

Thanksgiving in St. Augustine, 1565

A real observance, an imagined friendship

Ages about 7-11 | Video 5:54 | Group lesson about 25-35 minutes

Central truth A historical-fiction story places a Spanish boy and a Timucua child's kindness beside the 1565 thanksgiving Mass in St. Augustine.

Learning goals Children will identify the historical setting and fictional children, recognize Timucua presence, and plan respectful hospitality.

Gather Video access, one handout per child, pencils or crayons, and a Bible.

Watch online [Open this video on Servus Dei](#)

Before watching | 2 minutes

Ask: Who already lived in Florida before Spanish settlers arrived? Explain which event is historical and which child characters are fictional.

Watch and notice

Look for the thanksgiving Mass, the two children's meeting, and the gift of bread. The public story description supplies these details; no timestamped transcript is available.

Talk together | 6-8 minutes

1. Where and when is the story set?

St. Augustine, Florida, in 1565, fifty-six years before the Plymouth feast of 1621.

2. Who already called this area home?

The Timucua, with their own communities and culture.

3. Which parts are historical fiction?

The boy and Timucua child, their meeting, words, friendship, and exchange of bread are invented. The thanksgiving observance is historical.

4. How can we welcome someone respectfully?

Listen, ask rather than assume, learn a name, and offer safe help with adult guidance.

Then respond and pray Allow 6-8 minutes for a handout or the activity on page 2; finish with the closing prayer.

Lead the response

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Short family lesson Watch the video, choose one recall question and one application question, then pray. About 12-18 minutes; the handout is optional.

Choose a handout

Draw & Tell Draw the fictional children sharing bread, then a respectful welcome you can offer.

Read & Write Separate historical setting from invented characters and plan hospitality.

Adapt by readiness

Ages 7-8: use cards labeled real setting and invented children.

Ages 9-11: explain that historical fiction illustrates a possibility without proving that an encounter happened.

A fact-and-fiction welcome card | Optional 4 minutes

Fold a card into two sections. On one side record the real setting: St. Augustine, 1565, Timucua presence, thanksgiving Mass. On the other draw the invented children and a respectful welcome you can offer today. Avoid costumes or invented Indigenous language.

Look for understanding Children distinguish the real observance from fictional children and do not call the event the origin of modern annual Thanksgiving.

Closing prayer God, thank you for your gifts and for every person you have made. Help us listen respectfully and welcome others with care. Amen.

At home Share one historical fact and one fictional detail with an adult. Plan a kind welcome together.

Handout answer notes Setting: St. Augustine, Florida, 1565. Fiction: children, meeting, dialogue, friendship, bread gift. Plans: respectful, safe hospitality.

Teach with care

Introduce the Timucua as people with their own communities, language, and history. Explain that one friendly encounter cannot represent all colonial relationships. Source basis: the video's detailed public description, not a reviewed transcript. The children, conversation, friendship, and bread gift are explicitly fictional. The 1565 observance is among early recorded thanksgivings in today's United States, not the origin of modern Thanksgiving. Colonial history includes conflict and injustice; a gentle scene does not erase them.

Words to explain Timucua: Indigenous peoples who already lived in this part of Florida. Historical fiction: an invented story set among real places or events. Eucharist: a word meaning thanksgiving.

Sources for the leader

Story source: [Servus Dei public story description \(no transcript available\)](#)

Historical context: [The First Thanksgiving - National Park Service](#)

Historical research: [The Colonists - Florida Museum](#)

Kindness across differences

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The invented children help us enter a real place and time.

Name _____

Adult helper Read aloud. Invite drawing, pointing, or spoken answers. Writing is optional.

1 Draw the fictional children exchanging bread in the story.



2 Draw a respectful welcome you can offer today.



Tell Which people are fictional? How can you welcome without making assumptions?

Pray God, help me be thankful and welcome others respectfully. Amen.

At home Share your picture and one thing you learned about God or following Jesus.

What is real? What is imagined?

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Think about the real setting and the fictional friendship.

Name _____

1 Recall the setting

Where and when is the story set?

The setting is ...

2 Know the fiction

Name one detail created for the story.

An invented detail is ...

3 Practice welcome

How can you welcome someone with adult guidance?

I can ...

Pray God, help me be thankful and welcome others respectfully. Amen.

Go deeper Why should we label invented scenes when a story teaches history?