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Title: Integrating Florida into World History

FLVS Course: World History v.9

Topic: Age of Exploration alt lesson 5.07

Grade level: 9 - 12

FLVS Turning Points Grant Lesson/ Activity/Content	
<p>Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i></p>	<p>This lesson is designed to integrate the early history of the “First Contact” with Florida into a global World History perspective. Students will review readings written during this era from the Spanish, French and English perspectives to gain insight into the state of Florida upon European arrival and the first interactions between Europeans and the native Floridians. Students will then use the knowledge they culled from the readings and take one perspective (Spanish, French, English) to try to persuade their monarch to fund a private expedition to Florida. Students will have the options of using various Web 2.0 tools to create their presentation.</p>
<p>National Standards for History Era: Link</p>	<p>Era 1: Three Worlds Meet (Beginnings to 1620) Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450. Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples. Era 2: Colonization and Settlement (1585-1763) Standard 1: Why the Americans attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.</p>
<p>State Standard(s): Link to SSS Link to Next Gen SSS</p>	<p>Next Gen SSS:</p> <ul style="list-style-type: none"> • SS.912.W.1.3: Interpret and evaluate primary and secondary sources. • SS.912.W.2.16: Trace the growth and development of national identity in England, France, and Spain. • SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
<p>Themes/Concept:</p>	<p>Exploration, First Contact, Cultural Interaction and Diffusion</p>
<p>Essential questions (2-5 questions) <i>(What you want the students to know)</i></p>	<ol style="list-style-type: none"> 1. How did the Europeans and native Floridians first interact with each other. 2. What was the European view of early Florida? 3. Why did the Europeans want to set up colonies in early Florida?
<p>Learning Goal(s): <i>(What you want students to understand)</i></p>	<p>The point of this lesson is to help students understand the reasons behind the colonization of Florida and North America as a whole – the competition between the Europeans, the situation in Europe in the Age of Exploration, and the state in which they found Florida upon arrival.</p>
<p>Launch Activity (Hook)</p>	<p>Students will use Web 2.0 tools such as Xtranormal, Glogster, Twitter, and One True Media to create their presentations to a chosen monarch (Spanish, French, or English) to persuade that monarch to fund their private expedition to colonize Florida.</p>
<p>Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<ol style="list-style-type: none"> 1. Early Spanish, French and English explorers such as Menendez, Las Casas, Ribault, Le Moyne and Drake. 2. Events in early Florida History: “First Contact”, Settlement of St. Augustine, Settlement of Ft. Caroline, the Spanish and French rivalry over Florida, Drake’s attack of St. Augustine 3. Vocabulary such as but not limited to: Timucua, Conquistador, convert, colony, expedition, mission, missionary, coquina, militia

Lesson *(The lesson itself; Procedure)*

We will provide the students a list of websites to research, separated into Spanish, French and English encounters with early Florida. After reading samples written by such explorers as Ribault, Le Moyne, and Las Casas, the students will choose one monarch and create a presentation to send to that monarch explaining why it is essential he/she fund the student's expedition to Florida.

STUDENTS CAN CHOOSE FROM THE FOLLOWING OPTIONS:

1. Xtranormal
2. Glogster
3. Twitter "Tweets"
4. One True Media "Videocast"

SAMPLE WEBSITES FOR STUDENT RESEARCH:

French Websites:

Ribault - <http://www.web-books.com/Classics/ON/B0/B220/PioneersNewWorldC04.html>

Le Moyne - <http://fcit.usf.edu/florida/photos/native/lemoyne/lemoyne.htm>

Fort Caroline Background - <http://www.nps.gov/timu/forteachers/upload/focabackgrndinfo.pdf>

Spanish Websites:

Menendez de Aviles - http://rbsche.people.wm.edu/H111_doc_menendez.html

De Biedma - http://anthro.siuc.edu/muller/Biedma/Biedma_frame.html

Las Casas - <http://www.library.upenn.edu/exhibits/rbm/kislak/viewers/lascasastears1.html>

Fontaneda - <http://www.keyshistory.org/Fontanada.html>

English Websites:

English Missionaries - <http://history.hanover.edu/texts/ENGref/er85.html>

Dickinson Journal - <http://ufdcweb1.uflib.ufl.edu/ufdc/?s=teachers&m=hitsources>

Assessment Evidence: *What evidence will show that students met the learning goal?*

Resources and instructional tools: *(Including Video Sources, Text Resources, Research Strategy)*

- Students would submit their Web 2.0 creation – an Xtranormal Video, Glogster Poster, set of Twitter "Tweets", or One True Media "Videocast"

The following Rubric would be used to grade the student's Web 2.0 presentation:

- Summarizes the main idea details from the document/website 20 points
- Uses text elements, ideas, and key vocabulary 10 points
- Defines purpose and intended result from the expedition 10 points
- At least 3 images from early Florida 5 points
- Proper Spelling, Grammar, Citations 5 points