

Florida Council for History Education

The Pharmaceutical Dominance of the Spanish Empire: Examining the Impact of Indigenous Herbal Remedies

Dr. Christine Miller

University of Florida, College of Medicine-Jacksonville

Director of Limb Salvage, Department of Orthopedic Surgery

Medical Historian-The Spanish Military Hospital Museum

Saint Augustine, Florida

At the dawn of the Age of Exploration, Spanish ships set sail to the New World in search of wealth while conquering more land for its empire. The earliest explorers were predominantly focused on finding precious metals such as gold and silver, but these alone were not the only source of fortune to be found. The Spanish Crown was also intent on acquiring medicinal plants from the lush exotic territory across the sea. This is evident by the appointment of Dr. Diego Alvarez Chanca (died

***Spanish interest in the medicinal value
of its growing realm would continue
for centuries to come.***

c. 1515) as part of the expedition with Christopher Columbus on his second voyage to the island of Borinquen (modern day Puerto Rico) ordered by King Ferdinand and Queen Isabella. His chief task was to gather information on the native vegetation and to obtain samples for study. The use of chili peppers (*Capsicum annum*) for both nutrition and medicinal purposes by the Taino people so intrigued Dr. Chanca, that he made mention of it in his letter back home to Spain. Spanish interest in the medicinal value of its growing realm would continue for centuries to come. Dr. Francisco Hernandez (1517-1587), a botanist and personal physician to King Philip II, was assigned the arduous task of cataloging all flora and fauna throughout the Americas with emphasis on identifying those with medicinal properties. In recognition of his extensive body of work, he is largely regarded as one of the fathers of natural history.

This meticulous attention to botanical detail would bring significant prosperity. By the 18th century, Spain held the monopoly on the lucrative international pharmaceutical trade. These very effective remedies were a direct result of the curative knowledge from indigenous peoples incorporated into Spanish therapeutic practice.



FLCHE'S MISSION

Professionals dedicated to the advocacy of history in education by promoting history as a way to appreciate the progress and awareness of past and present events. We are a community where collaboration fosters historical mindedness maintaining intellectual rigor for history education.

INSIDE THIS ISSUE

Researching Clothing
Issued the Enslaved on the
Monticello Plantation....6-8

What's in an Envelope...9-20

The Dade Massacre: The
Ambush That Shocked the
Nation and Started a
War.....23-27

FLCHE
www.flche.net
Phone: 941.479.0627
@flhistoryed

E-mail:
contactus@flche.net

One of the most efficacious drugs, is that of cinchona bark (*Cinchona officinalis*) or Jesu-



Figure 1: *Cinchona officinalis*

bark as a fever reducer and a cure for malaria as noted by Jesuit missionaries in the 1630s .

The active ingredient in cinchona bark is quinine which continues to be a valuable anti-

malaria agent still in use today.

Smilax ornata (sarsaparilla) a climbing

chives in Seville, it appears that sarsaparilla was imported from the Americas in large quantities as early as 1545. Sarsaparilla remains a holistic treatment for arthritis, psoriasis, and liver disease.

Jalap root's (*Ipomoea purga*) original indigenous name, mechoacan, was changed by Spanish colonists to reflect its prevalence in the Xalapa region of New Spain (present day Mexico) . This herbal purgative medication has a stimu-

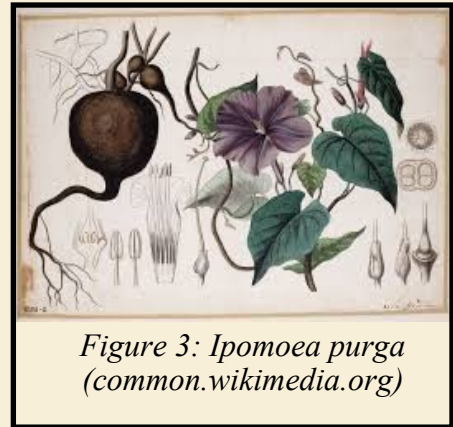


Figure 3: *Ipomoea purga* (common.wikimedia.org)

The success of the Spanish medicinal trade would not have been achievable without the expertise of the native people of the Americas.

vine native to the Caribbean and South America was used as a “blood purifier” specifically for the treatment of syphilis which was a dreadful affliction during the pre-antibiotic era. In fact, sarsaparilla contains saponins, chemicals that have



Figure 2: *Smilax ornata*

which proved advantageous for the treatment of infections. Upon review of Spanish pharmaceutical ar-

lant laxative effect and was used to treat constipation and urinary retention. Its popularity remained steady throughout the Spanish colonial period. Jalap root has the same mechanism of action as many of over-the-counter (OTC) laxatives found in contemporary pharmacies.

The success of the Spanish medicinal trade would not have been achievable without the expertise of the native people of the Americas. Spain exploited the natural resources and practices of the indigenous cultures to reap financial benefit. It is noteworthy that despite the very volatile state of European politics, Spanish medicines were widely welcomed into the markets of allies and enemies alike.

Medicine chests around the globe spanning from Europe to Asia were filled with healing drugs such as cinchona, sarsaparilla, and jalap root without any gratitude or recognition given to those who introduced these medications to Europe and the rest of the world.

References

- Chanca, D. A., & Marcus, F. de Y. A. (1907). *The letter of Dr. Diego Alvarez Chanca, : dated 1494, relating to the second voyage of Columbus to America (being the first written document on the natural history, ethnography and ethnology of America)*. City of Washington: Smithsonian institution.
- Entralgo, P. L. (1996). From Galen to Magnetic Resonance: History of Medicine in Latin America. *Journal of Medicine and Philosophy*, 21(6), 571–591. doi: 10.1093/jmp/21.6.571
- Gänger, S. (2014). World Trade in Medicinal Plants from Spanish America, 1717–1815. *Medical History*, 59(1), 44–62. doi: 10.1017/mdh.2014.70
- Gänger, “World Trade in Medicinal Plants from Spanish America, 1717–1815”. P.44- 46.
- Giaimo, C. (2016, May 16). Francisco Hernandez: The Coolest Explorer You've Never Heard Of. *Atlas Obscura*.
- Harrison, N. (2015). In celebration of the Jesuits powder: a history of malaria treatment. *The Lancet Infectious Diseases*, 15(10), 1143. doi: 10.1016/s1473-3099(15)00246-7
- Huguet-Termes, T. (2001). New World materia medica in Spanish renaissance medicine: From scholarly reception to practical impact. *Medical History*, 45(3), 359–376. doi: 10.1017/s0025727300068046

FLCHE's Board Members

Dr. Tammara Purdin, *Executive Director*
Angela Harvey, *Treasurer*
Dr. Jennifer Jaso, *Secretary*
Dawn Vittorio, *Editor of In Context*
Stephanie Boynton, *Communications Chair*
Dr. Bernadette Bennett, *Board Member*
Kaley de Leon, *Board Member*
David Oness, *Board Member*
Dr. Roger Smith, *Board Member*



Upcoming FLCHE Events

Sip and Scholarship:

Florida Council for History Education will host evenings of libations and stories of Florida's past. Please join us as noteworthy Florida scholars share their research through narrative of historical events, in informal, interactive lectures, over a glass of wine or local brew. If you are interested in FLCHE hosting a Sip and Scholarship in your area or you have an idea for a location, please let us know.

New dates coming soon. Check our website for updates.

Teaching American History Seminar:

The FREE seminars will be a conversation among the participants and scholar, exploring and reading documents regarding specific topics. Participants will receive readings, materials, continental breakfast, lunch, and a letter of attendance for professional development.

- **January 25, 2020:** *Causes of the Civil War*, at Monroe County Schools, 241 Trumbo Road, Key West, FL 33040
- **February 1, 2020:** *African American Contributions to American Culture and Politics*, at the Federal Reserve Bank of Atlanta, Miami Branch

Florida Council for History Education's Annual Conferences:

- **April 1, 2020:** Presenter Proposals due <http://www.flche.net/submit-a-2020-conference-proposal-presentation-or-poster-session.html>
- **July 31 and August 1, 2020:** *Communication in History: The Key to Understanding*, Boca Grande, FL
- **July 10—July 17, 2021:** Historical Cruise (more information coming soon)

American Revolution Institute, Society of Cincinnati Seminar:

- **January 25, 2020:** Remembering America's First Veterans, West Palm Beach <http://www.flche.net/society-of-the-cincinnati-workshops-in-florida.html>
- **April 4, 2020:** Remembering America's First Veterans, Sarasota <http://www.flche.net/society-of-the-cincinnati-workshops-in-florida.html>

If you are interested in FLCHE hosting an event in your area, please contact Tammara Purdin at tammarapurdin@flche.net.

ACCESSING INQUIRY FOR ENGLISH LEARNERS THROUGH PRIMARY SOURCES:

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES PROGRAM
AT THE COLLABORATIVE FOR EDUCATIONAL SERVICES (CES)



“HOW CAN I SUPPORT ALL LEARNERS?”

Social Studies and Humanities pose distinct challenges for struggling learners, including extensive discipline-specific vocabulary, difficult informational texts—including complex primary sources, and a need for background knowledge. Yet the authentic sources, important ideas and connections to issues of these subjects also offer potent means to motivate students.

An exciting grad course from the Collaborative for Educational Services supports content instruction for English Learners (Levels 3-4) in History-Social Studies & Humanities (including literature, art, music, & language); and for Teachers of English Language Learners.

Grounded in a decade of practice by history educators, historians, and experts in English Language Learning, and based on current research and innovative classroom practices. Featuring models of best practices, employing primary sources and analysis tools.

- Gain and apply practical classroom strategies.
- Integrate **History of Immigration and of U.S. foreign language communities** through common topics: war, citizenship, employment, civil rights, and struggles for equality.
- Create/adapt lessons: Universal Design for Learning and brain-based language learning.

PRESENTER:



Rich Cairn,
Director, Emerging America
Collaborative for Educational Services

APPLY ONLINE AT: <https://bit.ly/32802uC>



collaborative.org
Collaborative for Educational Services



UNIVERSITY OF
CENTRAL FLORIDA

LIBRARY
OF CONGRESS
**TEACHING
WITH
PRIMARY
SOURCES**
Consortium Member

April 6-7, 2020

University of Central Florida
Orlando, Florida

Time: 8:30am to 3:30pm

During the workshop, participants will draft a lesson plan using primary sources from the Library of Congress.

Lunch will be provided

Cost: FREE

A certificate of completion (12 hours) can be provided to participants.

Optional 1 Grad Credit (Westfield State University) available for \$125; 3 hours of additional work required.

Host:

UCF TPS Partner - Scott Waring

For program information:

Rich Cairn,
rcairn@collaborative.org
(413) 727.2238

Registration closes March 31, 2020

For more information about teaching with primary sources:
loc.gov/teachers



EmergingAmerica.org

Images courtesy of Library of Congress.

Researching Clothing Issued to the Enslaved on the Monticello Plantation

Gaye Wilson, PhD

Shannon Senior Historian

Robert H. Smith International Center for Jefferson Studies at Monticello

A study of African-American slave clothing is problematic in the very temporal nature of garments never intended for survival but rather to be used up with repeated wearing. Thomas Jefferson's Monticello was not an exception. There are no textile items known to have survived from the enslaved community, nor are there any images of the enslaved that lived and worked there during Jefferson's

frequently grouped the enslaved people in family units. The clothing distributions happened twice a year with the major allotment in late fall and a second, smaller distribution in late spring.

The 1794 clothing distribution reflects an imposed hierarchy within the enslaved community, as Jefferson organized his list by setting apart the "house" slaves from what he termed the "farm" slaves.

There are no textile items known to have survived from the enslaved community, nor are there any images of the enslaved that lived and worked there during Jefferson's lifetime.

life-time. The clothing is lost, yet a skeletal outline of what may have existed can be reconstructed with close analysis of the written records: plantation accounts, correspondence, and memoranda.

Jefferson's "Farm Book" is an excellent resource for this research. He began recording plantation data in 1774, although his lists titled "Distribution of Clothes" did not begin appearing until 1794. His first list is the most detailed of those he recorded over the next eighteen years. What these entries tell us are the type of fabrics, amount of yardage, and sometimes color, along with any accessories such as shoes and hats issued to each enslaved person over one year of age. Though identified by first name only, he

Those working in the house, more visible to the public and interacting with family members and visitors, were allotted fabrics superior in quantity and quality to any of the enslaved working outside positions. A further division in the 'out' slaves distinguished the trained craftsmen from the field laborers, as skilled craftsmen and cooks enjoyed the more costly fabrics.

Only the small group of household slaves, both men and women, received linen for shirts and shifts as opposed to the coarser cotton/linen osnaberg assigned to the 'out' slaves, even the craftsmen. Not surprisingly, Jefferson's personal servant, Jupiter Evans, headed the 1794 list and was awarded wool for a three-piece:

coat, waistcoat and breeches, but with no indication as to how the suit was to be tailored. Was there skill on the plantation to tailor such a suit or was it jobbed out locally? Jefferson had paid to have a suit tailored for a previous personal servant, Robert Hemings, but this was when they were both in Philadelphia, not at Monticello.

On another occasion Jefferson filled the promise of a new suit for Robert with one of his own. Jefferson wrote, "I had promised to send him a new suit of clothes. Instead of this I send a suit of superfine ratteen of my own, which I have scarcely ever worn." It was not uncommon that the slave attendant closest and thus more personally reflecting the master received special clothing.

The two other men making up the household staff, James and Peter Hemings, fared almost as well with wool coats, waistcoats, but rather than breeches they received a more utilitarian garment referred to as 'overalls' that could be worn over regular breeches. Perhaps these were more suitable for their posts of supervising the Monticello kitchen. The enslaved serving women in the house were given a popular wool called "calamanco" that came in solid hues but was often stripped, or patterned and with a very fine finish. This would visually set these three women apart from the coarser, solid wools issued the enslaved women working outside the house.

There was one other group that Jefferson listed under the heading of 'house' slaves. These were the four boys assigned various duties in the house or to send on

errands. Jefferson did not use livery at Monticello, but these boys in their matching blue suits of a medium grade wool fabric could have been recognizable when on an errand as belonging to Mr. Jefferson. Considering these distinctions from 'house' to 'farm' slaves then further distinctions within each group, the clothing among Monticello's enslaved community performed one of the traditional functions of fashion in designating a visual hierarchical standing and indicating position within the plantation community.

Viewed over several years, Jefferson's records reflected the relationship of the plantation community to the broader political world. In the years following Jefferson's retirement to Monticello in 1809, a marked change appeared in the clothing allotments. The Embargo of 1808-09 followed by the War of 1812 placed textiles at a premium. Early in his retirement Jefferson had begun to put into motion his plan for the home manufacture of textiles, and by 1812 his clothing lists and calculations of materials indicate that even the household slaves were to be clothed with fabrics produced on the plantation. Thus war and the subsequent economic conditions leveled to some extent the visible differences within the enslaved community.

The plantation records and other written references provide an outline of the fabrics issued to the enslaved on the Monticello plantation but still leave many unanswered questions. Who cut and assembled the clothing? And how was the clothing styled?

Jefferson's records do not specifically answer these questions, however, the yardage allotted to the women does hint that the silhouette followed the fashionable line from a fitted bodice with a full petticoat to the slender, high-waist silhouette of 1800 that required less fabric. When referring to the men's clothing, Jefferson begins using the term pantaloons rather than breeches which follows the evolving fashion for men.

The oversight of the manufacture of plantation clothing often fell to the mistress of the house, but by 1794, Jefferson had been a widower for a dozen years, though sometimes assisted by his elder daughter Martha. An acquaintance of the Jefferson family, Ann Cocke of neighboring Bremond plantation wrote in 1811 of her experience overseeing the clothing production, "The sewing of the clothes is worse than weaving them, we have nearly a hundred shirts to make besides other parts of dress---these I am teaching some women of the crop [field workers] to make." Jefferson

may have depended on his enslaved women for much of the stitching, as his notes show he calculated nine skeins of thread per slave, including children, for making and mending garments, and calculated two needles per slave for the construction. Sewing implements such as thimbles, straight pins, shears, and even a bodkin, a bone pin case and many buttons have surfaced in archaeological digs along an area south of the main house called Mulberry Row, where the work-shops and some of the dwellings were located.

The institution of racially based slavery has imprinted the history of this country in many ways. Understanding this history is important and certainly the elements of material culture lend one approach for seeing into that world. A study of the clothing of enslaved people is not easy with such a paucity of artifacts and information, still what can be gleaned offers another means of attaining a greater insight into our past, allowing, perhaps, for some better understanding of our present.

Thomas Jefferson, *Thomas Jefferson's Farm Book*, Edwin Morris Betts, ed. (University of Virginia Press: 1976).

The original is in the Massachusetts Historical Society, Boston.

Thomas Jefferson to Martha Jefferson Randolph, *The Papers of Thomas Jefferson Digital Edition*, ed. James P.

McClure and J. Jefferson Looney (Charlottesville: University of Virginia Press, Rotunda, 2008–2019), 24:741. Cocke papers, University of Virginia Special Collections.

FLCHE Partner

Teaching with Primary Sources Program at the University of Central Florida (TPS-UCF)

The Teaching with Primary Sources Program at the University of Central Florida (TPS-UCF) is funded through a grant from the Library of Congress and is directed by Social Science Education Professor and Program Coordinator Dr. Scott Waring. The TPS-UCF director and staff deliver professional development opportunities, free of charge, to help K-12 educators across the state provide high-quality classroom instruction using the millions of digitized primary sources available from [loc.gov](https://www.loc.gov). Through ongoing, year-round professional development events, the TPS program at the University of Central Florida helps educators unleash the power of primary sources in the classroom.

What's in the Envelope?

Using Authentic Inquiry and Primary Sources to Explore Immigration and Citizenship

By Brian Furgione, Ph.D.

Lyman High School, Coordinator of the Civic Engagement and Innovation Laboratory and

Scott M. Waring, Ph.D.

Professor and Program Coordinator of Social Science Education

Introduction

What is the first thought that comes to mind when you hear the words immigration and citizenship? For many, these words conjure up historical images, descriptions of people crossing the ocean packed on ships and seeking a better life, the Statue of Liberty, and the American Flag waving over Ellis Island. Others may initially think about individuals speaking a variety of foreign languages or imagining cultural differences. While these images and thoughts may have their place in the teaching of immigration and citizenship, they are not the only lens by which these topics should be taught. In a contemporary sense, these words may conjure divisive or controversial undertones. As such, teachers need to leverage multiple perspectives when teaching a subject, such as this, especially within the current political context. Now more than ever, students need to have the ability to connect the past and the present and engage with content as they develop the critical thinking skills necessary for citizenship in the 21st century (Hilburn & Taylor Jaffee, 2016). In this article, we set out to do just that from a middle grades classroom: begin with the past, build upon the foundation, and apply the knowledge in a real-world setting.

Framework

"...give the pupil's something to do, not something to learn; and the doing is of such a nature as to demand thinking, or the intentional noting of connections; learning naturally results."

-John Dewey, 1916

What Dewey (1916) posits seems like such a simple premise: let students learn by doing. In many cases, educators seem to lose this focus (Grant, 2007; Russell, 2010). Often, the focus for coursework is on the memorization of facts, assigned readings from the textbook, and lectures from the "all-knowing sage on the stage," rather than the content being student-driven and acquired through authentic and engaging methods (Chiodo & Byford, 2004; Grant, 2007). State standards and the high-stakes testing culture have forced teachers to rely on instruction which is laser-focused, spotlighting key issues, facts, and dates in attempt to prepare students for the next test, grade level, or unit (Furgione, Evans, Walker, & Russell, 2018; Grant, 2007; Rothstein, 2004). The traditional expectation of having all students in a particular grade level learn carefully defined and sequenced content at the same time is outdated and limits a teacher's ability to engage students in authentic and inquiry-based projects, which should be at the core of social studies instruction (Grant, 2007; Waring & Robinson, 2010; Wineburg, 2001). If students are provided the opportunity to learn and teachers properly facilitate inquiry-based investigations, the environment within the classroom changes, as does the motivation to learn (Dole, Bloom, & Doss, 2017). Using Dewey's ideology as a foundation for the teaching of social studies content helps a teacher to focus upon building a framework of instruction in which *doing* and *investigating* are the primary goals.

The approach within this unit leverages scaffolded tasks, an overarching mystery, and an envelope filled with primary source materials, to drive instruction. Students are tasked with solving a mystery and developing deeper understanding throughout the lesson regarding a particular topic. In this case, the focus is on immigration and citizenship for middle grades students, though it can be adapted for use at other levels. While simple in construction, the framework capitalizes on an often-overlooked resource in the classroom: curiosity.

Teachers have the opportunity to create rewarding connections with the content students are learning and foster more profound understanding. “What’s in the Envelope?” uses the *Understanding by Design* (UbD) framework established by Wiggins and McTighe (2008) to combine best practices with engaging activities. Using the UbD framework, the unit was developed by first establishing the desired results (understanding of the immigration and naturalization process), developing performance tasks and products to provide evidence of understanding (gallery walk, letter to potential citizen, etc), and establishing the learning plan which students will experience during the lesson. The following is the basic structure of a “What’s in the Envelope?” unit plan.

- Focus on the end goal. What do students need to understand?
- Develop a theme that drives the inquiry and generates open-ended questions – think, what will spark curiosity?
- Scaffold the lesson in stages. During each stage, the learning should progressively build upon the previous task.
- Select the appropriate resources. The right primary sources are essential!
- Fill the envelope.
- Empower students and allow them to direct their learning.
- Have fun! Fun is a vital piece of the puzzle.

Literature Review

“We’ve robbed history of stories. Humans are story-telling beings. Go back to the etymology of the word history—story. But we’ve stopped telling stories in the classroom.”

– Sam Wineburg, 2011

It is imperative that social studies instruction includes the narratives of the agents actually involved in the creation of history, and the integration of primary sources helps to tell the stories of the past and bring those agents to life. Primary sources bring the dead, the buried, the marginalized, and the destroyed back to life. If educators use sources with students, they can turn a classroom from fact-based dispensaries to laboratories of inquiry (Grant & Gradwell, 2005; Waring & Robinson, 2010; Waring, LaVallee, & Purdin, 2018; Wineburg, 2001). As noted on the Library of Congress’ (n.d.) website, authentic engagement with primary sources allows students to gain “a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills” (para. 2).

It makes sense to have primary sources serve as the centerpiece of investigation-based lessons. While social studies has often been labeled as boring or a second-tier subject to many students (Allen, 1994; Black & Blake, 2001; Chiodo & Byford, 2004; Waring & Robinson, 2010; Zhao & Hoge, 2005), primary sources and historical mysteries can shake student perceptions that social studies subjects are boring and in turn, help reinvigorate the classroom setting. When students are engaged in learning, they participate. When students buy-in, they ask questions. When students are *doing*, learning changes. When students actively engage in inquiry and they are learning with a purpose, their desire to contribute and partake in the lessons grows (Levstik & Barton, 2011; Wiggins & McTighe, 2008).

This desire to learn is impacted by the lessons created and the environment provided by the teacher. A teacher must provide the structure and the scaffolding necessary for students to engage in authentic educational inquiry at any grade level. For this to occur, teachers must be cognizant of the overall goal of the lesson and ensure that academic accommodations are in place to meet the academic needs of each of their students. The procedures, process,

and questions generated by the teacher provide the overarching scaffolding necessary for students to gain control of the learning in the classroom (Levstik & Barton, 2011). Within the scaffolding process, a critical decision must be made: selecting the proper resources. While the use of primary sources in the history classroom has been recognized and widely accepted as good teaching practice by many educational participants, simply using primary sources does not make a great lesson or the students more enlightened (Barton, 2005). Teachers must select the proper sources and text for their students to engage with during a lesson (Grant & Gradwell, 2005). In selecting sources, teachers can ensure that students are exposed to multiple perspectives, can generate their own questions, and foster the creation of historical narratives that go beyond what a textbook or a lecture could. This selection process can lead to increased engagement and student buy-in (Cowgill, 2015; Waring & Robinson, 2010). The right sources can challenge misperceptions, stereotypes, and aide in developing a student's critical thinking abilities through the study of history.

The framing of this unit follows similar guidelines to that of the Understanding by Design framework (McTighe & Wiggins, 2012; Wiggins & McTighe, 2008). With the end in mind, teachers can focus on the path, which students can take in order to achieve the required educational goals. If a teacher knows what he or she wants students to understand and accomplish, selection of sources and materials becomes an even more vital component to the structure of the lesson. As students develop their skills throughout the lesson, teachers can progressively release control of the classroom environment and provide greater autonomy to the students. Simply put, starting with the end allows the teacher to lay out a sequence of events and activities to build understanding. This is the heart of the unit provided in the next section.

Lesson Overview: What's in the Envelope?

Imagine you get an envelope in the mail, and it is filled with mysterious items. These items include pictures, images, charts, letters, maps, passports, and census documents – all primary sources. You have a mystery to solve – *What's in the envelope?* So you begin to generate questions. *What does this chart mean? Why is this map in another language? Why are these people being looked at? Who are these people? What does "census" mean? Who are "Emidio and Massime Guerrieri?" Why is that wall keeping people out?*

This is the start of a lesson focusing on immigration and citizenship. It is an investigation of sorts, driven by mystery and curiosity. This is facilitated through the utilization of unknown materials, linked by a common theme, waiting to be woven together. The need to piece together the unknown to understand the historical narrative behind immigration and what is required to become a citizen in the United States is what draws the students in and allows the learning to be memorable and effective.

Stage I: Museum Exhibits

The lesson starts with the unknown. Students receive a manila envelope filled with primary sources: pictures, images, charts, letters, maps, passports, and census documents. These sources come from two places; the primary source set "[Immigration: Challenges for New Americans](#)" from the Library of Congress and the lead author's own family history, including passports, census documentation, and immigration paperwork (See Appendix A and B). These resources are copied and made to look worn and old so that students can handle and analyze them as needed without the worry of damaging the originals. In small groups of three to five, students must work together to develop a theme that connects all the sources together and eventually create a historical narrative that would explain the significance of the set of sources found within the envelope. In addition to the sources given to the students, they are provided with [document analysis sheets from the National Archives](#) in order to help scaffold the inquiry and analysis process.

The first twenty minutes are what we consider the “open inquiry” portion of the lesson. Students have the opportunity to pick up each source, discuss it with their peers, ask questions, annotate each source, and begin hypothesizing. The use of the inquiry process through the inquiry arc engages students in pursuing understanding and knowledge, not just facts to recall (National Council for the Social Studies, 2013). To help facilitate the conversations between students, the teacher should circulate and ask guiding questions like “who, what, when, where, and why.” Questioning can go a long way to deepening the students’ investigation of each of the sources, and an [Observe, Reflect, and Question](#) primary source analysis sheet from the Library of Congress can help them to organize their thoughts. Students are then asked to take a moment and discuss what they think the common theme is or what they may entitle a set such as this one. Many students have started to piece together the sources, realizing they are related to immigration in some way. They attempt to pronounce foreign words, begin telling stories of their parents or grandparents, and make personal connections with the sources.

At this stage of the lesson, students are asked to shift gears and attempt to build a display with their sources. Students are instructed that they are to serve as “museum docents” at a new museum gallery opening in forty-five minutes. They are told that the gallery will be made up of all the sources in their envelopes and that they will be required to provide an explanation of why the sources are organized together and how they relate to one another. It is also required that each source is accompanied by a placard that includes a caption or brief description. It is suggested that they be allowed to use any portion of the classroom necessary and be provided with tape, makers, and whatever else is needed to construct their galleries. Following the forty-five-minute build session, a docent from each group is invited to present their exhibit, explaining their rationale and understanding of the sources. While each group’s exhibits are unique, common themes emerge. These themes include the history of immigration, hardships facing new Americans, requirements of citizenship, and a storyline of sorts of “Emidio Guerrieri.” As students present their exhibitions, their excitement and perspectives become clear, and their understanding begins to grow.

Of course, many students have questions on specific sources. *Why do immigrants need to learn English? Who would want to climb a wall to get here? Did all people want to come to America? Do immigrants need to pass a test? Who is Emidio Guerrieri? Did everyone survive? What is required to become a citizen? Is anyone allowed to come to the United States? What was/is life like for new immigrants?* Student-generated questions serve as the springboard to the next stage of the unit and continue building the inquiry arc.

A quick note regarding personal narratives. “Emidio Guerrieri” serves as a proxy to help personalize the immigration and citizenship narrative. Like many students, you too may be asking yourself who this “Emidio Guerrieri” is. Full disclosure, the familial sources belong to the lead author. Emidio Guerrieri is the great-great-grandfather from his maternal side. We are fortunate to have passports from Italy, immigration paperwork, and census documentation (See Appendix B). As the last names are different, students have no idea of the connection, and the sources allow them to solve the mystery for a real-life person who is revealed to them at the end of the lesson. When the reveal happens, students typically react with open jaws, screams of “No way!” and “How could you trick us?” The mystery helps drive instruction. If you are unable to incorporate personal ancestral materials, utilizing resources from the Library of Congress or www.ancestry.com allow a teacher to build a narrative on a specific family or group that is publicly available. Quickly, these reactions are reeled in and their focus shifts to wanting to understand the story behind the rest of the sources.

Stage II: Building Understanding

To this point, students have engaged in open-ended inquiry, created museum exhibits on immigration using primary sources, and generated questions they seek to answer. It is at this phase students need to solidify their understanding of the sources, as they relate to the content. Using student-generated definitions, key vocabulary words like *immigration*, *census*, *citizenship*, *naturalization*, and *passports* develop meaning. Students can build their understanding and clarify misconceptions they may have through peer discussion. If the teacher chooses, these definitions can be written in journals for future reference and as a check for understanding. Once all students have shown an operational understanding of essential vocabulary, the dialogue can transition to the evolution of immigration and what is required for naturalization and citizenship today.

Ask the students to put themselves in the shoes of an immigrant, like Emidio. They should be asked to imagine what it would be like to be raised overseas, in another country, with different laws, different responsibilities, and different rights and to try to understand what it would take to become a citizen of a new country. The teacher should then ask them to predict what it would take to become a citizen of the United States today. Students will immediately begin to pull evidence from the primary sources they have been investigating. Responses typically include: know English, pass a test, not be a criminal, be educated, and be healthy.

Combining the knowledge garnered from analyzing the primary sources with documentation from the U.S. Citizenship and Immigration Services (USCIS), students begin to deepen their understandings. Students are asked to sift through “10 Steps to Naturalization: Understanding the Process of Becoming a U.S. Citizen” (<https://www.uscis.gov/sites/default/files/USCIS/files/M-1051.pdf>), a pamphlet used by potential citizens to navigate their way through the naturalization process. Additionally, students watch “Becoming a U.S. Citizen: An Overview of the Naturalization Process” (<https://www.uscis.gov/citizenship/learners/study-test/study-materials-civics-test/becoming-us-citizen-overview-naturalization-process>). This video, created by USCIS, traces the steps, requirements, and process of becoming a citizen today. Following the video, students are asked to make connections between the steps required for naturalization and the primary sources from their museum exhibits. These connections are based on their experiences and the associations create a solid base for the final stage of the unit.

Stage III: Letter to a Future Citizen

With the primary source set and the resources provided by USCIS as a foundation, students are now tasked with applying their newfound knowledge. Students are asked to take on the role of a USCIS employee and analyze vignettes of “potential citizens” (See Appendix C for sample vignettes). In analyzing the scenarios, students must decide if the person is eligible to become a citizen. Working in small groups, they must decide if they can begin the naturalization process and if they meet the requirements of citizenship. Once they feel prepared, they can move on aiding the potential citizen.

The next step is to draft a “Candidacy Letter” to one of the potential citizens, explaining what requirements they meet and what they need to do in order to become a naturalized citizen. Pulling from the previous stages of the lesson, the letter also must include the steps and processes required to become naturalized, what it means to be a U.S. citizen, the requirements which are met and what needs to be fulfilled, and the hardships that they may face in coming to America (a full rubric is available in Appendix D). Students are then asked to peer review each other’s work and clarify any errors, omissions, or misperceptions. The final step is to have students place their letters in envelopes addressed to the potential citizens, bringing the lesson full circle!

Conclusion

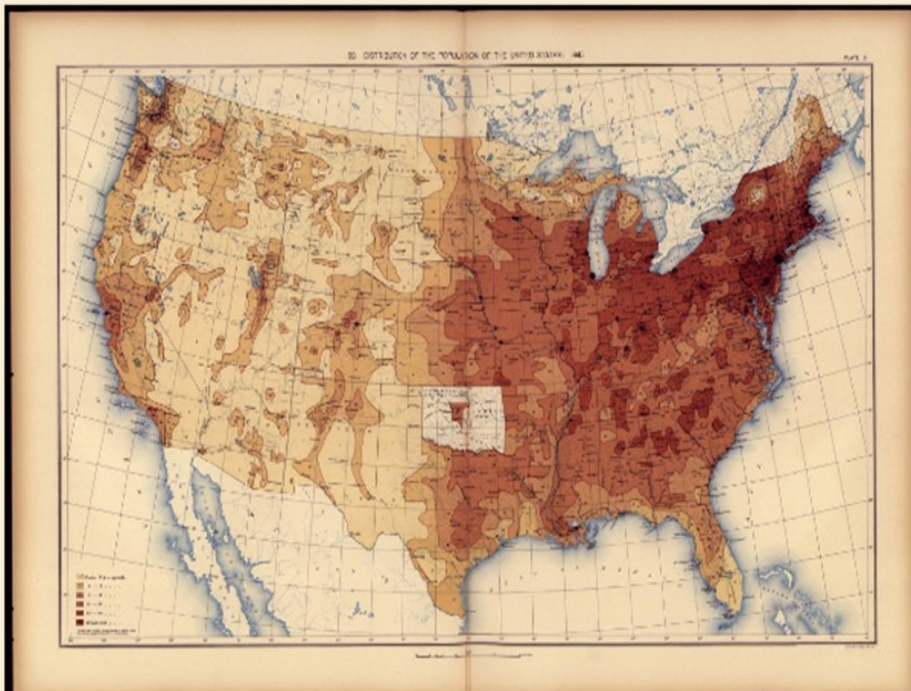
With any pedagogical practice and classroom lesson, there are limitations that must be addressed. A teacher must use professional discretion in picking the sources and themes in which they are having their students examine. Further, the topics of immigration and citizenship can be expanded upon following the lesson, allowing a space for students to discuss how the primary sources connect to current events of the day (Hilburn & Taylor Jaffee, 2016). Depending on geographic location, local demographics, school culture, and a host of other factors, teachers must be vigilant in their lesson planning. Additionally, abilities will vary from classroom to classroom, and as such, teachers must work diligently to provide the proper scaffolding. In our example, the three-stage process is scaffolded to expose students to the content, build knowledge, and put it into practice. This process may vary depending on the classroom and additional support needed, such as graphic organizers or limiting the number of sources may be required.

Lessons utilizing the “What’s in the envelope” framework can engage students. They require students to analyze complex text and primary sources, work collaboratively, and solve real-world problems. Education opportunities that promote inquiry and capitalize on curiosity can push students to understand and enjoy learning about the content. They can address issues of engagement, draw students in, and help foster the skills the next generation will undoubtedly need. Do you know what’s in the envelope...primary sources, authentic historical inquiry, and engaged students!

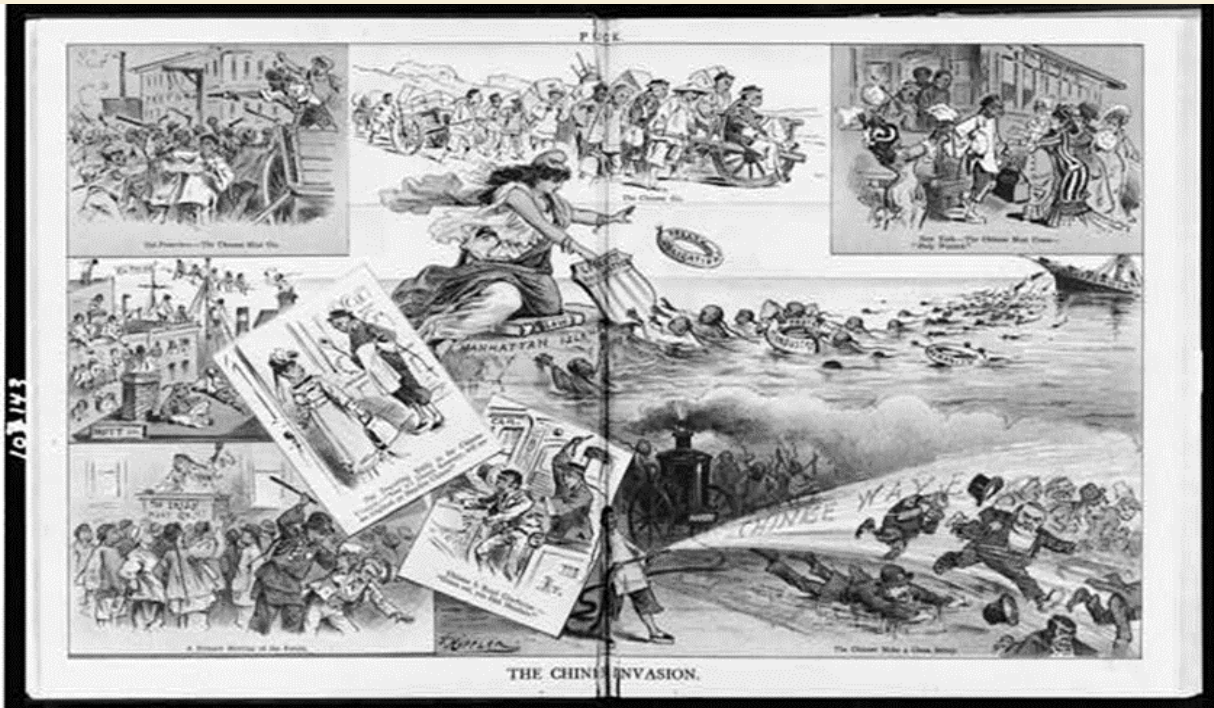
Appendix A:

Selected Primary Sources from [*Immigration: Challenges for New Americans*](#) [Document Set](#)

Source 1: *Statistical atlas of the United States, based upon the results of the eleventh census*

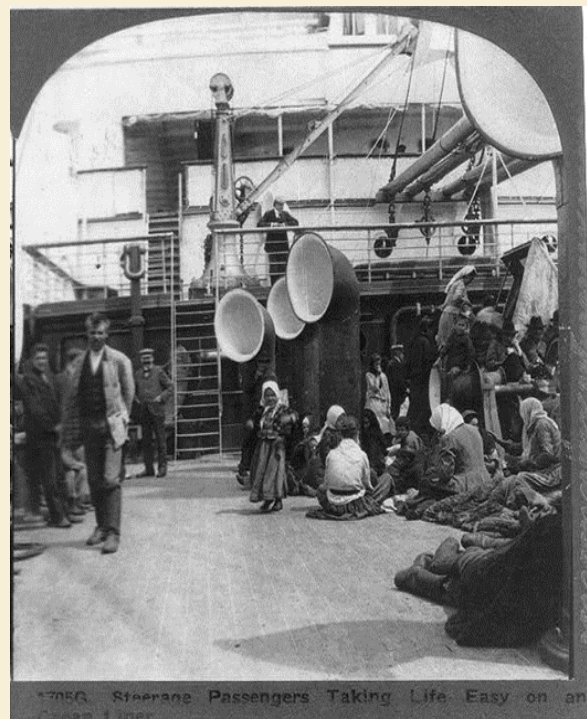


Source 2: *The Chinese Invasion*



Source 3: *Free classes in English! Learn to speak, read, & write the language of your children. [...] Special classes for educated foreign born*

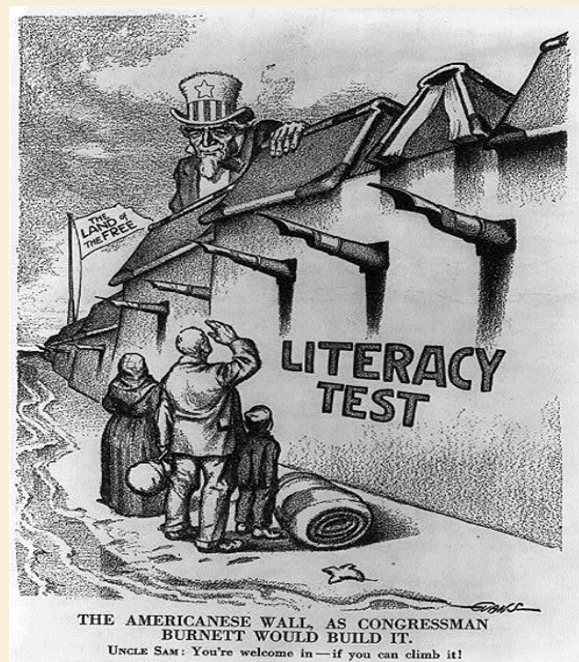
Source 4: *Steerage Passengers Taking Life Easy on an Ocean Liner (c1905)*



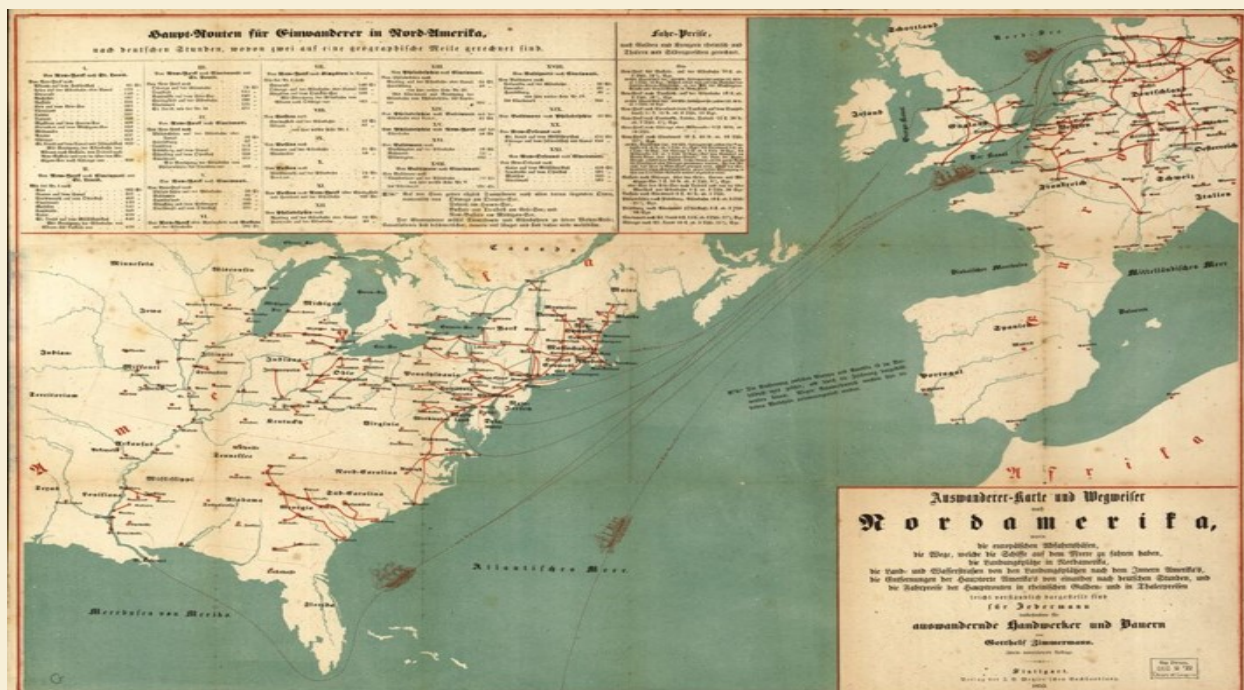
Source 5: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor



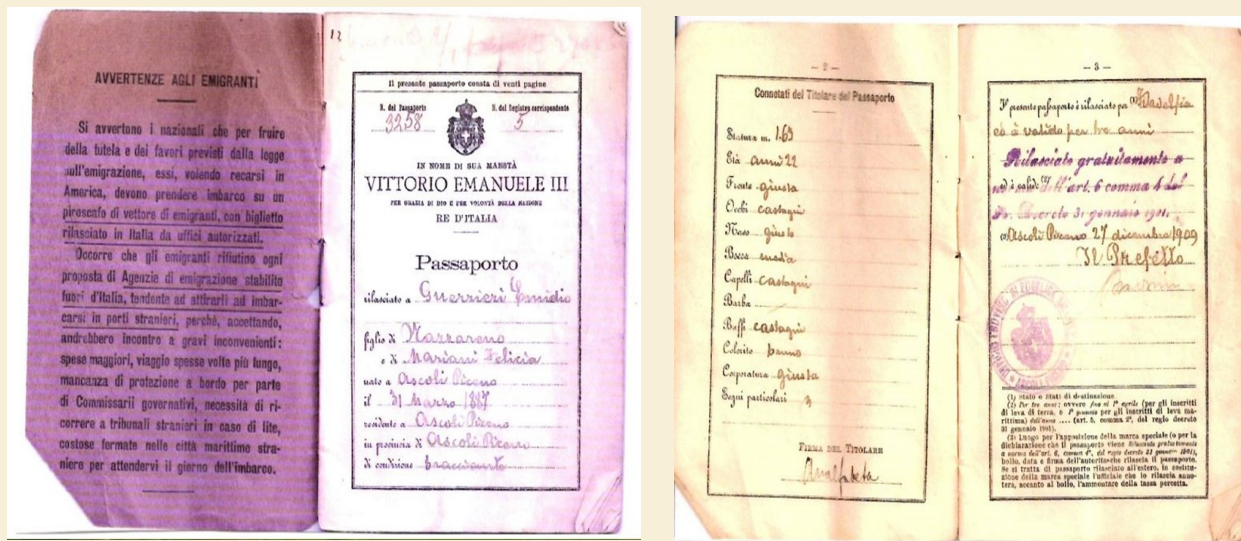
Source 6: The Americanese wall - as Congressman [John Lawson] Burnett would build it



Source 7: Auswanderer-karte und wegweiser nach Nordamerika. (Emigrant Map to North America)



Document 1: *Emidio Guerrieri's Italian Passport*



Document 2: *1920 Census Record – Guerrieri Family First Census*

STATE <u>Pennsylvania</u>		DEPARTMENT OF COMMERCE-BUREAU OF THE CENSUS										[7-10-1920]		SUPERVISOR'S DISTRICT NO. <u>1</u>		SHEET <u>1</u>	
COUNTY <u>Philadelphia</u>		THIRTEENTH CENSUS OF THE UNITED STATES: 1920-POPULATION										ENUMERATION DISTRICT NO. <u>1472</u>		WARD OF CITY <u>4</u> of <u>th</u>			
TOWNSHIP OR OTHER DIVISION OF COUNTY		NAME OF INCORPORATED PLACE										DATE OF INCORPORATION		ENUMERATED BY <u>W. C. H. H.</u>			
NAME OF INSTITUTION		DATE OF JANUARY 1920										ENUMERATOR		[Signature]			
PLACE OF ABODE	NAME	RELATION	TIME	TIME EXPEND	CITIZENSHIP	EDUCATION	PLACE OF BIRTH	NATURALIZATION	PLACE OF BIRTH	NATURALIZATION	PLACE OF BIRTH	NATURALIZATION	PLACE OF BIRTH	NATURALIZATION	PLACE OF BIRTH	NATURALIZATION	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	1918	
117.9.9	Liddy, Dorothy	Daughter	R	1901	1918	1918	1918	1918	1918								

Document 3:

*Emidio Guerrieri's
Registration Card*

Appendix D: Letter to a Future Citizen Rubric

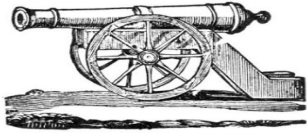
Letter to a Future Citizen Rubric						
Criteria	Ratings					Pts
Content Accuracy	The letter contains accurate facts about the topic and explains the naturalization process in detail and thoroughly. 4.0 pts	The letter contains accurate facts about the topic and explains the naturalization process but misses some details. 3.0 pts	The letter contains inaccurate facts about the topic and explains the naturalization process but misses many details. 2.0 pts	The letter contains little to no accurate facts about the topic and naturalization process. 1.0 pts	No Marks 0.0 pts	4.0 pts
Ideas/Thoughts	Ideas are clearly expressed and organized. It is easy to follow and figure out what the letter is about. 4.0 pts	Ideas are expressed somewhat clearly, but organization is lacking in areas. 3.0 pts	Ideas are somewhat organized but not in a clear fashion. It took more than one reading to understand what the letter was about. 2.0 pts	The letter seemed to be a collection of unrelated sentences. It was difficult to understand/read. 1.0 pts	No Marks 0.0 pts	4.0 pts
Grammar, Spelling, & Punctuation	Writer makes no errors in grammar or spelling. Writer makes no errors regarding capitalization or punctuation. 4.0 pts	Writer makes 1/2 errors in grammar or spelling. Writer makes 1/2 errors regarding capitalization or punctuation. 3.0 pts	Writer makes 3/4 errors in grammar or spelling. Writer makes 3/4 errors regarding capitalization or punctuation. 2.0 pts	Writer makes 5+ errors in grammar or spelling. Writer makes 5+ errors regarding capitalization or punctuation. 1.0 pts	No Marks 0.0 pts	4.0 pts
Neatness	Letter is nearly hand-written, clean, not wrinkled, with no distracting error corrections. It was done with pride. 4.0 pts	Letter is sloppily written, crumpled/torn, possibly stained. Has distracting corrections, done with some care. 2.0 pts	No MarksLetter looks like it was written in a moving car, shoved in a pocket, and brought everywhere... Distracting marks/stains. Appears to be done with little pride and rushed. 0.0 pts			4.0 pts
Format	Complies with all required formatting. 4.0 pts	Complies with most formatting requirements, but not all. 2.0 pts	Does not comply with formatting standards. 0.0 pts			4.0 pts
Total Points: 20.0						

References

- Allen, J. (1994). If this is history, why isn't it boring? In S. Steffy & W. J. Hood (Eds). *If this is social studies, why isn't it boring?* (pp.1–12). York, MA: Stenhouse.
- Barton, K. C. (2005). Primary sources in history: Breaking through the myths. *The Phi Delta Kappan*, 86(10), 745-753.
- Black, M. S., & Blake, M. E. (2001). Knitting local history together: Collaborating to construct curriculum. *Social Studies*, 92, 243–247.
- Carlson, P. (2011). Sam Wineburg, critic of history education. *American History*, 46(5), 28-29.
- Chiodo, J. J., & Byford, J. (2004). Do they really dislike social studies? A study of middle school and high school students. *Journal of Social Studies Research*, 28(1), 16-26.
- Cowgill II, D. A. (2015). Primary sources in the social studies classroom: Historical inquiry with book backdrops. *Social Studies Research & Practice*, 10(1), 65-83.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.
- Dole, S., Bloom, L., & Doss, K. K. (2017). Engaged learning: Impact of PBL and PjBL with elementary and middle grade students. *Interdisciplinary Journal Of Problem-Based Learning*, 11(2).

- Furgione, B., Evans, K., Walker, I., & Russell, W. (2018). The elephant in the classroom: A comparative study of civics end-of-course assessments. *Social Studies Research and Practice*, 13(2).
- Furgione, B., Evans, K., Russell, W., & Jahani, S. (2018). Divided we test: Proficiency rate disparity based on race, gender, and socioeconomic status of students on the Florida US history end-of-course assessment. *Journal of Social Studies Research*, 9(3), 62-96.
- Grant, S. G. (2007). High-stakes testing: How are social studies teachers responding? *Social Education*, 71(5), 250-254.
- Grant, S. G., & Gradwell, J. M. (2005). The sources are many: Exploring history teachers' selection of classroom texts. *Theory and Research In Social Education*, 33(2), 244-265.
- Hilburn, J., & Taylor Jaffee, A. (2016). Teaching immigration as a social issue in 21st-century social studies classrooms. In W. Journell (Ed.), *Teaching social studies in an era of divisiveness: The challenges of discussing social issues in a non-partisan way* (pp. 47-62). Lanham, MD: Rowman & Littlefield.
- Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools* (4th ed.). New York, NY: Routledge.
- Library of Congress. (n.d.). Using primary sources. Retrieved from <http://www.loc.gov/teachers/usingprimarysources>.
- McTighe, J., & Wiggins, G. (2012). *Understanding by design framework* [White paper]. Retrieved from ASCD: http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf.
- National Council for the Social Studies. (2013). *The college, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: NCSS.
- Rothstein, R. (2004). We are not ready to assess history performance. *The Journal of American History*, 90(4), 1381-1391.
- Russell III, W. (2010). Teaching social studies in the 21st century: A research study of secondary social studies teacher's instructional methods and practices. *Action in Teacher Education*, 32(1), 65-72.
- Waring, S. M., & Robinson, K. S. (2010). Developing critical and historical thinking skills in middle grades social studies. *Middle School Journal*, 42(1), 22-28.
- Waring, S. M., Torrez, C., & Lipscomb, G. (2015). Pay it forward: Teacher candidates' use of historical artifacts to invigorate K-12 history instruction. *Journal of Social Studies Education Research*, 6(2), 18-30.
- Waring, S. M., LaVallee, C., & Purdin, T. (2018). The power of agentic women and SOURCES. *Social Studies Research and Practice*, 13(2), 270-278.
- Wiggins, G., & McTighe, J. (2008). Put understanding first. *Educational Leadership*, 65(8), 36-41.
- Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.
- Zhao, Y., & Hoge, J. D. (2005). What elementary students and teachers say about social studies. *The Social Studies*, 96(5), 216-221.

COLONIAL RESEARCH ASSOCIATES



www.ColonialRA.com

COLONIAL RESEARCH ASSOCIATES



www.ColonialRA.com

352-672-3200

Dr. Smith received his Ph.D in Early American History and Atlantic World Studies from the University of Florida in 2011. His work on the American Revolution in the South received the Aschoff Fellowship Dissertation Award and the Jack and Celia Proctor Award in Southern History.

Dr. Smith is now an adjunct professor of American history at Flagler College, but also represents Colonial Research Associates and speaks nationally on his Revolutionary War research. Colonial Research Associates works closely with the Florida Department of Education and is dedicated to bringing the highest level of American studies into Florida's classrooms. Dr. Smith has provided consultation for the AMC television series *Turn* and can be seen on the PBS documentary "Secrets of the Dead: The Secrets of Spanish Florida." He has worked on projects with the Florida Humanities Council, the University of West Florida, the University of Florida, and the Florida Council for History Education. His book received a national award from the National Society of the Sons of the American Revolution for his work in traditional classroom education.



1a florida

TM

The Interactive Digital
Archive of the Americas

A Few Links of Interest from Florida Memory.com

Civil rights learning unit has been completely revised with new documents:

<https://www.floridamemory.com/onlineclassroom/civilrights/>

For photos and an in-depth look at the Civil Rights Movement in Florida:

<https://www.floridamemory.com/onlineclassroom/civilrights/tallahasseebusboycott/>

Telegram from Martin Luther King:

<https://www.floridamemory.com/items/show/329141>

Primary Source Set: Patricia and Priscilla Stephens and the Congress of Racial Equality (CORE):

<https://www.floridamemory.com/items/show/340481>

Contributing to *In Context*, A Peer Reviewed Journal

The following types of articles will be accepted for publication:

- Articles relating to history, humanities, and other social sciences;
- Perspectives, analyses, and evaluation of current issues related to social studies and history education;
- Ideas and techniques for strengthening history education at all levels: elementary, middle, high school, and post-secondary;
- Significant research findings, interpretations, or theories in history and history education.

Length of Manuscripts

Manuscripts should be between 500 and 1,500 words in length. Editors may consider longer manuscripts in some cases.

Submitting Your Manuscript

Manuscripts are accepted by email: contactus@flche.net.

For more information, visit <http://www.flche.net/flche-quarterly-publication.html>

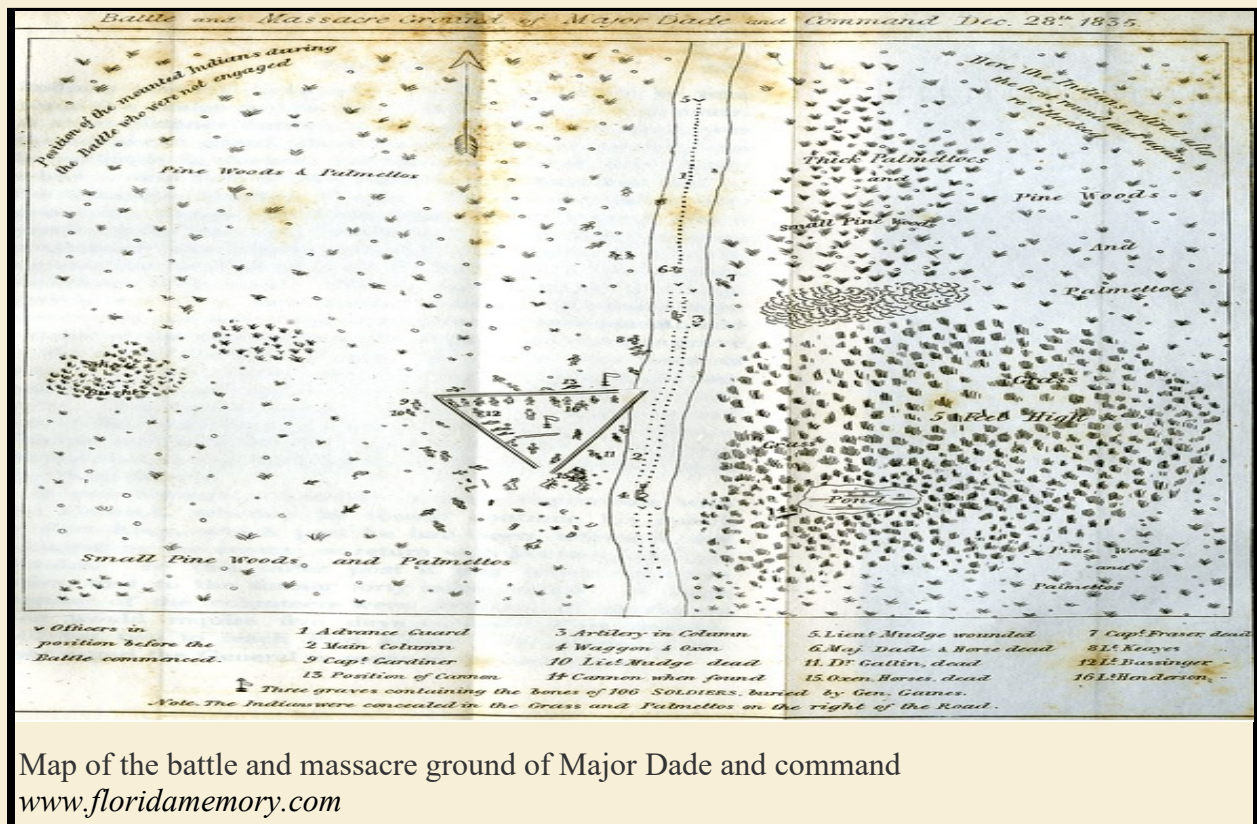
The Dade Massacre: The Ambush that shocked a nation and started a war

By Dawn Vittorio, M.Ed, N.B.C.T.

Nestled in a pine forest between U.S. 301 and I-75 right outside of the small town of Bushnell lies the Dade Battlefield Historic State Park. Almost everyone who has lived in Sumter County has visited this park at one time or another either on school field trips or on trips with their families. They have had picnics, played on the playground, walked the nature trail, and visited the museum. They have eaten, talked, played, at an area where over 100 men lost their lives in a matter of moments. It was an ambush that shocked the nation and spawned the longest and costliest Indian War.

To understand the events that led up to this attack, one must understand the Treaty of Payne's landing of 1832. In this treaty, the Seminole Indians would relinquish all the land they owned in Florida. In exchange, the Seminoles would agree to emigrate to the country assigned to the Creeks, which was west of the Mississippi River. The United States would also pay \$15,400 to be divided among the chiefs and warriors of several towns. Within this treaty was the agreement that before the Seminole chiefs would be sent to the Creek Land in the west for their approval. The Seminole chiefs would then have to agree that the Creek Land was a good place for them to move and become part of the Creek nation. (floridamemory.org)

Eventually a second Treaty was signed at Fort Gibson on March 28, 1833. Delegates from the Seminoles visited ousted tribes during relocation at Fort Gibson. In this treaty, the Seminole delegation agreed to relocate and live on Creek land. This would also require Seminoles to surrender their lands to the U. S. Government. The compensation in this treaty included food, land, and a shirt, and blanket for each member to help them withstand the western cold climate (myfloriadyhistory.org).





Monument to Major Francis Dade's command at
Dade Battlefield Historic State Park-
Bushnell, Florida
(STATE ARCHIVES OF FLORIDA)

However, the Seminoles returned to Florida and the leaders did not all agree with the treaty to remove them. They claimed they had never committed to move their people with the Creeks. The Seminoles stated that, "They had been coerced through force and misinterpretation into signing, and some U.S. Army officers claimed that the chief had been 'wheeled and bullied into signing'" (seminolenationmuseum.org, 2019). The Seminoles then stated that they had only agreed that the lands were suitable and not that they would move (americanheritage.org). The Seminoles also argued that they did not have to move for twenty years based on the previous Treaty of Moultrie Creek (Cohen, 1964). One charismatic figure of the Seminole Tribe did not agree with the removal-Osceola (Hatch, 2012).

The Treaty of Payne's Prairie also established an agreement that the Seminoles would unite with the Creeks as one and would no longer be a separate entity (Cohen, 1964).

This led to the refusal of many Seminoles to abandon the reservation north of Lake Okechobee that had been previously established for them (seminolenationmuseum.org).

There became pressure from the U.S. Government for the removal to begin in the fall of 1834 (Cohen, 1964). Osceola violently protested the Payne's Landing Treaty. He led other Seminoles into a series of raids on white settlements, which resulted in casualties on both sides (Hatch, 2012).

In 1835, the U.S. Army arrived in Florida to enforce the treaty and begin the removal process of the Seminole Indians. However, the Indians were ready for war (dos.myflorida.com).

Major Francis Langhorne Dade began a resupply trip with about 107 soldiers from Fort Brook, which was in present day Tampa, to Fort King, which is in present day Ocala. Before their journey began, Major Francis Langhorne Dade made a speech of encouragement to his men. "Have a good heart; Our difficulties and dangers are over now, and soon as we arrive at Fort King you'll have three days to rest and keep Christmas gaily." Sadly, for Dade and his men, they never arrived at Fort King. The detachment left on December 23, and nothing was heard from them again until December 29, when John Thomas one of the soldiers returned to Fort Brook (Cohen, 1964). On December 31, Rawson Clarke, another soldier, returned and gave a firsthand account of what happened:

Suddenly I heard a rifle shot in the direction of the advanced guard, and this was immediately followed by a musket shot from that quarter. Captain Fraser had rode by me a moment before in that direction. I never saw him afterwards. I had no time to think of the meaning of these shots, before a volley, as if from a thousand rifles, was poured in upon us from the front, and all along our left flank. I looked around me, and it seemed as if I was the only one left standing in the right wing. Neither could I, until several other volleys had been fired at us, see an enemy-and when I did, I could only see their heads and arms peering out from the long grass, far and near, and from behind the pine trees. The

ground seemed to me to be an open barren, no hammock near that I could see. On our right, and little to our rear, was a large pond of water some distance off. All around us were heavy pine trees, very open, particularly towards the left, and abound with long high grass. The first fire of the Indian was the most destructive, seemingly killing or disabling one half of our men.

We promptly threw ourselves behind trees, and opened a sharp fire of musketry. I, for one, never fired without seeing my man, that is, his head and shoulders-the Indians chiefly fired lying or squatting in the grass. Lieut. Bassinger fired five or six pounds of cannister from the cannon. This appeared to frighten the Indians, and they retreated over a little hill to our left, one half of three quarters of a mile off; after having fired no more than 12 or 15 rounds. We immediately then began to fell trees, and erect a little triangular breastwork. Some of us went forward to gather the cartridge boxes from the lead, and to assist the wounded. I had seen Major Dade fall to the ground by the fires volley, and his horse dashed into the midst of the enemy. Whilst gathering cartridges, I saw Lieut. Mudge sitting with his back reclining against a tree-his head fallen, and evidently dying. I spoke to him, but he did not answer. The interpreter, Louis, it is said, fell by the first fire. (They discover that Louis had escaped and joined the attackers.)

We had barely raised our breast work knee high, when we again saw the Indians advancing in great number over the hill to our left. They came on boldly till within a long tree to surround us. We immediately extended as Light Infantry, covering ourselves by the trees, and opening a brisk fire from cannon and musketry. The former I don't think could have come much mischief, the Indians were so scattered.

Capt. Gardner, and Lieut. Bassinger, and Dr. Gatlin, were the only officers left unhurt by the volley which killed Col Dade. Lieut. Henderson had his left arm broke, but he continued to load his musket and to fire it, resting on the stump, until he was finally shot down towards the close of the second attack, and during the day he kept up his spirits and cheered the men. Lieut. Keyes had both his arms broken in the first attack; they were bound up and slung until he was killed, reclining against the breastwork-his head often reposing upon it-regardless of everything that was passing around him.

Our men were by degrees all cut down. We had maintained a steady fight from 8 until 2 p.m. or thereabouts, and allowing three quarters of an hour interval between the first and second attack, had been busily engaged for more than 5 hours. Lieut. B. was the only officer left alive, and he severely wounded. He told me as the Indians approached to lay down and feign myself dead. I looked through the logs, and saw the savages approaching in great numbers. A heavy made Indian, of middle stature, painted down to the waist (corresponding to the description of Micanopy) seemed to be the Chief. He made them a speech, frequently pointing to the breastwork. At length, they charged into the work; there was none to offer resistance, and they did not seem to suspect the wounded being alive-offering no indignity, but stepping about carefully, quietly stripping off our accoutrements and carrying away our arms. They then retired in a body in the direction from which they came" (Cohen, 1964).



Micanopy, A Seminole Chief
STATE ARCHIVES OF FLORIDA

The account given by Halpatter Tutenugge, also known as Alligator who was with the attacking Seminoles:

We had been preparing for this more than a year. Though promises had been made to assemble on the 1st of January, it was not to leave the country, but to fight for it. In council, it was determined to strike a decided blow about this time. Our agent at Fort King [General Wiley Thompson] had put irons on our men, and said we must go. Oseola [or Osceola] said he was his friend, he would see to him.

It was determined that he [Oseola] should attack Fort King, in order to reach General Thompson, then return to the Wahoo Swamp, and participate in the assault mediated upon the soldiers coming from Fort Brooke, as the negroes there had reported that two companies were preparing to march. He was detained longer than we anticipated. The troops were three days on their march, and approaching the Swamp. Here we thought it best to assail them; and should we be defeated the Swamp would be a safe place to retreat.

Our scouts were out from the time the soldiers left the post, and reported each night their place of encampment. It was our intention to attack them on the third night, but the absence of Oseola and Micanopy prevented it. On the arrival of the latter it was agreed not to wait for Oseola, as the favorable moment would pass.

Micanopy was timid, and urged delay. Jumper earnestly opposed it, and reproached the old chief with indecision. He addressed the Indians, and requested those who had faint hearts to remain behind; he was going, when Micanopy said he was ready. Just as day was breaking we moved out of the swamp into the pine-barren. I counted, by direction of Jumper, one hundred eighty warriors. Upon approaching the road, each man chose his position on the west side; opposite, on the east side, there was a pond. Every warrior was protected by a tree, or secreted in the high palmettoes.

About nine o'clock in the morning the command approached. In advance, some distance, was an officer on a horse, who, Micanopy said, was the captain; he knew him personally; had been his friend at Tampa. So soon as all the soldiers were opposite, between us and the pond, perhaps twenty yards off, Jumper gave the whoop, Micanopy fired the first rifle, the signal agreed upon, when every Indian rose and fired, which laid upon the ground, dead, more than half the white men. The cannon was discharged several times, but the men who loaded it were shot down as soon as the smoke cleared away; the balls passed far over our heads.

The soldiers shouted and whooped, and the officers shook their swords and swore. There was a little man, a great brave, who shook his sword at the soldiers and said, 'God-dam!' no rifle-ball could hit him. As we were returning to the swamp, supposing all were dead, an Indian came up and said the white men were building a fort of logs. Jumper and myself, with ten warriors, returned.

As we approached, we saw six men behind two logs placed one above another, with the cannon a short distance off. This they discharged at us several times, but we avoided it by dodging behind the trees just as they applied the fire. We

soon came near, as the balls went over us. They had guns, but no powder; we looked in the boxes afterward and found they were empty. When I got inside the log-pen, there were three white men alive, whom the negroes put to death, after a conversation in English.

There was a brave man in the pen; he would not give up; he seized an Indian, Jumper's cousin, took away his rifle, and with one blow with it beat out his brains, then ran some distance up the road; but two Indians on horseback overtook him, who, afraid to approach, stood at a distance and shot him down. The firing had ceased, and all was quite when we returned to the swamp about noon.

We left many negroes upon the ground looking at the dead men. Three warriors were killed and five wounded (www.floridamemory.org).

The result of this first battle was a total devastation to the U.S. Army. All of the soldiers eventually died of their wounds except one. Only three were able to escape the attack. One was killed while retreating, one died of his wounds at Fort Brook, and one survived.

This battle started the Second Seminole War, which also had a devastating outcome for both the Seminoles and the United States. It was a war that would last seven years from 1835-1842, and cost \$20 million. The United States would have 1500 soldiers unaccounted for and unknown civilian and Seminole casualties (dos.myflorida.com).

The Seminoles lead 3,000 warriors against 30,000 American troops. Osceola would be captured and imprisoned while meeting with United States troops under a white flag for truce negotiations. He would later die in prison (www.dos.myflorida.com).

Consequently, over 3,000 Seminoles were removed to Oklahoma leaving only 500 left to survive in the harsh conditions of the Florida Everglades

(www.seminolenationmuseum.org).

The action of the United States Government created a culture of mistrust with Indian-white relations for generations to come. A peace treaty was never signed (www.dos.myflorida.com).

However, the legacy of Major Francis Dade surrounds Florida. There is Dade City, Dade County, and Dade Battlefield that are all named in his honor.



Marker designating where Major Francis Dade was killed during the Second Seminole War at Dade Battlefield Historic Park-Bushnell, Florida

References

- Cohen, M. M. (1964). Notices of Florida and the campaigns. Retrieved November 23, 2019, from <https://ufdc.ufl.edu/UF00101389/00001>.
- Edwards, O. (2010). A Seminole Warrior Cloaked in Defiance. Retrieved November 23, 2019, from <https://www.smithsonianmag.com/history/a-seminole-warrior-cloaked-in-defiance-60004300/>.
- Hatch, T. (2012, June 1). Osceola Fights to Save the Seminole. Retrieved November 23, 2019, from <https://www.americanheritage.com/osceola-fights-save-seminole>.
- Peithmann, I. M. (195-). *Historical markers at Dade Battlefield Historic State Park: Bushnell, Florida*. photograph, Tallahassee. Retrieved from <https://www.floridamemory.com/items/show/164085>
- Research Starter: The Seminole Wars. (n.d.). Retrieved November 15, 2019, from <https://www.floridamemory.com/items/show/327010>.
- The Seminole Wars. (n.d.). Retrieved November 15, 2019, from <https://www.dos.myflorida.com/florida-facts/florida-history/seminole-history/the-seminole-wars/>.
- The Seminole Wars. (n.d.). Retrieved November 15, 2019, from <https://www.seminolenationmuseum.org/history/seminole-nation/the-seminole-wars/>



CURRICULUM SNAPSHOT

The **ISJL Immigration Traveling Trunk** is a hands-on educational opportunity containing activities, artifacts, photographs, maps, oral histories, and three lesson plans to teach 4th- through 6th-grade students of all backgrounds about 18th- through 20th-century Jewish immigration to the American South and how these immigrants made an impact on their communities.

Lesson One: Leaving Europe
What's it like to pack a suitcase and leave home, never to return? Why did some Jews leave Europe for America? Using Jewish artifacts from the trunk, students will identify the items that Jews brought with them to the United States, understand the roots of discrimination, and meet Jewish immigrants who moved to the South.

Lesson Two: Arriving in America
What's it like to be the only person of your background in a community? What is a peddler? Students will learn about immigrating to the South, finding a place in the community, and navigating a new economic landscape.

Lesson Three: Immigration Past and Present
How did Judaism survive in the South? What does immigration look like today? By identifying the Jewish presence in American history and reading contemporary immigrant poetry, students will learn about the challenges immigrants face in their new homes and gain an appreciation for immigrants' contributions to American history.

To learn more and reserve the Traveling Trunk, contact ISJL Director of Heritage and Interpretation Nora Katz at nkatz@isjl.org or 601.362.6357.

Learn more and view the trunk's alignment with individual state curriculum standards at www.isjl.org/traveling-trunk

Greetings from the
Jewish South!

www.isjl.org

ISJL Immigration Traveling Trunk

Florida Curriculum Standards



4th Grade	English Language Arts	LAFS.4.RL.1.AP.1b; LAFS.4.RL.1.AP.3a; LAFS.4.RL.1.AP.1b; LAFS.4.RL.2.AP.4a; LAFS.4.RL.2.AP.6a; LAFS.4.RL.2.AP.6b; LAFS.4.RL.3.AP.7a
	Mathematics	MAFS.4.OA.1.2; MAFS.4.MD.1.2
	Social Studies	SS.4.A.1.1; SS.4.A.8.2; SS.4.A.7.2; SS.4.A.7.1
5th Grade	English Language Arts	LAFS.5.RL.1.2; LAFS.5.RL.2.6; LAFS.5.RI.1.3; LAFS.5.RI.2.4; LAFS.5.RI.2.5; LAFS.5.RI.2.6; LAFS.5.RI.3.7
	Mathematics	MAFS.5.OA.1.1; MAFS.5.NBT.1.4; MAFS.5.NF.2.5
	Social Studies	SS.5.A.1.1; SS.5.A.1.2
6th Grade	English Language Arts	LAFS.6.RL.3.7; LAFS.6.RL.3.9; LAFS.6.RI.2.6; LAFS.6.RI.3.7; LAFS.6.RI.3.9; LAFS.6.W.3.7; LAFS.6.SL.1.1; LAFS.6.SL.1.2
	Mathematics	MAFS.6.RP.1.1; MAFS.6.NS.2.3; MAFS.6.EE.2.6; MAFS.6.EE.3.9
	Social Studies	SS.6.G.1.2; SS.6.G.1.5; SS.6.G.4.2; SS.6.W.1.1; SS.6.W.1.3; SS.6.W.1.5



FLCHE 2019 CONFERENCE SPONSORS



Lincolnville
Museum and
Cultural Center



PROTECT. PRESERVE. SUPPORT.
Partners at the American National Parks System
support educational programs at
CASTILLO DE SAN MARCOS
NATIONAL MONUMENT

GEORGE WASHINGTON'S
MOUNT VERNON



Florida Memory
Division of Library & Information Services



Plaza de la Juventud
Fountain of Youth
MCN/ANTRHOLICAL PARK



M.F.H. Florida
MUSEUM History



ACCORD



TeachingAmericanHistory.org