

Florida as the 14th Colony in the American Revolution Middle/High School Lesson Plan

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Britain had 15 colonies in North America during the American Revolution, including East and West Florida. ● European empires' economies depended on sugar production and its by-products in the 18th century. ● East Florida, especially St. Augustine, was of military interest to King George III, George Washington and the Continental Congress. ● Geographical and economical influence of military strategy and invasion. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why were East and West Florida important colonies to Great Britain? ● Why were East and West Florida important to the Continental Congress? ● How did Florida's geography influence military interest during the American Revolution? ● How does perspective shape traditional historical narratives? 	
<p>Vocabulary/Targeted Skills: East Florida, West Florida, St. Augustine, Revolutionary War, loyalists, Sons of Liberty, militias, King George III, George Washington, Lt. Colonel Patrick Tonyn, sugar production, St. John's River, St. Mary's River, Castillo de San Marcos, Lt. Colonel Thomas Brown, General Robert Howe, Continental Congress, Continental Army,</p>	
<p>Unit Assessment/Culminating Unit Activity/Success Criteria:</p> <p>Have students write an argumentative essay about the importance of East and West Florida during the American Revolution.</p> <p><i>Prompt: For far too long, East Florida and West Florida have been considered unimportant to Revolutionary War events, but nothing could be further from the truth. Write an opinion essay on whether you agree or disagree with this statement using evidence from primary and secondary sources.</i></p>	
<p>Lesson: <i>Florida as the 14th Colony during the American Revolution</i></p>	<p>Time: <i>90-120 minutes</i></p>
<p>Standard(s): SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. SS.4.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory. SS.5.A.1.1 Use primary and secondary sources to understand history. SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.</p>	

SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution.

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:

Use primary and secondary sources to determine the importance of East and West Florida during the American Revolution.

Assessment/Evaluation (for this lesson):

- Close reading of primary and secondary sources
- Class discussions
- Group advertisement

Reading Materials/Primary Source links:

- Secondary Source: *The 14th Colony: The American Revolution's Best Kept Secret* by Dr. Roger Smith
- Worksheet: <http://www.colonialra.com/wp-content/uploads/2016/08/Blank-colonies-map-v3-1.pdf>
- Primary Source: <https://i1.wp.com/www.colonialra.com/wp-content/uploads/2016/04/british-americas-3.jpg?fit=719%2C1000>
- Secondary Source: <https://myfloridahistory.org/frontiers/article/135>
- Primary Source: <https://founders.archives.gov/documents/Washington/03-02-02-0528>

Suggested Procedures:

1. Provide students a blank map of the 15 British colonies in North America. <http://www.colonialra.com/wp-content/uploads/2016/08/Blank-colonies-map-v3-1.pdf>
Have students label each of the colonies. Remind students that most accepted narratives refer only to the 13 “original” colonies.
2. Refer to page 6 of *The 14th Colony: The American Revolution's Best Kept Secret* and read The “14th Colony” Mystique. Ask students why other British colonies, such as Nova Scotia and East and West Florida, would be excluded from most historical narratives.
3. Read pages 2-3 “The British Floridas & The American Revolution”. Have students examine the map on page 3. Access this primary source map digitally <https://i1.wp.com/www.colonialra.com/wp-content/uploads/2016/04/british-americas-3.jpg?fit=719%2C1000>
What do they see on the map that they would expect to see? What surprises them? Have students then describe Florida’s location in 1763. Is this central location between North American and the Caribbean important? Why?

4. Give students the article from October 18, 2016 “Florida’s importance in Revolutionary War largely overlooked”. Have students read the article and look for evidence of why the southern colonies were important to the British colonies. Have students also find evidence of why Florida, particularly, St. Augustine, was important to the British.
<https://myfloridahistory.org/frontiers/article/135>
5. Now have students read pages 4-5 from *The 14th Colony*. Have students continue to look for why southern colonies were important to the British economy. Have students list these agricultural products.
6. Have students compare their evidence from both secondary sources. What evidence appears in both sources? How does thinking about the American Revolution from a British perspective change the accepted narrative? Why is East and West Florida now included?
7. Now ask students what evidence would be needed to prove an interest in Florida and/or St. Augustine. Who held power to make decisions? *George Washington, Governor Tonyn, etc.* Hopefully students will state that a primary source would help prove the importance of Florida to the American Revolution.
8. Give students Washington’s letter to Patrick Henry on December 18, 1775 and read the last several sentences in paragraph two. Tell students that Washington received stolen letters including information about St. Augustine. What text evidence shows Washington and the Americans would/should be interested in St. Augustine?
<https://founders.archives.gov/documents/Washington/03-02-02-0528>
9. Divide students into two groups: British Perspective vs. American Perspective. Then form groups of two or three students. Have students prepare an advertisement explaining why control of East Florida was important. Each group must prepare their arguments with text evidence considering their assigned perspective. Remind students to include geographic and economic facts to reinforce their perspectives. Students can continue using evidence from *The 14th Colony*.
10. Have students share their advertisements with students of the same perspective. Have students reflect what ideas were shared. Then have students share with the opposite perspective. What ideas were the same? What were different? What accounts for the similarities and differences?
11. Follow up the lesson with an overview of the five invasions of East Florida between 1776-1780. East Florida was the only British colony never to lower the Union Jack. Have students predict why the Americans were not successful in taking control over East Florida. Does this fact influence why East and West Florida are not including in traditional/accepted historical narratives?

Extensions:

- Compare and contrast Florida map on page 3 with a modern Florida map
- Find additional letters from William Moultri, Colonel Charles Cotesworth Pinkney, or George Washington. Have students find text evidence about the importance of Florida during the American Revolution.

- Using the sketch on page 5, have students find 10 things they observe, then 10 more, and then write a caption in one to two sentences.
- Using the Table of Contents, create a timeline with specific details from the book.
- Using the maps, create an overlapping map, using Google Map It.
- Have students review each of the black and white illustrations. Draw a black and white picture of any part of the book that does not have one.
- Show students contemporary photos of the Castillo de San Marcos and share the recipe for making coquina.