

***Hispanic Heritage
Commemorating Florida's Quincentenary
in Tampa Bay***

October, 2012

University of South Florida

Lesson Title

Life in Colonial Florida

Author

Alesha Looper, Lawton Chiles Elementary, School District of Hillsborough County

Concept/Main Idea/Big Idea of Lesson

Creating mental maps are useful tools for clarifying assumptions and comprehension of a given place. This lesson affords students the opportunity to reflect on their own neighborhood and consider how cultural, social, and economic components influence its composition. They will also learn how early Spanish settlers helped to contribute to the cultural, social, and economic dimensions of Florida.

Conference Themes

Cultural, Social, and Economic Exchange in Florida

Intended Grade Level

2nd Grade

Infusion/Subject Area

Social Studies

Curriculum Standards

NCSS Themes:

Culture

Time, Continuity, and Change

People, Places, and Environments

Florida Next Generation Sunshine State Standards:

SS.2A.1.1 Examine Primary and Secondary sources.

SS.2.A.2.4: Explore ways the daily life of people living in America changed over time.

Instructional Objectives

Students will:

- create a mental map of their neighborhood;
- learn new vocabulary related to the early settlement of Florida;
- be able to identify the contributions Spaniards made to the United States,

- specifically to Florida;
- read biographical sketches and describe how three individuals contributed culturally, socially, and economically to Florida in the early 1700's.

Learning Activities Sequence

Launch: Ask students to close their eyes and envision their neighborhoods. Guide this imagery by asking: Do you see the buildings? The streets? Plants and trees? The people and animals that live in your neighborhood? What are some businesses that are close by? Then have students open their eyes and draw a mental map of their neighborhood showing the quickest route from their home to a local business. Have them include as many details as possible, labeling as appropriate. (Optional: Ahead of time, draw a sample map of the school and the route to a nearby business. Include a place to represent where people interact socially, a cultural aspect like a church or fountain, and an economic enterprise such as a business or store. Show this to students as a sample so they have an idea of what they are to do.)

After sufficient (~15 minutes) time has passed, ask students to share their maps with a partner and discuss each component they drew. Allow each person in the pair two minutes to explain his/her mental map. Bring the class back together and ask: What kinds of buildings were included in your mental maps? What kinds of businesses? Overall, how would you describe your neighborhood? Say: today you will learn about the lifestyle of people living in St. Augustine, Florida's colonial Spanish Quarter during the 1740's and the neighborhoods they created. (Explain that in this context, "quarter" refers to a section or region of a city or town.)

Analysis of Photographs

Photograph 1 (Information Sheet 1: picture of Colonial Spanish Quarter)

Have students look at the photo. Ask: How are the people dressed? What are they doing? What time period do you think this represents? Say: This photo was taken in a living history museum in the Colonial Spanish Quarter of St. Augustine (Explain that a "colony" is a country or region that is controlled by a more powerful country; St. Augustine was a colony of Spain.) Ask students to think of their neighborhoods: how is your neighborhood different from this one? How is it similar? (A simple T-Chart would be an excellent graphic organizer to categorize students' ideas.)

Photograph 2 (Information Sheet 2: women at table)

Allow students a little bit of time to view the image. Ask: What do you see in this image? Where are these women? What are they wearing? What is on the table? When is this taking place? (Keep students focused on the details in the picture, redirecting inferences such as that the women are cooking for their families since we cannot know this.)

Biographical Sketch (Maria):

Read aloud the biographical sketch of Maria then ask the following questions:

From what country did Maria come? (Spain)

What did she bring with her to her new home? (culture, language, recipes, religion, lace)

What religion is Maria? (Catholic)

Do you think Maria is living today or long ago? Why do you think this?

Give each student Handout 1 (Sensory Figure: Maria). Have students label her name in the space at the top. Work with students to complete the sentences using information gathered from Maria's biographical sketch. (Students should have the biographical sketch to consult, either as a paper copy or as a projection in the classroom.)

Biographical Sketch (Hernando):

Show Photograph 3 (Information Sheet 3: Hernando, the carpenter)

Allow students a little bit of time to view the image. Ask: What do you see in this image? What is on the floor? What are on the walls? Describe what the man is wearing. What is he doing? (Keep students focused on the details in the picture, redirecting inferences such as that he is making furniture since we cannot determine exactly what he is doing from the image.)

Read aloud the biographical sketch of Hernando then ask the following questions:

From what country did Hernando come? (Spain)

What did he bring with him to his new home? (culture, language, tools, plans, son)

Do you think Hernando is living today or long ago? Why do you think this?

Give each student Handout 2 (Sensory Figure: Hernando). Have students label his name in the space at the top. Work with students to complete the sentences using information gathered from Hernando's biographical sketch. (Students should have the biographical sketch to consult, either as a paper copy or as a projection in the classroom.)

Biographical Sketch (Pedro):

Show Photograph 4 (Information Sheet 4: Pedro, the priest)

Allow students a little bit of time to view the image. Ask: What do you see in this image? What is on the table? Describe what the men are wearing. What are they doing? Which one do you think is Pedro, the priest? (Keep students focused on the details in the picture, redirecting inferences since we cannot be sure exactly who the men are or what they are doing from the image.)

Read aloud the biographical sketch of Pedro then ask the following questions:

From what country did Pedro come? (Spain)

What did he bring with him to his new home? (culture, language, religion, music/guitar)

Do you think Pedro is living today or long ago? Why do you think this?

Give each student Handout 3 (Sensory Figure: Pedro). Have students label his name in the space at the top. Work with students to complete the sentences using information gathered from Pedro's biographical sketch. (Students should have the biographical sketch to consult, either as a paper copy or as a projection in the classroom.)

Closure: Have students work in groups of three; distribute one copy of Handout 4, Map

of the Colonial Spanish Quarter, to each group. Working together, students are to draw a map of the Colonial Spanish Quarter including living quarters, a church, and a carpenter's shop (explain that a carpenter is a person who builds or fixes things made out of wood). They also add other places such as a garden, a candle maker's shop, and a blacksmith's shop (explain that a blacksmith is a person who makes things out of iron, a kind of strong metal).

Extension Activity

Place students into groups of 3 to bring to life images of the three individuals studied in the Biographical Sketches. Allow students to select the role they would like to portray. Tell students that you will act as a reporter and will interview the characters the students represent, asking them questions that were addressed in the information provided in the lesson. Explain that they must be prepared to answer these questions:

- As Maria - *How do you help others in your neighborhood? How do you prepare food for your husband? From where do you get your food? Your clothes?*
- As Hernando – *How do you contribute to your neighborhood? What objects do you make in your carpentry shop? Where did you learn to use your tools? Are you planning to teach your skills to anyone?*
- As Pedro – *How do you contribute to your neighborhood? Why did you come to Florida? What kinds of things did you bring with you from Spain? What kinds of things do you enjoy doing?*

(A sample evaluation rubric is provided as HO5.)

Materials and Resources

A map drawn by the teacher of the school and the route to a nearby business

Handout 1 (HO1): Sensory Figure: Maria

Handout 2 (HO2): Sensory Figure: Hernando

Handout 3 (HO3): Sensory Figure: Pedro

Handout 4 (HO4): Map of the Colonial Spanish Quarter

Handout 5 (HO5): Act-it-out sample rubric

Biographical Sketch 1: Maria

Biographical Sketch 2: Hernando

Biographical Sketch 3: Pedro

Information Sheet 1: Colonial Spanish Quarter (photo)

Information Sheet 2: Women at table (photo)

Information Sheet 3: Carpenter (photo)

Information Sheet 4: Men with Catholic crosses (photo)

Internet Sources

America's Best History: St. Augustine. This commercial site provides information and images about the nation's oldest city. <http://americasbesthistory.com/abh-staugustine.html> Note: This site has floating advertisements, while the information is

accurate, the teacher should not direct students to the site without supervision.

Florida Then & Now. This set of reproducible images found in Florida are presented in PDF format designed to print and photocopy well.

<http://fcit.usf.edu/florida/lessons/lessons.htm>

Photo Tour of St. Augustine. Photo gallery of contemporary images of historic places in St. Augustine. <http://infomotions.com/gallery/st-augustine/Pages/DSCN3005.shtml>

St. Augustine History. This web site offers an interactive timeline, historical maps, and a virtual tour. A feature on black history sheds light on the civil rights activists and events linked to the city. <http://www.augustine.com/history/index.php>

Exploring Florida. Information about St. Augustine, Florida.

<http://fcit.usf.edu/FLORIDA/lessons/augustine/augustine.htm>

References

Florida Center for Instructional Technology. Exploring Florida: A Social Studies Resource for Students and Teachers. Tampa, FL: FCIT, 2004.