

Tonya Creamer, Fort Mose Historical Society

Freedom at Fort Mose

125 Years Before the Emancipation Proclamation



The Ripe Environment for Fort Mose's Creation

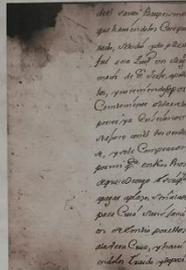
- 1st Spanish period (1565-1763)
- Constantly in defense or threatened, while on a “mission”
- Especially in St. Augustine, a Spanish territory, the community was a melting pot. Some say the original. Various cultures had to learn how to get along, help each other and eventually adapted to one another’s religion, food, languages and ways of living.
 - Native Americans
 - Spanish
 - Africans
 - free, indentured, enslaved
 - Tradesmen, explorers
 - Later, Maroon communities



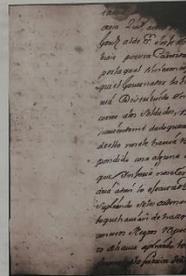
Spanish King Carlos II's 1693 Proclamation Granting Freedom



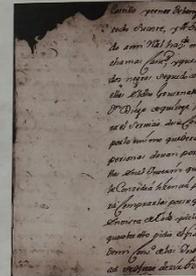
Page 1



Page 2



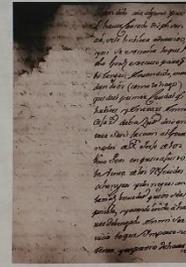
Page 3



Page 4



Page 5



Page 6



Page 7



Page 8

■ Join militia, become Catholic

Tracing the Path

- - the location of St. Augustine within North Florida
- - Geographical locations of Florida, Georgia and South Carolina within the southeastern United States; Cuba and West Africa
- - the journey made by Fort Mose residents, starting in West Africa and ending in St. Augustine, Florida
- - the various groups of people involved in the slave trade and the Africans' journey to Freedom

- The concept of freedom and why a person might “seek” freedom

- K-5

- Standards: Social Studies; The World in Spatial Terms

- Resources you'll need:
 - A map that fits your classroom/grade's needs whether large and laminated or individually printed or digital on their devices
 - Images of Fort Mose/St. Augustine people
 - Timeline
 - Opportunity for primary = Proclamation

Stories from the Soil

- To develop students' recognition of ways of life in colonial Florida and how the social fabric continued to change because of the various events in the timeline of Fort Mose and St. Augustine.
- Who is free and how does that concept change for these same people over the life of Mose? In St. Augustine?
- Middle grades
- Standards: Social Studies; Evaluate the Roles and Rights, Examine the Causes, Course and Consequences
- Resources you'll need:
 - Discovery bags
 - Opportunity for primary = object in museum, build digital "bags"
 - Images of Fort Mose/St. Augustine people

The Different Faces at Fort Mose



- Learn in-depth knowledge of the various types of people living at Fort Mose and their various roles within a colonial, cosmopolitan society. Yet one that is also an outpost.
- How is the term “freedom” different for each of the people studied?
- 9-12th grades
- Standards: Theater, Social Studies and Language Arts; Cognition and Reflection, Use of Research and Inquiry, Key Ideas & Details
- Resources you’ll need: Scripts! Provided or created!
 - Opportunity for primary = diaries, etc. to develop a persona

2nd Fort Mose (1752 – 1812)



- British period (1763-1783)
 - Menorcans (1777)
 - Loyalist
- 2nd Spanish period
 - (1784-1821)
- U.S. Territory
 - National Guard HQ
 - St. Augustine capitol
 - Then moved to west FL

Connect

- Twitter: @FortMose
- Facebook: Fort Mose Historical Society
- Website: Fortmose.org
- Me: tacreamer13@gmail.com