### ORIGIN AND USE: EARLY SETTLERS OF FLORIDA AND OF FORT NEGRO

#### STRAND A
**READING**

<table>
<thead>
<tr>
<th>INFUSION POINT</th>
<th>BENCHMARKS</th>
<th>REFERENCES</th>
<th>SUNSHINE STATE STANDARDS</th>
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**GOAL 3 STANDARDS**

1. Information Managers
2. Effective Communicators
3. Numerical Problem Solvers
4. Creative and Critical Thinkers
5. Responsible and Ethical Workers
6. Resource Managers
7. Systems Managers
8. Cooperative Workers
9. Effective Leaders
10. Multiculturally Sensitive Citizens
**ORIGIN AND USE: EARLY SETTLERS OF FLORIDA AND OF FORT NEGRO**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>GOAL:</strong> Students will learn that Florida was once a haven for runaway African slaves who were protected by the Seminoles.</td>
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<tr>
<th>INFUSION POINT</th>
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<tbody>
<tr>
<td>Expansion and Defense (1800–1849)</td>
<td><strong>Students will be able to:</strong></td>
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<tr>
<td></td>
<td>✓ discuss the survival skills that African slaves needed in order to build <a href="#">Fort Negro</a>.</td>
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<td></td>
<td>✓ draw a map of Florida that shows the major geographical areas of <a href="#">Fort Negro</a> which served as a refuge for African slaves.</td>
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<td>✓ compare and contrast the reasons given for the destruction of <a href="#">Fort Negro</a>.</td>
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#### STRAND A READING

<table>
<thead>
<tr>
<th>INFUSION POINT</th>
<th>CULTURAL CONCEPTS/INFORMATION</th>
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<tr>
<td>Expansion and Defense (1800–1849)</td>
<td>Native Americans, Africans, and African slaves were among the first settlers in Florida and these groups represented a vital part of Florida’s history. There were a number of places south of the English colonies of Georgia and South Carolina that were located in the British and Spanish territories of Florida which were havens for fugitives. Fort Negro, now called Fort Gadsden, located near the city of Sumatra in Franklin County, is the old settlement of Pensacola located in Escambia County. These two counties were the first settled by runaway slaves. Fugitives, runaway slaves, Native Americans, Spaniards and the English helped to make up the earliest population of one of Florida’s earliest settlements. The settlement of Pensacola included Africans who accompanied Tristan de Luna on his exploration of Florida. These early Floridians worked as explorers, settlers, farmers, (military) scouts, members of the army, fishermen, shopkeepers, interpreters, etc. Mrs. Julee Paton, an African woman, found a sanctuary in Pensacola. She purchased other Africans to work as slaves and paid them for their work, thus enabling them to buy their freedom. She was a beacon to those who knew there was a life better than slavery. Her home was a wood-frame building that was constructed between the years 1804 and 1808. The Julee Cottage Museum is located at this site today and pays homage to a woman who believed and practiced the value of freedom. Another area that was looked upon as a sanctuary for African slaves was Fort Negro, located near the Appalachicola River in northern Florida. This Fort housed escaped slaves from Georgia and the Carolinas. Choctaw Seminoles and other Native American cultures were also located there. The fugitives and Native Americans established positive and productive relationships.</td>
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<tr>
<td>Expansion and Defense (1800–1849)</td>
<td>relationships.</td>
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<tr>
<td></td>
<td>The British built the <strong>Fort</strong> as a way to recruit runaway slaves and Seminoles. They were enticed to fight the European Americans in the War of 1812, but lost the war and later abandoned the <strong>Fort</strong>. It was known both as the <strong>British Fort</strong> and <strong>Fort Negro</strong>.</td>
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<td></td>
<td><strong>Fort Negro</strong> posed a threat to the new United States of America because it offered a safe harbor for fugitives. Many slave plantation owners petitioned the U.S. government for protection from the runaway slaves at <strong>Fort Negro</strong>.</td>
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<td></td>
<td>The importance of <strong>Fort Negro</strong> as a harbor for ex-slaves came to the attention of political leaders in the United States. The final decision was to attack and destroy the <strong>Fort</strong>. General Andrew Jackson attacked the <strong>Fort</strong> in 1814, killing almost all the men, women, and children who were housed in the <strong>Fort</strong>. Out of the 334 defenders of the <strong>Fort</strong>, only sixty survived the attack. The African survivors of this assault were forced back into slavery and the Native Americans were forced to leave Florida and live in the territory of Oklahoma.</td>
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<td></td>
<td><strong>Fort Negro</strong> was re-named <strong>Fort Gadsden</strong>, which is now a state park. It is located six miles south of the city of Sumatra, Florida, on Route 65. The park is operated by the state of Florida, open to the public, and stands as a tribute to the early Black pioneers of Florida who risked death rather than life in slavery.</td>
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### STRAND A
#### READING

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<thead>
<tr>
<th>INFUSION POINT</th>
<th>LINKAGES TO AMERICAN HISTORY</th>
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<tr>
<td>Expansion and Defense (1800–1849)</td>
<td>- 1811 - Freed slaves settle in Sierra Leone, Africa.</td>
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<td>- 1812 - War of 1812.</td>
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<td></td>
<td>- 1812 - Slave trading is outlawed and the price of slaves rises.</td>
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<td></td>
<td>- 1816 - Attack on <strong>Fort Negro</strong> at Appalachicola Bay by General Andrew Jackson.</td>
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<td>- 1817 - First Seminole War begins.</td>
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<td>- 1818 - Spain agrees to cede Florida to the United States of America.</td>
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<td></td>
<td>- 1822 - Denmark Vesey’s rebellion in Charleston, South Carolina.</td>
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<td>- 1831 - Nat Turner’s rebellion in South Hampton County, Virginia.</td>
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<td>- 1835 - Dade Massacre and the second Seminole Native American’s War.</td>
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<td>- 1836 - “Amistad” slave ship mutiny.</td>
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<td>- 1843 - Florida passes Pre-emption Law which grant squatters' rights.</td>
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<td></td>
<td>- 1845 - Florida is admitted to the Union.</td>
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<td></td>
<td>- 1849 - Harriet Tubman escapes from slavery and returns to the south 19 times to free other slaves.</td>
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STRAND A
READING

TIME LINE: 1801 - 1849

Black slave exposes Gabriel Prosser’s slave revolt in Richmond, VA

War of 1812

Slavery trading is outlawed and price of slaves increases

Cotton Gin industrializes slavery

Attack on the Fort Negro at Appalachicola Bay by General Andrew Jackson

Dade Massacre 2nd Seminole Native American War

Congress passes Pre-emption Law granting squatters’ rights

Harriet Tubman escapes from slavery and returns to the south 19 times to free the slaves

1801 1803 1804 1808 1812 1816 1817 1819 1820 1822 1830 1831 1835 1839 1843 1845 1849

Haitian slaves defeat French army and Haiti becomes second free republic in the Western world

U.S. acquires Louisiana territory

First Seminole Native American War

Missouri Compromise

Spain agrees to cede Florida to U.S.

Nat Turner slave rebellion in South Hampton County, VA

Amistad” slave mutiny

Florida is admitted to the Union

Congress passes Pre-emption Law granting squatters’ rights

Exploitation of “Black” art forms begins

Harriet Tubman escapes from slavery and returns to the south 19 times to free the slaves

1801 1803 1804 1808 1812 1816 1817 1819 1820 1822 1830 1831 1835 1839 1843 1845 1849


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<tr>
<th>Infusion Point</th>
<th>Definition of Key Terms</th>
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<tbody>
<tr>
<td>Expansion and Defense (1800–1849)</td>
<td>➢ <strong>Fort Gadsden</strong> - Also, called British <strong>Fort</strong> and <strong>Fort Negro</strong>. Today it is a park located in Gadsden County, Florida.</td>
</tr>
<tr>
<td></td>
<td>➢ <strong>Fugitive</strong> - One who flees or tries to escape from a person and system seeking to punish him/her for some perceived violation of law or regulations.</td>
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<tr>
<td></td>
<td>➢ <strong>Sanctuary</strong> - A place of safety.</td>
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STRAND A
READING

RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Write a story that describes what Fort Negro may have become, if it had not been destroyed by Andrew Jackson.
- Compose a play about life within Fort Negro.
- Make a list of words that have their ancestry in one of the African language groups.
- Write a description on how to use Florida plm fronds as weaving instruments.
- Make a pictorial dictionary that shows how people lived in Fort Negro.

Humanities /Arts

- Develop an exhibit of artifacts which depicts the life of early settlers and Fort Negro.
- Reconstruct a scale model of Fort Negro (Fort Gadsden).
- Develop an exhibition of the housing used by the early settlers.

Science

- Make a scrapbook on the plant and animal life of Florida.
- Collect, compile and display news articles about Florida’s physical environment.
- Construct a physical map of the Appalachicola region of Northern Florida.
- Research and report on the food resources of the Appalachicola region.
## ORIGIN AND USE: EARLY SETTLERS OF FLORIDA AND OF FORT NEGRO

### STRAND A

#### RECOMMENDED STUDENT ACTIVITIES

#### Mathematics

- Determine the dimensions of Fort Negro.
- Calculate the amount of space that would have been needed to house three hundred people.
- Measure the distance between West Palm Beach, Florida and Sumatra, Florida. Determine how long it would take to go to Sumatra by plane, boat, hiking, driving – report your findings.
- Locate Route 65 on a Florida map. Determine the distance of this road and speculate as to why it was built.

#### Social Studies

- Debate the necessity or non-necessity for the destruction of Fort Negro.
- Construct and display a model of Fort Negro.
- Research and report on the ways which fugitive African Americans and Seminole Americans worked together to achieve stability within the Fort.
- Make and display a news scrapbook about life in Florida today.
- Analyze the purpose and function of Fort Negro. Describe the various jobs needed at the Fort so that people could survive and be protected.
Strand A
Reading

Recommended Student Activities

Research Skills
- Use the Internet to prepare a position paper on the settlement of Fort Negro.
- Prepare a written report on the role that Fort Negro played in providing a safe haven for runaway slaves.
- Use the library resources to document the meaning of liberation to Africans enslaved in the Americas.
- Use media library resources to document the defense of Fort Negro.

Critical Thinking Skills
- Use visuals to orally present the findings from the data on how the African slaves defended Fort Negro.
- Distinguish between the life of the fugitive slaves and of the freed slaves.
- Prepare an interactive journal on the content.
- Compare and contrast slave life in North America, the Caribbean, and the Americas.

Curriculum Infusion
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<th>INFUSION POINT</th>
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| Expansion and Defense (1800–1849)    | 1. Students will be assessed on their research and presentation of a biographical sketch on Julee Paton.  
2. Students will be assessed on their ability to explain, in an oral presentation, Julee Paton’s purpose and vision relating to slavery and freedom.  
3. Students will be assessed on their research and writing of a news article about escaped slaves living in Fort Negro:  
   a. from a plantation owner’s point of view;  
   b. from a fugitive’s point of view; and  
   c. from a soldier’s point of view.  
4. Students will be assessed on their presentation of a panel discussion on the skills and responsibilities of the Africans and Native Americans at Pensacola, Fort Gadsden or Fort Negro.  
5. Students will be assessed on their presentation of primary source accounts of fugitives who wanted to come to Florida.  
6. Students will be assessed on their group presentation on “African Life in Florida” during this time period. |
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### Pre/Post Assessment

**K. CURRENT KNOWLEDGE – FORMATIVE**
- Use a teacher made assessment instrument.
- Determine knowledge of the early settlers in Florida.
- Determine knowledge of African fugitives of Fort Negro.

**W. WHAT IS TO BE LEARNED? PROCESS**
- Use unit content and formulate assessment items.
- Use journals, presentations, and portfolios in the process.
- Assess the completeness of the timelines on Fort Negro.

**L. WHAT WAS LEARNED? SUMMATIVE**
- Use journals and portfolios to assess gains.
- Use multiple choice exams.
- Use product evaluation.
- Use research papers and assess with a matrix.