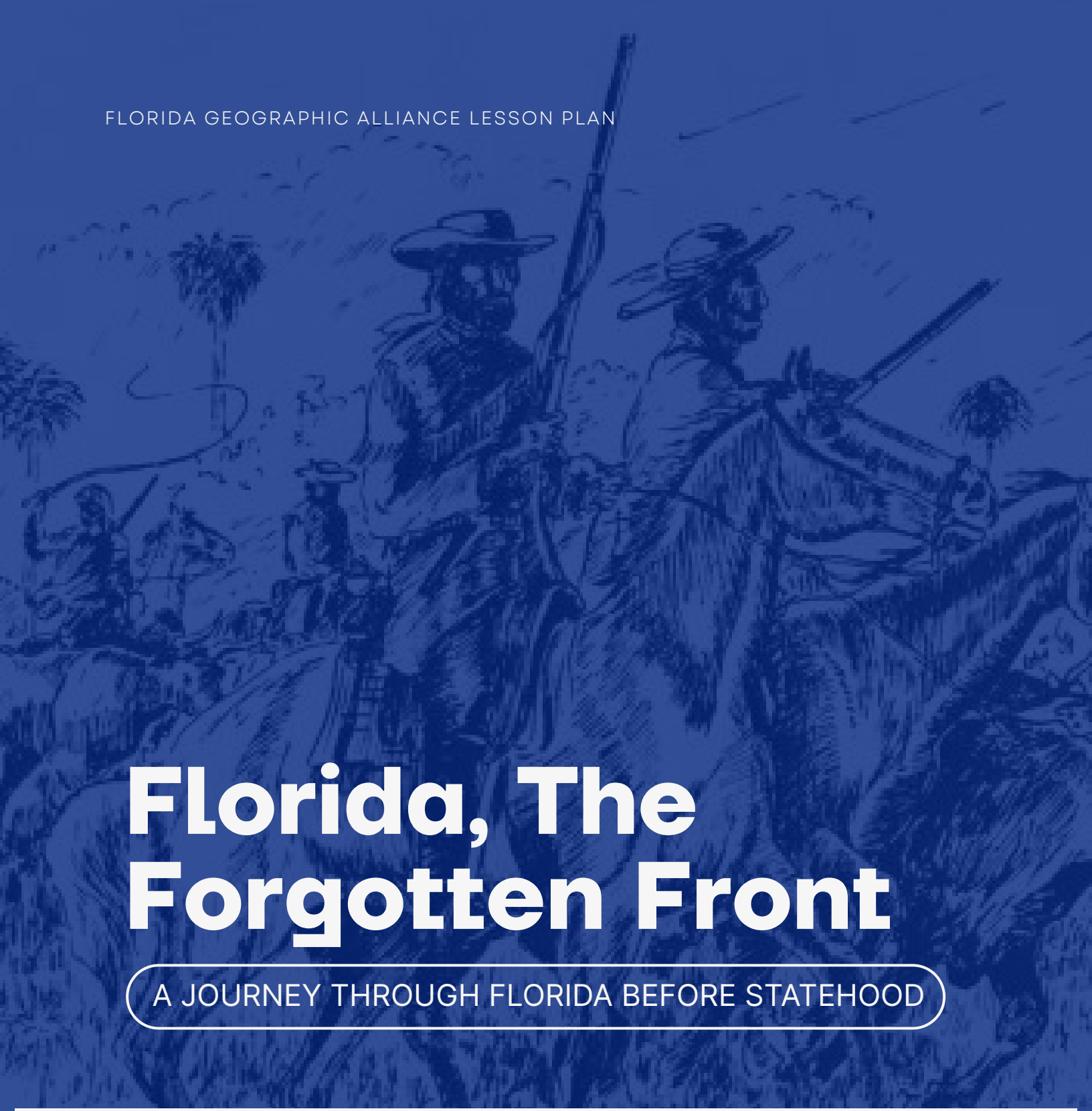
FLORIDA GEOGRAPHIC ALLIANCE LESSON PLAN



Florida, The Forgotten Front

A JOURNEY THROUGH FLORIDA BEFORE STATEHOOD

For this year's Florida Geographic Awareness week and the U.S.'s 250th anniversary, we are highlighting Florida's importance during this time period as well as the reasons why this massive area was sought after by multiple countries. Starting with the end of the Seven Year's War, follow the journey of Florida before it becomes a U.S. State!

www.flgeoweek.com

Lesson One

Impact of the French and Indian War in Florida

Teacher Background: Several of the following activities involve map analysis. These activities provide students the opportunity to analyze historical maps, develop spatial reasoning, and practice map reading skills. Please make sure to read through each of the activities and become familiar with the maps to anticipate student inquiry.

PLACE

Activity #1—Video "French and Indian War Explained for Beginners."
(4776) French and Indian War Explained for Beginners - YouTube
Teacher Note: This video briefly explains what caused the French and Indian War, which European countries were involved, and what it meant for the future of North America.

Step 1: Student Task: Each student will receive a video viewing guide to record their responses.
Step 2: Once the video concludes, have students record their responses and prepare to share with the whole group.

Activity #2—Historical Document Analysis "Treaty of Paris, 1763."
Avalon Project - Treaty of Paris 1763
Teacher Note: This primary source analysis task gives students the opportunity to analyze a legal document. The Treaty of Paris (1763), signed by Great Britain, France, Spain, and Portugal, officially ended the French and Indian War (1756-1763). The war was fought to ensure dominance over trade and colonial territories. Key provisions in the treaty included France giving Canada to Great Britain and Spain giving Florida to Great Britain. In turn, Great Britain returned Havana, Cuba to Spain. Florida ultimately becomes the 14th and 15th colonies of Great Britain. The link above is the translated version of the treaty, provided by the Avalon Project. Students will read only paragraph 20 (XX). Students will not be tasked to read the entire document.

A) Student Task: Historical Document Analysis

Step 1: Provide each student a copy of the National Archives handout titled "Analyze a Written Document." analyze-a-written-document-novice.pdf
Step 2: Review the four parts to the analysis document: Meet the Document, Observe its Parts, Try to Make Sense of It, and Use It as Historical Evidence.

Step 3: Project the document on the board and review the following with the students: the title, subheading, and introduction. Remind students that this is the translated version of the document.

Step 4: The teacher will guide students as they complete the "Meet the Document" section. For the last part of this section "write down any words that you don't know," provide each student with the following handout titled "*Historical Document Analysis: The Treaty of Paris, 1763, paragraph 20* and skim for challenging or unfamiliar words and record them on the handout

Step 5: Students, working independently, will complete the next three sections on their own: Observe its Parts, Try to Make Sense of It, and Use It as Historical Evidence.

Step 6: Students will then share their responses with their shoulder partners and then whole group. Answers will vary based on the amount of information provided in the document.

a. Observe its Parts:

Who wrote this document? For this question, students may record the King as the signer of the document.

b. Try to Make to Make Sense of It:

What is the main idea of the document? Have students focus on paragraph 20 instead of the entire document.

List two quotes that help support the main idea. Have students focus on paragraph 20 instead of the entire document.

Step 7: Direct students to their paragraph 20 handout and task students with answering the following:

a. What are the two cities in Florida mentioned in paragraph 20? (Answers: Fort St. Augustin and Bay of Pensacola).

b. What river is the boundary for Florida now under British rule? (Answer: the Mississippi River)

c. What must the current Spanish 'inhabitants' do with their property as Florida transfers from Spain to Great Britain? (Answer: they may sell their land and take their personal property with them wherever they choose to live; they will have 18 months to settle their debts and move or stay and become subjects of the British monarchy)

Step 8: Task students to record one question they have for the Spanish 'inhabitants' as Florida transitions to Great Britain rule. Students will share their questions with the whole group.

Activity #3—Map Analysis: Map of East and West Florida, 1763
Teacher Note: Students will complete the Task Routine "SEE-THINK-WONDER" to build skills of map reading, analyzing, and interpreting. Allow students to silently observe the map for at least 30 seconds before responding. This task may be completed as shoulder partners, small groups, or whole class. Observations may be recorded on chart paper.

A) Student Task: "See-Think-Wonder"

Step 1: Explain to students that this map reflects what Florida looks like after the transfer of Spanish rule to the governance of Great Britain.
Step 2: Display map found at the link below.
Link: https://www.floridamemory.com/items/show/323251
Step 3: Ask the following questions:

a. What do you SEE on the map?
b. What do you THINK about?
c. What do you Wonder (what questions do you have)?
d. Based on the information the map provides, task students to create a new title for the map and share it with whole group.
e. Task students to make one connection from this map to what they learned in Activities #1 and #2. (Answers may include: the location of St. Augustine, Pensacola, and the Mississippi River)

Activity #4—Map Identification
Teacher Note: This map activity provides students the opportunity to identify significant places located in Florida during the British Period (1763–1783).

A) Student Task: Identify the following:

Step 1: Display map found at the link below.
Link: https://www.floridamemory.com/items/show/323251
Step 2: Ask the following questions:

a. What is the title and date of this map?
b. Identify the two colonies, and their capitals, established in Florida at this time.
(Answers: West Florida/Capital: Pensacola and East Florida/Capital: St. Augustine)
c. Are the capitals inland or on the coast?
(Answer: St. Augustine/Atlantic Coast and Pensacola/Gulf Coast)
d. In your opinion, why are both capitals located in coastal areas?
(Answers will vary).
e. What natural feature on the map divides East Florida from West Florida?
(Answer: Apalachicola River; look for the dashed line)

f. In your opinion, why did the British divide Florida into two colonies? (Answer: the size and shape influenced the British government to divide the two for more efficient and effective management.)

Activity #5—Informational Text

Teacher Note: Students will complete a close of the following articles: "Florida's Historic Places: St. Augustine" and Florida's Historic Places: Pensacola. The articles will provide students an understanding of the two cities history / experience as the colony moves from the first Spanish Period to the British period.

A) Student Task: Close Read of Informational Texts

Step 1: Place students in groups of 2-3 or with their shoulder partner.

Step 2: Review the following "Think Marks" students will utilize as they read their assigned article. "Think Marks" are a metacognitive tool that help students to concentrate and focus on what they are learning as they read and to process what was learned and how students learned the content.

Step 3: Ask students to number the paragraphs in their assigned article.

1. Florida's Historic Places: Pensacola (18 Paragraphs)
2. Florida's Historic Places: St. Augustine (13 Paragraphs)

Step 4: Students will then skim their assigned article and highlight words that may be challenging or unfamiliar. Students will take turns sharing the words they highlighted with their students in their assigned group. Teachers can then provide clarification on words. Students then will share with the whole class.

Step 5: Introduce the following "Think Marks" to students and share what they symbolize.

a. A star for content that is important to remember.
b. An exclamation mark for content that is surprising or that you want to share.
c. A question mark for content that may be confusing or you have a question about.
d. A check mark for content that you already knew about.

Step 6: Set the timer for 20-30 seconds. During this time students will read paragraph #1 in their assigned article and text mark the paragraph with the Think Marks. They will then share with their assigned group before sharing whole class. Students may ask clarifying questions before moving to the next step.

Step 7: Students will read the article and record their notes using the following" *"Student Handout: Informational Text"* note-taking guide.

Step 8: Once students have recorded their notes, they will share with their shoulder partners and then whole group.

TIME

Activity #6—Creating a Timeline

Teacher Note: Students will watch the following video produced by the Silver River Museum in Ocala, Florida: European Explorers in Florida. The length of the video is 10:24. Please preview before students to anticipate questions they may have. This video provides information about Florida, Native Americans, European explorers, and the change in governing countries. Students will record their answers to questions and create a timeline of several historic events. Timelines help students to visualize and sequence historical events, improvise their comprehension, and provide opportunities to communicate and explain what they learned.

A) Student Task: Video: European Explorers in Florida

Step 1: Students will watch the assigned video and record their answers on their *Student Handout: Change Over Time*.

Step 2: Students will then share their answers with shoulder partners and whole group.

B) Student Task: Creating a Timeline

Step 1: Using the listed dates, create a timeline in sequential order and state what occurred on that date. Students may include illustrations with their timelines.

Dates for Timeline: 1513, 1565, 1738, 1763, 1783, and 1821.

Step 2: Answer the following questions to help explain the timeline of events in Florida's history.

1) What is the earliest event shown on this timeline?
2) How many years does this timeline cover?
3) How does this timeline connect to what you've learned in class?
4) How has making this timeline changed your understanding of the topic?
5) What surprised you about the events you included?

PEOPLE

Activity #7—Florida's Historical Figures

A) Student Task: Selecting a Florida Historical Figure

Step 1: Provide each student the following handout titled "*Florida's Historical Figures"* and review each one with the whole class. Each of the Historical Figures are organized by the following: Colonial Period, Time Period, Map, Flag, and image (if possible).

Step 2: Students will choose one historical figure and record information on their student handout. Historical Figure data is included in the historical figure information. With the teacher's permission, students may research websites and historical text sources for more information on their selected historical figure. (A Teacher Example has been provided)

a. Name of Historical Figure
b. Colonial Period
c. Time Period
d. Location
e. Goals/Roles/Responsibilities of the historical figure and/or governing country
f. Draw the flag of governing country

Step 3: Students will share which historical figure they chose and why they chose this person.

ENRICHMENT ACTIVITIES

Activity #8—Map Analysis: Map of East and West Florida, 1763

Step 1: Display map found at the link below.
Link: https://www.floridamemory.com/items/show/323251

Step 2: Provide each student with a copy of the following handout: *analyze-a-map-novice.pdf*

Step 3: As students analyze the historic map, they will record answers on their handout. Students will complete all four sections:

a. Meet the map.
b. Observe its parts.
c. Try to make sense of it.
d. Use it as historical evidence.

Step 4: Students will share their recorded answers with shoulder partners and whole group.

Activity #9—Seven Elements of Maps

Teacher Note: This activity tasks students to read and analyze the 2026 FDOT Official Florida Transportation Map, a modern-day map. This activity provides student the opportunities to learn map reading and analysis skills using a road map similar to what they see on Google Maps. Map reading and analysis skills help students with understanding relationships between places and interpret geographic information. This is a low-tech activity that will provide high engagement with students.

Step 1: Share the following: What are Maps? A map is a drawing of all or part of Earth's surface. Its basic purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings, and roads.

Step 2: We use the following elements of maps so that we understand the information displayed and how to use the information to locate places, follow the correct direction, and find our way. Share the following: *Unlocking Maps: Seven Elements of Maps*

a. Title: titles help the reader know about the information included in maps.

b. Cartographer/Map Maker's Name: this gives proper credit to the designer and maker of the map. In addition, the name helps to source the map for reference or research.
c. Date: geography is the study of place, and it is important to remember that places change over time.
d. Compass Rose: shows direction on the map.
e. Key/Legend is a key to describing symbols, lines, or figures on a map. It is usually placed in a box in some part of the surface that is not being used.
f. Scale Bar: this is a ratio of distance between places.
g. Coordinate System (Latitude and Longitude): The system of latitude and longitude is a man-made system for finding a location anywhere on the surface of the globe. Latitudes are imaginary lines drawn around the globe from side to side, horizontally. Longitudes are imaginary lines drawn up and down, vertically. Letters and numbers can also be used in a coordinate system in finding locations on a map.

Step 3: Directions: Using your 2026 FDOT Official Florida Transportation Map, locate and label the following:

a. Map Title:
b. Date:
c. Map Maker/ Cartographer/Publisher:
d. Is there a legend/key? If yes, where is this located on the map?
e. Is there a compass rose? If yes, where is it located on the map?
f. Is there a scale bar? If yes, where is it located and why do you think it is located there?
g. Locate the Letters and Numbers that help the reader find their location/destination.

For this activity you can use the digital version of the 2026 FDOT Official Florida Transportation Map found at this link: FL State Map 2026. Paper maps can also be ordered at this link: Free Florida Travel Guides - US

Step 4: Comparing Maps.

a. Display map found at the link below.
Link: https://www.floridamemory.com/items/show/323251
b. Find ten places on this historic map.
c. Try to locate these ten places on the 2026 FDOT map.
d. Once located, record the Letter/Number coordinates for each of the ten locations.
e. Ask the following questions:
1) Did the spelling of these places change over time?
2) Where are most of the places located? North, South, East, or West?

Step 5: Students may research more information on the ten locations found on the 1763 map using the following resources published by the state of Florida:
Florida Heritage Trails:

a. Spanish Colonial Heritage Trail: Spanish Colonial Heritage Trail - Division of Historical Resources - Florida Department of State
b. Florida Black Heritage Trail: Florida Black Heritage Trail - Division of Historical Resources - Florida Department of State
c. French Heritage Trail: French Heritage Trail - Division of Historical Resources - Florida Department of State
d. British Heritage Trail: British Heritage Trail - Division of Historical Resources - Florida Department of State

Step 6: Students may research the Florida Historical Marker map to locate markers found at their ten locations: Florida Historical Marker Interactive Map - Markers

Name _____ Date _____

Lesson 1 | Activity #1

STUDENT HANDOUT: 3-2-1 VIDEO REFLECTION

Directions: After viewing "*French and Indian War Explained for Beginners*" video, record your responses in complete sentences below.

1) List 3 things you learned about The French and Indian War:

a. _____

b. _____

c. _____

2) List 2 things you found interesting about The French and Indian War:

a. _____

b. _____

3) Record 1 question you still have about The French and Indian War:

_____

_____

_____

_____

_____

Lesson 1 | Activity #2

HISTORICAL DOCUMENT ANALYSIS: THE TREATY OF PARIS, 1763, PARAGRAPH 20

The definitive Treaty of Peace and Friendship between his Britannick Majesty *(King George III)*, the Most Christian King *(King Louis XV)* , and the King of Spain *(King Charles III)*. Concluded at Paris the 10th day of February, 1763.

XX. In consequence of the restitution stipulated in the preceding article, his Catholick Majesty cedes and guaranties, in full right, to his Britannick Majesty, Florida, with Fort St. Augustin, and the Bay of Pensacola, as well as all that Spain possesses on the continent of North America, to the East or to the South East of the river Mississippi.

And, in general, every thing that depends on the said countries and lands, with the sovereignty, property, possession, and all rights, acquired by treaties or otherwise, which the Catholick King and the Crown of Spain have had till now over the said countries, lands, places, and their inhabitants; so that the Catholick King cedes and makes over the whole to the said King and to the Crown of Great Britain, and that in the most ample manner and form.

His Britannick Majesty agrees, on his side, to grant to the inhabitants of the countries above ceded, the liberty of the Catholick religion; he will, consequently, give the most express and the most effectual orders that his new Roman Catholic subjects may profess the worship of their religion according to the rites of the Romish church, as far as the laws of Great Britain permit.

His Britannick Majesty farther agrees, that the Spanish inhabitants, or others who had been subjects of the Catholick King in the said countries, may retire, with all safety and freedom, wherever they think proper; and may sell their estates, provided it be to his Britannick Majesty's subjects, and bring away their effects, as well as their persons without being restrained in their emigration, under any pretence whatsoever, except that of debts, or of criminal prosecutions: the term limited for this emigration being fixed to the space of eighteen months, to be computed from the day of the exchange of the ratifications of the present treaty.

It is moreover stipulated, that his Catholick Majesty shall have power to cause all the effects that may belong to him, to be brought away, whether it be artillery or other things.

Excerpt from Treaty of Paris 1763, by Yale Law School's The Avalon Project.

Lesson 1 | Activity #2

HISTORICAL DOCUMENT ANALYSIS: THE TREATY OF PARIS, 1763, PARAGRAPH 20

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Excerpt from Treaty of Paris 1763, by Yale Law School's The Avalon Project.

Name _____ Date _____

STUDENT ACTIVITY HANDOUT: INFORMATIONAL TEXT

Text Title:

Main Idea:

My Key Details And Why I Chose Them...

1.

2.

3.

My Thoughts On This Topic...

The Most Interesting Thing I Learned...

I'm Still Questioning...

I Should Research...

Name _____ Date _____

Lesson 1 | Activity #6

STUDENT HANDOUT: CHANGE OVER TIME

Directions: Answer the following questions as you watch the Silver River Museum video titled "Europeans Explorers in Florida." The length of video is 10:24-please watch until the end.

1) Florida is located on what continent?

_____

2) What people were living here before European exploration?

_____

3) What year did the European explorers arrive in Florida?

_____

4) What were the Spanish explorers looking for?

_____

5) List some of the items that Spanish explorers brought with them?

_____

_____

_____

6) What year was the city of St. Augustine established? This is the first city established by Europeans in North America.

_____

7) What year was Ft. Mose established? This fort was just north of St. Augustine and protected the Spanish from the British; it is the first free black settlement in North America.

_____

8) What year did Florida transfer power from the Spanish to the British?

_____

9) What year did British return Florida back to the Spanish?

_____

10) What year did Florida become a U.S. territory?

_____

Lesson 1 | Activity #7 - Elementary School

FLORIDA: HISTORICAL FIGURES/CHARACTER DESCRIPTIONS

1) Spanish settler: settlers were responsible for working the land and growing crops such as beans, corn, wheat and raising livestock like cattle and pigs.

2) Spanish soldier: soldiers were responsible for building forts and military outposts and defending the colony by sea and land.

3) Free Blacks: Many converted their faith and served as soldiers for the Spanish. Free Blacks were involved in farming, trade, and defending the colony.

4) Black soldier: Living and defending Fort Mose in St. Augustine, soldiers served in their own units, succeeded to officer status, and fought in battles. Soldiers also helped build alliances with the Native Americans.

5) British settler: were responsible for establishing farms, small towns, trade routes, churches, and schools. They were involved in the timber industry, naval stores, cattle ranching, trade, and building King's Road in east Florida.

6) Merchant: merchants were responsible for importing goods such as olive oil, wine, and metal tools and exporting agricultural goods. Merchants traded with Native Americans for fruits and vegetables.

7) Native American: were helpful to settlers with farming and raising livestock such as cattle and pigs. They lived in villages and had alliances and rivalries with neighboring Native Americans. They also worked with European settlers to defend the colony from invaders.

8) Woman: were responsible for managing their home, grinding corn, weaving textiles for cloth, cooking, preserving food, and raising children.

9) Youth: boys helped with hunting, fishing, toolmaking, and trade. Girls helped with gathering water and preparing food, cleaning, and raising younger siblings.

10) Minorcans: were indentured servants working on indigo plantations in east Florida. Indigo was harvested for its blue dye to use with textiles (cloth) and art.

11) Clergy: responsible for building missions, teaching religious practices, and converting Native Americans to their faith.

12) Governor: governors were appointed to build and establish forts and communities to defend the colony from invading countries. The governor was also responsible for creating alliances with native Americans as well as defense of the colony.

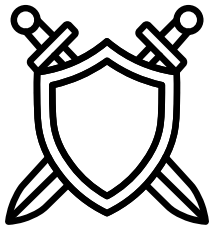
13) East Florida Ranger: were a Loyalist volunteer militia that fought to defend the colony against American rebels. They signed up for three years of service and were paid one shilling per day of service.

14) Monarch: they were the ultimate authority over the territory. Legal authority and the direction/guidance of the colony was the responsibility of the monarch.



Spanish Settler

Were responsible for working the land and growing crops such as beans, corn, wheat and raising livestock like cattle and pigs.



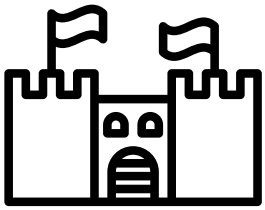
Spanish Soldier

Were responsible for building forts and military outposts and defending the colony by sea and land.



Free Blacks

Many converted their faith and served as soldiers for the Spanish. They were also involved in farming, trade, and defending the colony.



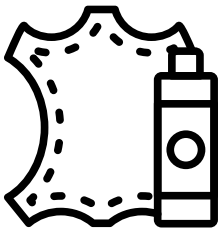
Black Soldier

Living and defending Fort Mose in St. Augustine, they served in their own units, succeeded to officer status, and fought in battles. They also helped build alliances with the Native Americans.



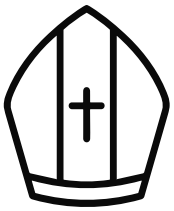
Youth

Boys helped with hunting, fishing, toolmaking, and trade. Girls helped with gathering water and preparing food, cleaning, and raising younger siblings.



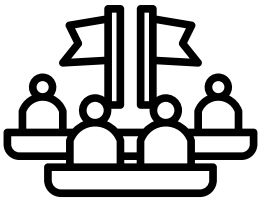
Minorcans

Were indentured servants working on indigo plantations in east Florida. Indigo was harvested for its blue dye to use with textiles (cloth) and art.



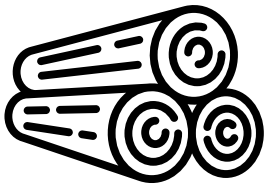
Clergy

Were responsible for building missions, teaching religious practices, and converting Native Americans to their faith.



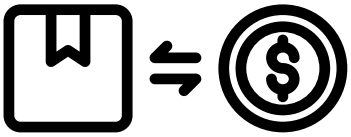
Governor

Were appointed to build and establish forts and communities to defend the colony from invading countries. They also created alliances with Native Americans for trading goods as well as defense of the colony.



British Settler

Were responsible for establishing farms, small towns, trade routes, churches, and schools. They were involved in the timber industry, naval stores, cattle ranching, trade, and building King's Road in East Florida.



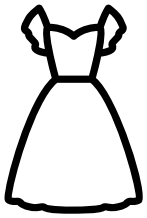
Merchant

Were responsible for importing goods such as olive oil, wine, and metal tools and exporting agricultural goods. They also traded with Native Americans for fruits and vegetables.



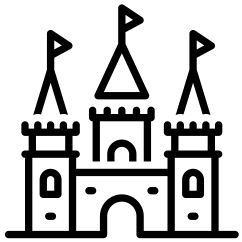
Native American

Were helpful to settlers with farming and raising livestock. They lived in villages and had alliances and rivalries with neighboring Native Tribes. They also worked with European settlers to defend the colony from invaders.



Woman

Were responsible for managing their home, grinding corn, weaving textiles for cloth, cooking, preserving food, and raising children.

	
East Florida Ranger	**Monarch**
Were a Loyalist volunteer militia that fought to defend the colony against American rebels. They signed up for three years of service and were paid one shilling per day of service.	They were the ultimate authority over the territory. Legal authority and the direction/guidance of the colony was their responsibility.

Name _____ Date _____

Lesson 1 | Activity #7 - Middle/High School

STUDENT HANDOUT: FLORIDA HISTORICAL FIGUES

Name:	Colonial Period:	Time Period:	Location:

Goals, Roles, & Responsibilites:

Flag:

Lesson 1 | Activity #8

SEVEN ELEMENTS OF MAPS

What are Maps?

Maps are essential tools for navigation and understanding the world. They help us visualize spatial relationships and can vary greatly in scale, from detailed street maps of a city to expansive maps of entire continents. Maps also come in various formats, such as digital maps on devices or traditional paper maps. Beyond the basic types, there are thematic maps, which focus on specific topics like climate, population density, or economic activities. Each map is crafted with specific elements that aid in interpreting the information it presents, such as legends and scales, to ensure users can glean accurate and useful insights from the data depicted.

1) Titles Titles help the reader know about the information included in maps.	**2) Cartographer/Map Maker's Name** This gives proper credit to the designer and maker of the map. In addition, the name helps to source the map for reference or research.
3) Date Geography is the study of place, and it is important to remember that places change over time.	**4) Compass Rose** Represents direction on the map, showing the four cardinal points - North, East, South, and West
5) Key/Legend A key to describing symbols, lines, or figures on a map. It is usually placed in a box in some part of the surface that is not being used.	**6) Scale Bar** This is a ratio of distance between places using measurements such as kilometers or miles

7) Coordinate System (Latitude and Longitude)

The system of latitude and longitude is a man-made system for finding a location anywhere on the surface of the globe. Latitudes are imaginary lines drawn around the globe from side to side, horizontally. Longitudes are imaginary lines drawn up and down, vertically. Letters and numbers can also be used in a coordinate system in finding locations on a map.

Name _____ Date _____

Lesson 1 | Activity #8

STUDENT HANDOUT: SEVEN ELEMENTS OF A MAP

Located And Label

Directions: Answer the following questions as you analysis the *2026 FDOT Official Florida Transportation Map*

1) Map Title:

_____

2) Date Created:

_____

3) Map Maker/ Cartographer/ Publisher Name:

_____

4) Is there a Legend/Key? If yes, where is this located on the map?

_____

5) Is there a compass rose? If yes, where is it located on the map?

_____

6) Is there a scale bar? If yes, where is it located and why do you think it is located there?

_____

7) Locate the Letters and Numbers that help the reader find their location/destination.

_____

Comparing Maps

Directions: Look at the *Map of East and West Florida, 1763*. Find ten places that are displayed on this historic map, then try to locate the same ten places on the 2026 FDOT map. Once located, record the Letter/Number coordinates for each of the ten locations.

Historic Name: Modern Name: Letter/Number Coordinates:	Historic Name: Modern Name: Letter/Number Coordinates:
Historic Name: Modern Name: Letter/Number Coordinates:	Historic Name: Modern Name: Letter/Number Coordinates:
Historic Name: Modern Name: Letter/Number Coordinates:	Historic Name: Modern Name: Letter/Number Coordinates:
Historic Name: Modern Name: Letter/Number Coordinates:	Historic Name: Modern Name: Letter/Number Coordinates:
Historic Name: Modern Name: Letter/Number Coordinates:	Historic Name: Modern Name: Letter/Number Coordinates:

8) Did the spelling of these places change over time?

---

9) Where are most of the places located? North, South, East, or West?

Lesson Two

East and West Florida During The British Period

PLACE

Activity #1: Impact of the Treaty of Paris (1763) on Florida
Teacher Note: Students may work independently, with their shoulder partners, or small groups.

A) Student Task: Analyzing the Impact of the 1763 Treaty of Paris

Step 1: Provide each student with the handout titled "Student Handout: The Treaty of Paris (1763).
Step 2: Students will read the information presented in the three-column chart and answer the questions in complete sentences.
Step 3: Students may share their recorded answers with their shoulder partners and then whole group.

Activity #2: Map Analysis: Florida From the Latest Authorities, 1763.
Teacher Note: Students will complete the Task Routine "SEE-THINK-WONDER" to build skills of map reading, analyzing, and interpreting. Allow students to silently observe the map for at least 30 seconds before responding. This task may be completed as shoulder partners, small groups, or whole class. Observations may be recorded on chart paper.

A) Student Task: "See-Think-Wonder"

Step 1: Display map found at the link below.
Florida from the latest authorities - Norman B. Leventhal Map & Education Center
Step 2: Ask the following questions:
a. What do you SEE on the map?
b. What do you THINK about?
c. What do you Wonder (what questions do you have)?

B) Student Task: Comparing Maps

Step 1: Display map from Day 1:
Link: https://www.floridamemory.com/items/show/323251
Step 2: Ask the following questions:
a. Which features appear on one map but not the other?
b. Do place names differ?

c. What do each of the maps tell you about what the maker knew and didn't know about Florida?
d. How do these two maps from 1763 compare to current maps of Florida?

TIME

Activity #3: Informational Text

A) Student Task: Close Read of Informational Texts

Step 1: Place students in groups of 2-3 or with their shoulder partner.
Step 2: Review the following "Think Marks" students will utilize as they read their assigned article. "Think Marks" are a metacognitive tool that help students to concentrate and focus on what they are learning as they read and to process what was learned and how students learned the content.
Step 3: Ask students to number the paragraphs in their assigned article.

1. Transfer of Florida (12 Paragraphs, including the inset titled "Florida's Kingsley Plantation)
2. Florida: As a British Colony (13 Paragraphs)

Step 4: Students will then skim their assigned article and highlight words that may be challenging or unfamiliar. Students will take turns sharing the words they highlighted with their students in their assigned group. Teachers can then provide clarification on words. Students then share with the whole class.
Step 5: Introduce the following "Think Marks" to students and share what they symbolize.

a. A star for content that is important to remember.
b. An exclamation mark for content that is surprising or that you want to share.
c. A question mark for content that may be confusing or you have a question about.
d. A check mark for content that you already knew about.

Step 6: Set the timer for 20-30 seconds. During this time students will read paragraph #1 in their assigned article and text mark the paragraph with the Think Marks. They will then share with their assigned group before sharing whole class. Students may ask clarifying questions before moving to the next step.
Step 7: Students will read the article and record their notes using the following" "Student Handout: Informational Text" note-taking guides.
Step 8: Once students have recorded their notes, they will share with their shoulder partners and then whole group.
Step 9: Debrief Articles

a. How does the information from both articles connect to what you have learned about Florida during this time?
b. What three key points about the British period in Florida would you include from both articles?

Activity #4: Video Viewing Guide

Teacher Note: The video "Florida at War," produced by UF Historic St. Augustine, is 6:49 in length. It provides information on the transfer of power from the first Spanish period to the British period, then at the conclusion of the American Revolution. Please make sure to view the video before presenting it to students. This will help anticipate student questions.

A) Student Task: Video: (1750) Florida at War: St. Augustine in the American Revolution - YouTube

Step 1: Students will watch the assigned video and record their answers on their Student Handout: 3-2-1 Video Viewing Guide.

a. List 3 things you learned about Florida at War
b. List 2 things you found interesting about Florida at War
c. Record 1 question you still have about Florida at War

Step 2: Students will then share their answers with shoulder partners and whole group.

PEOPLE

Activity #5: Philosophical Chairs

Teacher Note: Students will participate in a philosophical chairs activity and take a side to argue. The philosophical chairs will focus on the East and West colonies staying loyal to Great Britain rather than joining the original thirteen colonies in rebellion. As preparation for the debate, students will first read assigned sections of the Tampa Bay Times Newspapers in Education publication "Forgotten Front: Florida During the Revolutionary War." Link: ForgottenFrontFinalWeb.pdf

A) Student Task: Close Read of Informational Texts

Step 1: Place students in groups of 2-3 or with their shoulder partner.

Step 2: Review the following "Think Marks" students will utilize as they read their assigned article. "Think Marks" are a metacognitive tool that help students to concentrate and focus on what they are learning as they read and to process what was learned and how students learned the content.

Step 3: Ask students to number the paragraphs in their assigned article.

1) Article: "A Timeline of Significant Events in Florida and Around the Nation." (Found at the bottom of pgs. 2-16)
2) Article: "In the Beginning." (Pgs. 2-3, 17 Paragraphs, make sure to read all captions to photographs and maps)
3) Article: "The Colony of West Florida." (Pgs. 4-5, 22 Paragraphs, make sure to read all captions to photographs and maps)
4) Article: "Colony of East Florida." (Pg. 6, 9 Paragraphs, make sure to read all captions to photographs and maps)

5) Article: "The East Florida Rangers." (Pg. 7, 7 Paragraphs, make sure to read all captions to photographs and maps)

Step 4: Students will then skim their assigned article and highlight words that may be challenging or unfamiliar. Students will take turns sharing the words they highlighted with their students in their assigned group. Teachers can then provide clarification on words. Students then share with the whole class.

Step 5: Introduce the following "Think Marks" to students and share what they symbolize.

a. A star for content that is important to remember.
b. An exclamation mark for content that is surprising or that you want to share.
c. A question mark for content that may be confusing or you have a question about.
d. A check mark for content that you already knew about.

Step 6: Set the timer for 20-30 seconds. During this time students will read paragraph #1 in their assigned article and text mark the paragraph with the Think Marks. They will then share with their assigned group before sharing whole class. Students may ask clarifying questions before moving to the next step.

Step 7: Students will read the article and record their notes using the following" "Student Handout: Informational Text" note-taking guides.

Step 8: Once students have recorded their notes, they will share with their shoulder partners and then whole group.

Step 9: Debrief articles and ask students the following:

1. Why were the colonies of East Florida and West Florida considered important to Great Britain during the American Revolution?
2. Why was it important to the Continental Congress (Patriots) for Florida to join the thirteen colonies in the rebellion?
3. What role did loyalists and Patriots play in the fight for Florida, and how did their actions affect the outcome of the American Revolution?

B) Student Task: Taking Sides: Philosophical Chairs

Step 1: Introduce the topic for philosophical chairs - "Should the colonies of East and West Florida joined with the American Patriots in their rebellion against Great Britain during the Revolutionary War?" Critical points/questions to consider:

1) Geography: think about the location of Florida and what it offers to both the Loyalists and the Patriots.
2) Political Connections: how would the governance of Florida be impacted by staying loyal to the crown or joining with the Patriots?
3) Economic dependency: how does Florida make money/profit from staying loyal to the crown or joining with the Patriots?

Step 2: Divide the class into two groups. Teachers may randomly assign students to each group or allow students to choose on their own.

Group A: This group will argue why it is a benefit to support the colonies in staying loyal to Great Britain.
Group B: This group will argue how the colonies would have benefited by joining the Patriots in the rebellion against Great Britain.

Step 3: Students will revisit the Tampa Bay Times Newspapers in Education publication "Forgotten Front: Florida During the Revolutionary War." Students will use the following "Think Marks" as they read.

a. "P" for Patriots if the information shows a benefit for the Patriots rebelling against Great Britain.
b. "L" for Loyalists if the information shows a benefit for the Loyalists remaining under the governance of Great Britain.

Once students have completed their reading and "Think Marks," debrief the article and record any questions that need clarification.

Step 4: Designate one side of the classroom for students who will argue why it is a benefit to support the colonies in staying loyal to Great Britain. Then designate the other side of the classroom for the students who will argue how the colonies would have benefited by joining the Patriots in the rebellion against Great Britain. The middle of the classroom should be left for students who cannot decide what side of the issue to support.

Step 5: Review active listening protocols and example response prompts with students. Use what you currently utilize in your classroom or the "SLANT" Method. Below are the protocols in the "SLANT" Method with response prompts. It is easy to remember and can be displayed on chart paper during philosophical chairs.

"SLANT" Method	**Example response prompts:**
Sit up **L**isten **A**sk and answer questions **N**od your head **T**rack the speaker with your eyes	• "What I heard you say was…" • "You mentioned that…"

Step 6: Move students to their assigned groups. Provide chart paper and markers to all three groups: Group A, Group B, and the undecided group in the middle. Each group will designate each of the following: spokesperson, recorder, and timekeeper.

Step 7: Each group will agree to three significant arguments to defend their position. The recorder for each group will share these three significant arguments. During this time, there will be no comments or responses provided.

Step 8: After this, students may now change their groups based on the three significant arguments.

Step 9: Once students have changed or decided to remain, discussion should now begin between the opposing groups. One student may speak at a time and students can change groups during the discussion and move to their new group.

Step 10: At the end of the discussion, debrief with the following prompts:

1) Let's take a moment to recap the main arguments from each side:
2) Which side made the most compelling argument?
3) What surprised you the most about the conversation?
4) How did listening to opposing arguments help you think more critically?

Step 11: Exit Ticket written responses:

1) Write one question you'd like to explore further about Florida and the American Revolution.
2) If you could debate this again, what would you change about your argument?

Name _____ Date _____

Lesson 2 | Activity #1

STUDENT HANDOUT: THE TREATY OF PARIS (1763) CHART

Directions: Review the information presented below in the chart. Answer each question in complete sentences. The chart provides information on the transfer of power, the impact of the transfer of power, and why it matters.

Official Transfer of Power	• In 1763, Spain gave up Florida to Britain in exchange for the return of Havana, Cuba. • This was part of a larger deal: France gave up most of its North American territories to Britain, and Spain gave up Florida to Britain, while France gave Louisiana west of the Mississippi to Spain
What Happened After Transfer of Power	• British Period in Florida: From 1763 to 1783, Florida was under British control. The British divided it into the 14th and 15th colonies. (East Florida/Capital: St. Augustine and West Florida/Capital: Pensacola). • East Florida had fertile land and attracted British settlers from nearby colonies. The British offered land grants to encourage farming and defense, and many brought enslaved Africans to work on plantations growing crops like citrus, sugar cane, rice, cotton, and indigo. • West Florida was less populated due to its difficult terrain and climate. • The British replaced Spanish laws with British legal practices, which caused tensions with the existing Spanish-speaking population and Native Americans.
Why the Treaty of Paris 1763 Matters	• The treaty reshaped Florida's political and cultural landscape by ending Spanish rule and beginning British colonial governance. • It led to population changes as British settlers moved in, altering the region's economy and society. • It also set the stage for future conflicts, as British expansion into Florida increased tensions with Native Americans.

Questions:

1) Predict how will life change for the Spanish people in Florida once the British take over.

2) In your opinion and based on the information in the three-column chart, in which colony will most people live? The West colony or the East colony? Explain your answer.

Name _____ Date _____

STUDENT ACTIVITY HANDOUT: INFORMATIONAL TEXT

Text Title:

Main Idea:

My Key Details And Why I Chose Them...

1.

2.

3.

My Thoughts On This Topic...

The Most Interesting Thing I Learned...

I'm Still Questioning...

I Should Research...

Name _____ Date _____

Lesson 2 | Activity #4

STUDENT HANDOUT: 3-2-1 VIDEO REFLECTION

Directions: After viewing the "*Florida at War*" video, record your responses in complete sentences below.

1) List 3 things you learned about Florida at War:

a. _____

b. _____

c. _____

2) List 2 things you found interesting about Florida at War:

a. _____

b. _____

3) Record 1 question you still have about Florida at War:

_____

_____

_____

_____

_____

Name _____ Date _____

Lesson 2 | Activity #5

STUDENT RUBRIC: PHILOSOPHICAL CHAIRS

Directions: Reflect on each of the prompts in the left column and mark each column that best represents your work in this activity. Provide the total points at the bottom right of the rubric.

	3	2	1
Completed my research and provided evidence for my argument.			
Used active listening and response protocols.			
Provided feedback during the debrief/ conclusion of the activity.			
			Total Points=_____

Lesson Four

The Second Spanish Period

TIME

Activity #1: Informational Text

Teacher Note: Please make sure to review the following notes with students

1. La Florida was returned to Spanish control in 1783 after the British lost the American Revolution.
2. Spain encouraged settlement by immigrants through trade incentives, missions, and land grants.
3. Settlement communities relied on the following: trade with Native Americans, cattle, timber, agriculture, and trade routes throughout the Gulf Coast and the Atlantic coastline.
4. Currency was in the form of silver coins, reals/reales, known as Spanish "pieces of eight"; this currency was used to purchase livestock, labor, tools, and other resources and materials.

A) Student Task: Close Read of Informational Texts

Step 1: Place students in groups of 2-3 or with their shoulder partner.

Step 2: Review the following "Think Marks" students will utilize as they read their assigned article. "Think Marks" are a metacognitive tool that help students to concentrate and focus on what they are learning as they read and to process what was learned and how students learned the content.

Step 3: Ask students to number the paragraphs in their assigned article. "Spanish Occupation, Second" (11 Paragraphs) Floripedia: Spanish Occupation, Second

Step 4: Students will then skim their assigned article and highlight words that may be challenging or unfamiliar. Students will take turns sharing the words they highlighted with their students in their assigned group. Teachers can then provide clarification on words. Students will then share with the whole class.

Step 5: Introduce the following "Think Marks" to students and share what they symbolize.

a. A star for content that is important to remember.
b. An exclamation mark for content that is surprising or that you want to share.
c. A question mark for content that may be confusing or you have a question about.
d. A check mark for content that you already knew about.

Step 6: Set the timer for 20-30 seconds. During this time students will read paragraph #1 in their assigned article and text mark the paragraph with the Think Marks. They will then share with their assigned group before sharing whole class. Students may ask clarifying questions before moving to the next step.
Step 7: Students will read the article and record their notes using the following "Student Handout: Informational Text" note-taking guides.
Step 8: Once students have recorded their notes, they will share with their shoulder partners and then whole group.
Step 9: Debrief article with whole group.

a. How does the information from this article connect to what you have learned about Florida during this time?
b. In your opinion, what might the Spanish do differently during their second time of colonizing Florida?

PLACE

Activity #2: Planning a New Community
Teacher Note: The article "City Planning" provides information on planning cities in our state. Teachers can decide for their students to read this for themselves as part of their lesson preparation or share with their students. Link to article: Exploring Florida Documents: City Planning

Introduce the following terms (site and situation) and examples to students:
Site defined: the physical characteristics of a location. For example, mountains, plains, desert, forests, swamps, grasslands, oceans, bays, rivers, lakes, streams, springs, hot/cold/warm climate, rainy or dry?

Situation defined: how a place is connected to its surroundings. For example, is the place located near other developed locations, is it easily accessible by land or water, offer military defense, protect from settlers from different countries, are there trade routes located nearby?

A) Task: Map Analysis - Physical Map Analysis
Teacher Note: Students will analyze a physical map of England to better understand the geographical concepts of site and situation. This physical map of London demonstrates the qualities of site and situation that lend to a successful settlement.

Step 1: Locate the city of London on the map.
Step 2: Questions to ask about the physical characteristics (site):

a. Is London located near a body of water?
b. Are there forests, mountains, plains, or a desert nearby?
c. Do you think the climate is hot, cold, mild, or dry in London?

Step 3: Questions to ask about how London is connected to the surrounding area (situation):

a. Are there trade routes nearby?
b. Is London easily accessible by land or water?
c. Does the location of London prevent invaders to the community?

Step 4: Project the following historical maps of St. Augustine and Pensacola and task students with the following:

Pensacola: Florida Memory • Chart of the bay and harbor of Pensacola. A403 - A Plan of the Bays of Pensacola and Mobile | Heritage Charts

St. Augustine: Florida Memory • Map of St. Augustine, 1769 Plano de la RL. Fuerza Baluart... - UF Digital Collections

a. List the types of bodies of water each city is located nearby? (Answers will vary but should include: rivers, bay, harbors, bayous, the Gulf of Mexico (America), Atlantic Ocean)
b. Is the land flat, hilly, and/or heavily forested?
c. Are trade routes possible over land or by water?
d. Are the cities easily accessible by land or water?
e. Because of their locations can both cities prevent invaders either by land or water?
f. Which of the two historic cities have the best characteristics of site and situation?

PEOPLE

Activity #3: Building a New Community

Step 1: Provide each student with a copy of the following proclamation and Choose a student to read the proclamation from King Charles III of Spain to class

"By Order of King Charles III of Spain, you have been tasked with creating new communities and building back previous communities in La Florida. La Florida was rightfully returned to Spain and now we have to make sure that our communities will appeal to our people and prosper. Each person will receive 200 silver reales to successfully settle in La Florida. Each settler must draw a map of their new settlement, state the goals of the settlement, and provide a budget they will use to fund the building of the settlement.
Thank you,
Governor Vicente de Zespedes, Governor Arturo O'Neill "

Step 2: Students may work with shoulder partners, small groups, or independently.
Step 3: Direct students to turn the proclamation over to review the "Spanish Reales Budget Sheet.

Step 4: Share the following with students:
"Students as settlers of La Florida you have been issued 200 Spanish reales by the Spanish crown to build a functioning settlement. On your handout is an example of a list of resources and materials and the cost of each. You may refer to this example as you purchase resources and materials to establish your community."

Example:

Resources and Materials	Cost of Silver Reales
Timber	40
Tools (axes, saws, and plows)	20
Herding Animals: Cattle and Goats	30
Seeds and Crops	20
Fishing Gear	20
Defense Materials	20
Wages for Labor	40
Trade Materials for Native Americans	10
	Total = 200 Spanish Reales

Activity #4: Choose Your Settlement Location
Teacher Note: Students will analyze a modern-day physical map of Florida so they can clearly see and analyze the types of landforms and bodies of water that are a part of Florida's geography. florida-physical-map.jpg (3000×2917)

Step 1: Share the following with students: "The King of Spain has tasked you with building new communities and/or building back up previous communities."
Step 2: Students must select one of the following three Florida regions:
1) Atlantic Coast (shipping routes and Spanish forts)
2) Gulf Coast (trade routes and fishing)
3) Interior (timber and farming)

Step 3: Task students with analyzing the following physical map of Florida and identify one location where their new settlement will be built. Students may choose Pensacola or St. Augustine, but they must provide three reasons why they would remain in these cities.

Map Analysis Questions for Students:
1) Locate the key/legend. The key/legend includes elevation (measured in meters). Is Florida high or low in elevation?

2) Find the highest point of elevation on this map. (Answer: Britton Hill)
3) Is there a major city located near this highest point of elevation?
4) What type of landform is Florida? (Answer: Peninsula)
5) What bodies of water border Florida? (Gulf of Mexico/America, Straits of Florida, and the Atlantic Ocean).
6) Florida has a lot of rivers. Why would people want to build next to rivers?
7) Name some of the rivers found near St. Augustine and Pensacola.
8) Florida has a lot of swampland. Where is most of the swampland located in Florida?

Step 4: Shoulder partners will share the following:
1) Did they choose to build a new community? Where is it located? Share the three reasons why this is a good location.
2) Did they choose to build back a previous community? Which one did they choose? Where is it located? Share the three reasons why this is a good location.

Once all students have shared their locations and reasons, explain to students that ancient and historical communities have done the same, chosen locations that would be long lasting and successful.

Activity #5: Building Your Community
Teacher Note: Day 5 will be their Town Council Presentation. Students will make presentation to the class, they must defend choices by using evidence.

Step 1: Task students with designing and creating their settlement map.
Maps will include:
a) Title, Cartographer, Compass Rose, Bodies of water
b) Homes, Farms and/or ranch land, Fishing areas, Sources of fresh water
c) Trade areas/routes, Defense structure

Step 2: Task students with creating a "Spanish Reales Budget Sheet."
An example is provided on the King Charles III of Spain proclamation. (Provide each student with a copy of this proclamation, with both sides included.)
Step 3: Students will list what resources and materials were purchased. The total cost must stay with the budget of 200 reales.
Step 4: List the goals of the community. Possible examples: farming, ship building, trading, converting Native Americans, timber, or defense

ENRICHMENT ACTIVITIES

Activity #6: Silver Coins: The Reales "Pieces of Eight"
Watch the brief video explaining the history of the ancient Spanish currency: Reales.
https://www.youtube.com/watch?v=IiPjWDLQlRw

Name _____ Date _____

STUDENT ACTIVITY HANDOUT: INFORMATIONAL TEXT

Text Title:

Main Idea:

My Key Details And Why I Chose Them...

1.

2.

3.

My Thoughts On This Topic...

The Most Interesting Thing I Learned...

I'm Still Questioning...

I Should Research...

Name _____ Date _____

Lesson 4 | Activity #2

STUDENT HANDOUT: PHYSICAL MAPS ANALYSIS

Directions: Answer the following questions as you analysze a *physical map of England*. This map demonstrates the qualities of site and situation that leads to a successful settlement.

London's Physical Characteristics (Site)

1) Is London located near a body of water?

_____

2) Are there forests, mountains, plains, or a desert nearby?

_____

3) Do you think the climate is hot, cold, mild, or dry in London?

_____

London's Surrounding Area (Situation)

4) Are there trade routes nearby?

_____

5) Is London easily accessible by land or water?

_____

6) Does the location of London prevent invaders to the community?

_____

Map of St. Augustine or Pensacola (Site & Situation)

Directions: Answer the following questions as you analysis a physical map of St. Augustine AND Pensacola, two successful settlements in Florida.

7) List the types of bodies of water each city is located nearby?

_____

_____

9) Is the land flat, hilly, and/or heavily forested?

10) Are trade routes possible over land or by water?

11) Are the cities easily accessible by land or water?

12) Because of their locations can both cities prevent invaders either by land or water?

13) Which of the two historic cities have the best characteristics of site and situation?

Spanish Decree of 1784
East and West Florida Settlements

By Order of King Charles III of Spain, you have been tasked with creating new communities and building back previous communities in La Florida. La Florida was rightfully returned to Spain and now we have to make sure that our communities will appeal to our people and prosper. Each person will receive 200 silver reales to successfully settle in La Florida. Each settler must draw a map of their new settlement, state the goals of the settlement, and provide a budget they will use to fund the building of the settlement.

Thank you,
Governor Vicente de Zespedes of East Florida
Governor Arturo O'Neill of West Florida

Royal Settlement Budget

Students as settlers of La Florida you have been issued 200 Spanish reales by the Spanish crown to build a functioning settlement. On your handout is an example of a list of resources and materials and the cost of each. You may refer to this example as you purchase resources and materials to establish your community.

RESOURCES AND MATERIALS	COST OF SILVER REALES
Timber	40
Tools (axes, saws, and plows)	20
Herding Animals: Cattle and Goats	30
Seeds and Crops	20
Fishing Gear	20
Defense Materials	20
Wages for Labor	40
Trade Materials for Native Americans	10
	Total = 200 Spanish Reales



Name _____ Date _____

Lesson 4 | Activity #4

STUDENT HANDOUT: PHYSICAL MAP OF FLORIDA

Directions: Answer the following questions as you analysis a *physical map of Florida* and identify one location where their new settlement will be built. You may choose Pensacola or St. Augustine, but you must provide three reasons why you would remain in these cities.

1) Locate the key/legend. The key/legend includes elevation (measured in meters). Is Florida high or low in elevation?

_____

2) What is the highest point of elevation on this map?

_____

3) Is there a major city located near this highest point of elevation?

_____

4) What type of landform is Florida?

_____

5) What bodies of water border Florida?

_____

6) Florida has a lot of rivers. Why would people want to build next to rivers?

_____

_____

7) Name some of the rivers found near St. Augustine and Pensacola.

_____

8) Florida has a lot of swampland. Where is most of the swampland located in Florida?

_____

Follow-Up Questions:

1) Did they choose to build a new community? Where is it located? Share the three reasons why this is a good location.

2) Did they choose to build back a previous community? Which one did they choose? Where is it located? Share the three reasons why this is a good location.

Name _____ Date _____

Lesson 4 | Activity #5

STUDENT HANDOUT: SPANISH REALES BUDGET SHEET

Directions: Once you have drawn your settlement map, record what you spent on the following resources and materials: Remember that you must stay within the budget of 200 Spanish reales.

Resources and Materials	Cost of Silver Reales
Timber	
Tools (axes, saws, and plows)	
Herding Animals: Cattle and Goats	
Seeds and Crops	
Fishing Gear	
Defense Materials	
Wages for Labor	
Trade Materials for Native Americans	
Total = _____Spanish Reales	

List the goal(s) of your community and explain why:

_____

_____

_____

Lesson Five

Florida Becomes US Territory

PEOPLE

Activity #1 Game of Headbands

Teacher Note: This game of headbands can be used as a review activity. Please make sure to review classroom procedures to ensure student safety (no pushing, yelling, or running). Duration of game is at the discretion of the teacher.

Materials for this activity include: Headbands (can be made with paper or plastic ones can be ordered online), Tape, Historical Figures Deck of Cards, Pieces of Eight "tokens, Teacher Answer Sheet and a Timer.

Follow the preparation steps to set-up the game:

1) Print out the Historical Figures Deck of Cards (for students) and answer sheet (for teachers).
2) Once the Historical Figures Deck of cards is printed, please make sure they can successfully attach to the headbands.
3) Print and cut out the Pieces of Eight "tokens." These can be used for prizes.

Step 1: Assign each student a colored headband (green, blue, purple, red, yellow, orange) and place on top of their head. Each color should have 4-5 students each.
Step 2: Each student will receive a Historical Figure card face down. Students are not allowed to look at their cards while attaching the card to their headband. The other students will see the card they were dealt.
Step 3: Remind students that each card represents one of the following topics: Historical Figures, Historical Documents, Historical Events, Historical Structures, Agricultural Products, Places (geography), Bodies of Water. The teacher may want to record these topics on chart paper and hang in the front of the room.
Step 4: Set the timer for 45 seconds.
Step 5: Students must play against a student with a different color headband.
Step 6: Once timer begins, students can ask as many yes or no questions that will help them successfully guess their topic.
Step 7: Students may guess as many times before the timer rings.
Step 8: If a student guesses correctly and the still has time, provide a new Historical Figure card.
Step 9: The student who has the most Pieces of Eight "tokens" at the end of the game wins.

Activity #2: Student Presentations
Students will present their chosen historical figures and the new communities they established. Students may create posters, infographic, or PowerPoints to share this information. To complete this project, students may work with their shoulder partners, small groups, or work independently. Time of student presentations 7-10 minutes.

Teacher Note: Students may want to dress as their historical figure or create props to use during their presentations. This is not included on the rubric and is up to the discretion of the teacher to encourage and build time for as part of the presentations.

Step 1: For their presentations, students will share the following information:
1) Name of their Historical Figure and the colonial/time period in which they lived in while in Florida. Students may also include known family members along with their historical figure.
2) Where did they live and what was their role and responsibility?
3) Create and label a map of Florida that illustrates where their historical figure lived. Include the following information on the map of Florida:
a. Title
b. Cartographer's name
c. Compass Rose
d. Major cities found in Florida during this time.
e. Bodies of water
f. Where their historical figure lived
4) Students will share why they chose this historical figure and explain how this person has had a lasting impact on Florida today.

Step 2: Share and explain the plan of their community that students created during day four of this unit of study.
1) Plan of their community must include the following:
a. Title
b. Cartographer
c. Compass Rose
d. Bodies of water
e. Streets
f. Homes
g. Farms and/or ranch land
h. Fishing areas
i. Trade areas/routes
j. Defense structure
k. Sources of fresh water

2) Students will share why they chose this location in Florida, either for a new community or remaining in a previous location such as St. Augustine or Pensacola.
3) Explain the site and situation characteristics that helped them to make the final decision of location of this location. They may refer to following during their presentation:

a. **Site defined**: the physical characteristics of a location. For example: mountains, plains, desert, forests, swamps, grasslands, oceans, bays, rivers, lakes, streams, springs, hot/cold/warm climate, rainy or dry.
b. **Situation defined**: how a place is connected to its surroundings. For example: is the place located near other developed locations, is it easily accessible by land or water, offer military defense, protect from settlers from different countries, are there trade routes located nearby.

Step 3: Spanish Reales Budget Sheet
1) Present their Spanish Reales Budget Sheet and explain how they spent the 200 reales provided by King Charles III of Spain.
2) Explain the challenges they faced when making decisions on how to spend the money and stay within their budget.

Step 4: Writing a Letter to the King
1) Students will write a letter to King Charles III of Spain, and share with the class, explaining how the goals of their community were met by the location they chose and the budget they spent. Possible goals: farming, ship building, trading, converting Native Americans, timber, or defense.
2) Letters to the king must include the following:
a. Heading (Date on top right)
b. Greeting (“Dear King Charles III of Spain”)
c. Body (Main Message)
d. Closing (“Sincerely”)
e. Signature

Name _____ Date _____

Lesson 5 | Activity #1

STUDENT HANDOUT: 3-2-1 VIDEO REFLECTION

Directions: After viewing the "*Rising U.S. vs Fading Spain*" video, record your responses in complete sentences below.

1) List 3 things you learned about the transfer of Florida:

a. _____

b. _____

c. _____

2) List 2 things you found interesting about transfer of Florida:

a. _____

b. _____

3) Record 1 question you still have about the transfer of Florida:

_____

_____

_____

_____

_____

Name _____ Date _____

Lesson 5 | Activity #2

RUBRIC FOR STUDENT PRESENTATIONS

	4 Excellent	3 Good	2 Standard/Fair	1 Needs Improvement
Content and Organization (Historical Figures, Maps and Plans, Spanish Reales Budget Sheet, Letters to the King)				
Audience Engagement and Interaction (Answers audience questions, enthusiasm for topic, and confidence in the information)				
Delivery of Project (Clear voice, eye contain, maintain audience engagement)				
Time Management				
				Total Points=_____

La Florida
Great Britian
France
Pensacola
St. Augustine

King’s Road

New Smyrna Beach

Patriot

Loyalist

American Revolution

Declaration of Independence
Treaty of Paris, 1763
Treaty of Paris, 1783
The French and Indian War (also known as the Seven Years' War)
Gulf of America (Mexico)

Indigo
Fish
Cattle
Cotton
Wheat

Corn
Citrus
Pigs/Hogs
Sugar
Rice

Ships
Pedro Menendez de Aviles (St. Augustine)
Tristan de Luna y Arellano (Pensacola)
Francisco Menendez (Ft. Mose)
Forts

Ft. Mose
Franciscan Friar Agustin Ponce de Leon
Ana Maria de Escovar
General James Grant
Spanish Mission

William Panton
King George III (Great Britain)
Dr. Turnbull
Minorcans
General George Washington

Thomas Brown/East Florida Rangers
Governor Zespedes/Cespedes
Abraham, Chief of Black Seminoles
Fort Matanzas
King Charles III (Spain)

General Galvez
Battle of Thomas Creek (1777)
Siege of Pensacola (1781)
Fort George
Battle of Alligator Creek Bridge (1778)

La Florida	Named by Juan Ponce de Leon in 1513. La Florida, or Pascua Florida, means “Feast of Flowers”.
Great Britain	After the end of the French and Indian War, the British took control of Florida (1763-1783), splitting it into two colonies; East Florida, St. Augustine as its capital and West Florida, Pensacola as its capital.
France	The French colonial period in Florida is very brief, 1562, 1565. Established a settlement known as Ft. Caroline near present day Jacksonville.
Pensacola	Founded in 1559 by the Spanish explorer Tristan de Luna y Arellano as it had one of the best ports in La Florida.
St. Augustine	The founding of this city in 1565 by the Spanish explorer Pedro Menendez de Aviles. St. Augustine was the capital of La Florida for over two centuries.

King's Road	Built during the British Colonial Period (1763-1783) in East Florida, connected St. Augustine south to New Smyrna and north to the St. Mary's River.
New Smyrna Beach	This settlement was established by Dr. Andrew Turnbull along the banks of Indian River. Was known for harvesting corn, indigo, and cotton to export to Great Britain.
Patriot	Declared their independence from Great Britain and fought for their freedoms during the American Revolution.
Loyalist	Colonists living in the American colonies who remained loyal to the British government.
American Revolution	War between the thirteen American colonies/states and Great Britain (1775-1783). The Patriots won the war, gained their freedom, and became an independent nation.

Declaration of Independence	Historical document adopted (and celebrated) on July 4, 1776. One of our nations Charters of Freedom historical documents as it declares our independence and natural rights.
Treaty of Paris, 1763	Historical document that ended the French and Indian War; countries involved Great Britain, France, Spain, and Portugal.
Treaty of Paris, 1783	Historical document that ended the American Revolution and recognized the United States as an independent nation.
The French and Indian War (also known as the Seven Years' War)	This war between Great Britain and France, fought in North America, lasted seven years. This conflict was over both countries wanting to expand their territory.
Gulf of America (Mexico)	This large body of water, first mapped by Spanish explorers in the 1500's, became an important route for exploration and colonization.

Indigo	A valuable cash crop that was used to make deep blue dye for cloth/textiles.
Fish	Colonists, across all colonial periods in Florida, caught fish for food and trade.
Cattle	Brought to Florida during the First Spanish colonial period and raised for meat, milk, cheese, butter, and leather products.
Cotton	Grown by Native Americans before the arrival of European explorers. This crop was successfully grown in Florida because of the warm weather and sandy soil.
Wheat	Wheat was grown to be ground to flour and exported to Europe and other colonies.

Corn	Grown in the Americas before European exploration and easily grown in different climates. It was a major food source for early settlements in Florida.
Citrus	A very successful cash crop grown in Florida; includes oranges, lemons, limes, and grapefruits. Used for trading with other colonies.
Pigs/Hogs	Brought to La Florida by Hernando de Soto in 1539. Easily cared for and considered a staple food during the early colonial periods.
Sugar	Sugar cane was grown for its juice that was later processed to sugar. Considered a cash crop as it was sold or traded rather than for personal use and it was labor intensive.
Rice	This crop was grown in East Florida but did not become a main export crop.

Ships	Ships were used by Europeans for exploration, transporting colonists, and by military forces. They brought supplies and weapons and used for imports and exports.
Forts	Military structures built by the European powers of Spain, France, and Great Britain to defend settlements and ports. Forts were used to hose artillery, ammunition, soldiers, and supplies.
Pedro Menendez de Aviles (St. Augustine)	Established St. Augustine in 1565, who was sent to La Florida to prevent the French from taking over the region.
Tristan de Luna y Arellano (Pensacola)	Spanish explorer who in 1559 attempted to establish Pensacola as a military outpost. A hurricane in September 1559 destroyed most of his ships and cargo leaving the colony with little food and supplies.
Francisco Menendez (Ft. Mose)	Free Black military leader of Fort Mose. Escaped to Spanish Florida in the early 1700s from South Carolina, converted to the Catholic religion, and became captain of the Fort Mose Black Spanish militia.

Ft. Mose	First free Black settlement (1738) in North America. The fort was established two miles north of St. Augustine and helped to prevent attacks by the British.
Franciscan Friar Agustin Ponce de Leon	Born and raised in St. Augustine and related to Juan Ponce de Leon, worked to convert Native Americans and minister to the Spanish colonists. Was killed by Creek Indians during a conflict north of St. Augustine.
Spanish Mission	Spanish missions were first built in La Florida during the 1500s. These Catholic missions served as trade supports for agricultural products, converting Native Americans, and connecting trade routes.
Ana Maria de Escovar	A member of the Calusa people, and sister of King Carlos, the Calusa chief, who came to live in St. Augustine during the First Spanish Colonial period.
General James Grant	Governor of British East Florida whom oversaw the transfer of power from Spain to Great Britain.

King George III (Great Britain)	King George III was the ruling monarch during the American Revolution. British East Florida remained a loyal colony during the American Revolution.
William Panton	A British Loyalist who lost property in South Carolina and Georgia, then moved to British East Florida and became a trader with the Creek Indians.
Dr. Turnbull	Established the settlement of New Smyrna, south of St. Augustine, in British East Florida. Received this land grant to create a plantation for cash crops such as indigo and cotton.
Minorcans	Originally from the Mediterranean region, immigrated to British East Florida, to work on the indigo plantations in New Smyrna.
General George Washington	During the American Revolution, General Washington authorized invasions of East Florida to capture St. Augustine and gain British territory.

Thomas Brown/ East Florida Rangers	Loyalist officer, born in England, who moved to British East Florida to avoid capture by the Patriots. He organized the East Florida Rangers to defend East Florida and prevent capture of St. Augustine.
Governor Zespedes/Cespedes	Governor of East Spanish Florida during the second colonial period. He oversaw the transfer of power from Great Britain back to the Spanish and to fortify the defenses of La Florida during this period.
Abraham, Chief of Black Seminoles	Black Seminole Leader, fluent in English, was an interpreter and advisor for the Seminoles, known for his exceptional leadership skills.
Fort Matanzas	This fort was built to protect the southern region of St. Augustine.
King Charles III (Spain)	King Charles III was the ruling monarch of Spain when Florida was lost and regained. Spanish East & West Florida remained a loyal colony until the it was given to the United States

Fort George	This fort was built on top of a hill in Pensacola; it was built to prevent invasion and defend the city.
Siege of Pensacola (1781)	Spain captured Pensacola and West Florida from the British during the American Revolution.
General Galvez	Governor of Louisiana during the American Revolution, led troops, captured territories for Spain, and captured Pensacola from the British during the American Revolution.
Battle of Thomas Creek (1777)	One of five failed conflicts that took place in Florida during the American Revolution. British forces and Native Americans fought together to stop American Patriots from invading East Florida.
Battle of Alligator Creek Bridge (1778)	One of five failed conflicts that took place in Florida during the American Revolution. East Florida Rangers and British regulars were successful in ending Georgia's attempts to capture St. Augustine.