

La Gente de San Agustín/The people of Saint Augustine

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Intended Grade: Middle School

Subject Areas: Spanish and Social Studies

Correlation with National Standards: [unspecified]

Objectives:

Students will demonstrate understanding in Spanish of the different groups of people that made up colonial Saint Augustine society.

In previous lessons students will have:

- located Spain, the provinces and major Spanish cities on a map of Europe, preferably one from the 1600's.
- traced Christopher Columbus' route to the Bahamas
- located Florida on a map of North America
- discussed the voyage of Ponce de León
- traced the route of Pedro Menéndez from Spain to St. Augustine

Approximate Time Required: [unspecified]

Materials Required: [unspecified]

Instructions:

Activity 1:

?Quienes son la gente de San Agustín? /Who are the people of Saint Augustine?

List the names of the different groups of people who live in Saint Augustine.

Materials:

- Pictures of a Spanish soldier, Spaniards (men, women, and children), priests, native Timucuan, and African slaves.
- Internet access
- Spanish/English dictionary and/or online translator

Vocabulary:

- *Soldados*
- *Hombres*
- *Mujeres y niños*
- *Españoles*
- *Indígenas*
- *Timucuas*
- *Esclavos africanos*

Procedure:

Introduce vocabulary by showing pictures of the different groups of people. Students can pick from a bag and show the teacher the picture.

Students respond to teacher commands to:

- point to a picture when you say the vocabulary word
EJEMPLO: *¿Cual es el esclavo africano ?.*
- say the name of the students who has the picture.
EJEMPLO: *¿Quién tiene el soldado?*
- Tell what picture a particular student is holding?
EJEMPLO: *¿María tiene el hombre o la mujer?*
- give the picture to another student
EJEMPLO: *Pasa el indígena á Roberto.*
- Tell which person did not come with Melendez.
EJEMPLO: *¿Cual de las personas no vino con Pedro Menéndez de España?*

The teacher can use this opportunity to review other vocabulary the students have learned such as introductions, clothing items, colors, personality traits, etc., by having them describe the picture.

Activity 2:

¿Como es la vida de un soldado? / What's a soldier's life like?

Collect the pictures by asking for them one by one. Single out the picture of the soldier and tell the class his name (*Francisco de la Rúa*) and that he is a captain in the army. Students should be able to recognize the cognate *capitán*.

El soldado se llama Francisco de la Rúa. El es un capitán.

Ask students if he is an *indígena*? Or an *esclavo*? Does he have a wife (*esposa*)? Is she an *indígena*?

Have students access the Florida Museum of Natural History's *Virtual Saint Augustine Exhibit*: at <http://www.flmnh.ufl.edu/staugustine/intro.htm>. Then go to "Timeline."

The students will work in groups to research the answers to the following questions about an aspect of the daily life of a soldado.

(This site is extensive, so each group should use the suggestions provided for their answers.)

▪ WORK

- ⊕ Where does he work?
- ⊕ What does he get paid?

Create a poster that includes a picture of where he works and a budget for the year.

Timeline:

- Unit 2 Florida on Trial (Disasters & Rebuilding section) and
- Unit 3 The Criollo Connection (Life & Death in the 1600's section) (for the cost of living in the 17th century.)

▪ FAMILY LIFE

- ⊕ Tell about his family.

Write a letter in Spanish from his point of view to his family.

Timeline:

- Unit 3 The *Criollo* Connection, people, absent wife

▪ HOME

- ⊕ What does his home look like on the outside?
- ⊕ On the inside?

Use a shoebox and create a diorama of the soldier's house.

Timeline:

- Unit 2 Florida on Trial (Disasters & Rebuilding and Life on the Remote Frontier, view images)

▪ FOOD

- ⊕ What are the foods that he eats?
- ⊕ Do they come from Spain or the New World?

Plant seeds of a New World food in a Styrofoam cup. Find pictures of Old World foods and glue them to a paper plate.

Timeline:

- Unit 2 Florida on Trial (Life on the Remote Frontier, view artifacts)

Evaluation:

Create a rubric to assess each group's presentation in the areas of language accuracy, creativity, and level of information.