

“American history texts almost uniformly neglect the pre-Plymouth rock story — what I call the lost century of American history.”

DR. MICHAEL GANNON,

FROM HIS ESSAY “THE COLUMBUS QUINCENTENARY: WHAT WILL WE CELEBRATE” IN SPANISH PATHWAYS TO FLORIDA

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SARASOTA
COUNTY SCHOOLS

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March 16, 2010

Dear Teachers,

I am so excited about the opportunities that are going to be provided to the social studies teachers for the next three years. The Teaching American History Program is a unique program in that it is totally focused on content and providing teachers with the background information that they will need to teach students about American History and provide them with the primary sources, historians, and field experiences that will enhance their classes.

Working with historians and universities who are current in their fields of research, examining their techniques for acquiring knowledge and passing that information along to our students will provide high literacy, engagement and FUN for students learning about American History.

American History is much more than dates and dead people. It is the story of our country, its heroes, villains and the changes that make our county great and make us examine our role in world history.

I wish you a wonderful time as you become the historian for your students!

Sincerely,

Lori White
Superintendent of Schools

SARASOTA COUNTY

**TEACHING
AMERICAN
HISTORY**



Herald-Tribune Media Group is proud to partner with Sarasota County Schools' Teaching American History grant Program on this Newspaper in Education program.

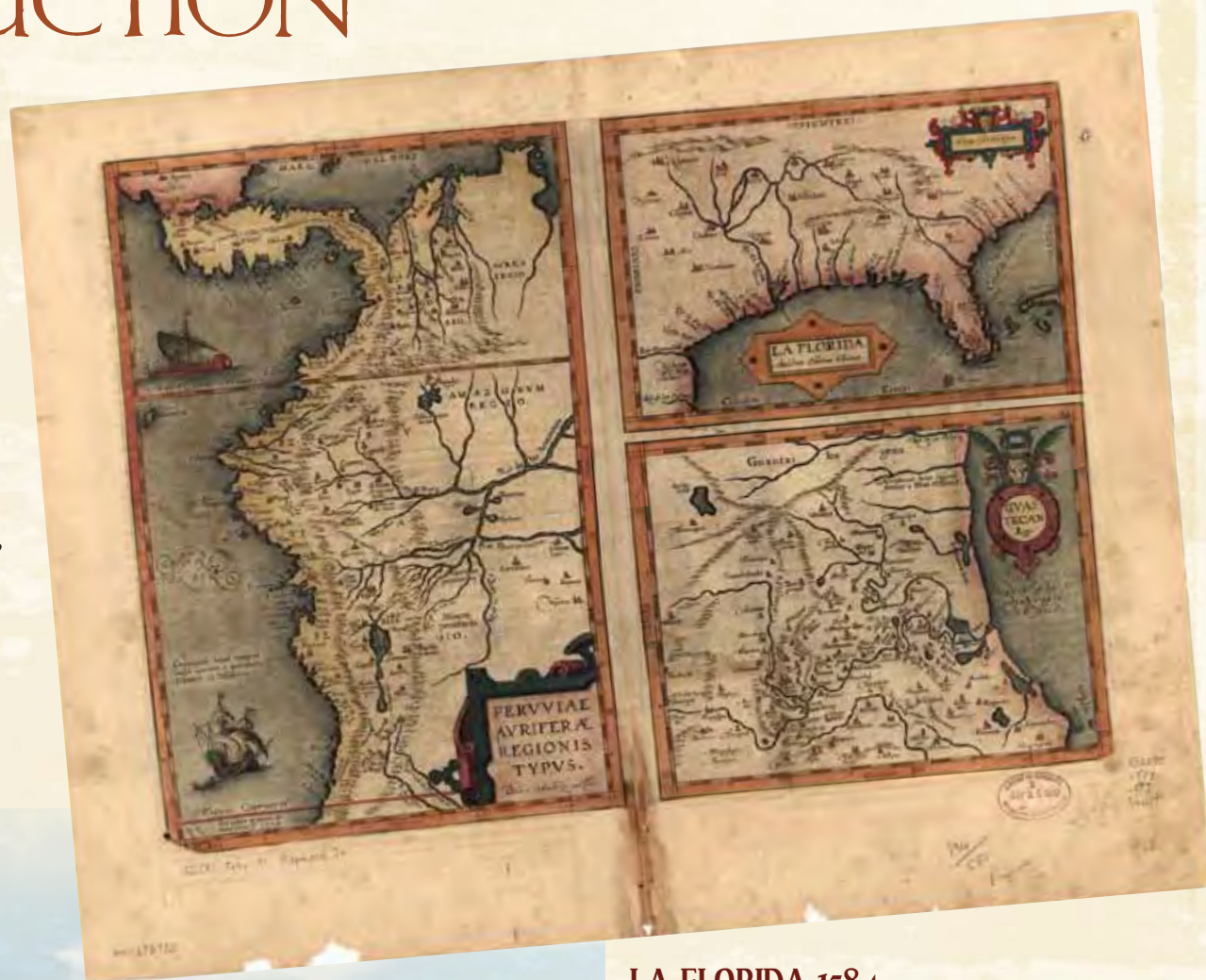


**Gathering of People,
Places & Ideas:
Early Spanish Florida 1513-1763**

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INTRODUCTION

Little is published about the early Spanish period in Florida of 1513 to 1763 — from Ponce de Leon’s discovery of La Florida to the first transfer of the territory from Spain to England. The historians and archeologists featured on these pages are leaders in their field and experts on Spanish Florida. They are discovering new information about the interactions of Florida’s peoples — Indians, Spanish, Africans and other immigrants — and reinterpreting what was previously thought to be true. This newspaper is intended as a resource for students and teachers who want to engage in their own discovery of Spanish Florida’s rich, complex and diverse history.



LA FLORIDA 1584

The Spanish-inhabited territory of La Florida extended from the Florida Keys to today’s Carolinas and westward along the northern coast of the Gulf of Mexico, although the Spanish claimed the land as far north as Newfoundland and westward to Texas.

Abraham Ortelius. “La Florida/Guastecan from Peruviae avriferæ regionis typus. . .” Antwerp: Christophorum Plantinum, 1584. Geography and Map Division, Library of Congress (110.01.00)

“Not until the year 2055
will the American flag have
flown over Florida as long as
long as did the flag of Spain.”

DR. MICHAEL GANNON

MEET THE HISTORIAN

DR. GARY MORMINO



BRIDGING La Florida TO MODERN DAY

Dr. Gary Mormino is an author and the Frank E. Duckwall professor of history at the University of South Florida in St. Petersburg, where he directs the Florida Studies program. He is also Road Scholar for the Florida Humanities Council.

Mormino's books include *The Immigrant World of Ybor City and Spanish Pathways in Florida, 1492-1992*. He recently published *"Ponce's Ghosts,"* an essay for teachers on Spanish Florida from the earliest period to modern day.

A modern historian by training, Mormino is able to bridge both early and recent Florida history by connecting the arc of the early "discovery" of La Florida to present day.

"Twenty or 30 years ago, if you looked at a high school or college textbook, it would begin at Jamestown. Florida was off the radar screen," says Florida historian and author Dr. Gary Mormino. "There's been a generational change."

Archeological discoveries of the past several decades — such as the post holes of Fort San Luis in the Panhandle and artifacts from Fort Mose, a haven for black slaves from the north — have advanced historical knowledge. They have also created mystery and intrigue about the interactions of people, places and ideas in the 16th and 17th century La Florida. University historians have been digging as well — not in the soil, but through archives and church records, to recreate the stories of explorers, missionaries, governors, Indian chiefs, loyal maroons and other immigrants from the Mediterranean region.

"The Spanish empire was vast and it was over seven continents," Mormino says. "For Spain, Florida was a postage stamp on a big screen. If you were a colonial official, you would not have wanted to be assigned to St. Augustine over Havana or Mexico City. Florida was on the periphery."



FLORIDA MEMORY, DND0634

"When Tampa's Bob Martinez took his inaugural oath in January 1987, journalists noted the historic meaning of the day: Florida now had its first Hispanic governor. Historians reminded the fourth estate that Bob Martinez, the grandson of Spanish immigrants, was actually the fiftieth Hispanic governor of Florida!"

DR. GARY MORMINO. FROM HIS ESSAY, "PONCE'S GHOSTS: SPAIN AND FLORIDA"

Florida's early Spanish settlers struggled to survive due to poor soil for farming, a lack of minerals or precious gems to mine, and regular attacks by the British. They relied on a food and provision subsidy called a *situado*. This is documented in letters officials would write to their superiors in Havana or Mexico City to complain about their lack of commodities, sometimes reporting that they were down to their last barrel of flour, says Mormino. New evidence suggests that their diet was not as meager as originally understood.

"The Spaniards arrived with a set diet and anticipated sustaining that diet in Florida. They must have been just crushed knowing that their holy trinity could not be reproduced here. Wheat doesn't grow well. They had to adapt to corn. Grapes don't grow well here, and olive trees don't grow where it's too humid. One thing that did work well to their advantage was pork. Within a few decades, the poorest inhabitant of Florida could have pork on the table," says Mormino.

"Overall, in spite of all the complaining, the diet was pretty good," Mormino says. "It's hard for humans to change their diets. 100 feet away would be some of the finest oyster beds and fish — they didn't know — they were used to salted cod. It was particularly difficult to adapt to Indian corn. Corn was the staff of life in Florida."

Spain ceded Florida to Britain first in 1763 and then to the United States permanently in 1819. Yet evidence of early Florida remains in Mediterranean architecture, geographical names, cuisine and culture, says Mormino. "There's also a wonderful symmetry that Florida began as a Spanish outpost and 500 years later, Florida has the largest Spanish population in the U.S."



TOP: Plan of the land between Fort Mossy (Mose) and Saint Augustine (Florida Memory, RC12824); ABOVE: An example of a feast at Mission San Luis.



YEAR OF 1737

Don Francisco del Moral Sánchez

Dr. Susan Parker, executive director St. Augustine Historical Society and University of Florida adjunct professor, translated an inventory of possessions that was dated 1737 to learn more about the Spanish settlers' lifestyles, such as what they wore, what they ate, and what comforts they had in their homes.

In 1737, Florida's governor at the time, Don Francisco del Moral Sánchez, was accused of abusing his office and imprisoned. All of his possessions were recorded and impounded. The following is an abbreviated version of Susan Parker's translation. What do these items tell you about how Governor Don Francisco del Moral Sanchez lived?

INVENTORY OF THE PAPERS AND GOODS BELONGING TO DON FRANCISCO DEL MORAL SÁNCHEZ

- Two used mahogany writing-desks in the Havana style with locks and keys
- Two small English mirrors with black wooden frames
- A new musket
- Two dozen new, small pewter dishes
- Sixty-nine large English axes
- Ninety-four hatchets, or small axes
- One dozen black-handled knives
- Five dozen ribbons with cotton stuff
- One hundred eighty-two little wooden combs
- Twenty-five wide-tooth combs (escarmendoras)
- Five pairs of English cowhide shoes
- One dozen scissors
- A half dozen packs of playing cards
- Two pairs of new silk stockings
- An apothecary jar with four pounds of powders
- Two small pocket pistols
- Four scimitars with belts
- A gross of rosaries with Jesus and Mary
- Eight skeins of gold thread
- Four books of the Recompilation [of the Laws of the Indies]
- Twenty-four small and middle-size books
- Three pounds of white wax candles
- A telescope for a cannon
- A pair of deep-red silk stockings
- One horse
- Three hundred barrels of pitch, and turpentine
- Four and one-half pipes of rum
- One hundred fifty-six bundles of tobacco
- A box of broken sugar with five arrobas₁
- A slave named Francisco, 22 years old. (Note in the left margin of the document: The slave named Francisco by virtue of being struck by a very contagious illness remained in the city; Don Francisco del Moral himself conferred the Catholic faith upon him.) Another slave named Juan de Dios, 18 years old, without bill of sale Another slave named Miguel, 12 years old, without bill of sale Another slave named Santiago, 22 years old, without bill of sale A young female mulatta, 4 years old, without bill of sale

SOURCE: Susan R. Parker, "The Second Century of Settlement in Spanish St. Augustine, 1670-63 (Ph.D. Dissertation, University of Florida, 1999) ₁ An arroba equals about 25 pounds.

MEET THE HISTORIAN
DR. MICHAEL GANNON



Dr. Michael Gannon, one of the state's foremost historians, is known as the "Dean of Florida Studies." A former priest, he obtained his Ph.D. from the University of Florida and taught early Florida and World War II history there until his retirement in 2003. He is currently a professor emeritus at UF.

In 1990, King Juan Carlos I declared him a "knight commander of the Order of Isabella the Catholic" in recognition of his Spanish Florida scholarship. Today, at 83, he resides in Gainesville and continues to write books and lecture around the state.

His most recent book, *Operation Drumbeat*, is also his best seller. It tells the history of World War II German submarine warfare on U.S. Atlantic and Gulf coasts. He is the author of two books on Florida history for popular audiences, which are titled, *Florida: A Short History* and *Michael Gannon's History of Florida in 40 Minutes*.



CASTILLO DE SAN MARCOS

When did you begin studying Florida's early Spanish history and how did it become a passion?

I guess you could call my high school years in St. Augustine from 1941-1945 as the beginning. I spent those years going through the old Spanish streets and the Castle of St. Mark, the fortress the Spanish built at the end of the 17th century, which resisted two major sieges. I found all that fascinating. I picked it up and it became part of my formation by accident.

Many years later, in 1959, I went to the University of Florida to get a Ph.D. and I got interested in the Florida of the 19th century. After I went to the second Vatican Council in 1962 in Rome, I took over the directorship of the Mission Nombre de Dios [the first and oldest known Christian mission in the United States]. It had a great story that hadn't been told. I embarked on a major research program going back to the old Spanish documents and studying them in Spain. My book, *The Cross in the Sand*, told the history of the mission.



Why are Spanish Florida and St. Augustine historically significant?

There are three things that distinguished St. Augustine and Florida during the first Spanish period of occupancy of 198 years, from 1565 to 1763. The first is the very antiquity of St. Augustine. It was the first European permanent settlement in all of North America north of Mexico.

People frequently don't understand how old 1565 is. When I say it was founded the year after the death of Michelangelo and the year after the birth of Shakespeare, it means something to people. I call it the "City of Centuries."

It was in St. Augustine that you have the first European-style government, the first courts of law, the first church, the first mission to the natives, the first school, the first hospital and the first city plan. All of that speaks the antiquity of the city.

Second, St. Augustine is a city that successfully defended itself against enemy attacks. There were two major sieges by English forces 1702 and 1740. The first was

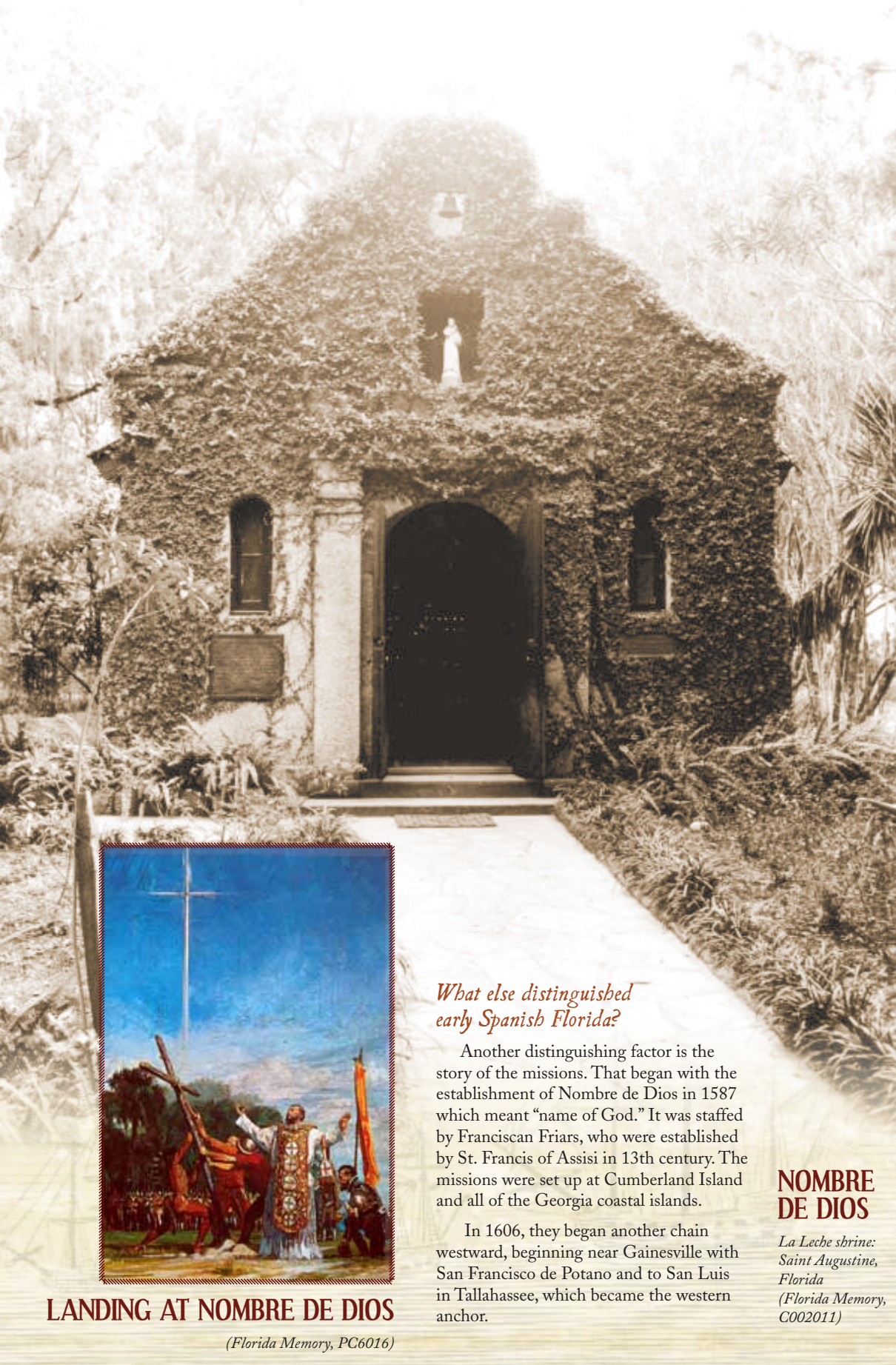
English Carolina. The second came from English Georgia. Both were sizable sieges.

When the attacks were mounted and the Spaniards got wind, everybody was called to leave their homes and take refuge in the castle [the Castillo de San Marcos]. There, the whole population rode out the attempt of the British to destroy the castle. The English used cannonballs and were confident they could tear the castle apart.

The walls were constructed of mollusks, tiny seashells that over time cemented themselves one to another with their own lime and became rock. The Spanish quarried it from Anastasia Island and built an enormous castle. When they put all of those blocks of seashells together, they didn't know it had an extraordinary property that would save them. The coquina absorbed the cannonballs. The walls sucked the cannonballs in. The outside walls looked like chocolate chip cookie. The Spanish would pry out the cannonballs and melt them down and return them with prejudice.

How do we know about these sieges and how the walls repelled the cannonballs?

It was written up by the Spaniards and the attacking English who were frustrated. They were told to bring all their food and valuables, and they brought furnishing, candlesticks, anything of value. They also didn't leave anything behind for the English to pillage. They put their cattle in the moat and drained the water. The cattle grazed in the moat.



How does that history compare to British-Native American relations of the time?

The friars did not seize Indian lands or to force the Indians into different locations. They moved into the villages and stayed much as Peace Corps volunteers go into society today. They taught farming, crafts, architecture and reading and writing. The Spaniards wrote out the native languages and developed a dictionary and a grammar. They converted an enormous number of native people to the Christian faith — 26,000 converts by 1655.

It was paternal, but also fraternal. The Indians were allowed to have their own republic and govern themselves. They could inherit, achieve high public office, the nobles could ride horseback and carry swords. There was little fear of the natives on the part of the Spaniards.

This was totally the opposite of what happened in the English colonies to the north. There, they were driven out and many were killed. The English story is a very poor one. They have spread the vile lie that the Spanish were cruel to the Indians in Florida. The Spanish had won over the native population by peaceful means. The occasional uprisings by the chiefs were always against the Spanish governors who abused the Indians.

One of your most quoted statements is “Not until the year 2055 will the American flag have flown over Florida as long as the flag of Spain.” Why do you think so much of Florida’s early Spanish history is unknown?

We still have the Anglican bias that comes out of powdered wig states north of us. The English won out against Spain, so the English dominated our early history. The victors write the histories. They transmuted events into myths and legends and denigrated the Spanish at every turn.

They pointedly omitted any mention of the huge Spanish colonial development from Florida to California. It was far more extensive than the 13 colonies along the Atlantic seaboard and more significant in origin.

That is still news to many people, even Floridians.

I’ll be happy when we start to do a better job to tell our children the wonderful history of our state. When Jeb Bush was governor, he told me that when he was growing up in Texas, they had to study Texas history three years running. We have the oldest written history of any of the states and we pay it very little attention.

Florida is such a disunited state with its 11 major cities having very little contact and divisions of race and national origin. The one thing we all share in common is our history. If we knew our history better, it would pull us together as a people.



What else distinguished early Spanish Florida?

Another distinguishing factor is the story of the missions. That began with the establishment of Nombre de Dios in 1587 which meant “name of God.” It was staffed by Franciscan Friars, who were established by St. Francis of Assisi in 13th century. The missions were set up at Cumberland Island and all of the Georgia coastal islands.

In 1606, they began another chain westward, beginning near Gainesville with San Francisco de Potano and to San Luis in Tallahassee, which became the western anchor.

NOMBRE DE DIOS

La Leche shrine: Saint Augustine, Florida (Florida Memory, C002011)

LANDING AT NOMBRE DE DIOS

(Florida Memory, PC6016)

EARLY CONTACT PERIOD 1500-1565



FLORIDA MUSEUM OF NATURAL HISTORY
Timucua man,
by John White

Bend area, and the Calusa in South Florida.

1500 There were three large Native American cultures in Florida: the **Timucua** in Northeast and Central Florida, the Apalachee in the Big

1513 Spanish explorer **Ponce De Leon** and his expedition were the first documented Europeans to land on the Florida peninsula. He landed on the East Coast, near present-day St. Augustine. Ponce De Leon named the peninsula "Florida" as the season was "Pascua Florida" (Flowery Easter). He then sailed to South Florida, where he was wounded in a fight with the members of the Calusa.

1521 After serving time as governor of Puerto Rico, **Leon** returns to Florida in search of gold. Contracted by the Spanish crown to colonize and Christianize the native peoples, Leon was killed in South Florida.



1526 Lucas Vasquez de Ayllon founded the ill-fated colony of San Miguel de Guadape on present-day Georgia's east coast.

1527-1536 Spanish explorer **Panfilo Narvaez** led a second expedition into Florida. Numbering over 600, the expedition was a notorious failure. Alienating Florida's native cultures, the expedition was repeatedly attacked. By 1528, Narvaez was dead, and the expedition was grounded due to hurricanes. Four survivors eventually walked to Mexico City, arriving in 1536. Despite the failure, their fantastical tales of mythical



cities of gold inspired future expeditions to North America.

1539-1542 Spanish explorer **Hernando De Soto**, having gained experience invading the Incas in Peru, landed in Florida with an 800-man expedition. After wintering in present-day Tallahassee, the expedition traveled throughout the Southeast (covering eleven present-day states), and crossed the Mississippi River twice. After De Soto was killed in 1542, the expedition, now only 300 strong, left for Cuba.



1540s European diseases decimate Florida's native peoples. Within a century 90 percent had died.

1559 Tristan de Luna y Arellano, with 1500 participants, attempted Florida's first settlement, Puerto de Santa Maria (today's Pensacola Naval Air Station.) Within a year, the remaining colonists left to return to Cuba.

1562 The French, under Jean Ribault, first explore Florida.

1564 French settlers establish **Fort Caroline**.



FLORIDA MUSEUM OF NATURAL HISTORY
Fort Caroline, 1564. Engraving by Theodore de Bry based on drawing by Jacques LeMoyne

FIRST SPANISH PERIOD 1565-1763

1565 Spain established St. Augustine, the first permanent European settlement in North America, located within Timucua territory. In the process, the Spanish expelled the French.

1560s The Jesuits established Spanish missions in the Southeast.

1581 The first African slaves were brought to St. Augustine.

1586 Sir Francis Drake, British seafarer, sacked and burned St. Augustine.

1596 The Franciscans take over the Spanish missions, eventually establishing over 100 missions in Florida and Georgia.

1633 Missions established in Apalachee territory.



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MISSION SAN LUIS

1656 Timucua peoples rebel against Spanish authority; **Mission San Luis** established in what is today Tallahassee.

1672-1695 **Castillo de San Marcos** built by Spanish in St. Augustine, using native and slave labor.

1698 Pensacola established by the Spanish.

1702-1704 The English destroy the Spanish missions.



LIBRARY OF CONGRESS

1740 English general, James Oglethorpe, invades St. Augustine.

1738 Free black settlement, Fort Mose, established.

BRITISH PERIOD 1763-1783

1763 The end of the French and Indian (Seven Years War) results in the transfer of Florida from Spain to England. The colony was divided into East and West Florida. British colonist expanded Florida agriculture, especially cotton, rice, and indigo. St. Augustine remains the capital of East Florida, with Pensacola the capital of West Florida. James Grant appointed Governor of British Florida.



Early Spanish Florida Timeline

SOURCES INCLUDE: The Florida Handbook, compiled by Allen Morris and Joan Morris.

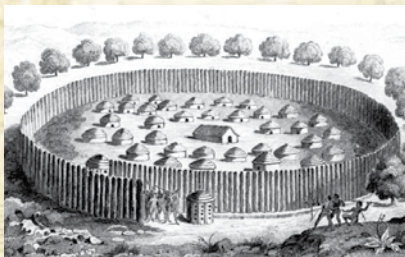
Used with the permission of Joan Morris. The Florida Memory Project, www.FloridaMemory.com

MEET THE HISTORIAN
DR. J. MICHAEL FRANCIS



Dr. J. Michael Francis has taught history at the University of North Florida since 1997. He received his Ph.D. from the University of Cambridge in 1998, specializing in colonial Latin American history. He is currently Jay I. Kislak scholar-in-residence at the Library of Congress.

He is author of Invading Colombia. A new book about his current research, Politics, Murder, and Martyrdom in Spanish Florida: Don Juan and the Guale Uprising of 1597, will be published by the American Museum of Natural History in early 2011.



A 400-YEAR-OLD MURDER MYSTERY

ON THE TRAIL OF AN INDIAN UPRISING

The book I'm finishing is a story about the murders of four Franciscan friars who were stationed in missions in Spanish Florida in the 16th century. In the fall of 1597, in what is now Georgia, the Guale Indians murdered four and took one hostage until he was rescued by the Spanish governor of St. Augustine, Gonzalo Mendez de Canzo, 10 months later," says Francis. "It's a study of Spanish Florida using that episode as a lens to examine the Spanish-Indian relations, the governments of Spanish Florida and Indian society in the Southeast."

The story as it is published now is dramatic in its own right. The friars had established the missions in 1595. In 1597, at the Tolomato mission, the friar prohibited baptized chief Don Juan from taking a second wife. Don Juan was livid. According to a Franciscan chronicler who wrote about the episode two decades later, he crept into the interior, gathered unconverted natives and returned to the mission and murdered the friar. He ordered all the other chiefs in the region to kill the other friars.

"This is how most of the literature understands the uprising," Francis says. "In fact, we don't really know in the end why the friars were murdered. Because of the gravity of the incident, it generated a great deal of documentation and investigation by the Spanish." That evidence has led Francis to conclude that the Indians played a more significant political role in La Florida than previously understood.

"From the very beginning I found that one explanation unsettling. It's a much richer and more complex tale," Francis says. "There are these incredible characters who play various roles over the four years. The key question is why did they kill the friars and who exactly did it — which we will never be able to answer with certainty. But maybe they are not the most important questions."

Francis' quest began at the urging of his students. He began teaching paleography — the study of early written documents and inscriptions — to a select group of students in 2006.

The students' first exam was a transcription of a document from 1598 that described the governor's rescue of the friar who had been taken captive. Several students conveyed to Francis that they were surprised they had never heard the story of the uprising before. In 2007, he and student Kathleen Kole, who is now a Ph.D. candidate, began to explore it further.

"It sent me three years in a row to the Archive of the Indies," Francis says. He also traveled to the Vatican archives and the Jesuit archives in Rome. The Archivo General de Indias in Seville, or Archive of the Indies, is considered the best repository for colonial Florida documents. The archive has digitized thousands of pages of documents and made them public on its website.

"What we see in looking at this broader window is that Spanish Florida is still very much Indian Florida. It's not just the Spanish subjugating Indians," Francis says. "We see this very dynamic history of competing chiefdoms. They manipulated in many respects their relationships with St. Augustine for their own interests. This early story is one in which the Spanish become players in a much broader history of interactions — and often violent conflict — between these chiefdoms."

Although only a handful of indigenous

texts from the era have been discovered, Francis was able to find communications in which the Indians would write to the king of Spain in Spanish. "The Timucuan chief on Cumberland Island, Don Juan, was fluent in Spanish by the end of the century. He also received an annual wage from the king for his services to the crown," Francis says. "Part of the services involved supplying maize to feed St. Augustine's slave population and to act as an ally in military campaigns."

"One of the central silences in Colonial Florida history is that it has tended to focus on the Florida story as a European story. The Indian story in all of this is largely unknown," says Francis. "Most Floridians couldn't name a single Indian in the whole history up to Osceola. The book looks at Indian agency in this period."

"The more people work on the 16th and 17th century history in the north, the more they see parallels in Indian agency," says Francis. "I hope that there is a shift in our understanding of Spanish Florida in ways that help the story become more integrated into a national narrative."



FLORIDA PHOTOGRAPHIC COLLECTION

Porque si Preguntan a un Embaxador que lo que cree de los Jidos dice que
nos aue que su Rey es el que los saue y lo mismo si les Preguntan de origen
de Jues y Jidos

La segunda cosa en que detemido alguna duda Verdadera verdad este Rey en
dezi que se quiere fazer xpiano es que loos dias ya enfermo vna Hija suya
muy sana aca que se ama sumam y estubo en peligr de morir y fuy abor
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m i s t e r o de a s a n c t i s i m a t i n i m a

What are the challenges of discovering the past through handwritten early Florida documents?

DISCOVERY QUESTION

Many of the documents Dr. Michael Francis has relied upon to recreate this story are located in Seville, Spain at the Archive of the Indies. Both the language and the notation must be translated, and it's a challenge.

"There's a lot of shorthand. Sixteenth century scribes used abbreviations for common terms. Many of them you just have to memorize," says Francis. "There's virtually no punctuation, so documents can go on for 20-30 pages without a single comma or paragraph changes. Spanish language wasn't standardized, so people might not recognize spellings. That's what one encounters."

Above is an example of a 16th century Spanish document that Michael Francis studied when he was researching his latest book.

"One of the great joys of working with documents is people lie, they embellish, they contradict themselves, they leave things out. The challenge is you have to piece together a story from different sources and voices and try to reconstruct the past. It's a great challenge of doing historical research but also engaging. This is what drives you."

DR. J. MICHAEL FRANCIS, 2010-2011 LIBRARY OF CONGRESS JAY KISLAK SCHOLAR

“The people who settled (Fort) Mose were fierce guerrilla fighters who risked (and sometimes lost) their lives for freedom. From them we are learning a more balanced and accurate version of colonial history, one that provides an alternative to the scenario of slavery and defeat for early black Floridians. Blacks in Florida made astute political alliances with both Indians and Spaniards in pursuit of their freedom.”

DR. KATHLEEN DEAGAN, DISTINGUISHED RESEARCH CURATOR WITH THE FLORIDA MUSEUM OF NATURAL HISTORY, FROM HER ESSAY IN SPANISH PATHWAYS IN FLORIDA TITLED, “FORT MOSE: AMERICA’S FIRST FREE BLACK COMMUNITY”

FORT MOSE

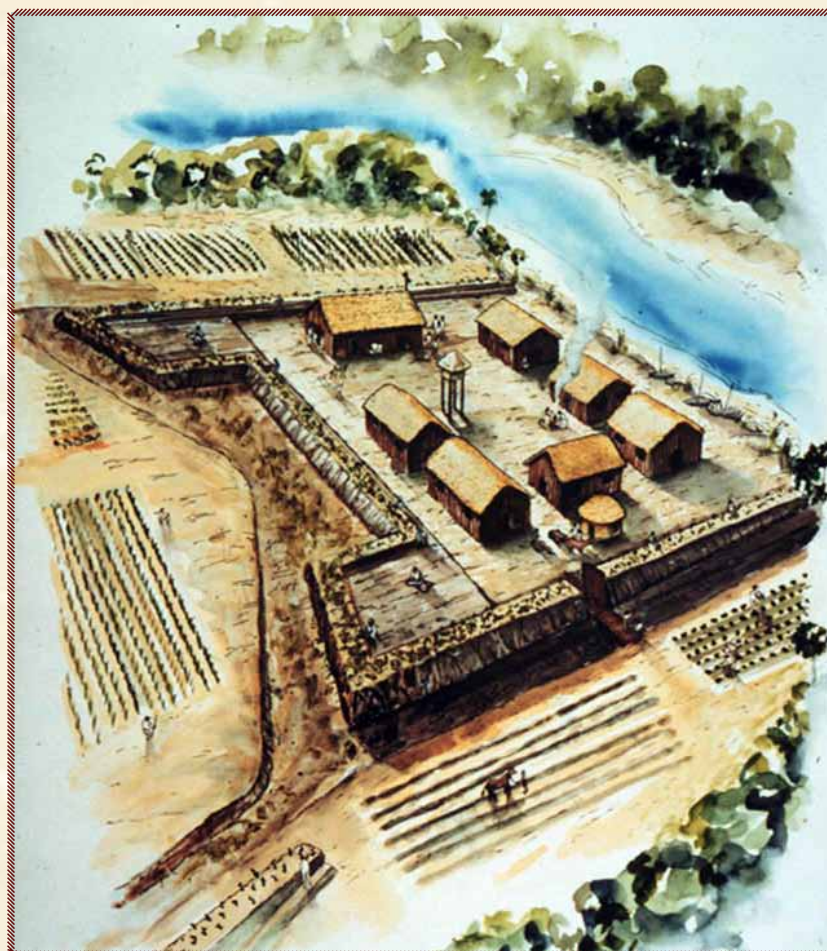
UNCOVERING AMERICA’S FIRST FREE BLACK COMMUNITY

Fort Mose (moh-SAY) was established in 1738, after runaway slaves from English plantations in Carolina were granted freedom in St. Augustine. In return, they pledged to help protect and serve the Spanish colony and to convert to Catholicism. Spanish Governor Manuel Montiano established the officially named Gracia Real de Santa Teresa Mose, a town for the freedmen, two miles south of St. Augustine.

In the mid-1980s, Dr. Kathleen Deagan, an archeologist with the Florida Museum of Natural History, led an archeological investigation of Fort Mose. The first season’s excavation uncovered the remains of the fort, with its moat, clay walls and wooden buildings. The artifacts they found included military items such as bullets and gunflints, household ceramics, glass bottles, food items and a hand-made St. Christopher’s medal.

The archeological findings were combined with the work of Historian Dr. Jane Landers of Vanderbilt University to create a portrait of the community. Landers combed through archival records to glean information about the lives of the men, women and children who populated the village. Their discoveries documented the inhabitants’ everyday lives, their struggles and their courage of some of the first known slaves to escape and live freely in the United States.

They also unearthed and uncovered a part of U.S. history that was hidden for more than 200 years — the critical role African Americans played in the rivalry and battles between Britain and Spain during the colonial period.



FLORIDA MUSEUM OF NATURAL HISTORY

Why are there so few remaining buildings from 16th and 17th century Florida? Florida’s early Spanish missions were built with locally found materials – palmetto thatch, pine straw and wattle and daub – a combination of interwoven sticks or planks, mud, and other natural material. Little remains of the original buildings, although some have been reconstructed from renderings, such as the Mission San Luis near Tallahassee.

“Mose was the only eighteenth-century example of a free black town in what is today the United States ... The lives and sacrifices of the people of Mose, thus, took on a long-term political significance that they could not have foreseen.”

DR. JANE LANDERS, HISTORIAN, FROM HER BOOK, “BLACK SOCIETY IN SPANISH FLORIDA”

EARLY FLORIDA MISSION SITES

Places to Visit

MISSION NOMBRE DE DIOS

ST. AUGUSTINE

The Mission Nombre de Dios in St. Augustine is said to mark the spot where Pedro Menendez de Avila of Spain landed on Florida's coast on September 8, 1565 and knelt to kiss a wooden cross before claiming the land for Spain. He built the first Spanish Fort in Florida in Timucuan Indian territory nearby. Archeologists from the University of Florida recently discovered the moat from what is believed to be the fort Menendez built on the mission grounds. In September of 2010, the mission opened an expanded museum which included artifacts as well as the coffin of Menendez.



MISSION SAN LUIS

TALLAHASSEE, FL

The Mission San Luis museum in Tallahassee is a living history site. In addition to a vast collection of artifacts, the museum features a reconstruction of the 17th century mission that was the western capital of Florida's Spanish territory from 1656 to 1704. Today, it is a 60-acre historic and archeological site with a recreated council house, friary, church and village that were rebuilt after archeologists discovered original post holes.

San Luis is significant because of its size — it was known to have up to 300 Spanish inhabitants — and because it represents the amalgamation of Spanish and Indian traditions. The **Apalachee council house**, for example, was located across the plaza from the Franciscan church at San Luis. Pottery manufactured by Apalachees was found in nearly every Spanish household along with evidence of a melding of cooking methods.



SANTA CATALINA DE GUALE

ST. CATHERINE'S ISLAND, GA

The Fernbank Museum of Natural History in Georgia houses artifacts from Santa Catalina de Guale, a mission site that was preserved on an unspoiled Georgia coastal island for centuries. Dr. David Hurst Thomas, curator of Anthropology at the American Museum of Natural History, has led the research at St. Catherine's Island since the 1980s. Thomas and his team have uncovered information about life in the 16th and 17th century Franciscan mission. One of the most interesting finds was tens of thousands of glass beads that were buried with graves under the church at the mission site. Most of the beads appeared to be Venetian and French, and others were possibly Chinese, Bohemian, Baltic or Indian in origin.

The beads attest that the colony was wealthy enough to trade the grain it successfully produced for beads, which were considered luxury goods. The placement of the beads in graves suggests a coexistence of Christian and Native American traditions.



AMERICAN MUSEUM OF NATURAL HISTORY

MISSION SAN LUIS



UNIVERSITY OF MIAMI LIBRARIES

MAP OF THE GULF OF MEXICO, 1519

TEACHING *Early Spanish Florida* HISTORY

Kacie Nadeau and Jennifer Jaso are Paving the Way for Students to Discover Florida's Rich Spanish Heritage and History

SPANISH FLORIDA RECOMMENDED INTERNET RESOURCES

- http://scholar.library.miami.edu/floridamaps/first_spanish_period.php
- www.floridahistory.org
- <http://memory.loc.gov/ammem/index.html>
- www.floridamemory.com
- www.nationalhumanitiescenter.org/pds/amerbegin/
- www.loc.gov/rr/rarebook/kislak.html
- <http://volusiahistory.com/pfirstspan.htm>
- www.keyshistory.org/FL-Fla-Sp-1.html
- <http://oldfloridamaps.com/discovery.htm>

KACIE NADEAU PINE VIEW SCHOOL FOR THE GIFTED

When Kacie Nadeau's fifth grade students at Pine View School for the Gifted saw a 16th century map of colonial Florida, "it cracked them up," Nadeau says. The map depicted a short, square-shaped peninsula with less land mass than neighboring Cuba. The students learned that 16th-century Spanish explorers and cartographers did not have the birds-eye view of Florida's geography that we have today.

After finding very few lessons on early Spanish Florida in fourth and fifth grade textbooks, Nadeau searched for primary materials to help her students begin to incorporate Florida's history into 5th grade American history.

"Our standards have recently changed so Florida history is becoming a little bit more

strung through grade levels. I'm trying to loop the curriculum from last year to build a strong Spanish foundation for American history," says Nadeau.

Nadeau showed her students a sequence of early Florida maps and led a guided discovery.

She asked questions such as, "What are the most prominent features on the map? What are things that you don't see that you would expect to see? What was the mapmaker's perspective?" and "Why do you see missions and not cities?"

"I'm interested in colonial history," Nadeau says. "When I moved to Florida, I didn't think there was anything here that was old. I have family on Palm Coast so when I visit, I spend time in St. Augustine. There's a discrepancy between what is factual and what is presented to tourists. This summer's institute [on Spanish Florida] shed a significant amount of light on it."

The fifth grade department hosts an annual Thanksgiving presentation for families, and the students traditionally share lessons on the Plymouth Thanksgiving. This year, all the new materials are focused on St. Augustine and the first Thanksgiving. "It's a nice way for a ten-year-old to interpret it and get excited about it," says Nadeau. "I'm certain many of the adults will be completely shocked by the information."

"In St. Augustine, there's so much to be proud of, and much of it is covered," Nadeau says. "The fountain of youth has 30-foot signs and coupons in the tourist guides. When you compare Fort Mose to what's there on the fountain of youth, it's night and day. I learned in St. Augustine to be very cautious not about what you see, but what you don't see."

View the early Spanish Florida map sequence discussed by Kacie Nadeau at http://scholar.library.miami.edu/floridamaps/first_spanish_period.php

JENNIFER JASO BOOKER MIDDLE SCHOOL

Thanksgiving arrived early in Jennifer Jaso's 7th and 8th grade classes at Booker Middle School this year. She and her students marked the day of the earliest recorded Thanksgiving meal — September 8, 1565 — with a virtual tour and reading of *America's Real First Thanksgiving* by Robyn Gioia.

“My first discovery of it was in August while I was at the summer institute in St. Augustine. It was an ‘aha’ moment,” says Jaso. “A lot of early Spanish Florida history is missing. It got me excited about starting off the school year with the celebration and the idea that you have to challenge what you read.”

Jaso began early in the school year by telling her students that Sept. 8 would be a holiday in their classroom. On September 8, she took them on a virtual tour by asking them to close their eyes. She described the geography, the arrival of the settlers, the mass and meal of Thanksgiving they celebrated and the foods they would have found.

“When my students said it sounded like the Pilgrims’ Thanksgiving, I said it happened fifty years earlier. I asked them why they thought this would have been left out of the textbooks,” says Jaso.

Jaso notes that her 8th grade textbook on American history has only one page on early Spanish Florida. “There’s little acknowledgement, and the second period is hardly mentioned at all. ‘History books have holes in them. Where we come from defines who we are, and you can’t just pick and choose the pieces that define you.’”

This year, Jaso also assigned her students a writing assignment on early St. Augustine. They were able to choose military life, shelter, food, religion or indigenous people as subjects, and to produce articles accompanied by primary source images.

“There are few primary sources, so we struggled to find documents about St. Augustine. It was very empowering for them to find this information on their own. You can’t Google it and copy and paste from the Internet ... Some of them described their feeling of being historians themselves,” says Jaso.

Many were able to find information in a book by Jean Parker Waterbury titled *Oldest City: St. Augustine, Saga of Survival*. “It’s not changing history. The history is there, it’s just making it known,” Jaso says. “The idea that students should read critically and should not just go with the popular idea is most important to me. That’s what I want to get out of it.”



America's First Thanksgiving, St. Augustine, Florida, September 8, 1565

“On Saturday the 8th, the General landed with many banners spread, to the sound of trumpets and salutes to artillery. As I had gone ashore the evening before, I took a Cross, and went to meet him, singing the hymn, Te Deum Laudarum. The General, followed by all who accompanied him, marched up to the Cross, knelt, and kissed it. A large number of Indians watched these proceedings and imitated all they saw done.

A solemn Mass was then offered in the Nativity of the Blessed Virgin Mary, the feast day observed, then as now, on September 8. Solis de Meras records that after the Mass, “the Adelantado had the Indians fed and dined himself.” It was the first community act of religion and thanksgiving in the first permanent settlement in the land.”

—MICHAEL GANNON, *The Cross in the Sand: The early Catholic Church in Florida 1513-1870*. Gainesville, FL: University Press of Florida

ARTICLES ON THE FIRST THANKSGIVING

- http://www.usatoday.com/life/lifestyle/2007-11-20-first-thanksgiving_N.htm
- <http://www.suite101.com/content/the-centerpiece-of-thanksgiving-celebrations-is-giving-thanks-a302889>
- <http://www.post-gazette.com/pg/09326/1014871-37.stm>
- <http://www.catholicnews.com/data/stories/cns/0503297.htm>
- http://www.mysafeflorida.org/travel/st.augustine_florida.html

LANDING AT NOMBRE DE DIOS

(Florida Memory, PC6016)

DIG DEEPER

THINK LIKE A HISTORIAN AND LEARN MORE FROM PRIMARY SOURCE DOCUMENTS

Your text books have very little information on the early Spanish period in Florida, from Ponce de Leon's discovery of La Florida in 1513 to Spain's first transfer of the territory to England in 1763. Some may even include stories or information that are inaccurate. The authors relied upon different stories or interpretations of documents that have not proven to be true.

The historians and archeologists that you have read about in this NIE Program are leaders in their field and experts on Spanish Florida. They are discovering new information about the interactions of Florida's peoples — Indians, Spanish, African slaves and other immigrants — and reinterpreting what was previously thought to be true.

Even today, different newspapers, reporters or editorial writers may describe the same event, situation, or topic in different ways. They may differ in the evidence, facts, or reasoning they offer to support their conclusions or editorial opinions (referred to as bias or spin).

Find a major national or international news story or an editorial on a national issue that you have some knowledge of. Then go online to edition.heraldtribune.com (each teacher has a password and user name) research the story or editorial in the *Herald-Tribune* and another newspaper or other online news source. Using the classroom version of the *Herald-Tribune's* E-edition you can view seven other electronic newspapers, in the Carolinas, California and other parts of Florida. Find the white box with a hand that says "more newspapers," click on the drop down menu to find the other newspapers. Discuss how the stories or editorials differ, whether different facts and/or opinions are offered, and whether they are biased by the editorial stance of the newspaper.

Now write your version of the same story. Compare your version to others in your class. How do they differ? How are they the same? Was there any bias?

If the *Herald-Tribune* published your story and someone else in your group's that was very different, how would the readers know which story to believe? If someone were to find a copy of that day's paper 500 years from

now, whose story would be most accurate in describing the event you chose?

4. If you had access to any primary source documents before you wrote your story, would the outcome be different? Would these be useful?

It is often said that a picture is worth a thousand words. Look at the pictures on the cover of the Main section (A1) of today's *Herald-Tribune*. What is the source of each photograph? (E.g., AP, NY Times Photographer) Why were these photographs selected? What do they illustrate? Was the photo staged or candid? What do you think was cropped (cut) out of the photo? Who else was in the area when the photo was taken? What is the venue in which the picture was taken? How do you know that the photo is real and true to the event?

There were no photos back in the early Spanish period. If there were, would we have been better able to know what did happen?

What types of images did they have? Have you seen any original copies of these images?

5. Find a repository where there may be images from this early Spanish period. Where is it located? Why do you think they have these images?

Oral histories can be very useful in telling the story of events.

6. Imagine you are a reporter, chose one important figure from the early Spanish period of Florida. You are about to interview them. Write down 5 questions you would ask this historical figure and a short one-paragraph biography of your interview subject.


Timelines are linear representation of important events in the order in which they occurred.

7. On pages 8 and 9 there is a timeline that gives you basic information on the early Spanish period of Florida. Find out "the rest of the story" by learning more about one of the people or events listed.



Newspapers provide many stories about natural disasters such as hurricanes, earthquakes, floods, droughts, etc.

8. Using news stories about such events as examples, write a report assessing and describing the social, economic and environmental effects of a natural disaster or event that affected the settlers during the early Spanish period of Florida.

 **Herald-Tribune**
in EDUCATION

For additional information regarding the *Herald-Tribune's Newspaper in Education* program, please contact Mary Charland, Newspaper In Education Manager at (941) 361-4545 or e-mail mary.charland@heraldtribune.com