

Santa Elena: Student Inquiry Projects for Grades 3+

The following open-ended questions/projects **challenge** students to use these evidence-based creative processes: **collecting** information, **connecting** ideas, forming **conclusions**, **critiquing** and **communication** of learning. Collaborative group work and performance for a class audience is encouraged.

1. Why were Santa Elena and Port Royal Sound chosen as major settlement targets for Spain in the early 16th century?

Activities:

- 1) Take a role (e.g. King Phillip) and make an argument for settlements in the Port Royal Sound area. Use a map to make your case.
- 2) As a resident native (e.g. chief, warrior, woman, child) in the Port Royal Sound area, speak up as a tribal meeting about the arrival of the Spanish (e.g. concerns, possibilities, advantages, disadvantages, ways to proceed, etc.)

2. What prompted the 1562-1565 race between Spain and France to settle what is now the United States?

Activity:

- 1) Divide into small groups of Spanish and French leaders and discuss why (reasons) for establishing settlements and how to deal with your competitors (i.e. strategies).

3. How did control of Port Royal Sound figure into Spain's "security" in the 16th century?

Activity:

- 1) In the role of a Spanish ship captain, explain to King Phillip how the base at Santa Elena improves security. Use a map to support your explanation.

4. What were Governor Menendez's main goals for establishing Santa Elena as his colonial capital in 1571?

Activities:

- 1) In the role of Menendez, write a letter to King Phillip about your goals.
- 2) In the role of Menendez's wife, respond to his announcement about a potential move to Santa Elena.

5. How were the Native Americans important to Spain's 16th century settlement of what is now the U.S.?

Activity:

1) Write a commendation from a Spanish official to be delivered (oral and/or written) to natives in the Santa Elena region.

6. Why did the Spanish want an inland road from Santa Elena to Mexico in the 16th century?

Activities:

1) Create a map that shows likely inland roads from Santa Elena to Mexico. Consider obstacles like rivers, mountains, etc. Use your map to recommend the best route (s).

2) Work with a group to create a tableau about the threats in the Caribbean (e.g. storms, pirates)

7. Shipments of gold and silver from the Americas made Spain the wealthiest country in Europe in the 16th century. What effects resulted from Spain's accumulation of wealth?

Activity:

1) Write a compare/contrast piece (see 12 poem patterns or use a song structure) about Spain's accumulation of wealth.

8. While Spain dominated the settlement of early North America, by 1821 England had taken over. During Spain's 16th century domination of what is now the U.S., what positive additions were made to our culture? Negative?

Activity:

1) Create a piece of art (watercolor or acrylic painting, collage or chalk/colored pencil drawing) about Spain's cultural additions.

9. Why was Spain's attitude and policy toward slavery in the U.S. different from that of England?

Activity:

1) In the role of either an English or a Spanish settler, explain your use of slaves (why and how and who was enslaved). 2) In the role of an enslaved person, write a song or poem about your life and the motives/behaviors of your enslavers.

10. Who was Admiral Drake representing when he attacked the Spanish fortifications in the Caribbean as well as St. Augustine in 1587? Why? What was Queen Elizabeth's policy toward piracy or privateering at the time?

Activity:

1) As an English official, explain your country's policy toward piracy/privateering. 2) In the role of Admiral Drake, report the results of the attack on the Spanish to Queen Elizabeth