

## A Sourcing Lesson on Southern Slaves Joining the American Revolution Elementary

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>● At times, Florida was a safe haven for blacks.</li> <li>● British Proclamation offered “freedom” for blacks.</li> <li>● Blacks participated in both sides of the American Revolution.</li> <li>● Geography influences military strategy and invasion.</li> </ul>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>● Why would Britain want slaves to join their military?</li> <li>● Why would the colonists be against slaves joining their military?</li> <li>● Why did Florida’s geography influence military interest during the American Revolution?</li> <li>● Was Dunmore’s Proclamation a positive or negative announcement for slaves?</li> </ul>	
<p>Vocabulary/Targeted Skills:</p> <p>East Florida, West Florida, St. Augustine, Revolutionary War, Loyalists, Patriots, Sons of Liberty, Lt. Colonel Patrick Tonyn, Castillo de San Marcos, Lt. Colonel Thomas Brown, Underground Railroad, Fort Mose, Great Britain, the “Crown”, Gullah-Geechee, Dunmore’s Proclamation, Ethiopian Regiment</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <p>Have students write an opinion essay about the impact of Dunmore’s Proclamation on slaves.</p> <p><i>Prompt: Dunmore’s Proclamation offered freedom to slaves who fought for the British Crown. Write an opinion essay on whether you agree or disagree with this statement using evidence from primary and secondary sources, including “Hope for Freedom” book.</i></p>	
<p>Lesson: <i>A Sourcing Lesson on Southern Slaves Joining the American Revolution</i></p>	<p>Time: 90-120 minutes</p>
<p>Standard(s):</p> <p><u>Florida Social Studies Standards</u></p> <p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.</p> <p>SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.</p> <p>SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.</p> <p>SS.4.A.3.6 Identify the effects of Spanish rule in Florida.</p> <p>SS.4.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p>SS.5.A.1.1 Use primary and secondary sources to understand history.</p> <p>SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p> <p>SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.</p> <p>Language Arts Florida Standards (very similar to Common Core)</p>	

LAFS.4.R.3.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Content Purpose:

(I will) Use primary and secondary sources (so I can) to determine the importance of slaves during the American Revolution.

Assessment/Evaluation (for this lesson):

- Close reading of primary and secondary sources
- Class discussions

Reading Materials/Primary Source links:

- Sourcing Poster (register for free): <https://sheg.stanford.edu/history-lessons/sourcing-classroom-poster>
- *Hope of Freedom, Southern Blacks and the American Revolution*
- <https://i2.wp.com/www.colonialra.com/wp-content/uploads/2016/04/east-west-florida-2.jpg?fit=918%2C757>
- Dunmore's Proclamation: <http://www.blackpast.org/aah/lord-dunmore-s-proclamation-1775>
- Virginia Gazette article: <http://www.history.org/History/teaching/tchaaltr.cfm>

Suggested Procedures:

1. Teacher will present a food fight scenario (see page 4), including three different accounts. The students will take three minutes to discuss and decide which account is most believable and explain why. Each team will share their decision with the class. (Teacher should prompt questions as necessary.)
2. Teacher will share Sourcing Poster, focusing on the need for inferencing (drawing conclusions) on some of the answers. For instance, the author's perspective is not written on the document, but the students will have to infer what the perspective "may" be. Be sure to share that there may be many answers and as long as they are able to support their answer with evidence, all answers are acceptable. The students will take one - two minutes to revisit their decision. Teacher will choose one or two teams to share. (Teacher should prompt as needed to allow the students to arrive at supported reasons for their choices, such as \_\_\_\_\_ is most believable because their account was written on the day of the event and they were present.)
3. Provide students a map of East and West Florida: <https://i2.wp.com/www.colonialra.com/wp-content/uploads/2016/04/east-west-florida-2.jpg?fit=918%2C757>. Facilitate team discussions, using these guided questions: What do you see that you would expect to see? What do you see that surprises you? How can these maps share/tell a story about Florida's history? Provide students with a current map of the United States. Have students compare the two maps to determine

similarities and differences. Re-ask the question: How do these maps tell a story about Florida's history?

4. Refer to page 15 of *Hope of Freedom* and read the sidebar "Loyalist or Patriot?" Facilitate a student discussion on the difference between a Loyalist and a Patriot.
5. Read "British Proclamations of Freedom," on pages 14-19, while guiding students' comprehension.
6. Give students Dunmore's Proclamation (<http://www.blackpast.org/aah/lord-dunmore-s-proclamation-1775>). Have students complete the Sourcing Analysis Sheet. Have students read the proclamation and look for evidence indicating why slaves would want to join the Crown in their fight to keep control of the colonies.
7. Give students Virginia Gazette article (<http://www.history.org/History/teaching/tchaaltr.cfm>). Have students complete the Sourcing Analysis Sheet. Have the students read this article and look for evidence of why slaves would not want to join the Crown in their fight.
8. Have students create a list of pros and cons for blacks joining the Crown in their fight.
9. Have students compare their evidence from both sources. What evidence appears in both sources? Are the sources reliable? Why or why not?
10. Divide students into small groups of three - five, with the following perspectives: one slave who is ready to join the Crown, one slave who is opposed to joining the Crown, one loyalist representative of the Crown, two white people from Florida with their choice of opinion on blacks joining the Crown's fight. In their groups, have students discuss the slaves joining or not joining the Crown's fight, from their specific perspective.
11. Students will write an opinion essay about the impact of Dunmore's Proclamation on slaves.

Extensions:

- Complete research on and design a model of Fort Mose:  
<https://www.floridamuseum.ufl.edu/histarch/mose.htm> , <https://fortmose.org/>
- Locate the five flags of Florida, paying specific attention to the flag referred to in the book, with the Union Jack on it; draw, color, and caption the five flags
- Locate the Gullah-Geechee region on a map; create a chart or poster identifying key characteristics of the Gullah-Geechee:  
<https://www.gullahgeecheecorridor.org/the-gullahgeechee/>
- Complete further ELA activities on The Castillo de San Marcos:  
<https://www.nps.gov/foma/learn/education/upload/castillo.pdf>

## **Food Fight Scenario**

1. Written account by George, on August 23, 2018, at 12:18:

I was hit in the ear by something wet and slimy. I reached up to my ear to touch it and shook my hand to get it off of me. The cafeteria lady, Mrs. Rogers, saw me shaking my hand and thought I was throwing food.

2. Written account by Mrs. Rogers, on August 23, 2018, at 12:30:

I heard a lot of squealing and turned around to see George flinging chunks of tomato all over the tables and floor near him. I told him to report to the principal's office immediately.

3. Written account by Martha, on August 25, 2018, at 9:00 PM (text to her best friend):

I heard that George was throwing tomatoes in the cafeteria and got in school suspension.

## Sourcing Analysis Sheet

**Sourcing** asks the reader to consider who wrote a document as well as the circumstances of its creation of the document. Using your document, answer the following questions.

- Who wrote this?
- What is the author's perspective? (point of view, viewpoint, stance, attitude, outlook)
- Why was it written?
- When was it written?
- Where was it written? (This may be implied, rather than written in text format.)
- Is this source reliable? Why? Why not?