

**Hope of Freedom, Southern Blacks and the American Revolution
Middle/High School Lesson Plan**

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Florida played a considerable role for the British in the American Revolution. ● Florida became a sanctuary for enslaved blacks when the British offered freedom to whomever fought against the American Colonies. ● Florida’s freed blacks were abandoned and enslaved after the American Revolution. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why was Florida a safe haven? ● How did escaped slaves make a difference for the British in the Revolutionary War? ● Can you explain how the lives of escaped slaves improved when they decided to help the British? ● What is the irony seen in the events that happened before, during and after the Revolutionary War? ● What history needs to be told about the African Americans who helped the British in Florida? 	
<p>Vocabulary/Targeted Skills: 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/Success Criteria:</p> <ul style="list-style-type: none"> ● Students will correctly align the Florida maps in chronological order. ● Students will provide evidence to support their claims of the Florida maps. ● Students will provide evidence to supporting a slave’s oral history of the Stamp Act Crisis. 	
<p>Lesson: <i>Was Florida a Safe Haven for Blacks During the American Revolution</i></p>	<p>Time: 2-3 Days</p>
<p>Standard(s):</p> <p>SS.8.A.1-Use research and inquiry skills to analyze American History using primary and secondary sources.</p> <p>SS.8.A.2-Examine the causes, course, and consequences of British settlement in the American colonies.</p> <p>SS.8.A.3 Title: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.</p> <p>SS.912.A.1.2-Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Use research and inquiry skills to analyze American history using primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.3</p>	

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective account.

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CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an

accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Content Purpose:

The students will discover the importance southern slaves had on Florida's role in the Revolutionary War. Students will understand the price escaped slaves had to pay for "freedom" when they joined the British during the Revolutionary War.

Assessment/Evaluation (for this lesson):

Using text evidence from the book, students will produce a script of a slave's oral history after witnessing the Stamp Act Crisis of 1765, (so they can) written in first person from the perspective of the slave.

Reading Materials/Primary Source links:

- *Hope of Freedom, Southern Blacks and the American Revolution*, by Dr. Roger Smith
- General Prevost's Retreat from Charleston to Savannah, February - September, 1779
<https://i0.wp.com/www.colonialra.com/wp-content/uploads/2016/04/map-prevost-charleston.jpg?fit=918%2C641>
- Carolina Land Grants
<https://i1.wp.com/www.colonialra.com/wp-content/uploads/2016/04/carolina-land-grants.jpg?fit=918%2C758>
- East and West Florida
<https://i2.wp.com/www.colonialra.com/wp-content/uploads/2016/04/east-west-florida-2.jpg?fit=918%2C757>
- Georgia - 1733
<https://i2.wp.com/www.colonialra.com/wp-content/uploads/2016/04/Let-there-be-georgia.jpg?fit=918%2C487>
- *The Stamp Act Crisis*
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=115
- "Shackles and Chains of Irony": Close Reading and Contextualization analysis sheet (attached)

Suggested Procedures:

1. Pass out maps (links above) seen in *Hope of Freedom* to students with no preface. The students will create a timeline using the map photos, by predicting the chronological order, as some maps have no dates.
2. Then the students will draw conclusions about what each map is representing historically, by writing a one to two sentence caption for each map, including visual evidence from the map.
3. Read the book *Hope of Freedom* and discuss with students. Ask students: Did your captions correctly represent the maps? Why? Why not?
4. Have students do a Close Reading of page 12 in *Hope of Freedom* and *The Stamp Act Crisis* using the Close Reading and Contextualization worksheet.
5. Assessment: Using text evidence from the book, students will compose a script of a slave's oral history (spoken personal stories of past events). after witnessing the Stamp Act Crisis of 1765, written in first person from the perspective of the slave.

Extensions:

Fort Mose Artifacts

<https://www.floridamuseum.ufl.edu/100years/fort-mose-artifacts/>

Assault On Fort Mose

<http://dma.myflorida.com/fort-mose/>

British North America Map

<https://www.loc.gov/item/74694149/>

Teacher's Guides and Analysis Tool

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

“Shackles and Chains of Irony”

Close Reading and Contextualization

Close read the top page 12 and the remainder of the paragraph on page 13 in *Hope of Freedom, Southern Blacks and the American Revolution*. Respond to the following questions, based on the reading.

When did this event happen?	
Where did this event take place?	
What was different then? What was the same?	
How might the circumstances of this event be ironic?	