the map above.

The missions were connected by a road called the *camino real*. This means "royal road" in Spanish. By the late 1600s, around 20,000 Native Americans were living on missions along this road.

The Apalachee weren't the only Native Americans who lived on Florida missions. The Timucua lived on missions too. The Apalachee lived on missions in the panhandle area of Florida, and the Timucua lived on the missions closer to Florida's eastern coast.



On the map above, part of the *camino real* is shown. Draw in the rest of the road.

DID YOU KNOW?

The Spanish also built missions in the southwestern part of North America. You can still see some of these missions in California, Arizona, New Mexico, and Texas.



NGSS Standards

SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee). **SS.4.G.1.4** Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

Although many Native Americans converted to Christianity and learned Spanish ways, they kept parts of their own cultures too. For instance, the leaders of the Apalachee and Timucua still controlled everyday matters. After converting, the Apalachee and Timucua continued to follow some of their old religious beliefs in addition to their new Christian ones.



The missions had problems. The Spanish often made Native Americans work for them. Native Americans had to grow crops and raise animals for the Spanish. The Spanish also forced Native Americans to work on building projects. Over time, Spanish demands for labor became a form of slavery for Native Americans. Some Native Americans, though, fought back against the Spanish.

▲ One tradition that the Apalachee kept after converting to Christianity was playing pelota.

Disease was a problem on missions too. Thousands of Native Americans died from illnesses that they got from the Spanish. Some missions were also attacked by other Native Americans and other Europeans. As a result of these problems, by the early 1700s, most missions had been **abandoned**.

NGSS Standards
SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

What effects did the missions have on Native Americans?

Lesson **3**

? Essential Question **What happens when cultures meet?**

Go back to *Show As You Go!* on pages 40–41. <<<

4

Europe Fights Over Florida

Essential Question

Why does control of an area change?

What do you think?

Words To Know

Look at the words below. Circle the words you already know. Put question marks next to the words you don't know.

- ___ treaty
- ___ *support
- ___ *general

NGSS Standards
SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Have you ever had someone give you one of their games as a gift to keep? If so, you know that the game used to belong to them, but now you own it. Control of the game changed.

Control of Florida has changed several times during its history. Three different European countries have controlled the area at one time or another.

Look at the three flags. Which country controlled Florida first? Put a #1 next to its flag.



France



Spain



England

DID YOU KNOW?
 Spain controlled Florida for close to 300 years. In fact, Florida was controlled by Spain for longer than it has been part of the United States.

(a) © Ferrarac/Klassen / Age Fotostock; (b) © Powered by Light/Alan Spencer / Alamy



European Control in North America



Map and Globe Skills

True or False? France controlled land east of the Appalachian Mountains.

European Countries in Florida

As you have read, Spain's control of Florida started in 1513. Then, France was in Florida between 1562 and 1565. After the Spanish destroyed Fort Caroline, Spain regained control.

Another European country, England, also had an interest in North America. While Spain had been building colonies in Florida, England had been busy creating its own colonies. These English colonies were located north of Florida.

In 1756 England, which was also called Great Britain, went to war with the French and Native Americans over control of land west of the Appalachian Mountains. This war was called the French and Indian War. It brought a change to which country controlled Florida.

1. Put a **box** around the dates that France was in Florida.

2. Why did the French and Indian War start?



NGSS Standards

SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

DID YOU KNOW?

The French and Indian War was called a different name in Europe—the Seven Years' War.



NGSS Standards
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.



Reading Skill Text Structure

One text structure writers use is cause and effect. Reread the text on this page.

Circle one cause.

Underline its effect.

Florida Changes Hands

At first, Spain stayed out of the French and Indian War. However, by 1762 Spain had joined the war against the British. During the war, the British captured Havana, Cuba. This city was a very important Spanish shipping port.

Britain won the war in 1763. Britain, France, and Spain signed a peace **treaty** to end the conflict. A treaty is an agreement among countries. The treaty gave Britain control of most of France's land in North America. It also gave control of Havana back to the Spanish. In exchange for Havana, Spain had to give control of Florida to the British. After 250 years of Spanish rule, Florida was suddenly controlled by England.

Do you think Spain made a wise choice trading Florida for Havana? Why or why not?

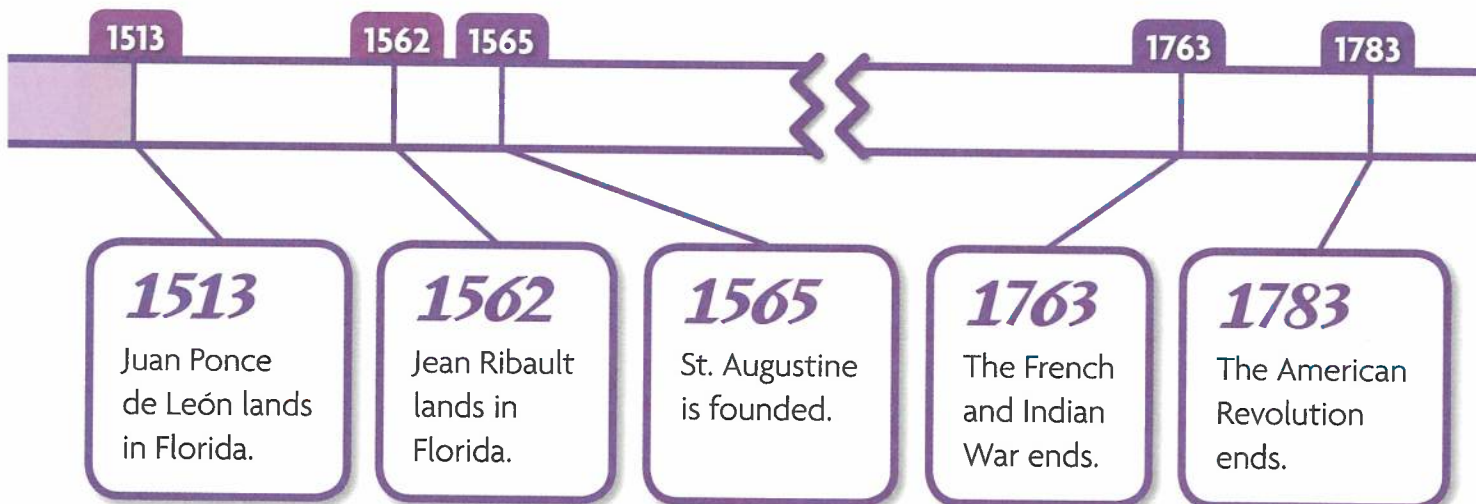
Chart and Graph Skills

Use a Time Line

Look at the legend to the right. Use these colors to color in the time line below to show when each country controlled Florida. Then answer the question.



How long did England control Florida?



Florida didn't stay under British control for very long. In 1776 the British colonies to the north of Florida declared their independence from Britain. The American Revolution had begun.

In 1779 the Spanish joined the war on the side of the Americans. To **support** the Americans, Spanish **general** Bernardo de Gálvez attacked places that Britain controlled, including Pensacola, Florida. This city fell to the Spanish after a two-month battle.

The Americans won the war in 1783. As part of the treaty for this war, Britain gave Florida back to the Spanish. Florida was under Spanish rule once again.



▲ George Washington (center) led the American soldiers during the American Revolution.



Underline the year that Florida became Spanish again.



NGSS Standards

SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.

Lesson

4



Essential Question Why does control of an area change?

Go back to *Show As You Go!* on pages 40–41.



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Essential Question

What happens when cultures meet?

What do you think?

Words To Know

What do you think these words mean? Write your answers on the lines.

agriculture

***expose**



NGSS Standards

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

Has a new family ever moved into your neighborhood? Maybe you became friends with the kids in this family. Or you learned how to make a special food from these new neighbors. Your life changed because new people arrived.

The lives of Native Americans changed a lot when new people—the Europeans—arrived. In fact, the lives of Native Americans would never be the same again once Europeans set foot in Florida.

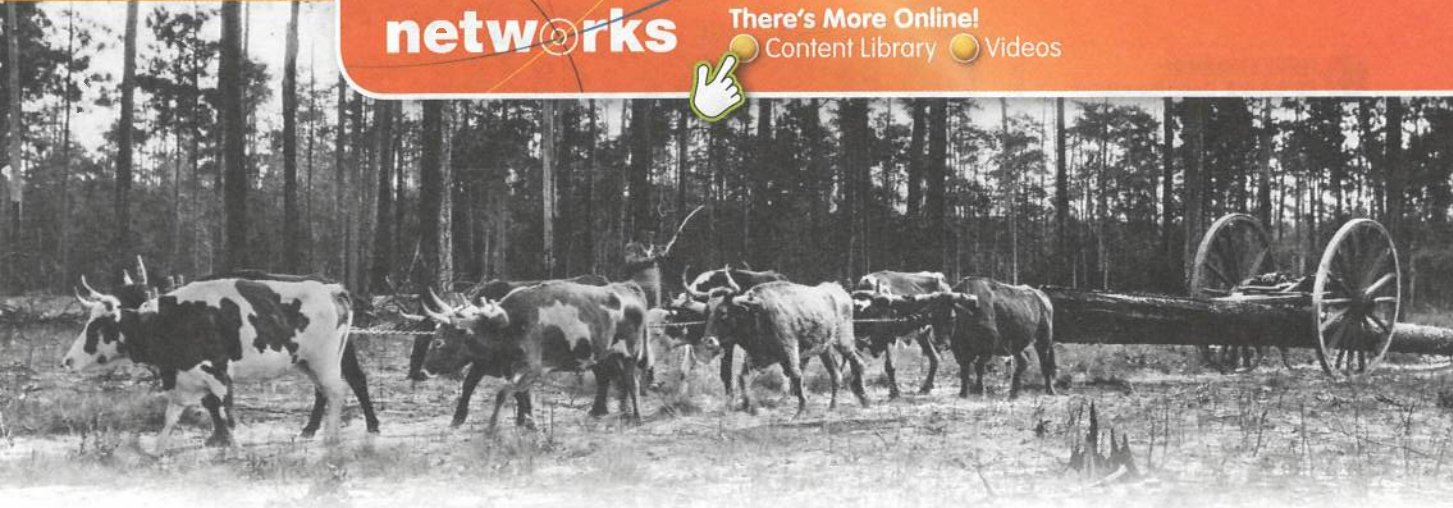
THINK • PAIR • SHARE

During this unit, you've learned about the causes of European colonization of Florida. With a partner, think about each phrase below. Circle **yes** if the phrase is a cause of European colonization. Circle **no** if the phrase is not a cause of colonization.

- | | | |
|--|-----|----|
| 1. spread Christianity to Native Americans | yes | no |
| 2. find gold, silver, and other riches | yes | no |
| 3. teach Native Americans about European culture | yes | no |
| 4. learn how to speak Native American languages | yes | no |
| 5. create colonies | yes | no |
| 6. create the United States of America | yes | no |

Share and discuss your answers with your entire class.





Effects of Spanish Rule

You've read that Spain controlled Florida for a long time—almost 300 years, in fact. This rule left a lasting effect on our state.

Agriculture

One of the largest effects of Spanish rule in Florida has to do with **agriculture**. Agriculture is the farming of crops and the raising of animals. The Spanish brought new kinds of crops and animals to Florida. Did you know that the Spanish brought the first oranges and cattle to Florida? The Spanish also introduced watermelons, peaches, peas, wheat, and garbanzo beans (also called chick peas) to Florida. They brought pigs, chickens, sheep, goats, and horses too.

Spanish Names

Some of the names of places in our state are an effect of Spanish rule. Many Florida cities got their current names from their original Spanish ones. These cities include St. Augustine, St. Marks, and St. Joseph. Many streets in Florida have Spanish names as well.

Weapons

Spanish rule changed the kinds of weapons people in Florida used. Before the Spanish arrived in Florida, Native Americans used wooden tools and weapons. The Spanish brought their metal weapons with them to Florida. The Native Americans wanted these weapons because metal is stronger than wood. So Native Americans traded with the Spanish for weapons. These items included knives, guns, and cannons.

▲ Cattle have been in Florida for over 400 years.



▲ Punta Gorda is a city in Florida with a Spanish name.



▲ Spanish gun



Underline the kinds of agriculture that the Spanish brought to Florida.



NGSS Standards

SS.4.A.3.6 Identify the effects of Spanish rule in Florida.



NGSS Standards

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

Missions were built on Native American land ▶



▶ **European glass beads**

Effects on Native Americans

As you've read, the arrival of Europeans in Florida greatly changed the lives of Native Americans. A few changes were good and made life easier. However, most changes caused problems for the Native Americans.

Culture

Native Americans' way of life changed—for good and for bad—because of Spanish colonization. For example, Native Americans gained new goods and ways of doing things. Through trade, Native Americans got metal tools and weapons, glass beads, and other European items. As you've read, Native Americans also learned about Spanish agriculture and used Spanish language and clothing. These new items and methods usually made life easier for Native Americans.

However, by taking on parts of Spanish culture, Native Americans lost many of their traditional ways of living. For example, as you have read, many Native Americans converted to Christianity. When they converted, many Native Americans stopped following many of the traditional beliefs that they had held for thousands of years.



Fill in the boxes below with the causes and effects of European colonization and rule of Florida.

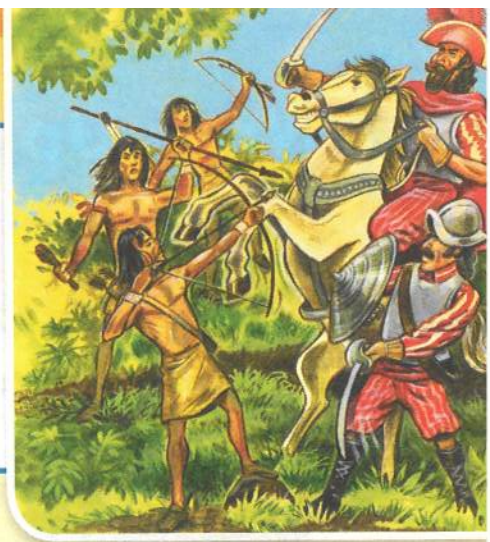
Causes of Colonization

Effects of Colonization



Conflict


Fighting and violence between Native Americans and Europeans was another bad effect of colonization. Native Americans fought to defend themselves and their land. Europeans fought back to gain control of this same land. Many people, both Native Americans and Europeans, died during these conflicts. Native Americans usually lost these fights, and as a result, they lost much of their land too. Many had to move to new areas to live.



▲ Native Americans and Europeans often fought.

Disease

Disease had a huge—and negative—impact on Native Americans. When Europeans arrived in Florida, they carried many deadly germs with them. Native Americans had never been **exposed** to these germs before. As a result, Native Americans easily caught these illnesses. Thousands and thousands of Native Americans died from diseases like measles and smallpox. After Europeans arrived, the Native American population greatly decreased over time.

 **NGSS Standards**
SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

Slavery

Slavery was another negative effect of colonization. Some Europeans captured Native Americans and forced them into slavery. The Spanish, as you've read, required Native Americans to work for them on missions. Over time this work became a form of slavery.

Native Americans working at a mission. ▶



Lesson 5

 **Essential Question** What happens when cultures meet?

Go back to *Show As You Go!* on pages 40–41. <<<

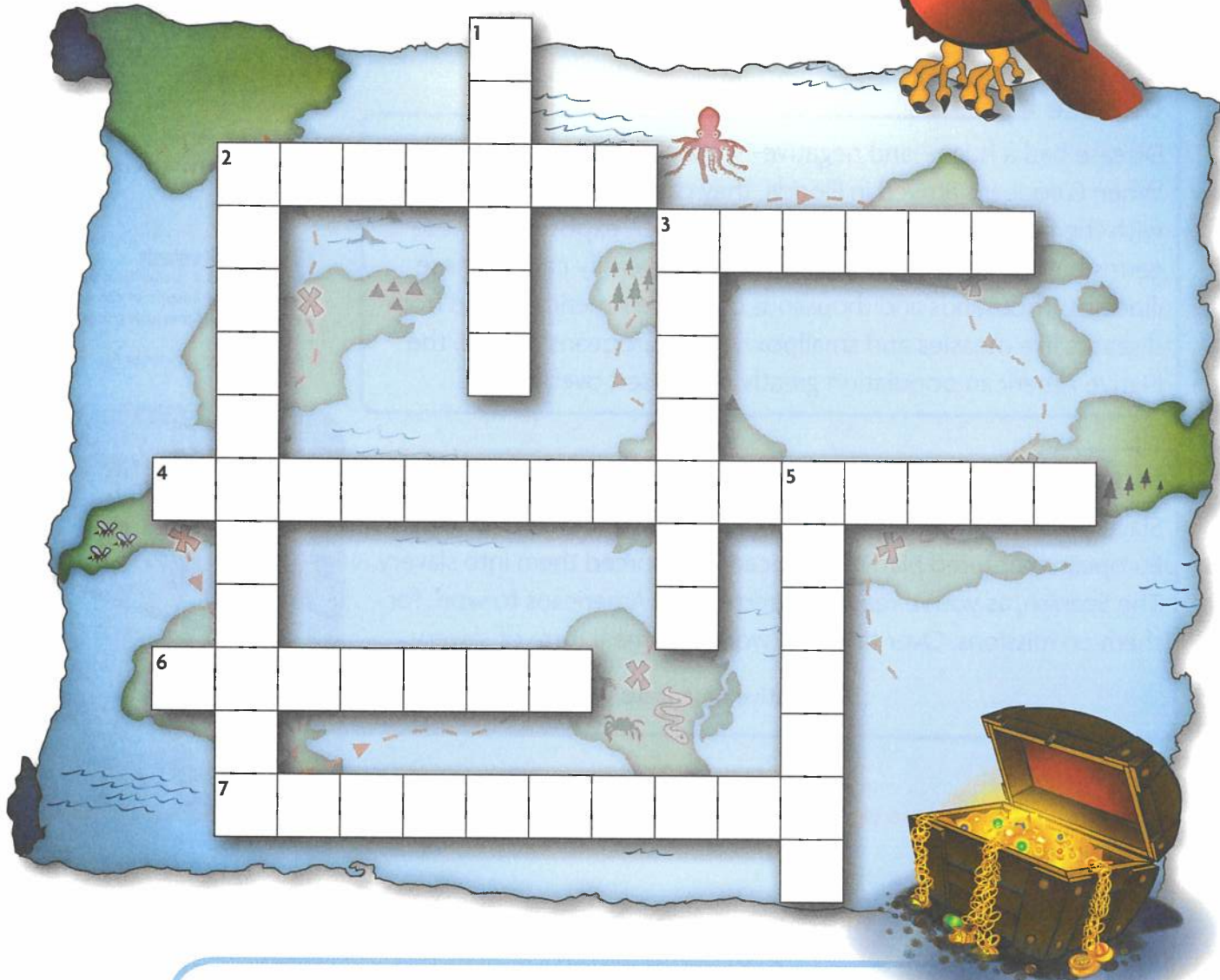


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Complete the crossword puzzle below.



ACROSS

- 2 the practice of treating people as property and forcing them to work
- 3 place that is ruled by another country
- 4 first conquistador in Florida
- 6 settlement where religion was taught
- 7 journey for a special purpose

DOWN

- 1 an agreement among countries
- 2 first permanent European settlement in North America
- 3 to change your beliefs
- 5 country that controlled Florida at one time

BIG IDEA



Unit Project

Choose one of the European explorers that you have read about in this unit. Imagine that you are a member of his expedition to Florida. Create a travel log, or journal, about your journey. Before you begin writing, look back at **Show As You Go!** on pages 40–41 to review your notes. Also read the list below to see what information should be included in your travel log. As you work, check off each item as you include it.

Your travel log should include...

- at least five entries.
- the dates of your journey.
- information about why you came to Florida.
- information about the communities you visited.
- information on the effects of your journey on Native Americans.
- information on the challenges you faced.
- at least two illustrations of your journey.

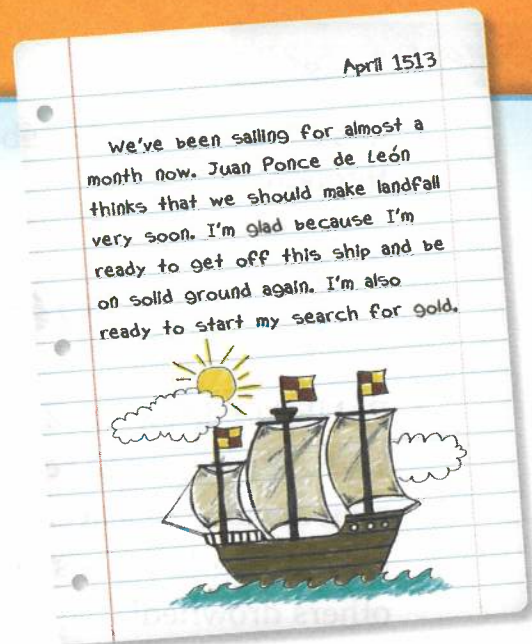
Think about the Big Idea

BIG IDEA



People's actions affect others.

What did you learn in this unit that helps you understand the Big Idea?



Yes, it does!

Read the passage “Estéban Dorantes Helps Out” and then answer Numbers 1 through 3.

Estéban Dorantes Helps Out

- 1 PÁNFILO de Narváez brought a crew of Spanish explorers to Florida in 1528. They came to search for gold, but their expedition was a disaster. The men decided to leave. They built rafts and set sail west from Florida. As they got close to Texas, a storm wrecked their flimsy rafts. De Narváez and many others drowned!
- 2 Enslaved African Estéban Dorantes was one of the survivors. Dorantes helped the remaining crew find a way to the Spanish colony of Mexico. Throughout their trip across Texas and into Mexico, Dorantes made friends with the Native Americans. These peaceful relationships helped the crew travel safely through Native American communities.
- 3 The group finally reached Mexico City eight years after they began their trip. There they told their tale of adventure. The governor of Mexico, who was from Spain, was very interested in the stories about Native Americans in the north. He thought these Native Americans might have riches or know where to find them. The stories of the survivors encouraged other Spanish explorers to continue to search for gold in the Americas. The governor of Mexico sent Dorantes on one of these expeditions in 1539. Dorantes didn't make it back from this expedition to northern Mexico, however. He was killed by Native Americans.

“Estéban Dorantes Helps Out” property of McGraw-Hill Education.