In Context

Florida Council for History Education

The *La Florida* Digital History Initiative: Bringing New Content to Florida Teachers

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La Florida: The Interactive Digital Archive of the Americas

Triumph and Tragedy

This year's theme for the annual FLCHE conference could not have been more appropriate for the presentation of a new research and public outreach venture. *La Florida: The Interactive Digital Archive of the Americas* is a unique collaborative initiative focused on public engagement, a site that combines high-quality historical research with cutting-edge technology. Just four months after its official launch in Washington DC, Associate Director, Rachel L. Sanderson, introduced La Florida (www.laflorida.org) to a brilliant and enthusiastic group of FLCHE educators. The presentation included a demonstration of how Florida teachers can use the five major segments of the *La Florida* website to offer students a multidisciplinary perspective of colonial Florida's rich history. The biographical database, interactive maps, short videos, and digital exhibits that populate the *La Florida* site present thoughtfully curated primary-source materials for online visitors of all backgrounds, while maintaining a high level of academic rigor and groundbreaking scholarship. While future editions of *In Context* will introduce other segments, this article will present an updated breakdown of the most ambitious segment of the project, the People of *La Florida*.

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People and Prosopography

The People component of La Florida began with a basic question. Who were the men and women who colonized La Florida? Where did they come from? How old were they when they embarked from Spain? What level of education did they have? Were they military men? Artisans? Craftsmen? Farmers? In other words, what was the profile of a typical conquistador? Indeed, was there a "typical" conquistador? From these initial queries, our interests expanded to a much broader vision of La Florida. Ultimately, our goal is to create a comprehensive biographical dictionary that includes all men, women, and children of all ethnic backgrounds who lived in Florida at any point during the colonial period. It is an onerous task.

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At *La Florida*, our research team has worked with thousands of pages of primary-source documents, most of them from Spanish archives. These documents provide considerable biographical details, such as regional origins, literacy rates, dates of birth, dates of death, occupations, salaries, and hundreds of physical descriptions. To promote innovative research on the history of colonial Florida and its place in US and world history, *La Florida* includes this rich information in arguably the most comprehensive searchable population database for any region of the Americas for the colonial period.

On September 8, 1565, nearly fifty years before the founding of Jamestown, Pedro Menéndez de Avilés set foot on the shores of *La Florida* and established St. Augustine. For more than three centuries, competing colonial powers, free and enslaved blacks, and Native Americans interacted to shape Florida's unique and diverse landscape. St. Augustine went on to become the oldest continuously occupied European city in the continental United States. *La Florida*'s goal is to create a database containing the names and information of every person who ever lived in Florida at any point during the colonial period, a period bound between 1513 and 1821.

-Image 1- The Spanish Crown was very particular in the kinds of people it wanted occupying its overseas territories. This document provides a detailed breakdown of the occupations represented on Pedro Menéndez de Avilés's 1565 expedition: twenty-one tailors, an apothecary, a tanner, two biscuit bakers, weavers, coopers, a master tile maker, a sawyer, a master beer brewer, 117 laborers, and four priests. These are the people that most textbooks characterize simply as 'conquistadors'. Is that accurate? Does it capture the diversity of the people and their motivations for participating in those early expeditions?

One of our initial research projects was to examine the 1566 Sancho de Archiniega expedition to Florida, the single largest Spanish expedition to Florida during the entire colonial period. Over the past three years, we have collected biographical data on more than 2200 individuals, including eighteen women, who joined the Archiniega armada. In late June, 1566, sixteen of the fleet's eighteen ships safely reached St. Augustine to reinforce Menéndez's small garrison town. A careful examination of the make-up of Archiniega's armada reveals characteristics that both challenge and conform to our current understanding of Spain's imperial expansion in the Americas.
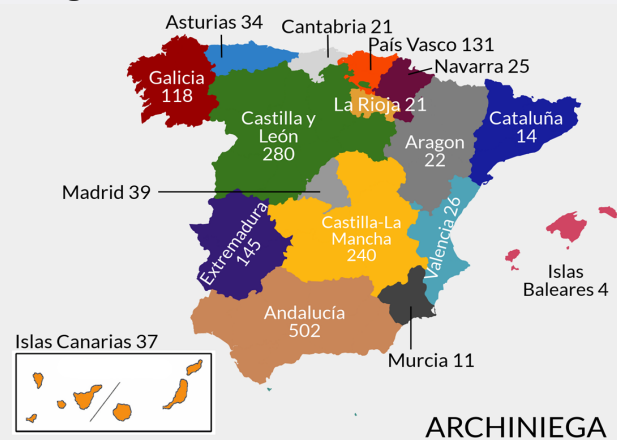
The available data already housed at laflorida.org challenges many common assumptions about Spanish conquistadors. In fact, a close study of the biographical data reveals some striking differences from other studies of sixteenth-century Spanish migration to the Americas.

Image 1
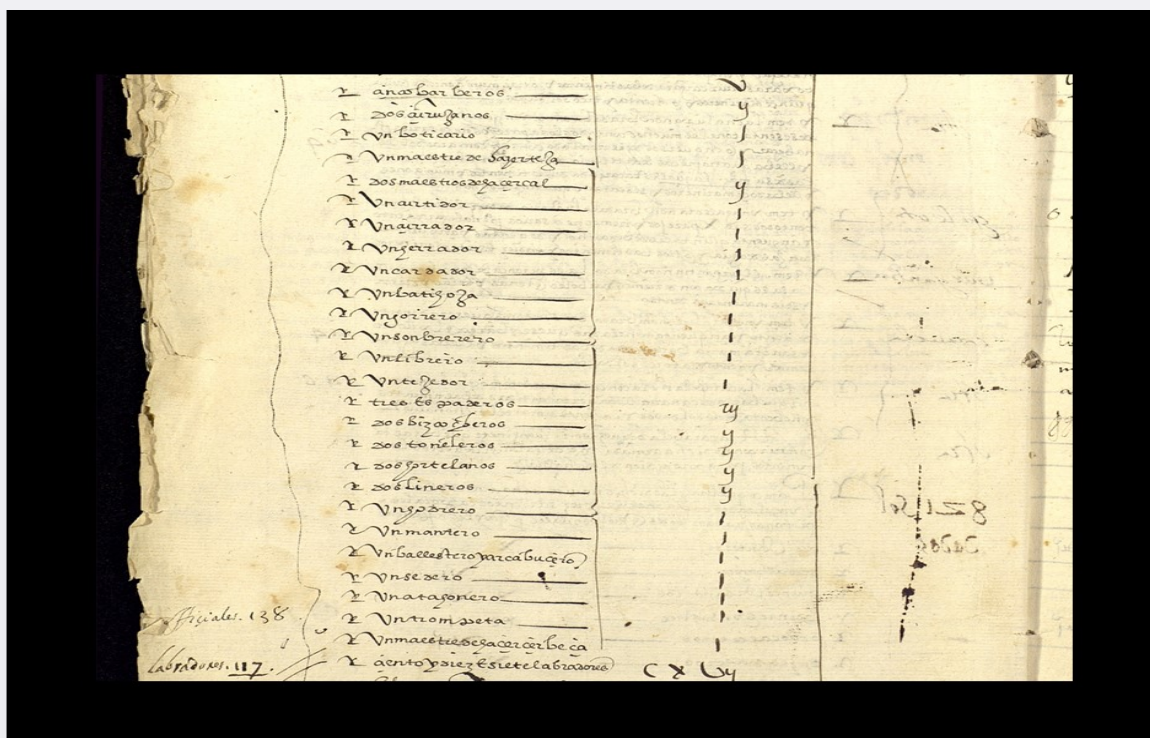
Image 2- For one, although most of the people who joined the expedition came from Andalucía, in southern Spain, the over-all percentage of southern Spaniards was surprisingly low. Instead, the make-up of Archiniega's fleet was distinguished by its regional diversity, with soldiers and sailors representing every part of Spain. Northern Spaniards from Galicia, Asturias, Cantabria, and the Basque Country joined at much high-er rates than what has been documented in other migration studies, as did "foreigners" from Portugal, Flanders, Greece, Italy, and elsewhere.

Image 2

Asturias 34 · Cantabria 21 · País Vasco 131 · Navarra 25 · Galicia 118 · La Rioja 21 · Castilla y León 280 · Aragon 22 · Cataluña 14 · Madrid 39 · Extremadura 145 · Castilla-La Mancha 240 · Valencia 26 · Islas Baleares 4 · Islas Canarias 37 · Andalucía 502 · Murcia 11 · ARCHINIEGA

Image 3- If a textbook included a map of where these people came from, it would look like the image presented here. Participants included soldiers and sailors from Portugal, Flanders, France, Germany, and Italy, as well as a handful from places such as Croatia, Poland, and North Africa. The Archiniega expedition even included a person from Florida, a Native American chief, or *cacique* named Pedro, who served as a guide and interpreter.

Ages of those who made the voyage across the Atlantic provide an opportunity for engaging discussions with high school students in particular. We have identified the age of 22% of the Archiniega group. On average, the people who came to Florida with him were young. The Crown man-date stated that there was to be no one on the expedition under the age of twenty yet we have discov-ered more than sixty people who were nineteen or younger. The most frequently reported age amongst those on the Archiniega expedition is twenty years old. As one might expect, people lied, claiming to be twenty so they could officially join the expedition. Often, we find these individuals giving testimony years later while still claiming to be twenty years old.
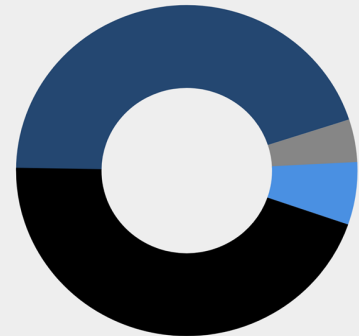
Image 3

Breakdown of Origins: Archiniega

--Image 4- The general sense is that many of the people who came to Florida on these early expeditions came rather unwillingly and perhaps did not represent what you might characterize as the highest level of Spanish society. What is surprising about the Archinega group is that, though it was built as a military support fleet, more than 12% of the entire group was literate. Literacy rates are extremely difficult to ascertain but we have determined them for nearly 30% of the entire expedition. There are few other, if any, sixteenth-century expeditions to Spanish America for which this information has been collected.

Literacy: Archiniega
Identified for 28.4% (631 Individuals)

- Illiterate (290)
- Signature (27)
- Signature + (39)
- Literate (273)

-Image 5- Tracking mortality rates will become particularly interesting as *La Florida* continues to grow. As you can see in the image below, more than fifty people on the Archiniega expedition died in 1566. However, at present, records indicate that only seven died during the trans-Atlantic voyage. Most of the deaths in 1566 were a result from an epidemic that struck St. Augustine later that same year or were the result of conflict with the local indigenous Potano population. How could this data compare to that of earlier expeditions to the Americas or to later British expeditions to the northeastern United States?

Image 5

Muertes por año
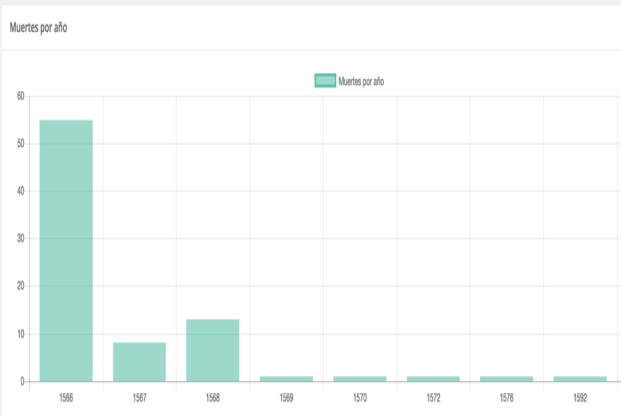
What is Next?

-Image 6- At *La Florida*, new information is added daily and we continue to develop new methods of displaying content to engage users of all ages. Only six months after the official launch, students can already use laflorida.org to expose many of the triumphs and tragedies experienced by the thousands of men and women who shaped Florida's colonial past. For teachers, the site functions as an innovative educational resource that inspires students to ask complex questions and engage in meaningful conversations. For all visitors, *La Florida* provides an accessible and interactive window into the lives of those who shaped the history of Florida and the United States.

Image 6

Do you have something to add to the conversation?

Have you used something in your classroom that was a huge success? Or do you have a topic in history that you would like to write about? *In Context* is accepting articles for our next publication. Our deadline for the February issue is December 31. For more information and to submit an article, visit the Florida Council for History Educations website:

http://www.flche.net/flche-quarterly-publication.html

Snapchat: The Use of Social Media in the Social Studies Classroom

Arren Swift and Jennifer Johnson

Snapchat: The Use of Social Media in the Social Studies Classroom
Abstract

Snapchat, a widely known mobile app, provides new opportunities for social studies educators who are seeking to diversify their use of formative assessments in the classroom. Snapchat is a tool that allows students to interact with social studies content in constructive, creative, and critical ways. This article offers some rationales for this approach, as well as a sample lesson plan and examples.

Keywords: Snapchat, formative assessment, social studies, Bill of Rights, pedagogy, app

cyberbullying, distraction, privacy issues, obscene or harmful content), these very issues justify the need for students and teachers to explore social media toward the goal of becoming responsible digital citizens (Carpenter & Krutka, 2015; Ribble, 2012). The majority of school policies related to social media still focus on what students should not do with these technologies, but we are slowly beginning to see students and teachers explore what they can do (Krutka & Carpenter, 2016).

Framework

Snapchat allows students the freedom to use multiple methods to communicate an idea.

Introduction

Educators need to find ways to expand the use of engaging and effective formative assessments in secondary social studies classes. Formative assessments provide engaging and authentic opportunities for students that can enhance their mastery of the content while allowing for creativity and self-expression. Snapchat can be an effective formative assessment tool in social studies classrooms. Snapchat is a social networking and multimedia mobile application that allows users to share photos, videos, and messages. The need to develop instructional techniques that better engage students has led to the push for the inclusion of classroom assignments requiring active student engagement (Cowgill, 2015).

Educators are apprehensive when considering the use of social media in their classrooms due to the ethical concerns that arise from misuse of the technologies. Issues of jealousy, depression, and the sharing of sexually explicit photographs are among the negative effects on students that teachers must be cognizant of when using social media (Piwek & Joinson, 2016; Utz et al., 2015). While administrators offer reasonable justifications for limiting social media uses in schools (e.g., Children's Internet Protection Act, parental concerns,

Students can capture a ten-second clip that allows them to act out an idea or concept. Performing art incorporates aesthetic, critical and participatory modes of knowing through performance (Chilton & Leavy, 2014). The use of photography is a method the students can use to prove knowledge acquisition. Photovoice is the process of using photographs as a data collection tool with the goal to use the photograph to elicit narratives (Wang, Coemans, Siegesmund, & Hannes, 2017). A student's photograph accompanied by a narrative is a powerful tool to examine their lived experience (Behrendt, 2014). Another method a student can use, to demonstrate mastery is to draw something and capture the image in a photograph or draw on top of an image they collected. Drawing and painting is a meaning-making processes intricately bound up with power relations, social experiences, and technological interactions (Guillemin, 2004). Through multiple methods, Snapchat enhances the ability of student communication and can lead to mastery learning. A maturing body of work indicates that the arts can deeply engage people by focusing on the affective domain of learning such as engagement, attitude, or emotion (Lesen, Rogan, & Blum, 2016).

Lesson Procedure

To understand the procedures of this type of instructional technique, it may be helpful to see the framework of an actual lesson. This lesson will focus on the Bill of Rights, a required topic for all levels of the American Government courses. The students begin the lesson by reading a brief description of the history of the Bill of Rights. The reading assignment can be found at the Bill of Rights Institute https://www.billofrightsinstitute.org/founding-documents/bill-of-rights/ (2018). The students are directed to navigate to the webpage and to read the material. The background information informs the students that the first ten amendments to the Constitution are known as the Bill of Rights. They were written by James Madison in a response to calls from several states for greater constitutional protection for individual liberties; the Bill of Rights lists specific prohibitions on governmental power. The creation of the Bill of Rights settled a quarrel between the Federalists and Anti-Federalists. The background information then covers the process that

and review their work. Please refer to Appendix A and B to review examples of snaps on the topic. The students can create an alternative account just for the class if they are apprehensive about using a previously established account.

The students were directed to share their work with the teacher by sending a screenshot of their snap through an email or to bring their phone to the teacher, so their work could be reviewed. Upon review, the student would then add their snap to the class story, so the other students could review their work. Student curiosity and creativity encouraged the class to review the work of others while reinforcing the content of the lesson.

In this lesson, one student used clip art, text, and took a picture of the teacher to convey their understanding of the fourth amendment (see Appendix A). The snap the student created visualized a story the teacher told in class about unreasonable searches and seizures. Through the creation of this snap, the student illustrated that a police officer needed just cause to search the teacher's car using

This process allows all the students to share and review their work.

took place to ratify the Amendments. The students are instructed to read the amendments and create a snap to demonstrates there understanding of each of the amendments. Students can work in small groups to accomplish the task. The formation of groups makes it more plausible for the students to use the visual arts to demonstrate mastery of the concepts.

As the students start the assignment, one student is assigned to create a geographical location for the classroom through the app. This process can be done in seconds and does not require the teacher to have access to student social media accounts or allow the students to have access to the teacher's social media account. Then the class is asked to utilize Snapchat to complete the assignment and share their work using the story feature accessed through the geographical location. This process allows all the students to share

photographs, clip art, and text. The teacher proceeded to ask clarifying questions like what is going on in the picture? Can you explain how this story relates to the fourth amendment? The opportunity for follow up questions provided evidence that the student possessed a deep understanding of the content. Additional text added to the snap would have eliminated the need for an individual discussion with the student if the teacher was looking for a way to conserve time.

As the class period came to an end the teacher overheard the students talking saying things like that was pretty cool and when I saw we were using Snapchat today I did not know how that was going to work but it did and Iwas able to see what other people did. The students were able to express their thoughts in new ways and enjoyed the experience.

Conclusion

       With an increased focus on the utilization of effective formative assessments, teachers will be empowered to conduct mastery learning. Students who are required to demonstrate the understanding of concepts, standards, and essential questions through arts-based presentation methods will help provide teachers with rich descriptive data that can inform the teacher if the student has met the learning goal or it will help identify the students' misconceptions. Increased frequency and effectiveness of formative assessments used in classrooms can lead to a high-quality educational experience for each student. Snapchat provides an opportunity to assess student understanding, while also providing the student an opportunity to engage in an activity they enjoy.

Appendix A: Snapchat Example

Amendment IV
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
Note: Example of explanation of Amendment IV.

Appendix B: Snapchat Example
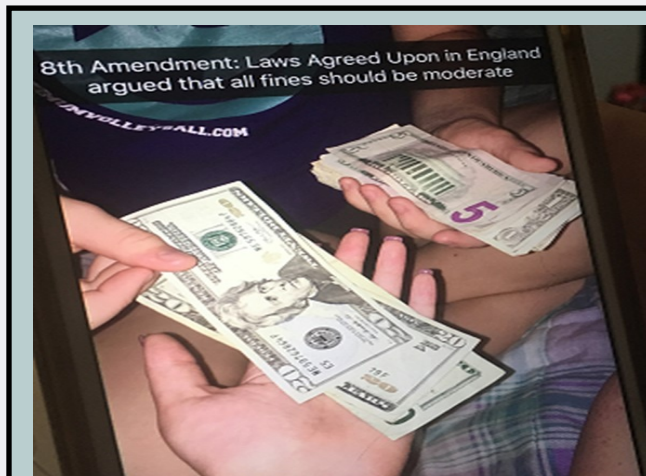
Amendment VIII
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
Note: Example of explanation of Amendment VIII.

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