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Primary Sources: Florida

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (2 pages)

How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

Florida



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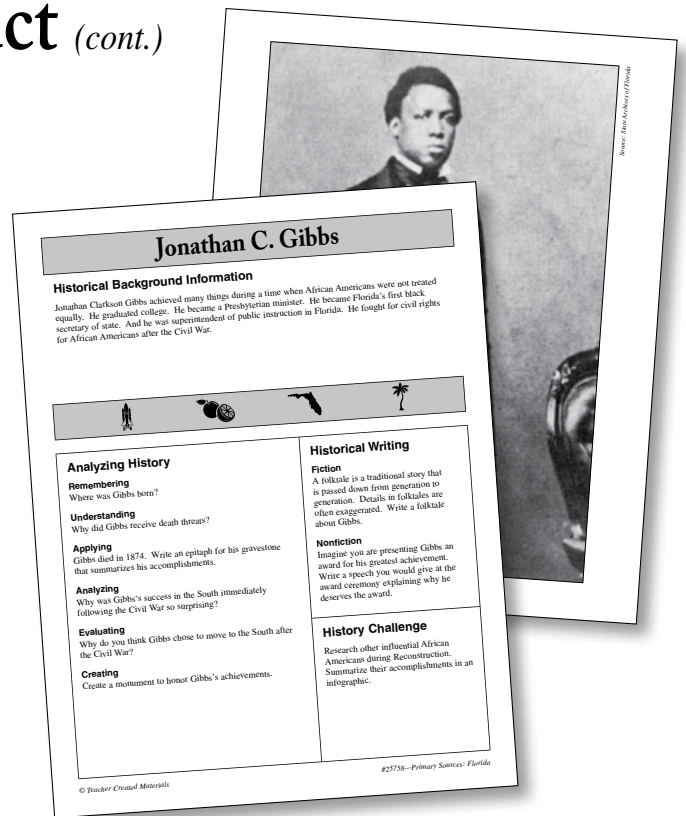
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How to Use This Product *(cont.)*

Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the back of the photograph card. These activities can be used by teachers in a way that best suits the classroom needs (group work, individual work, learning center, etc.). Each photograph card includes:

- a primary source image
- historical background information
- revised Bloom’s taxonomy questions designed to help students analyze what they see and learn
- historical writing prompts (fiction and nonfiction)
- a history challenge featuring an engaging and challenging student activity



Primary Source Documents

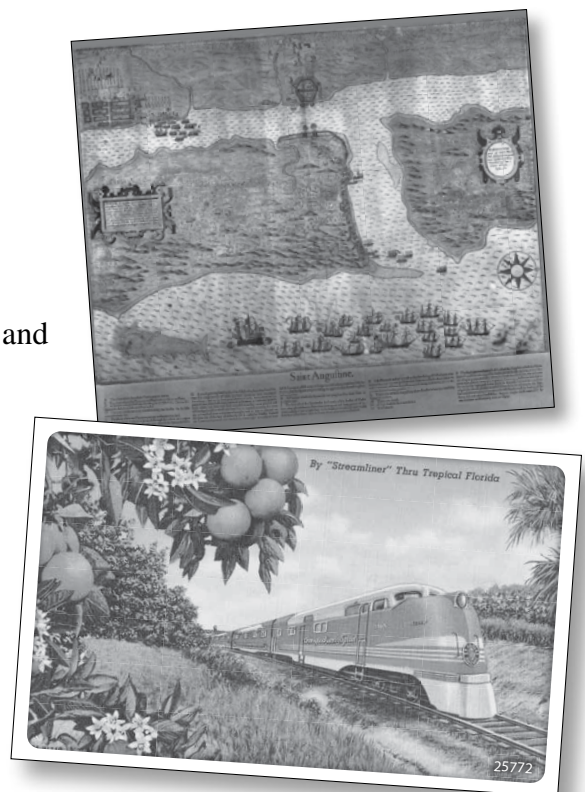
Facsimiles of primary source documents are provided in both an authentic-looking print format and in a digital format in the Digital Resources. The documents come in varying sizes.

Digital Resources

The Digital Resources contain the following:

- digital copies (both in PDF and JPEG formats) of photographs and primary source documents
- additional photographs and primary sources to support and enrich lessons
- student reproducibles
- student glossary
- detailed listing of original location of photographs and primary sources
- document-based assessment rubric example
- hyperlinks for suggested useful websites

See pages 105–107 for more detailed information about the contents of the Digital Resources.



Florida's Founder

Objectives

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (LAFS.4.RI.1.1)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (LAFS.4.W.3.9)
- Explain the motivations for exploring Florida by comparing Juan Ponce de León's goals to the outcomes of his expeditions. (SS.4.A.3.1)

Materials

copy of the facsimile *Letter from Ponce de León*; copies of the historical background information (page 46); copies of the *Going Ashore* activity sheet (page 47); copies of the *Letter from Ponce de León* transcript (page 48); for optional use, copies of the student glossary (page 91)

Discussion Questions

- Why did Ponce de León want to return to Florida?
- How would you describe the relationship between Ponce de León and the king? Use examples from the text to justify your answer.
- How does Ponce de León use flattery in his letter? Why might he have done that?

Using the Primary Source

Display the facsimile *Letter from Ponce de León*. Tell students that this letter is from explorer Juan Ponce de León to the king of Spain. Distribute copies of the *Letter from Ponce de León* transcript (page 48) to students. Read the transcript aloud as students follow along. Pause periodically to clarify the language used in the letter. Then, ask students the discussion questions above.

Discuss what motivated explorers, such as wealth, expanding empires, and starting colonies. Distribute copies of the historical background information (page 46) to students. Have students read the text in pairs. For reference, there is a student glossary (page 91). As students read, ask them to think about what a successful expedition might look like.

As a class, discuss Ponce de León's motives for exploring during each of his expeditions. Discuss the reason he wrote in his letter to the king of Spain. Distribute copies of the *Going Ashore* activity sheet (page 47) to students. Have them use the background information and Ponce de León's letter to complete the activity sheet.

Extension Idea

Have students research different Florida explorers. Have them list the reasons each person explored and the outcomes of their expeditions. Then, have the class rate the success of each expedition.

Florida's Founder *(cont.)*

Historical Background Information

Hundreds of years ago, European rulers wanted riches and more land. They sent explorers to find new lands to expand their empires. Juan Ponce de León was one of these explorers. He served the Spanish king. He began exploring with Christopher Columbus in 1493. Beginning in 1502, he served the governor of eastern Hispaniola, an island in the Caribbean. He heard reports of gold on Puerto Rico. So, he decided to explore the nearby island. There, he started a colony. And he was the governor of Puerto Rico for a short time.

Ponce de León continued exploring. He hoped to find gold and claim more land for Spain. In 1513, he landed on what he thought was another island. He claimed it for Spain. He named it La Florida. This means “place of flowers” in Spanish. He gave it this name because he landed there during the Easter season. This was called Pascua Florida, or the “festival of flowers.”

Many people think that Ponce de León went to Florida to search for the Fountain of Youth. Legend says that drinking its water would make an old man young again. But, historians now believe this myth was connected to Ponce de León after his death. His rivals may have spread this rumor in order to make Ponce de León look foolish.

Ponce de León continued exploring the Florida coast. He kept careful notes of his journeys. He sailed around the southern tip of Florida. He explored the Keys. He journeyed north a short distance, too. There, Calusa warriors met his crew. They did not want new people on their land. They feared the newcomers would try to take over. Both sides fought over the territory. Ponce de León and his crew fled. He had not found any gold. But he planned to come back again.

Ponce de León returned to Florida in 1521. He wanted to colonize the land. He brought horses, cattle, tools, seeds, and about 200 people. But the Calusa tribe attacked. Ponce de León was shot with an arrow during the attack. The colonists fled to Cuba. Ponce de León died in Cuba from his wound.

After his death, other explorers set their sights on Florida. But most did not build settlements. In 1565, Pedro Menéndez de Avilés (ah-vee-LAYS) set up a military base in St. Augustine. This is the oldest successful settlement in the United States. Avilés took back the land for Spain. Many countries fought to control Florida for years.

Even though Ponce de León did not set up this colony, he is still known as the explorer who discovered Florida. He was the first European known to set foot on its land. And he gave Florida its name.



Name _____ Date _____

Going Ashore

Historical Background Information

Juan Ponce de León made two trips to Florida. He had different goals for each expedition, and each had a different outcome.

Activity

Directions: List what Ponce de León hoped to achieve in the Goal boxes. List what actually happened in the Outcome boxes. Use that information to rate the success of each expedition on a scale of 1 to 5 (1 being unsuccessful and 5 being very successful). Justify each rating.

First Expedition (1513)	
Goal	Outcome
Success Rating: _____ Why did you give it this rating?	

Second Expedition (1521)	
Goal	Outcome
Success Rating: _____ Why did you give it this rating?	

Letter from Ponce de León

Very Powerful Lord,

As it has always been my usage and custom to serve the Royal Crown in these parts by command of the Catholic King¹, and in the increase of his income and lordships, now, although with poverty, I have wished to continue serving Your Majesty, and to expect favors as I expect them. Among those services that I have mentioned I discovered the island Florida, at my own expense and provision, and others in its vicinity of which no mention is made because they are small and useless. And now I return to that island, it being pleasing to the will of God, to make a settlement; being able to carry plenty of people with whom to do it, so that there the name of Christ may be praised and Your Majesty may be served with the profits the land may produce. And I intend to discover more of the coast of that island, and to know if it is one, and if it borders on the land where Diego Velazquez² is or any other. I will try to know everything more that I may be able. I leave here, to proceed on my voyage from here, in five or six days. On my return I will send Your Majesty an account of that which may be done or seen in those parts where I may travel. And I will ask favors, and from now I pray you will grant them, because I would not dare to undertake so great a thing, nor of such expense, neither would I be able to accomplish it except with the protection and favors from Your Caesarean Majesty. If until now I have not asked it has been for seeing that Your Majesty has had little repose and much trouble, so that in truth I feel it as if I had gone through it myself. May God guard your very royal person, with an increase of long life and many other kingdoms and lordships, as is desired, for Your Majesty. From this Island of San Juan³ and City of Puerto Rico, which is in the Indies of the Ocean Sea. The tenth day of the month of February of one thousand five hundred and twenty one years.

Of Your Majesty

The slave and servant who kisses your very royal feet and hands.

Juan Ponce de Leon

(With his rubric)⁴

Notes

¹The reference to the “Catholic King” is a nice diplomatic touch. “The Catholic King” was King Ferdinand, grandfather of Charles V.

²“The land where Diego Velazquez is” is Cuba, of which he was governor at the time.

³“From this island of San Juan.” At that time Puerto Rico was known as San Juan, or San Juan de Boriquen while the port and city now known as San Juan was called Puerto Rico.

⁴“With his rubric.” The rubric are those squiggles at each side and beneath the signature. Each Spaniard had his own, some of them even more intricate than this one. It authenticates the signature.

—Translation and Notes by Edward W. Lawson

[Handwritten text in Spanish, the original letter from Juan Ponce de León to Emperor Charles V.]

Very Powerful Lord

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—Translation and Notes by Edward W. Lawson

[Small handwritten mark or signature fragment.]

[Handwritten signature fragment.]

[Large handwritten signature, likely Juan Ponce de León.]