

Objective:

The students will be able to identify the route that Hernando de Soto sailed and how his expedition was different from other explorers.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 - SS.A.2.2.3 - SS.A.3.2.4 - SS.A.4.2.2 - SS.A.6.2.3 - SS.B.1.2.1

Vocabulary:

governor	expeditions	debt	vessel	mutilated	
currents	wetland	bogs	cavalry	executed	provocation

Suggested Activities:

1. For vocabulary development, use the C(2)QU (See Two Cue You) method with your students.
2. Using a map of Florida, have the students locate and mark where de Soto landed and his exploration route.
3. Identify some of the geographical features of Florida that the explorers discovered on their expeditions. Draw these features on a map of Florida. Some examples would be a bog, swamp, wetland, palmetto trees, waterways, etc.
4. Have the students create a character frame for Hernando de Soto.
5. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students' independent reading level. These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted return to the selection for rereading as they answer.)