

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

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University of South Florida

Lesson Title

Retracing the Steps of de León and de Soto

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Concept/Main Idea/Big Idea of Lesson

Juan Ponce de León and Hernando de Soto both explored Florida in the 16th century. By reading short passages and annotating maps, students will learn more about these historic voyages.

Conference Theme

Spanish Exploration, Conquest, and Colonization

Intended Grade Levels

6th - 8th grades

Infusion/Subject Areas

U.S./American History
Florida History
Geography

Curriculum Standards

NCSS Themes:

Time, Continuity, and Change
People, Places, and Environment

Florida Next Generation Sunshine State Standards:

SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

Instructional Objectives

Students will:

- describe the events of the explorations of Juan Ponce de Leon and Hernando de Soto in Florida;

- illustrate the routes the two explorers took in Florida;
- evaluate whether the expeditions were successful.

Learning Activities Sequence

Think-Pair-Share: THINK: Ask students to think about an ideal road trip they would take in Florida. Where would you begin and end your trip? Where would you go? How long would you stay at each place? What would you do at those places? What things would you bring with you? On a sheet of paper, have students either describe in words or draw a picture of their ideal road trip in Florida, answering the questions posed. PAIR: Have students share their ideal road trips with a partner nearby, allowing each student two minutes to share their ideas. SHARE: Ask for volunteers to share their descriptions/illustrations with the rest of the class.

Tell students that today they will be studying two famous trips made by Spanish explorers in Florida in the 16th century.

Whole Class Reading:

Distribute the article, “Retracing Ponce de León’s Footsteps” (HO1). Have students follow along while you (and/or volunteers) read aloud the article. Have students highlight or underline the stops de León made as they are mentioned in the article.

Map Annotation

Distribute the Ponce de León map (HO2). Using the article for reference, direct students to note the following information next to each location identified on the map:

- brief description of what happened there
- date (if it was mentioned in the article)
- one present-day tourist attraction located nearby, written in a different color or highlighted

At the bottom of the map, have students choose one of the locations they would like to visit and explain why in 2-3 sentences.

Independent Reading and Map Annotation:

Tell students that following the same process they just took with the Ponce de Leon reading and map, they will now learn about Hernando de Soto. Distribute the article, “Hernando de Soto Arrives and Explores Florida” (HO3). Have students first read the article independently, highlighting or underlining the stops de Soto made as they are mentioned in the article.

Distribute the de Soto map (HO4). Using the article for reference, direct students to note the following information next to each location identified on the map:

- brief description of what happened there
- date (if it was mentioned in the article)
- one present-day tourist attraction located nearby, written in a different color or highlighted

At the bottom of the map, have students list some of the things de Soto brought with him. Have them answer: Which items do you think were most important? Compare the list of items you made at the beginning of class (that you would bring on your ideal trip in Florida); how similar was de Soto’s list of supplies to your list of supplies?

Closure: Using a large map of Florida projected on to a screen or white board, ask students to come up and label the map with events from the explorations of de Leon and de Soto. These events can be on prepared sticky notes or student can write them out. If the technology is available, students could also use a smartboard to label the map.

Evaluation: Have students consider both of the expeditions studied today. Ask: If you had lived in the 16th century, with which explorer would you have rather traveled? Why?

Students can then design an advertisement for their chosen explorer or write a brief newspaper article describing the journey. Both products should contain the major stops and events of the explorer. There should also be bias evidenced about why the students selected the explorer.

Materials and Resources

Handout 1 (HO1): "Retracing Ponce de Leon's Footsteps"

Handout 2 (HO2): Ponce de León map

Handout 3 (HO3): "Hernando de Soto Arrives and Explores Florida"

Handout 4 (HO4): de Soto map

Optional: sample advertisement and newspaper article to show students

Pencils/Pens

Paper

Highlighters

Internet Sources

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

References

Eagen, R. (2006). *Ponce de Leon: Exploring Florida and Puerto Rico*. New York, NY: Crabtree Publishing Company.

Florida Center for Instructional Technology, University of South Florida. (2004). *Florida then and now*. Retrieved from <http://fcit.usf.edu/florida/lessons/lessons.htm>

Harrison, R. (2005, September). Retracing Ponce de Leon's Footsteps. *Hispanic*, 36-38.

Hernando de Soto's Trails. (2009). Retrieved from <http://desototrails.com/#Florida>

Sheppard, D. (n.d.). *American Conquest-Background*. Retrieved from <http://e-student.net/inset32.html>