

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

STRAND A READING

INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
<p>Expansion and Defense (1800–1849)</p>	<p>L.A.A.1.2.1.: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.</p> <p>L.A.A.1.2.2.: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.</p> <p>L.A..1.2.4.: The student clarifies understanding by rereading, self correction, summarizing, checking other sources, and class or group discussion.</p>	<p>Asante, Molefi K. and Mark T. Mattson. <u>Historical and Cultural Atlas of African Americans</u>. New York, New York: MacMillan Publishing Company, 1991.</p> <p>Cantor, George. <u>Historic Black Landmarks. A Traveler's Guide</u>. Detroit, Michigan: Visible Ink Press, 1991.</p> <p>Colbum, David R. and Jane L. Landers. <u>The African American Heritage of Florida</u>. Gainesville, Florida: University Press of Florida, 1995.</p> <p>Katz, William Loren. <u>The Black West</u>. Seattle, Washington: Washington Open Hand Publishing, Inc., 1987.</p>	L.A.A. 1
			GOAL 3 STANDARDS
			<p>3.1 Information Managers</p> <p>3.2 Effective Communicators</p> <p>3.3 Numerical Problem Solvers</p> <p>3.4 Creative and Critical Thinkers</p> <p>3.5 Responsible and Ethical Workers</p> <p>3.6 Resource Managers</p> <p>3.7 Systems Managers</p> <p>3.8 Cooperative Workers</p> <p>3.9 Effective Leaders</p> <p>3.10 Multiculturally Sensitive Citizens</p>

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GOAL: Students will learn that Florida was once a haven for runaway African slaves who were protected by the Seminoles.

INFUSION POINT

OBJECTIVES

Expansion and
Defense
(1800–1849)

Students will be able to:

- discuss the survival skills that African slaves needed in order to build **Fort Negro**.
- draw a map of Florida that shows the major geographical areas of **Fort Negro** which served as a refuge for African slaves.
- compare and contrast the reasons given for the destruction of **Fort Negro**.



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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>Expansion and Defense (1800–1849)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Another area that was looked upon as a sanctuary for African slaves was Fort Negro, located near the Apalachicola 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</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>Expansion and Defense (1800–1849)</p>	<p>relationships.</p> <p>The British built the Fort 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 Fort. It was known both as the British Fort and Fort Negro.</p> <p>Fort Negro 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 Fort Negro.</p> <p>The importance of Fort Negro 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 Fort. General Andrew Jackson attacked the Fort in 1814, killing almost all the men, women, and children who were housed in the Fort. Out of the 334 defenders of the Fort, 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.</p> <p>Fort Negro was re-named Fort Gadsden, 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.</p>

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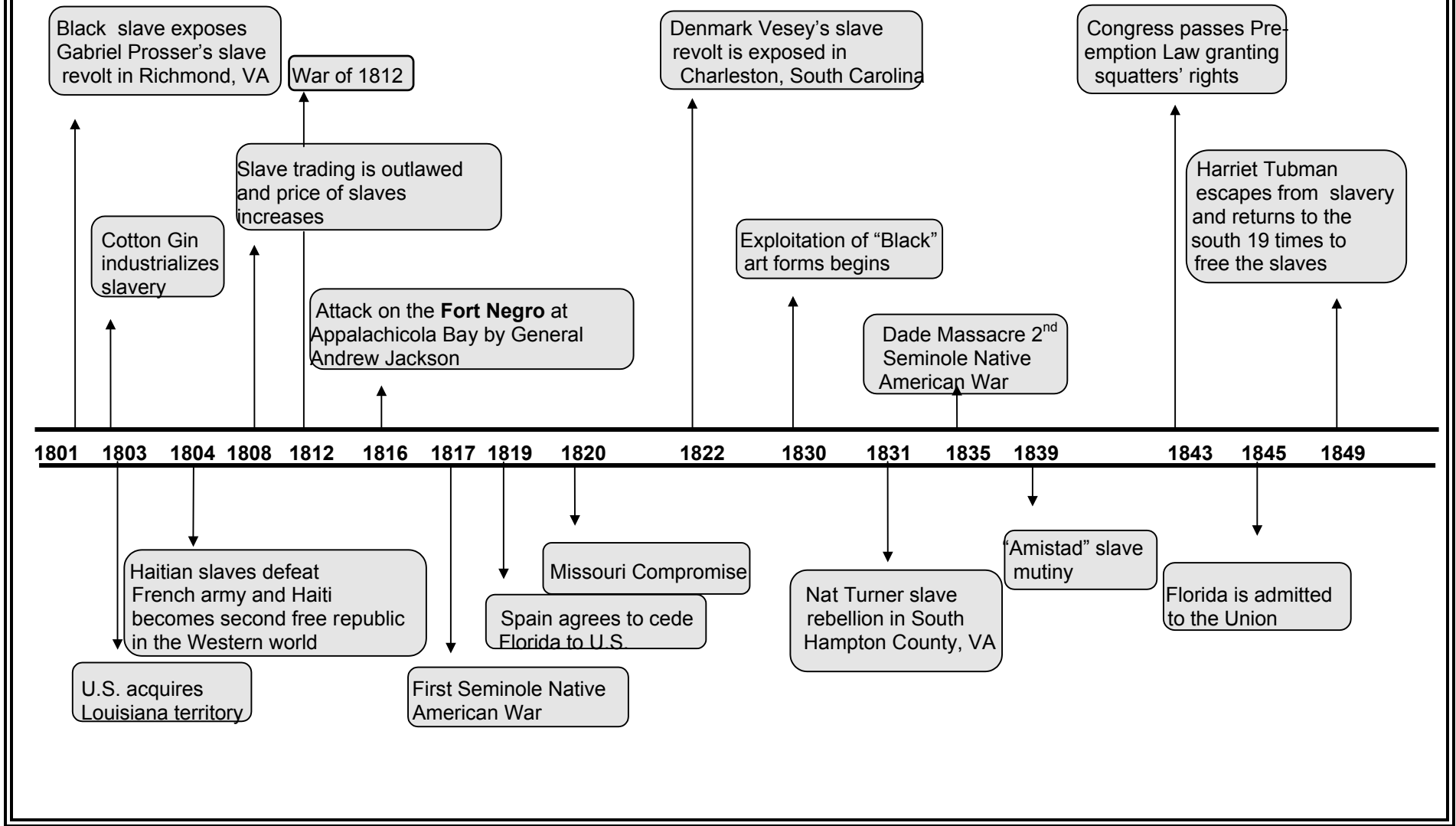
STRAND A READING

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
Expansion and Defense (1800–1849)	<ul style="list-style-type: none"> ➤ 1811 - Freed slaves settle in Sierra Leone, Africa. ➤ 1812 - War of 1812. ➤ 1812 - Slave trading is outlawed and the price of slaves rises. ➤ 1816 - Attack on Fort Negro at Appalachicola Bay by General Andrew Jackson. ➤ 1817 - First Seminole War begins. ➤ 1818 - Spain agrees to cede Florida to the United States of America. ➤ 1822 - Denmark Vesey's rebellion in Charleston, South Carolina. ➤ 1831 - Nat Turner's rebellion in South Hampton County, Virginia. ➤ 1835 - Dade Massacre and the second Seminole Native American's War. ➤ 1836 - "Amistad" slave ship mutiny. ➤ 1843 - Florida passes Pre-emption Law which grant squatters' rights. ➤ 1845 - Florida is admitted to the Union. ➤ 1849 - Harriet Tubman escapes from slavery and returns to the south 19 times to free other slaves.

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TIME LINE: 1801 - 1849



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INFUSION POINT	DEFINITION OF KEY TERMS
Expansion and Defense (1800–1849)	<ul style="list-style-type: none">➤ Fort Gadsden - Also, called British Fort and Fort Negro. Today it is a park located in Gadsden County, Florida.➤ Fugitive - 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.➤ Sanctuary - A place of safety.



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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 palm fronds as weaving instruments.
- Make a pictorial dictionary that shows how people lived in **Fort Negro**.

CURRICULUM INFUSION

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 Appalachian region of Northern Florida.
- Research and report on the food resources of the Appalachian region.

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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.

CURRICULUM INFUSION

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.

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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**.

CURRICULUM INFUSION

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.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>Expansion and Defense (1800–1849)</p>	<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
Expansion and Defense (1800–1849)	<p><i>Pre/Post Assessment</i></p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument. ➤ Determine knowledge of the early settlers in Florida. ➤ Determine knowledge of African fugitives of Fort Negro. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use unit content and formulate assessment items. ➤ Use journals, presentations, and portfolios in the process. ➤ Assess the completeness of the timelines on Fort Negro. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals and portfolios to assess gains. ➤ Use multiple choice exams. ➤ Use product evaluation. ➤ Use research papers and assess with a matrix. </div>