

FLORIDA HISTORY: SLAVERY

ESTAVANICO - ESTAVAN DE DORANTES “LITTLE STEVEN” (EXPLORER)

STRAND A READING

INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
<p>European Exploration (1492 -1565)</p>	<p>L.A.A. 1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</p> <p>L.A.A.2.2.1.: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</p> <p>L.A.A.2.2.2.: The student identifies the author's purpose in a simple text.</p> <p>L.A.A.2.2.7.: The student recognizes the use of comparison and contrast in a text.</p>	<p>Asante, Molefi K. and Mark Mattson. <u>Historical and Cultural Atlas Of Africa Americans</u>. New York, New York: MacMillan Publishing Company, 1991.</p> <p>Federal Writers Project. <u>The Florida Negro</u>. Mississippi: University Press, 1993.</p> <p>Federal Writers Project. <u>The Seminole Indians in Florida</u>. Tallahassee, Florida: Florida Dept. of Agriculture, 1940.</p> <p>Gabarino, Merwyn. <u>The Seminole</u>. New York, New York: Chelsea House, 1988.</p> <p>Hassrick, Royal. <u>North American Indians</u>. London, England: Octopus Books Limited. 1974.</p> <p>Heard, Norman J. <u>The Black Frontiersmen: Adventures of Negroes Among Native Americans</u>. New York, New York: The John Day Company, 1969.</p> <p>Jones, Maxine and Kevin McCarty, eds. <u>The African Americans In Florida</u>. Sarasota, Florida: Pineapple Press, 1993.</p> <p>Katz, William. <u>The Black West</u>. New York, New York: Anchor Press, 1973.</p> <p>Letch, Jr., Wright J. <u>Creeks and the Seminoles: The Destruction And Regeneration of the Muscogulge People</u>. Lincoln, Nebraska: University of Nebraska Press, 1986.</p>	<p>L.A.A. 1 L.A.A. 2</p>
			<p>GOAL 3 STANDARDS</p> <p>3.1 Information Managers</p> <p>3.2 Effective Communicators</p> <p>3.3 Numeric Problem Solvers</p> <p>3.4 Creative and Critical Thinkers</p> <p>3.5 Responsible and Ethical Workers</p> <p>3.6 Resource Managers</p> <p>3.7 Systems Managers</p> <p>3.8 Cooperative Workers</p> <p>3.9 Effective Leaders</p> <p>3.10 Multiculturally Sensitive Citizens</p>

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INFUSION POINT	BENCHMARKS CONTINUED	REFERENCES CONTINUED	SUNSHINE STATE STANDARDS CONTINUED
<p>European Exploration (1492 -1565)</p>	<p>L.A.A. 1.2.3 The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</p> <p>L.A.A.2.2.1.: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.</p> <p>L.A.A.2.2.2.: The student identifies the author's purpose in a simple text.</p> <p>L.A.A.2.2.7.: The student recognizes the use of comparison and contrast in a text.</p>	<p>Littlefield, Daniel. <u>The Africans and Seminoles</u>. Westport, Connecticut: Greenwood Press, 1977.</p> <p>Morsback, Mabel. <u>The Negro in American Life</u>. New York, New York: Harcourt, Brace, and World, Inc., 1966.</p> <p>National Geographic Society. <u>World of American Indians</u>. Washington D.C., National Geographic Publishing, 1979.</p> <p>Terrell, John Upton. <u>Estavanico the Black</u>. Los Angeles, CA: Westernlore Press, 1968.</p>	<p>LA.A. 1 LA.A. 2</p>
			GOAL 3 STANDARDS

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GOAL: Students will study the significance of African explorers during the age of the European exploration of the Western Hemisphere.

INFUSION POINT

OBJECTIVES

European
Exploration
(1492 -1565)

Students will be able to:

- recall and cite events associated with the life of Estavanico in a journal.
- prepare and discuss a map that depicts the explorations of Estavanico, and through discussion, connect Estavanico’s travels with the exploration of the Western Hemisphere.
- design a route from their hometown to Northern Mexico and to Spain and then calculate how many miles Estavanico traveled during his explorations.
- defend the rationale that African Americans played an important role during the age of explorations of the Americas.



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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION
<p>European Exploration (1492 -1565)</p>	<p>Estavanico was born in Azamor, Morocco. In 1513, he was captured and enslaved by Spanish soldiers. He was then sold to a Spanish nobleman named Donates de Carranza.</p> <p>In 1527, Carranza joined an expedition led by Pànfilo de Narvæz to the new world in search of the mythical Seven Golden Cities of Cibola, thus taking Estavanico with him. Narvæz's expedition party started with 600 men. That number was cut in half, because of storms and desertions when they finally landed at St. Clement's Bay, north of Tampa Bay, Florida.</p> <p>For the next three months, Narvæz and his men traversed through Florida by way of the forest and swamps, seeking the Golden Cities. But weariness, hunger, and attacks by the Native Americans forced the party to return to the coast and set sail westward to Appalachicola Bay near present day St. Petersburg to resupply and mend the ships. From there they sailed toward the Texas coast, traversing the mouth of the Mississippi River.</p> <p>Due to extremely bad weather the crew was cast ashore off the Texas coast where all but four were killed by the Native Americans that occupied that area. The four that survived, Cabenza de Vaca, Castillo de Maldonado, Donates de Curranza, and his slave Estavanico were captured by the Native Americans and all were enslaved for the next eight years. They did all of the unwanted labor and were subjected to cruel treatment by the Native Americans.</p> <p>Finally, the men escaped and traveled from the Mississippi River to California, mainly by foot, which took three years.</p>

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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION
<p>European Exploration (1492 -1565)</p>	<p>They finally arrived at a Spanish trading post in California. From California they went to Mexico City. They told the Viceroy of Mexico all the stories they had heard from the Native Americans with whom they had lived. Once again, an expedition party was sent to search for the cities. This time, however, Estavanico would lead the expedition. He was given 300 Native Americans to go with him. This time, Estavanico was received with honor by the Native Americans he encountered because of his knowledge of them and his reputation as a medicine man.</p> <p>Estavanico finally arrived on a mountaintop where he could see a great Native American city. Estavanico sent a message to the chief of this city saying that he came in peace and he wanted to heal the sick. The chief of the city sent back a message that Estavanico was to leave and never return. Not heeding the chief's warning, Estavanico attempted to enter the city. The Native Americans of what is now New Mexico assaulted and killed many of the members of the expedition, including Estavanico.</p> <p>Estavanico was the first African to travel through Florida and much of the present day American Southwest. His search for "The Seven Cities of Gold" inspired the expedition of Spanish explorers, such as Coronado and De Sota.</p>

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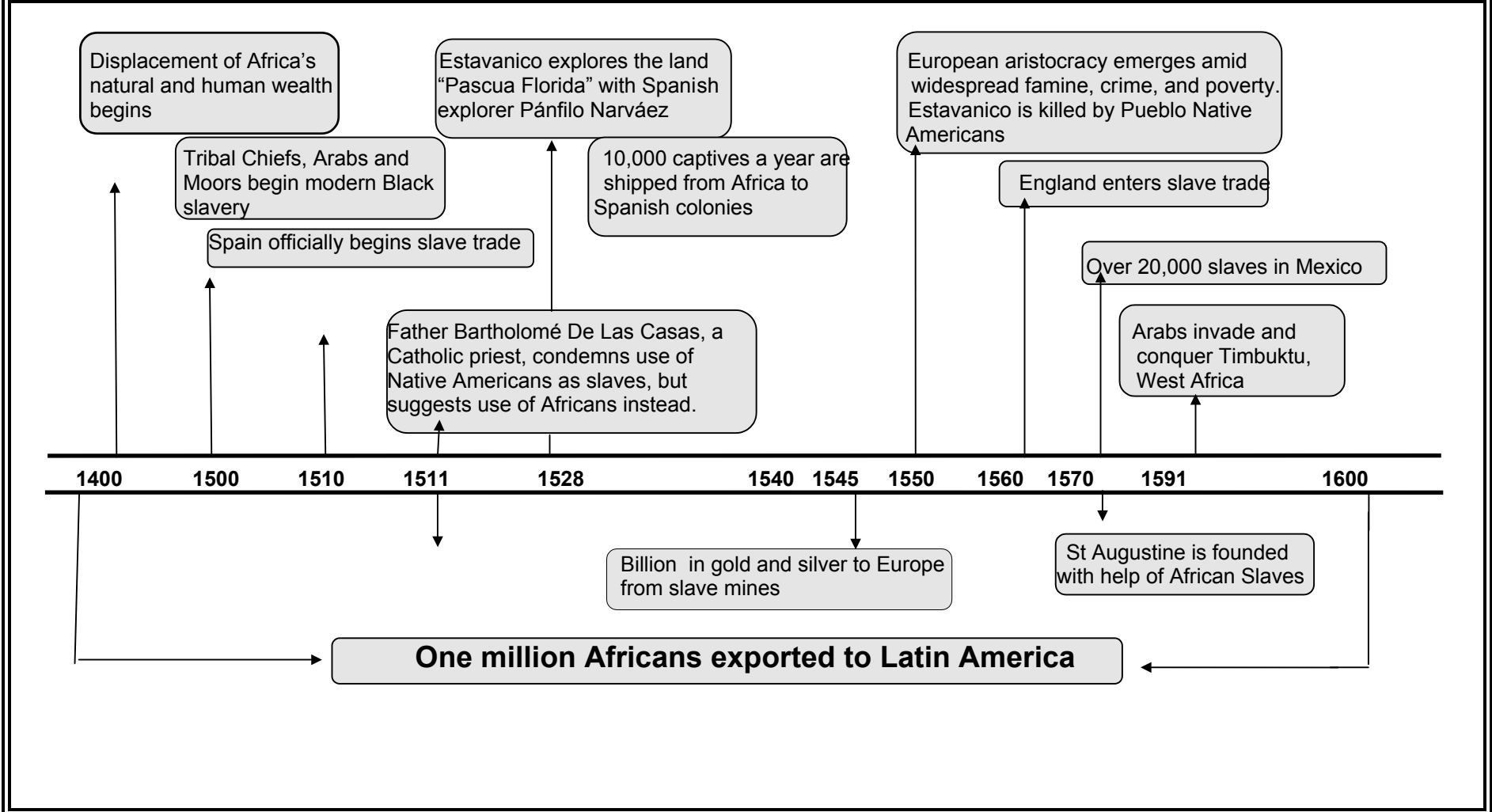
STRAND A READING	
INFUSION POINT	LINKAGES TO AMERICAN HISTORY
European Exploration (1492 -1565)	<ul style="list-style-type: none"> ➤ 1492 - Columbus explores the New World. ➤ 1513 - Balboa reaches the Pacific. ➤ 1513 - Ponce de León explores Florida. ➤ 1514 - Pedrarias d’ Avila travels to the Isthmus of Panama. ➤ 1528 - Estavanico, Devaca, and Narváez travel in the New World. ➤ 1539 - Estavanico explores the Southwest. ➤ 1539 - De Soto explores the Mississippi River. ➤ 1540 - Francisco Coronado explores the southwest. ➤ 1565 - St. Augustine, Florida is established with the help of former African slaves.

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STRAND A READING

TIME LINE: 1400 - 1600



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STRAND A READING	
INFUSION POINT	DEFINITION OF KEY TERMS
<p>European Exploration (1492 -1565)</p>	<ul style="list-style-type: none"> ➤ Azamor - A city in western Morocco. ➤ Expedition - A journey for the purpose of exploring. ➤ Swamp - A piece of wet, soggy land. ➤ Zuni - The Native Americans of New Mexico.

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STRAND A READING

RECOMMENDED STUDENT ACTIVITIES

Art Humanities/ Arts/ Music

- Make a mural that depicts the travels of Estavanico.
- Explore ways in which the explorers entertained themselves during long voyages by creating a play.
- Determine how many different cultures Estavanico encountered during his travels.
- Build a model of a ship and display it with biographical/pictorial information on Estavanico.
- Develop an artistic (visual) scrapbook of explorers including Estavanico.

Social Studies

- Use a world map to chart Estavanico's travels from Spain to the time of his death.
- Draw or find pictures of the places that have been chartered on the map.
- Construct a world map that is accurate for Estavanico's explorations.
- Describe the physical and ethnic ancestry of Estavanico.

CURRICULUM INFUSION

Mathematics

- Describe some of the strategies that were used to solve the problems of navigating across the Atlantic Ocean from West Africa to Mexico.
- Create a time line of Estavanico's life.
- Determine the distance Estavanico traveled from Morocco to Mexico.
- Explain the money or bartering system he and other explorers used to obtain basic supplies.
- Document /measure distances traveled.

Science

- Use a map to locate and label currents in the Atlantic Ocean, and discuss the difficulties they posed for navigation.
- Describe how navigators used the stars to check their directions.
- Construct a compass that includes both cardinal and intermediate directions.
- Research the disease scurvy. Report your findings.



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RECOMMENDED STUDENT ACTIVITIES

Research Skills

- Using the Internet and media sources prepare a position paper on the relationship between the Spanish conquistadors and the Africans they enslaved.
- Prepare a report on the Atlantic Ocean as a highway on which all goods and services eventually traveled.
- Document the various adventures of Estavanico.
- Using the Internet prepare a position paper on the importance of explorers, like Estavanico, in opening up the world to diverse cultures.
- Examine at least three additional sources on Estavanico's travels.
- Capture the feelings expressed by the Native Americans towards Estavanico? Why did they kill him?
- Research and present a paper on why Estavanico became a Zuni Native American legend?

Language Arts

- Critique the autobiographies of one other explorer who traveled from Africa to the North and South America region of the world.
- Write a poem that expresses the ideas and thoughts of Estavancio.
- Write a ship log about the explorations in North and South America, that you have investigated.
- Compare and contrast the cultures in Morocco and Spain at the time of Estavanico's travels.

Critical Thinking Skills

- Conduct an interview with a modern day explorer.
- Prepare an interactive journal on this unit.
- Explain and explore the relationships between the Native Americans and the Spanish who were enslaved by them.
- Use visual aids and orally present the findings from the data researched
- Use an interactive journal to assess the content.
- Compare and contrast the strengths and shortcomings of explorers during Estavanico's periods of travel.
- Discuss (in small groups) the importance of Estavanico's travels, from Africa to Central America and to North America.

CURRICULUM INFUSION

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>European Exploration (1492 -1565)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their ability to write an essay on how they believe life might have been for Estavanico while he lived in Morocco, Spain, and America. 2. Students will be assessed on how well they construct a time line on the travels of Estavanico. 3. On a map of the United States, students will be assessed on their ability to locate and trace the travels of Estavanico. 4. Students will be assessed on their ability to estimate the miles covered in the journeys of Estavanico. 5. A multiple-choice assessment may be utilized to determine the extent to which students understand the life, contributions and impact of Estavanico on the world.

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<p>European Exploration (1492 -1565)</p>	<p><i>Pre/Post Assessment</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument. ➤ Assess the knowledge of the African and European Explorers. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use unit content and formulate assessment items. ➤ Use journals, presentations, and portfolios in the process. ➤ Compare and contrast explorers of the world. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals, portfolios to assess gains. ➤ Use multiple choice exams. ➤ Use product evaluation. ➤ Use research papers and assess with a matrix to assess the students’ progress. </div>