

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

***October, 2012***

**University of South Florida**

**Lesson Title**

Spanish Explorers in Florida

**Author**

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**Concept/Main Idea/Big Idea of Lesson**

Students will work in pairs to log facts about the Spanish explorers and their personal background, sponsors, motives, dates, the route they traveled, and their impact on Florida today. Each pair of students will learn about their Spanish explorer and then will report out through creating a matrix.

**Conference Theme**

Spanish Exploration, Conquest, and Colonization

**Intended Grade Level**

Fifth Grade

**Infusion/Subject Area**

Social Studies: American History

**Curriculum Standards**

*NCSS Themes:*

Time, Continuity, and Change

People, Places, and Environments

*Florida Next Generation Sunshine State Standards:*

SS.5.A.3.2: Investigate (nationally, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

**Instructional Objective**

Students will:

- identify how Spanish explorers impacted and colonized Florida
- analyze information related to the Spanish expeditions to Florida.

**Learning Activities Sequence**

**Preview:** Distribute one copy of Handout 1 (Florida Spanish Explorers Vocabulary Launch) to each student.

Step 1: Ask students to write down what they think an explorer is.

Step 2: Have students turn to a neighbor and share their thoughts about what they think an “explorer” is. As one student talks, the other should record his or her thoughts in the second column of the organizer.

Step 3: Have students write down a definition of “explorer” from a credible source (such as a dictionary, textbook, or atlas); e.g., a person who travels to and investigates unknown areas.

Step 4: Have students brainstorm as many examples as possible to illustrate the word “explorer.” Ask for volunteers to share their ideas with the class.

Step 5: Ask students to draw what an explorer might look like.

**Reading Notes:** Explain to students that in this lesson they will learn about some of the Spanish explorers that sailed to Florida from Spain in search of gold and other riches. They will investigate individual explorers, their motivations for exploration, the discoveries they made, the challenges they faced, and their role in the colonization of Florida.

Divide students into four groups, assigning each group one of the Spanish explorers: Ponce de León, de Soto, Menéndez de Áviles, and Narvaez & Cabeza de Vaca. Distribute the readings and reading matrices to the groups.

As students read the handout on their assigned explorer, they are to complete the matrix (although students will be working in cooperative groups, they should record the information on their own matrix).

After students complete their matrices, have each group share their findings with the rest of the class.

### **Closure and Evaluation**

Ask students to revisit the 4-column organizer they completed at the beginning of the class. Have students compare what they wrote and drew, considering what they now know about Spanish explorers in Florida.

### **Materials and Resources**

Handout 1: Florida Spanish Explorers Vocabulary Launch (HO1)

Readings:

- Juan Ponce de León (HO2)
- Pánfilo de Narvaez & Nuñez Cabeza de Vaca (HO3)
- Hernando de Soto (HO4)
- Pedro Menéndez de Áviles (HO5)

Reading Matrices:

- Juan Ponce de León (HO6)
- Pánfilo de Narvaez & Nuñez Cabeza de Vaca (HO7)
- Hernando de Soto (HO8)
- Pedro Menéndez de Áviles (HO9)

Answer Keys for Reading Matrices:

- Juan Ponce de León
- Pánfilo de Narvaez & Nuñez Cabeza de Vaca

- Hernando de Soto
- Pedro Menéndez de Áviles

### **Internet Sources**

Biography Central. <http://www.biographycentral.net/juan-ponce-de-leon.php>

Encyclopedia of World Biography. *Notable Biographies*.  
<http://www.notablebiographies.com>

Florida Center for Instructional Technology. *Florida Then & Now*.  
<http://fcit.usf.edu/florida/lessons/lessons.htm>

### **Background Teacher Reading**

*Cabeza de Vaca: Journeys across North America, 1528-1536*. Web site describing Cabeza de Vaca's nine-year journal from Florida through Arizona. An interactive map chronicles his journey and provides portals to more detailed information.  
<http://www.vaca.com/cabeza.html>

*The de Soto Chronicles*. Using Google Earth, this site allows students to follow the route de Soto took while exploring the southwestern United States.  
<http://desototrails.com/#Rangel>

*Florida Then & Now*. This site provides additional readings about Florida history along with activities to support reading. <http://fcit.usf.edu/florida/lessons/lessons.htm>

*Itinerary of the Coronado Expeditions, 1527-1547*. Includes a timelines that shows the relationships between and among the explorations of Cabeza de Vaca, Coronado, de Soto, Narváez, and Ulloa.

*New Perspectives on the West*. PBS site on the American West that provides maps, timelines, biographies, and classroom-ready lesson plans.  
[http://www.pbs.org/weta/thewest/index\\_cont.htm](http://www.pbs.org/weta/thewest/index_cont.htm)

### **References**

Florida Center for Instructional Technology. (2004). *Exploring Florida: A Social Studies Resource for Students and Teachers*. Tampa, FL: FCIT, University of South Florida.

Green, Tamara. (2002). *Juan Ponce de Leon*. Milwaukee, WI: World Almanac Library.

Lourie, Peter. (2008). *On the Texas Trail of Cabeza de Vaca*. Boyds Mills Press

Manucy, Albert C. (1992). *Menendez: Pedro Menendez de Aviles, Captain General of the Ocean Sea*. Sarasota, FL: Pineapple Press.