

**Follow-up Activities**

- Create a chart of spices and their origins. Begin with those shown in the video: cinnamon from China and Burma, cloves from the Spice Islands and pepper from India. Add to these and then make a world map of spices.
- Make a time line of the Spanish in Florida. Begin with Ponce de León in 1513, and conclude with the cession to England in 1763. Highlight the dates shown in the video and note the founding of Jamestown and Plimoth along your time line.
- Ask students to assume the role of a Spanish sea captain whose ship transports spices. Have them write five journal entries from five different weeks of their voyages.
- Make a map of Florida showing the location of St. Augustine. Show why it was such an attractive site, and describe what made it appealing to the English, French and Spanish.

**Internet Resources**

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com).

**[www.oldcity.com/history-information.cfm](http://www.oldcity.com/history-information.cfm)**

The History of St. Augustine, detailed from the beginning of the settlement to the era of Henry Flagler.

**[www.flheritage.com/kids/history.cfm](http://www.flheritage.com/kids/history.cfm)**

This site, "Florida History," was developed for students by the Florida Department of State and features an overview of Florida's settlement and development from the Stone Age to the Space Age.

**[www.nps.gov/casa/](http://www.nps.gov/casa/)**

The Castillo de San Marcos, maintained as a national monument by the National Park Service, has a web page that includes photographs and the history of the Castillo.

**[www.oldcity.com/sites/mose/](http://www.oldcity.com/sites/mose/)**

This site, "Fort Mose: Free African Settlement," offers detailed information about this community of Africans that challenged enslavement.

**[www.floridahistory.org/](http://www.floridahistory.org/)**

For more advanced students, the Florida History Internet Project home page offers photographs, maps, articles and quizzes about the history of Florida.

**Recommended Teacher Resources**

1. Hall, Maggie Smith. *St. Augustine, Florida*. Arcadia Publishing, Mount Pleasant, SC; 2002.
2. Murphree, Daniel S. *Constructing Floridians: Natives and Europeans in the Colonial Floridas, 1513-1783*. University Press of Florida, Gainesville, FL; 2006.
3. Gannon, Michael, ed. *The New History of Florida*. University Press of Florida, Gainesville, Florida; 1996.
4. Deagan, Kathleen and MacMahon, Darcie, Ed. *Fort Mose: Colonial America's Black Fortress of Freedom*. University Press of Florida/Florida Museum of Natural History, Gainesville, Florida; 1995.

**Recommended Student Resources**

1. Mulder, Kenneth W. *Piracy: Days of Long Ago*. Mulder Enterprises, Tampa, Florida; 1995.
2. Isaacs, Sally Senzell. *Life in St. Augustine*. Heinemann, Orlando, FL; 2002.
3. Maynard, Charles W. *Castillo de San Marcos*. Rosen Publishing Group, New York, NY; 2002.
4. Meltzer, Milton. *Piracy & Plunder: A Murderous Business*. Penguin Young Readers Group, New York, NY; 2001.
5. Riehecky, Janet. *Settling of St. Augustine*. Gareth Stevens Audio, Milwaukee, WI; 2003

**TEACHER'S GUIDE CONSULTANT**

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**COMPLETE LIST OF TITLES**

- Jamestown
- Plimoth Plantation
- St. Augustine
- The Dutch & New Amsterdam
- The French & Colonial Quebec
- William Penn & Pennsylvania
- The Spanish & Colonial Santa Fe
- Roger Williams & Rhode Island
- Settling the New World

Teacher's Guides Included  
and Available Online at:



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**ST. AUGUSTINE****Grades 3–7**

This guide is a supplement designed for teachers to use when presenting *Colonial Life for Children: Plimoth Plantation*. The guide provides you with a summary of the program, pre-viewing and follow-up questions, activities, vocabulary and resources.

**Before Viewing:** Give students an overview of the program. Use the program summary to help provide this introduction. Select pre-viewing discussion questions, activities and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary and discuss what students learned. Use follow-up questions and activities, and encourage students to research the topic further with the Internet and print resources provided.



## Historical Background

Founded 42 years before Jamestown and 55 years before Plimoth Plantation, St. Augustine is the oldest permanent European settlement in the United States. Don Pedro Menendez de Aviles, under the direction of King Phillip II of Spain, arrived with more than 1,500 settlers off the coast of Florida on August 28, 1565, the feast day of St. Augustine. Although he did not come ashore for 11 days, he decided to name his new-found land in honor of this saint. Florida, or La Florida, the “Land of Flowers,” had already been named by Don Juan Ponce de León on March 27, 1513, during one of the six earlier Spanish expeditions to North America.

Following the establishment of English colonies in Georgia and the Carolinas, Spain authorized the building of a fort at St. Augustine. The Castillo de San Marcos, completed in 1695, took 23 years to build. It remained steadfast under attack, never once succumbing to an enemy. However, politics led the Spanish to cede the territory to the English in 1763.

## Video Program Summary

Touring St. Augustine with her mother one morning, Tracy hears the sound of distant drums becoming louder and gets permission to explore the intriguing Castillo de San Marcos. Upon entering the Castillo, a fort built by the Spanish in 1695, Tracy meets colonial interpreters who explain the early exploration in the New World and the important role of the spice trade during those times. Her guides tell her about the founding of St. Augustine in 1565 and describe what life and times were like for soldiers and their families around 1742. Tracy questions why there was such fierce competition among Spain, England and France for control of this region, and she learns that St. Augustine was in a strategic position to take advantage of the Gulf Stream, the powerful, warm Atlantic current that carried the large Spanish galleons across the sea.

Invited to visit St. Augustine's Spanish Quarter, Tracy notices a friar in his long robes. He explains the religious friction that developed between the Catholics and Protestants during the colonization of the New World. Much fighting occurred for religious reasons, but also to protect St. Augustine's trading port. Tracy learns about the free African settlement at Fort Mose, where the Spanish provided sanctuary and freedom to all African slaves who escaped from the British colonies. The Spanish, who also owned some slaves, permitted the slaves to earn money, to buy their freedom and even sue their masters if they were cruel.

In a fascinating demonstration, a blacksmith shows Tracy how he crafts a metal hook, and she then delivers it to a woman who teaches her about the every day life of women and children in St. Augustine.

Lastly, Tracy explores the legacy of the Timucuan, one of the indigenous peoples of Florida who served the Spanish as laborers and converted to Christianity. Tracy hears the sound of the noon day bell, thanks her guides and rushes off to lunch to share her discoveries with her mother.

## Vocabulary for Teacher Use

The following words are included for teacher reference or to be used with students. They are listed in the order they appear in the video.

**Castillo de San Marcos** — historic site of the Spanish fort at St. Augustine.

**Portuguese** — a native of Portugal; the language spoken in Portugal and Brazil.

**La Florida** — Land of Flowers.

**Gulf Stream** — referred to as the Great River, it is a warm, rapidly flowing current in the Atlantic Ocean.

**galleons** — large, heavy, square-rigged sailing ships used by the Spanish from the 15th century to the early 18th century.

**privateer** — a private, armed ship licensed by a government to attack enemies.

**spoils of war** — things taken from an enemy during a time of conflict.

**typhus** — a disease leading to serious intestinal disturbances and death.

**Matanzas** — a place, whose name means “slaughters” in Spanish, where French soldiers were killed by the Spanish.

**Mandigo Nation** — African people from the upper Niger valley.

**sanctuary** — safety and protection from capture.

**bellows** — a piece of equipment that takes in air and expels it as directed; used in starting and maintaining a fire.

**apprentice** — a beginner who is learning a trade under the direction of an experienced craftsman.

**sofa** — the soft cushion on which the Spanish women of St. Augustine sat. Now a couch or long, soft, upholstered seat.

**Timucuan** — the indigenous people of Florida during the settlement and early history of St. Augustine.

## Pre-viewing Discussion and Activities

• Locate the following places on a map. Review the definitions of cities, states, countries, continents, islands and seas.

Asia	Spain	St. Augustine	Mexico
Europe	Portugal	Peru	Caribbean Islands
England	Florida	Bolivia	Mediterranean Sea

• Discuss some of the early explorers, such as Christopher Columbus, Ponce de León, Sir Francis Drake, Hernando de Soto and Ferdinand

Magellan. Introduce the founder of St. Augustine, Don Pedro Menendez de Aviles, and consider any other explorers you may have previously studied. Discuss the reasons for explorations and some of the personal qualities of an explorer.

## Active Viewing Suggestions

- Have students watch the video with some of the focus questions in mind. Invite them to contribute their own questions about St. Augustine, and use to establish your purpose for viewing.
- Have students find out when and why spices were considered as valuable as gold.
- Ask different groups of students to create a running list of the details they learn about the lifestyles of the men, women and children of St. Augustine. Compare this information with life in other colonies as they are studied.
- Religion, slavery and the role of native peoples all affected the settlement at St. Augustine. Discuss these issues briefly, and assign selected students or groups to comment on them after the video.

## Viewing Focus Questions

Select questions from this list for students to consider while watching the video:

1. What role did refrigeration, or the lack of it, play in exploration in the 15th and 16th centuries?
2. Who gave Florida its name and why?
3. How did the Gulf Stream help the Spanish explorers?
4. Why were pirates and privateers from France and England eager to capture St. Augustine?
5. What were some of the conflicts between the Catholics and the Protestants during this time? What happened at Matanzas as a result?
6. How were Africans treated by the Spanish in Florida?
7. What was life in St. Augustine like for women and children? Who cooked and where did they do it?
8. What were the Timucuan like, and what happened to them?

## Follow-up Discussion

Religious conflict played a role in the settlement of St. Augustine, as did slavery and Spanish interactions with native peoples, especially the Timucuan. Discuss and clarify what happened. Debate some of the issues raised.

(Continued)