



La Florida: A Spanish Borderland and the 14th Colony Contextualizing Florida's *place* in America's history



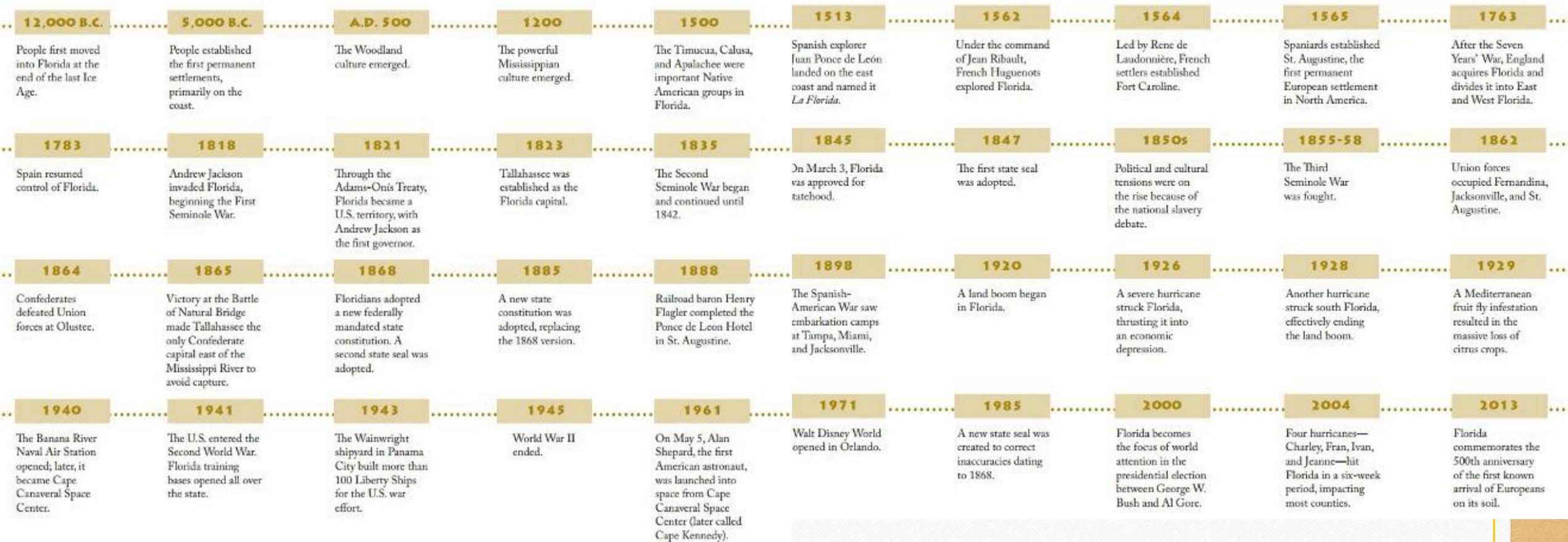
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1513

Spanish explorer Juan Ponce de León landed on the east coast and named it *La Florida*.

1565

Spaniards established St. Augustine, the first permanent European settlement in North America.

1763

After the Seven Years' War, England acquires Florida and divides it into East and West Florida.

1783

Spain resumed control of Florida.

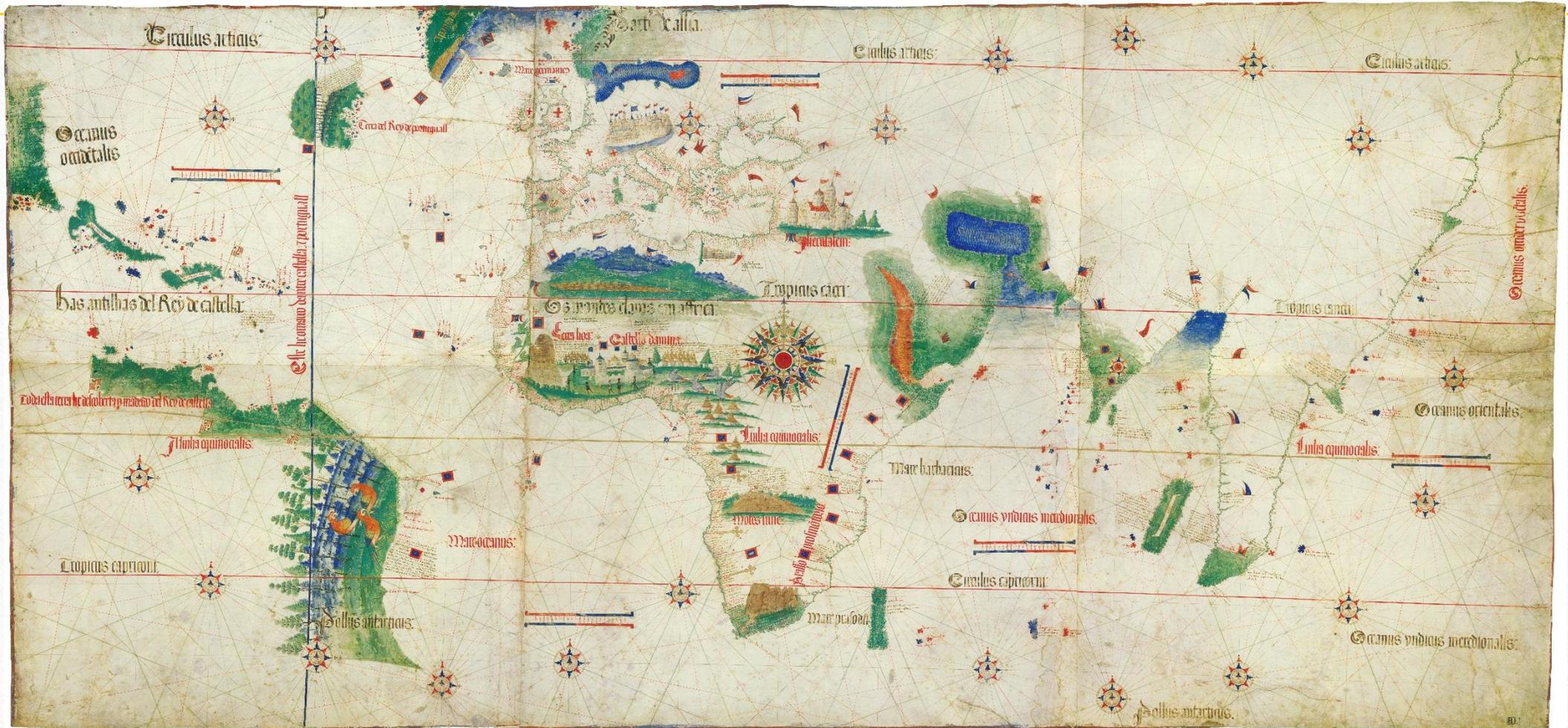
1845

On March 3, Florida was approved for statehood.

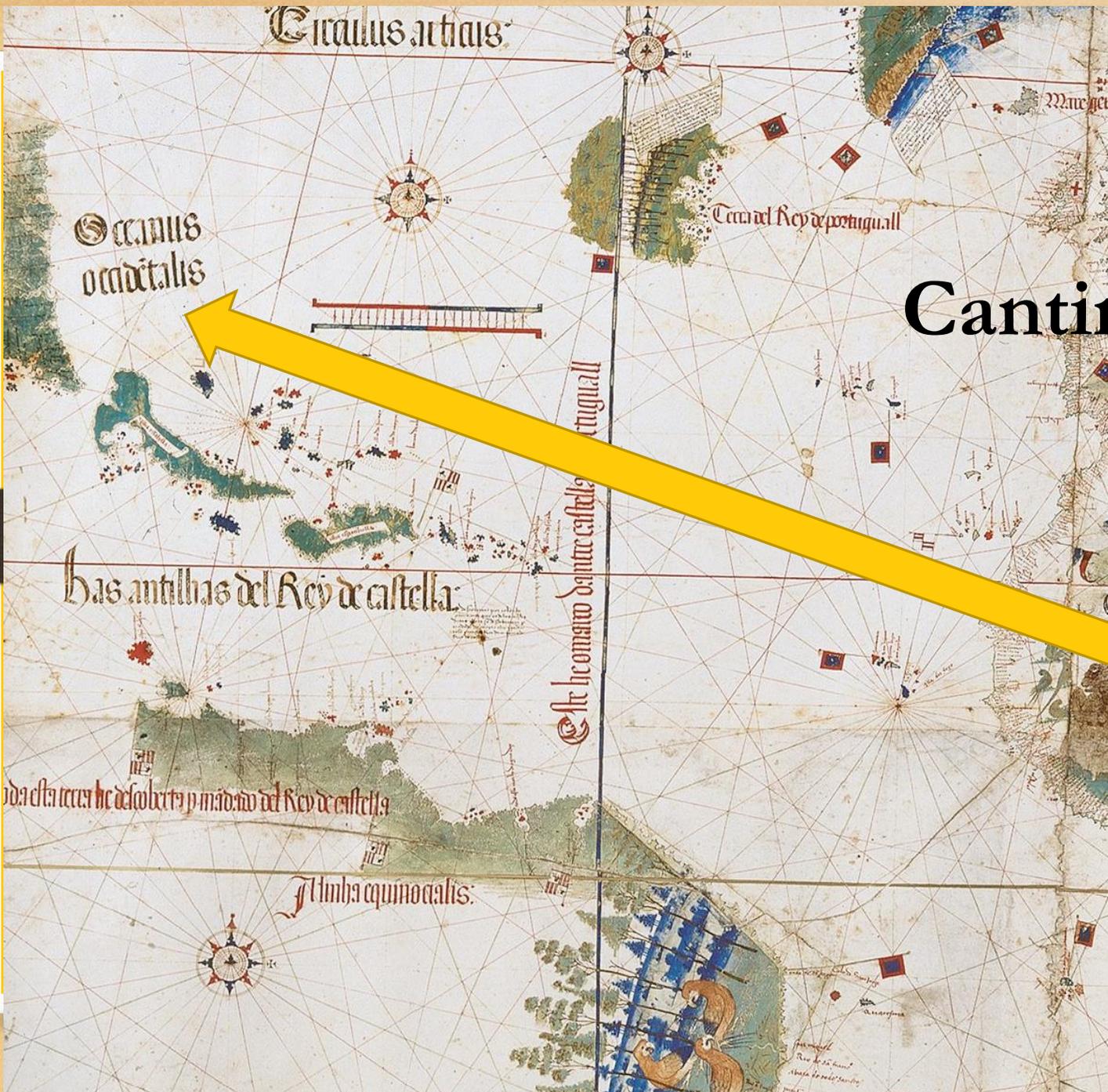
HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	<ul style="list-style-type: none"> Who wrote this? What is the author's perspective? When was it written? Where was it written? Why was it written? Is it reliable? Why? Why not? 	<ul style="list-style-type: none"> Identify the author's position on the historical event Identify and evaluate the author's purpose in producing the document Hypothesize what the author will say before reading the document Evaluate the source's trustworthiness by considering genre, audience, and purpose 	<ul style="list-style-type: none"> The author probably believes . . . I think the audience is . . . Based on the source information, I think the author might . . . I do/don't trust this document because . . .
Contextualization	<ul style="list-style-type: none"> When and where was the document created? What was different then? What was the same? How might the circumstances in which the document was created affect its content? 	<ul style="list-style-type: none"> Understand how context/background information influences the content of the document Recognize that documents are products of particular points in time 	<ul style="list-style-type: none"> Based on the background information, I understand this document differently because . . . The author might have been influenced by _____ (historical context) . . . This document might not give me the whole picture because . . .
Corroboration	<ul style="list-style-type: none"> What do other documents say? Do the documents agree? If not, why? What are other possible documents? What documents are most reliable? 	<ul style="list-style-type: none"> Establish what is probable by comparing documents to each other Recognize disparities between accounts 	<ul style="list-style-type: none"> The author agrees/disagrees with . . . These documents all agree/disagree about . . . Another document to consider might be . . .
Close Reading	<ul style="list-style-type: none"> What claims does the author make? What evidence does the author use? What language (words, phrases, images, symbols) does the author use to persuade the document's audience? How does the document's language indicate the author's perspective? 	<ul style="list-style-type: none"> Identify the author's claims about an event Evaluate the evidence and reasoning the author uses to support claims Evaluate author's word choice; understand that language is used deliberately 	<ul style="list-style-type: none"> I think the author chose these words in order to . . . The author is trying to convince me . . . The author claims . . . The evidence used to support the author's claims is . . .

Cantino Planisphere, 1502



The point of land northwest of Isabella (Cuba) is probably Florida even though it was not officially "discovered" until 11 years later in 1513 by Ponce de Leon.



Cantino Planisphere, 1502

Contextualization & Close Reading

- ✓ What might this map suggest about the Western Hemisphere in 1502?

Contextualization

- ✓ What does this map tell us about Spanish Florida?
- ✓ What does it not tell us?
- ✓ What else is going on historically at the time?

La Florida Map, 1584

- This map is the first separately printed one showing the extent of Spanish Florida, which stretched from the Chesapeake Bay to present-day New Mexico at the end of the sixteenth century. The other colonizing powers, most notably England and France, would try for centuries to wrest control of that area from Spain. French settlements took hold in the late seventeenth century in Louisiana and Britain colonized Georgia and other areas close by.

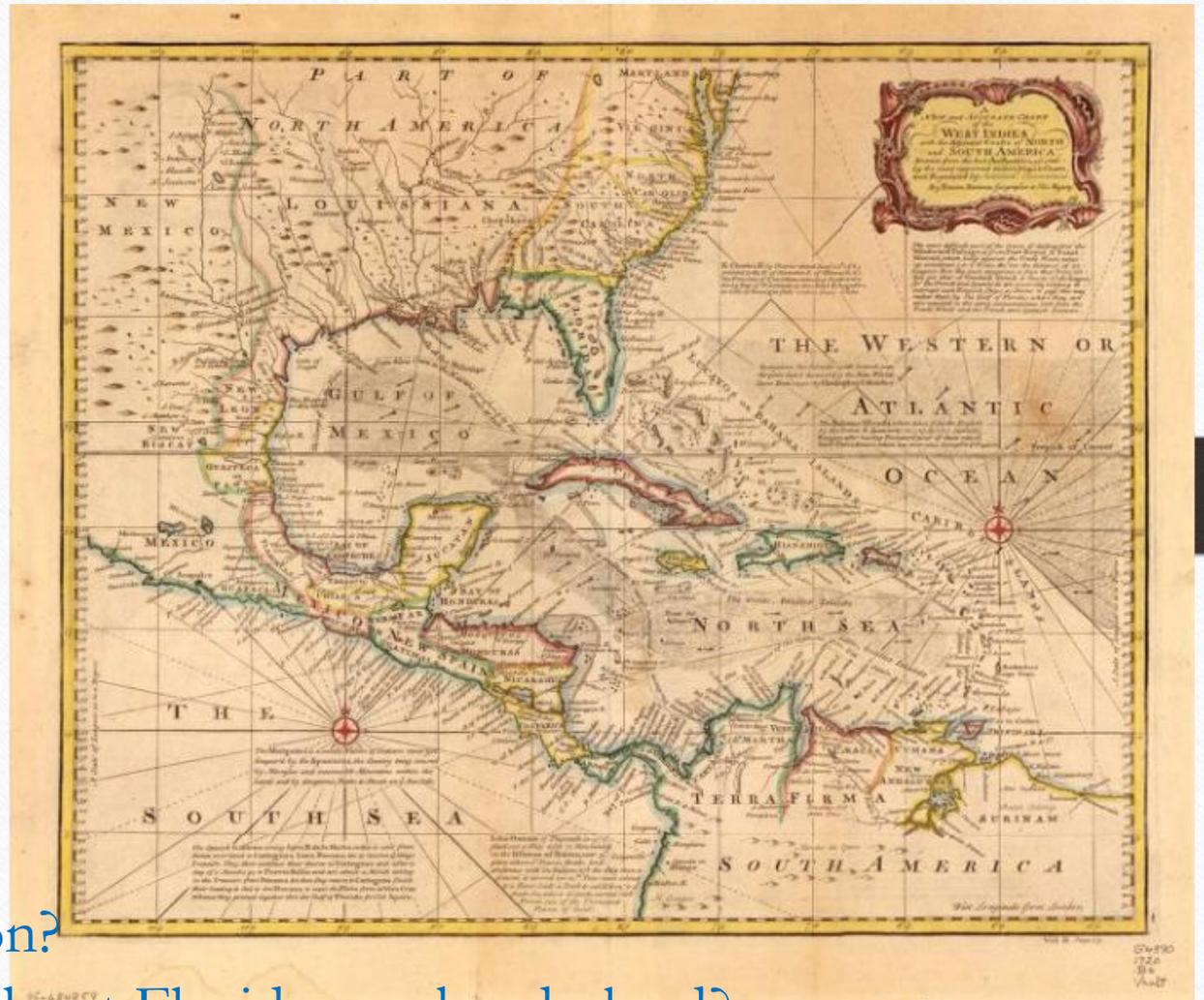
<http://www.loc.gov/item/84696980>



Map Depicting Treasure Fleets, 1720

- Emanuel Bowen, a London engraver and print and map seller, frequently embellished his maps with nautical and historical commentary. This map of the West Indies includes notes identifying the 1492 Columbus landing site in the New World and routes of the Spanish treasure fleets, the convoys of armed galleons and merchant ships that transported European goods to the Spanish colonies in America. The treasure fleets returned with colonial products, especially gold and silver, which made Spain the richest country in Europe. The convoys sailed annually from the mid-sixteenth century to late-eighteenth century.

<http://www.loc.gov/item/95684859>



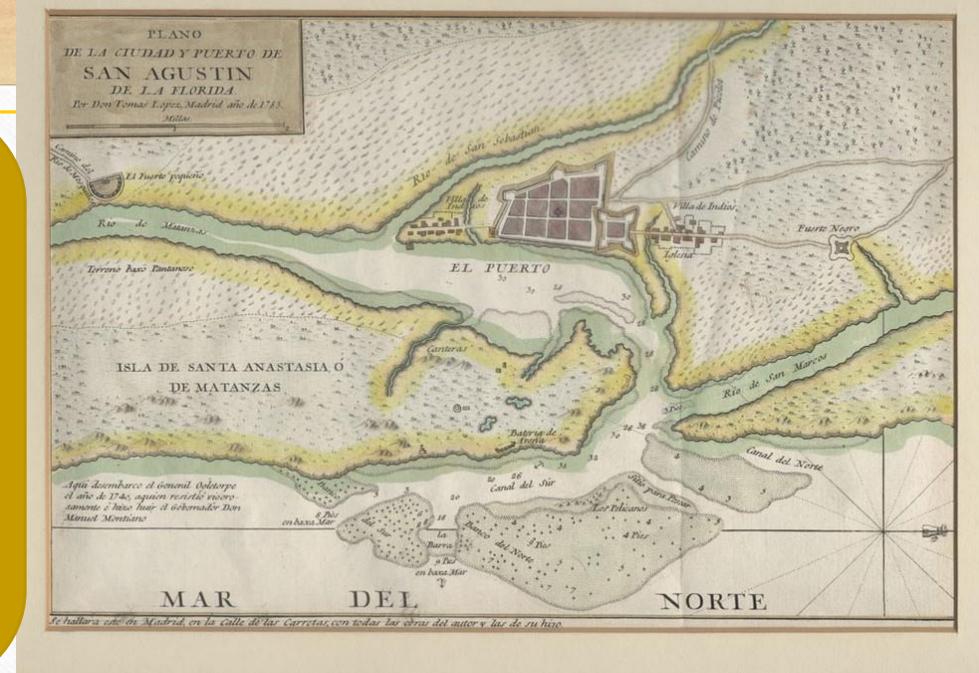
How should we classify Florida's location?

How does this shift existing narratives about Florida as a borderland?

St. Augustine

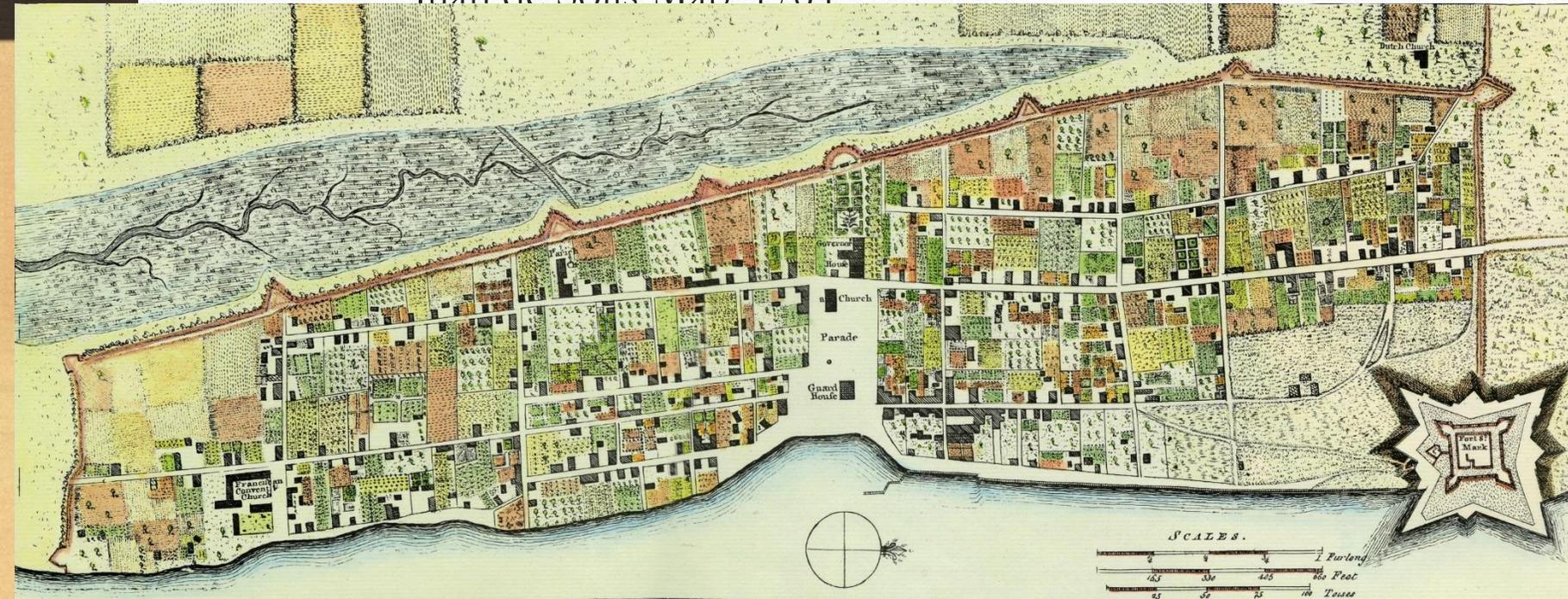
Sourcing, Contextualization, Corroboration, & Close Reading

- ✓ When were these maps created? What is significant about these dates?
- ✓ What do these maps suggest about St. Augustine? What features are most prominent?
- ✓ What further evidence is needed to better understand St. Augustine under the British period?



Juan de Solis Map, 1764

Don Tomas Lopez Map, 1783



<http://fcit.usf.edu/florida/maps/pages/4100/f4167/f4167.htm>

Pensacola Seized from the British

- ✓ “This rare account of events during the American Revolutionary War celebrates the Spanish seizure of Pensacola, Florida, from the British by an expedition under Bernardo de Galvez in May 1781. De Galvez's narrative poem, published in Madrid in 1781, praises the victory that scholars believe broke the British hold on Florida and was pivotal in ensuring that Spain, an ally of the United States, would gain Florida at the 1783 Treaty of Paris that ended the war.”

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html#obj27>



BIG NEWS TRUE TRIUMPHANT

Victorious relationship was declared, and gave news for the happy defeats and the victorious applause that came from the Catholic army of our monarch Mr. Carlos the third (Q.D.C), with the restoration of the Panzacola Plaza, The Florida, and others that have been restored by the Spanish crown, the British King, or obtained through solidarity and take care of Mr. Josef Solano ,the General of the Sea, General D. Bernardo de Galvez ,The General of the earth . This all happened on the eighth day of May, 1781, with everything else that the curious will see

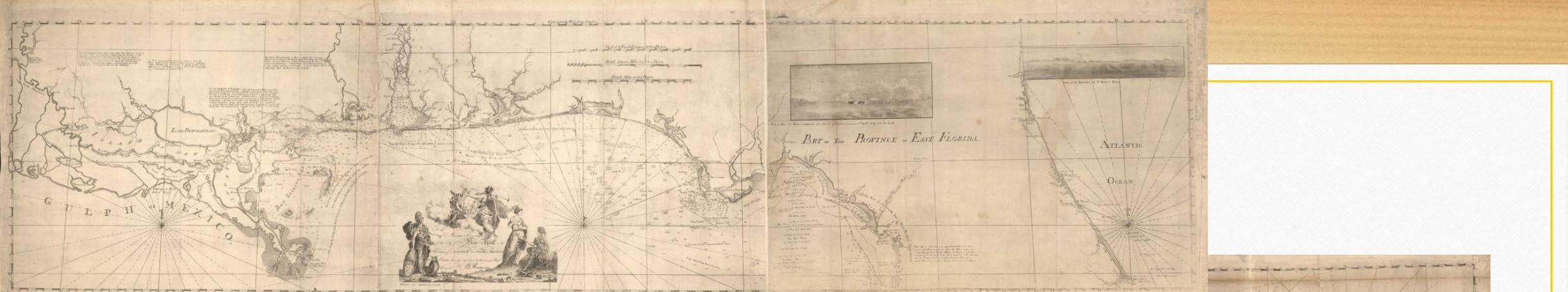
The trumpet of the fame is sounding through the Catholic army regions , publicizing the exploitations , the applauses and the defeats, and on forever laminated paper, they will write the defeats with pearl character, always to last, so the world can wonder and England can tremble, so that their ships can be under Spanish jurisdiction, so that Spain can be proud and will punish the English pride . God wants them to return to their church and hug the Faith. The English should repent , and from now on follow the system of our faith .

The 28th of April of the past year of 80 a big convoy left the port of Cadiz , a rich and opulent city.

A big expedition left . In the sun they formed sticks . So that the numbers could be seen between the curtains of clouds and flags . The ocean almost rebelled with all those ships in their waters and cities of sand .

Sourcing & Close Reading

- ✓ What is the author's purpose?
- ✓ How would you describe Galvez's feelings toward the British? What evidence supports this?
- ✓ Imagine you are British and loyal to the Crown. How would you have responded?



Maps of East and West Florida (Bernard Romans, 1774)

Close Reading & Contextualization

- ✓ How have maps of Florida changed over time? What accounts for these changes?
- ✓ What physical and political features illustrate an importance of Florida? How would you describe Florida as a 14th colony geographically or culturally?



- Alternate title from Peter Force's catalog of printed maps: Florida and its vicinity.
- Relief shown by hachures. Depths shown by soundings.
 - "To the Marine Society of the city of New York ...; To the hon'ble, the planters in Jamaica ...; To all commanders of vessels round the globe ... "
 - Drawn in 1774, but was not published until 1781, 6 years after the author's *A concise natural history of East and West Florida*, to which it belongs.
 - Includes sailing directions, notes on some shipwrecks, 9 land identification profiles, "View of the entrance of St. Mary's River," and "View of Fort St. Marks, at Apalache seen from th[e so]uthward ... "

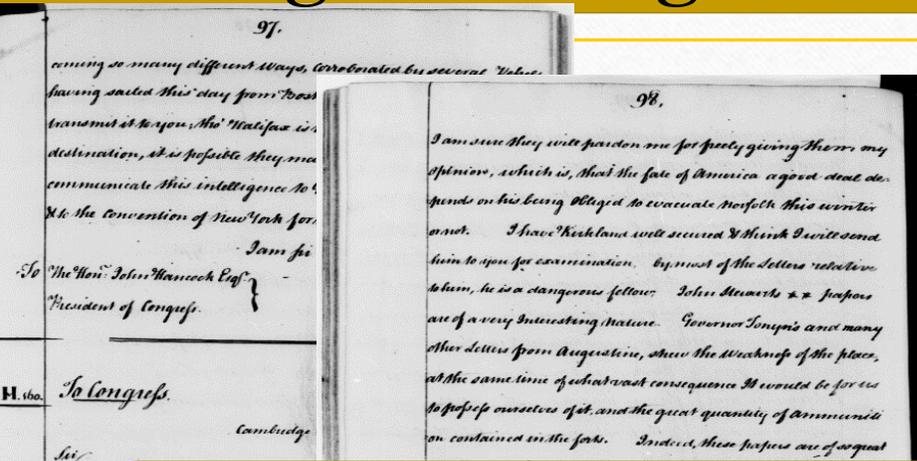


A general map of the southern British colonies in America, comprehending North and South Carolina, Georgia, East and West Florida, with the neighboring Indian countries, from the modern surveys of Engineer de Brahm, Capt. Collet, Mouzon, & others, and from the large hydrographical survey of the coasts of East and West Florida, 1776

Close Reading & Contextualization

- ✓ How have maps of Florida changed over time? What accounts for these changes?
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George Washington to Continental Congress, December 18, 1775



[Note 70: The committee of Congress to which this Washington letter was referred reported Jan. 1, 1776, and their report was adopted as follows:

"Resolved, That the seizing and securing the barracks and castle of St. Augustine will greatly contribute to the safety of these colonies, therefore, it is earnestly recommended to the colonies of South Carolina, North Carolina and Georgia to undertake the reduction of St. Augustine, if it be thought practicable."

"Resolved, That the first resolution together with copies or extracts of such of the intercepted letters as tend to show the state of the forts and garrison at St. Augustine be transmitted by express to Henry Middleton and John Rutledge Esqrs members of Congress to be by them laid before the committees directed to meet [at Charleston] in consequence of the above resolution and in case the enterprize be immediate preparations be made by the joint force of the said colonies (viz South Carolina and Georgia) and the expedition be undertaken without delay at the expence of the said colonies and the great quantity of Ammunition contained in the forts. Indeed, these circumstances, that I think this but little Inferior to any prize our famous Manly has taken on Leechmore's Hill; on discovering our Party there Yesterday the Ship, the Ship, cannonade, to which Mount Horem added some shells. One of our men was killed by a shot from 2 Eighteen pounders on Cobble Hill and soon Obliged the Ship to shift its anchor and the ferryway, and except a few Shells from the Mount in Boston, which do not interrupt in prosecuting our Works, which in a very short time will be finished. When we have powder to sport with, I think if the Congress resolve on the reduction of the Town of Boston, It can be done.

Sourcing & Contextualization

- ✓ Does the year of this document surprise you? Why or why not?
- ✓ How does the concern over St. Augustine modify the existing Southern theater campaigns often emphasized in traditional Revolution narratives?

Washington's store of powder and arms as early as December 18, 1775.

The George Washington Papers, "George Washington to Continental Congress, Cambridge, December 18, 1775."

<[http://memory.loc.gov/cgi-bin/query/?\(gw040168\)](http://memory.loc.gov/cgi-bin/query/?(gw040168)).

Rare Book & Special Collections:

Jeffreys Atlas

This volume was the first comprehensive British atlas of Florida and the Caribbean. It includes the first large, detailed printed maps of a number of Caribbean islands, such as Antigua, St. Christopher, and Barbados.

On many of these individual maps, the topography is rendered with particular skill. They provide unprecedented interior detail documenting the sugar industry, slave life, roads, trade routes, and even individual homes and estates. The atlas exemplifies the qualities that ushered in a period of dominance for British chartmaking related to the Americas.

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html#obj3>



Heretics and Assassins



This sixteenth-century history of Florida, in its original binding, includes narratives of four separate French expeditions and the first description of Florida Indians. In 1564, René de Laudonnière and Jean Ribault tried to establish a French Huguenot colony near what is now Jacksonville. Within a few months, a Spanish fleet attacked and massacred the garrison hanging most of the French Huguenots affixed with the inscription “Not as Frenchmen, but as heretics.” Laudonnière escaped and returned to France and wrote this book, describing Captain Dominique de Gourgues' voyage to Florida in 1567 to avenge the murder of his countrymen. His expedition captured two Spanish forts and hanged eight of the Spanish Catholic prisoners, marked with the inscription, “Not as Spaniards, but as assassins.”

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html#obj32>

SOAP Analysis

S=Source

O=Occasion

A=Audience

P=Purpose

Working with primary documents and artifacts is not an easy undertaking but mastery will be achieved through perseverance and practice. Thus **SOAP Analysis** becomes an invaluable tool in this endeavor. Believe it or not as the year progresses you will be doing this format in your head quickly and efficiently. Your goal is always to **SOURCE CONTEXTUALIZE CLOSE READ CORROBORATE** to enhance your ability to **THINK LIKE A HISTORIAN!**

Use the "Historical Reading Skills" document in your Social Studies Notebook for questioning techniques, prompts, and skills needed to be an expert **SOAPER!** Now, answer the following questions in analyzing your primary source. Use a complete sentence where indicated.

Sourcing

1. What type of document is it (newspaper, map, advertisement, letter, telegram, report, journal, photo, film, etc.)? _____ What makes you say that? _____
2. How do you know this is a **primary document to the period**? What makes a primary source, primary? You may also consider some unique physical qualities. (It looks "old" or is handwritten are not sufficient responses without other evidence!) _____
3. Who is the Author/**Speaker/Artist/Creator**? Name & Title (if applicable) _____
 - What do we know of the speaker strictly from the document? (Occupation, Ethnicity, Gender, Etc.) _____
 - What is the **author's/creator's point of view**? In other words, what does the author believe? Use a **specific quotation or visual evidence** to reinforce your position of the author's/creator's point of view! _____

Occasion (Contextualizing)

4. What is the **Occasion**? (Time period, historical significance, other contemporary events).
 - When was the document written/created? _____
 - What is going on historically during this time period? Use your textbook, other reliable **secondary sources** (K-5 Electronic Sources, Sweetsearch.com, or background knowledge as a start!). **A minimum of 3-4 sentences!** _____
- What kinds of things were the same back then? What kinds of things were different? Provide at **least 3 examples for each.**

Same:

1) _____

2) _____

3) _____

Different

- 1)
- 2)
- 3)

Audience

5. Who is the **Audience**?

- Who was the document designed for in its time? Put **yourself in the shoes of the AUTHOR!** You should use a reliable **secondary source** to help! (Sweetsearch, textbook, etc.)

Purpose (Close Reading)

What is the **Purpose** of the document? (What did the document do or achieve?)

6. **What claims does the author/creator make?** A claim is just one main idea, point, intention, etc. Each document will have multiple claims. You must just pick one!

7. What evidence does the author/creator use to support the claims? **Cite a specific example- Use a direct quotation or specific visual evidence.**

8. What was the overall intended purpose of the source? Think about different forms of author's purpose (persuade, explain, entertain, describe)

9. Do you find this source/speaker reliable? In other words, would you consider this source trustworthy? Why or why not? **BE SPECIFIC Always USE EVIDENCE** to support your decision.

10. What **NEW** questions do you have that leads to further research? (Dig deeper!) What wasn't answered by the source that would be helpful for **interpretation and context?** ALWAYS AVOID YES/NO types of questions.

- 1)
- 2)

CONGRATULATIONS YOU HAVE SOAP.ed like a scholar now!

Keep in mind, when you repeat this process, using as many sources (both primary & secondary) as possible, you are able to **CORROBORATE** (determine if the event is represented accurately).

- What do other pieces of evidence say?
- Am I finding different versions of the story? Why or why not?
- What pieces of evidence are the most believable?



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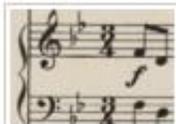
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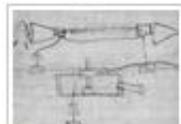
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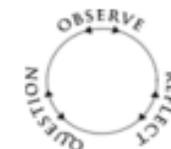
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