Lesson Title
Spanish Missions in Florida

Author
Elizabeth Rasmussen
Fort Meade Middle Senior High School
School District of Polk County

Concept/Main Idea/Big Idea of Lesson
The purpose of this lesson is for students to use maps and reading passages in order to learn about the influence of the Spanish mission system on Florida. The Spanish Mission system was influential to the establishment of formal political systems in Florida.

Conference Theme
□ Spanish Exploration, Conquest, and Colonization

Intended Grade Levels
□ 9-12

Infusion/Subject Area(s)
○ High School Social Studies
○ Geography
○ US History

Curriculum Standards (national and state)
• NCSS Standards:
  ○ Time, Continuity, and Change
  ○ People, Places, and Environments
  ○ Individuals, Groups, and Institutions
  ○ Power, Authority, and Governance
• NGSSS:
SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.

Instructional Objectives
- The students be able to measure the political and cultural significance of the Spanish mission system by:
  - identifying the impact that Spanish colonization had on Florida through the use of toponyms;
  - working in pair groups to critically analyze a number of maps of Spanish Florida;
  - working in small groups to become experts on one section of text using the Jigsaw method (CRISS strategy).

Learning Activities Sequence

Think-Pair-Share (Hook):
Think: Ask the students to think of at least five places in Florida that they have visited or lived in Florida. Have them write their responses in their notebooks.
Pair: Ask students to turn to a partner and compare their responses in pairs.
Share: Ask each pair of students to share their responses in a whole-class forum. Write the place names on the board.

After the list on the board in complete, highlight the place names that are Spanish in origin.
Teach (or reteach) the concept of a toponym (place name).

Map Activity and Class Discussion:
Place students to dyads. Distribute Handout 1 (HO1, Map Activity) to each pair group. The students will work together to view the series of maps of the Spanish Mission System and answer the corresponding questions noted on the worksheet. An answer key has been provided along with the handout.

After the students complete each of the 3 images on Handout 1, lead a class discussion by going over the answers on the handout and asking the different groups to share their responses.

Modified Jigsaw Activity:
Place students into four groups. Each group will be given one of the four reading passages (Handout 2). Each group will become the expert of their passage. [Note: There are two passages on Mission San Luis. However, they are from different sources and students can still become experts on their specific passage.] Students in each group will get their own copy. The students will read their assigned passage and come up with four main ideas from the text.

After giving time for each group to read their selected passages, the teacher will let each group present their four main ideas. The teacher can have the groups write the main ideas on the board, or collect the papers with the main ideas, and make copies to distribute to the class at a later date.
**Closure:**
The students will complete a “ticket out the door” activity. They will use an index card to write down one thing that they learned in the activity and one question they still have.

**Evaluation**
- The teacher will check for student comprehension throughout the lesson through the use of high- and low-order questions.
- After the lesson, the teacher will read over the students “ticket out the door” summary assignment and will evaluate the students’ knowledge learned and address any information that may need to be re-taught.

**Materials and Resources**
- Paper
- Pencils/Pens
- Highlighters to assist in the text reading (Optional)
- 3x5 index cards
- Copies of Handout 1 (HO1: Map Activity) for every student
- Copy of HO1, Answer Key
- Copies of the 4 reading handouts (HO2.Readings); enough so there is one for each student

**Annotated Internet Sources**
  Great resource on all the different Spanish mission systems across the United States.
  Annotated Timeline of the history of the State of Florida.

**References**
