

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

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University of South Florida

Lesson Title

Spanish Exploration of Florida

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Concept/Main Idea/Big Idea of Lesson

Using Garner's multiple intelligence learning theory, the Teachers Curriculum Institute's visual discovery strategies, and CRISS reading strategies, students will become familiar with the exploration of Florida by Juan Ponce de León.

Conference Theme

Spanish Exploration, Conquest, and Colonization

Intended Grade Levels

Grades 9-12

Infusion/Subject Area(s)

Florida History
American History
Geography
World History
Latin American History

Curriculum Standards

NCSS Themes:

Culture
Time, Continuity, & Change
People, Places, & Environment
Independent Groups & Institutions
Power, Authority, & Governance
Productivity, Distribution, & Consumption
Science, Technology, & Society
Global Connections

Next Generation Sunshine State Standards:

SS.912.W.4.11: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history

Instructional Objectives

Students will:

- identify and interpret details of Juan Ponce de León's landing in Florida.
- illustrate important details of Juan Ponce de León's exploration of Florida on a map.
- create a personal journal or diary, magazine cover, or eulogy for Juan Ponce de León.

Learning Activities Sequence

Visual Discovery/Discussion Starter: Project the image of Ponce de León and his men landing in Florida (HO1). (Alternately, distribute a copy of HO1 to each student or to small groups of students.) Facilitate a discussion by asking:

- Who are the people in the picture?
- Where have they come from?
- What do you think they're looking for?
- Why are they carrying a flag?
- Who is the man with the cross?
- Why would they bring a priest with them?
- How do you think they will be greeted by the native people?
- When do you think this picture was created?
- Who do you think illustrated this picture? Why?

Ask students to identify three details in the image that they think represent important historical ideas that might be part of the upcoming lesson on Ponce de León.

Read and Say Something: Assign students to groups of two or three. Distribute to each group a copy of Handout 2 (HO2). (Have student dictionaries on hand for looking up unfamiliar vocabulary words.) Instruct students to take turns reading a paragraph then saying something about what they have read (it could be a summarizing statement,

a question they still have, or a prediction about what is to come). As they read, instruct students to highlight important locations that Ponce de León traveled (tell students that this information will be used in a mapping activity later). This process will continue until the reading is complete.

Once all groups are finished reading the excerpted article, lead a class discussion about some of the findings from the reading. Some suggestions for the discussion: discovery of the Gulf Stream and its importance, the myth of the Fountain of Youth, and Native Americans.

Mapping: Give each student a map of Ponce de León's voyages (HO3). Working in their groups, have students label their maps with important details about each location mentioned in the article.

Closure: Have students view once more the illustration shown at the beginning of the class. Ask students to discuss what things they have "discovered" about Ponce de León's voyage to Florida.

Evaluation

Using the CRISS strategy, RAFT (R-role, A-audience, F-format, T-topic), allow students to select from the three options below:

Personal Journal or Diary

The task will be to write a journal or diary that will be read by future historians about the exploration of Florida by Juan Ponce de León. The journal/diary should have a minimum of 10 entries and 2 pictures and be written in the first person.

R-crew member of Ponce de León's voyage

A-historians

F-journal or diary

T-exploration of Florida

Magazine Cover

The task will be to create a cover for an issue of *National Geographic* magazine that highlights Ponce de León's exploration of Florida. The cover should include an imaginative subtitle, a minimum of three visuals relating to his voyage, and a brief description that explains the visuals.

R-graphic designer for National Geographic

A-magazine readers

F-cover for an issue of National Geographic

T-exploration of Florida

Eulogy

The task will be to write a eulogy for Juan Ponce de León that summarizes his accomplishments. (Some students may not know what a eulogy is so it may be helpful to give examples.)

R-editor
A-future generations
F-eulogy
T-Juan Ponce de León

Materials and Resources

Handout 1 (HO1): Illustration of Ponce de León and his crew landing in Florida

Handout 2 (HO2): Excerpt from Gary Mormino's "Ponce's Ghosts: Spain and Florida, 1513-2013"

Handout 3 (HO3): Ponce de León Map

Student dictionaries as needed

Internet Sources

Project CRISS. www.projectcriss.com. Reading strategies

Teachers Curriculum Institute. www.teachtci.com. Click on the TCI Blog for great ideas from teachers around the US

Florida History. www.floridahistory.org/conquistador. Some information on Spanish Conquistadors

The Real Ponce de León Story. [www.pbchistoryonline.org/middle-school-lessons/006-Ponce/006-Ponce de León1--true_story.htm](http://www.pbchistoryonline.org/middle-school-lessons/006-Ponce/006-Ponce%20de%20Le%C3%B3n1--true_story.htm). Interesting story on Ponce de León with lots of background information

References

Mormino, Gary. (2011). "Ponce's Ghosts: Spain and Florida, 1513-2013."

Teachers' Curriculum Institute. (2004). *Bring Learning Alive: The TCI Approach for Middle and High School Social Studies*. CA: TCI.

Santa, Carol M., Havens, Lynn T., & Valdes, Bonnie. (2004). *Project CRISS Third Edition*. Dubuque, IA: Kendall/Hunt Publishing Company.