

Celebrate Pensacola's 450th Anniversary



MUSEUMS, MONUMENTS AND MARKERS

**A SELF-GUIDED TOUR OF
HISTORIC PENSACOLA VILLAGE**

About this lesson

This lesson was originally written in the mid-1990s. It has been revised for the Celebrate Pensacola's 450th Anniversary by teachers Cherie Arnette and Cindy Redeker. This lesson plan has been organized so that the teacher can present a lesson in the classroom using the reading "A trip through Historic Pensacola," along with a power point of photographs of the sites included. Another option is to take an on-site fieldtrip to the Historic Pensacola Village using the Museums, Monuments and Markers self-guided tour.

OBJECTIVES

1. To introduce students to the use of historical markers, monuments, and sites as a way to learn about their city and its development.
2. To develop observation skills.
3. To encourage students to develop an appreciation for their heritage and to foster a sense of belonging and a sense of place.

MATERIALS

Provided:

1. Tour Worksheet with map
2. Tour notes and information

Needed:

1. Clipboards
2. Drawing paper
3. Poster board or cardstock
4. Colored pencils or markers
5. Cameras
6. Copies of the Tour Map and Worksheet

PROCEDURE

1. Conduct a field trip to a historic site near you. Use the Historic Pensacola Village map and the “*What Can You Find?*” worksheet as an example. Develop a worksheet for your site, or plan a visit to Historic Pensacola Village.
2. At the site students should use extra time they might have to take pictures of the site or make quick sketches of things they want to remember.
3. When the class returns to school, worksheets should be corrected. After a discussion of the markers, monuments, and sites viewed on the field trip, students should make their own timelines covering 1500-2000 AD on notebook or plain white paper. A ten-inch line gives each hundred-year period two inches of space.
4. Students should then use their worksheets and their creativity to sketch monuments or small markers, including names and dates for each, in the appropriate places on the timeline.
5. The students, using a list of the periods of Florida history written on the board and their completed timelines, should compile a list of the different periods of rule with the actual physical evidence seen at the historic site. Discuss the reasons why no evidence was found at the site for some eras and why. Responses should include: some settlements were not in the area, archaeologists have not located or unearthed sites yet, older structures were recycled into newer structures, etc.

CLOSURE

1. Discuss the value of markers, monuments, and historic sites to a community. Use poster board or cardstock to design a marker or monument for some place in your school or community that is not presently marked. If possible, put the markers on display around the school or community.
2. Name buildings no longer standing at the site for which only archaeological evidence was seen on the tour. Discuss what happened to them. Responses should include being destroyed in battle, being burned, falling into disrepair, and being torn down. In some communities, brick and other materials from older buildings were recycled for use in the construction of new ones.
3. Use the student's photographs and sketches to make a large timeline on butcher paper or to make a bulletin board illustrating the field trip.

EXTENSIONS

1. Collect items for a midden that archaeologists might find 100 years from now in your community. Use cutouts, sketches, box fronts, wrappers, CD cases, trading cards, scrunchies, etc. and post on the bulletin board. What would the midden reveal about the people who made it (age, gender, occupation, hobbies, etc.)?
2. Divide students into committees based on the different periods of rule over their community, and have them design a mural appropriate to their assigned time period.
3. Research the process of petitioning to have an official marker placed at a historic location.
4. Make a list of prominent figures during the periods of rule and write biographical sketches, using them to make dramatic presentations to the class.
5. Use the dates for each period of history to determine how many years each nation had power, how many years passed between periods, etc.
6. Use the sketches the students made of Plaza Ferdinand and Seville Square to discuss geometric shapes - kinds of triangles, shape of the Plaza, pattern of the sidewalks, etc.
7. Make a list of some street or place names in your community and research the origin of the names.
8. Obtain permission to visit a historic cemetery in your community to copy dates from tombstones and mausoleums for use in constructing a timeline. Making rubbings of gravestones or markers is a good activity, but be sure to obtain permission first.
9. Brainstorm with the class what in your community might be historic sites in 100 years. Why would those sites be worth remembering?
10. Using all you have learned about Pensacola history from past to present, design a new flag, monument or city seal for Pensacola.

SETTING THE STAGE

Explain to students the importance of studying historic sites and markers. As we learn about the places where we are born, live, and work, we identify more closely with them and they become our places. Monuments, markers, and historical sites represent the memories of our community. Studying these things gives us a heightened sense of place and a sense of ownership of our community. We can use monuments, markers, and historical sites as keys to unlock our community's past.

1. Students will learn the process of studying history from monuments and markers within their own school. They should brainstorm ways to learn the history of their school without the use of interviews. The teacher should be sure to elicit monuments and markers (pictures, plaques, etc.) among the responses.
2. The class should discuss whether its school has any monuments or markers. The teacher should take the class on a walking tour of the school, having the students list any markers, monuments, plaques, etc., they find, along with historical information contained thereon.
3. Assemble back in the classroom to make a chronological listing of all the facts discovered. The teacher might want the students to develop a timeline or a pictorial history for their school.
4. The teacher should discuss the use of a similar procedure to study local history. Explain that the class will do a field study at Historic Pensacola Village, or a similar area, to learn the history of their city and to find evidence of Florida's history under five flags.

VOCABULARY

Teachers may use the list provided for vocabulary study before leaving school, carry a copy of the list on the tour for reference, or provide each student his own copy for reference.

ballast - anything heavy carried in a ship to give it stability

flag - a cloth with colors, patterns, etc., used as a symbol of a nation

historical marker - tablet of information set up at a historical site

historical monument - something set up to keep alive the memory of a person or event

historical site - location or scene of a historical event

midden - garbage; trash pile or pit

moat - a deep, broad ditch often, but not always, filled with water and used for defense

picket - a pointed stake, as those used in a fence

obelisk - tall, four-sided stone pillar tapering to a pyramidal top, perhaps originated by ancient Egyptians, and used to commemorate famous people or events. The most famous obelisk in the U.S. is the Washington Monument.

reconstruction - to remake or rebuild to look like an original

replica - a copy of an original

restoration - to make as good as new

stretchers and headers - a method of laying bricks in which the bricks are laid in rows by long and short sides alternately

tabby - plaster-type material composed of nearly equal parts of sand, lime, and crushed oyster shell

wolf trap - spiked poles placed at an angle in the ground outside fort walls to repel invaders

HISTORICAL BACKGROUND

The history of European Florida spans four hundred and fifty years and cannot be condensed into a few short paragraphs. We have, however, included a brief chronological listing of the periods of Florida history.

Though Pensacola has changed hands eight times, there have been only five different countries involved, resulting in its being called the City of Five Flags.

FIRST SPANISH PERIOD

- 1559-1561 - Although this settlement at Pensacola under the command of Tristán de Luna had to be abandoned because of a hurricane, it was the first built by Europeans in North America, making Pensacola the “First Place City.”
- 1565 - The Spanish under Pedro Menéndez founded St. Augustine on Florida’s east coast; it is the oldest continually inhabited city in the United States.
- 1698-1719 - The Spanish returned to Pensacola to settle permanently and established a garrison on the site of the present-day Naval Air Station.

FRENCH PERIOD, 1719-1722 - The French captured Pensacola as an extension of hostilities between Spain and France in Europe. Upon leaving they burned the fort and the surrounding village.

SPANISH RETURN, 1722-1763 - Spain regained Pensacola from the French and built a new fort on Santa Rosa Island. The settlement was moved to the mainland (present-day Seville Square) in 1752 following a hurricane.

BRITISH PERIOD, 1763-1781 - The 1763 Treaty of Paris gave Florida to Great Britain. At Pensacola the British enlarged the fort, surveyed the streets, and built permanent structures.

SECOND SPANISH PERIOD, 1781-1821 - Spanish forces under Bernardo de Gálvez recaptured Pensacola at the close of the American Revolution in the Battle of Fort George and Spain regained control of all Florida as a result of treaties. The Spanish settled into buildings the British had occupied in Pensacola and renamed the streets in the downtown area.

EARLY AMERICAN PERIOD, 1821-1861 - Andrew Jackson received transfer of the Florida territory from Spain, became the first American governor and lived in the capital, Pensacola. Florida had been divided into East and West Florida, with St. Augustine the capital of East Florida and Pensacola the capital of West Florida. They were combined and Tallahassee became the capital in 1824. Florida became the 27th state in 1845.

CONFEDERATE PERIOD, 1861-1865 - Although Pensacola was in Confederate hands, Fort Pickens remained under Union control. Union forces occupied the town in 1862 and remained until the end of the war.

UNITED STATES PERIOD, 1865-Present - Florida’s growth is based on lumber, fishing, citrus, livestock, agriculture, and tourism.

TIMEPOSTS

Use these Timeposts to help your students “go back in time:”

- 2009 – King Juan Carlos I and Queen Sophia of Spain visit Pensacola on the 450th anniversary of the de Luna settlement.
- 2004 – Hurricane Ivan hits Pensacola
- 2001 - Terrorist Attack on 9/11
- 1991 - Beginning of the Persian Gulf War
- 1980 - MTV first airs on television
- 1969 - Humans walk on the moon
- 1945 - End of World War II
- 1912 - *Titanic* sinks in the North Atlantic, over 1500 people lose their lives
- 1865 - End of American Civil War
- 1845 - Florida becomes a state
- 1776 - Birth of the United States of America
- 1719 - The French capture Pensacola from the Spanish
- 1698 - The Spanish resettle Pensacola
- 1620 - Pilgrims land at Plymouth
- 1607 - Founding of Jamestown, Virginia
- 1565 - St. Augustine is founded, the oldest permanent city in the US
- 1559 - Pensacola is founded but abandoned two years later
- 1519 - Cortes conquers the Aztecs in Mexico
- 1492 - Columbus reaches the Americas

FURTHER READING

- *Anderson, Joan. *From Map to Museum Uncovering mysteries of the past*. Morrow Junior Books, New York. 1988.
- *Bartis, Peter, ed. *Folklife and Fieldwork*. Revised 1990. Washington, DC, Library of Congress.
- *Bense, Judith A., *Unearthing Pensacola*. UWF Archaeology Institute. UWF Foundation, Inc. 2006-7.
- *Bowden, James Earl, Simons Gordon Norman and Johnston, Sandra L. *Pensacola Florida's First Place City*. The Donning Company Publishers. 1989
- *Jahoda, Gloria. *The Other Florida*. South Eastern Printing Company, Inc. Stuart, Florida. 1967.
- *Gannon, Michael, *Florida: A Short History*. University of Florida Press. Gainesville, Florida. 2003.
- **A Guide to Florida's Historical Markers*, Florida Department of State, Division of Historical Resources. Tallahassee, Florida. 1972.
- *Klein, Herbert S. *Slavery in the Americas*. Ivan R. Dee, Inc. Chicago, Illinois. 1976.
- *McAlester, Virginia and Lee. *A Field Guide to American Houses*. Alfred A. Knopf, Inc. New York. 1994.
- *Manuel, Dale. *Images of America Pensacola Bay A Military History*. Arcadia Publishing Charleston, South Carolina 2004.
- **Milanich, Jerald T and Fairbanks, Charles H. Florida Archaeology*. Academic Press, Inc. Orlando. 1980.
- *Parks, Virginia and Bense, Judith A. *Underground Pensacola*. Pensacola Archaeological Society. 1989.
- **Pensacola in Vintage Postcards*. Pensacola Historical Society. Arcadia Publishing. Charleston, S.C. 2004.
- * *The State of Florida's Heritage and Emblems*. Florida Department of State, Division of Historical Resources. Tallahassee, Florida.
- *Vaughn, L. Brent. *Hills' Practical Reference Library of General Knowledge*. Volume II. Dixon, Hanson, & Co. Chicago, Illinois.
- *Vlach, John Michael. The Shotgun House: An African Architectural Legacy. *In Pioneer America*, vol 8, no 1
- *Wilson, Jacquelyn Tracy. *Historic Photos of Pensacola*. Turner Publishing Company, 2008.

TOUR NOTES FOR THE TEACHER

The downtown area of Pensacola originally was the site of various military fortifications but since the early 1800s has been important as a government, social, and business center. Many of the buildings in

the Historic District that date from the early eras are still standing on their original sites, while some have been moved in from other areas of the city as part of Pensacola's preservation effort. There are also a few buildings that are replicas or reconstructions. Several buildings are part of Historic Pensacola Village tours and some are in use by businesses or are private residences. In recent years a concerted effort has been made to preserve historic structures, uncover archaeological deposits, and encourage the public to learn about Pensacola's rich heritage.

A) We begin our tour at ***Plaza Ferdinand VII***. Originally used as a parade ground for the British fort, it became the center of town life during the late Colonial era.

1. An **obelisk** in the center of the plaza is a monument to William Dudley Chipley. Mr. Chipley lived from 1840-1897 and was a soldier and businessman. He was involved in Pensacola and Florida's education and government as well as the building of much of West Florida. Because of his contributions, Chipley, Florida, is named after him. Notice that two different dates are given for Chipley's death.

2. The **wall** extending around the plaza is built from ballast rock off loaded from ships at the port.

3. At the north end of the plaza is a beautiful **fountain**, a replica of one in Seville, Spain. Local citizens and school children raised funds to pay for the eight-sided fountain, which was installed in 1909 and then decorated with newly available electric lights for that year's Mardi Gras. In later years when the fountain fell into disrepair and was replaced with a more modern fountain, local citizens protested and petitioned city government to have the original fountain returned. In response, the original fountain was repaired and reinstalled.

4. On the south end of the plaza, facing south, are **cannons** which were obtained from Ft. Pickens, Ft. Barrancas, and the Navy Yard to replace the cannons that would have been there. Why are the cannons facing south? One reason is that they point toward the bay from which enemy ships might attempt to bombard the fort.

5. In the center of the southern end is a **statue** of Andrew Jackson. According to the 1935 plaque, Jackson is credited with receiving West Florida from Spain and raising the United States flag in the plaza on July 17, 1821. More recent research, however, suggests that the flagstaff behind the museum across the street is closer to the actual site.

6. In the plaza are markers for the **Colonial Archaeological Trail**. The trail stretches through the Historic Village and provides evidence of fortified structures occupied at various times by Spanish, British, and American soldiers.

B) Across from the Plaza, on Jefferson Street, is the ***T.T. Wentworth, Jr., Florida State Museum***. This Renaissance Revival-style building served as Pensacola's City Hall from 1908 to 1986. In 1988 it was officially opened as a state museum. Mr. Wentworth, the namesake of the museum, was a historian, businessman, and local government officeholder whose large collection of historical artifacts and memorabilia became the basis for the museum when he donated his entire collection to the State of Florida in 1983.

C) Behind the Museum are sites and markers for the Colonial Archaeological Trail including the **Commanding Officer's Compound**. The compound was the center for fort business. The compound included outbuildings, formal garden, outdoor kitchen and trash pits. Among many items, two very interesting items discovered in the pits were an alligator skull and a loggerhead turtle shell. Soldiers prepared food in a separate building to keep heat and fire hazard away from the other structures. Don't forget the markers at the flagpole.

D) Walking east on East Zaragoza Street, we will come to the **Julee Cottage**. This structure has been moved to the site from West Zaragoza when that area was being leveled for modern buildings. It is an unusual "to the sidewalk" building purchased by Julee Panton, a "free woman of color." As a businesswoman living under Spanish rule, she made her living making candles and pastries. Her existence might have been more difficult if she had lived under British rule, since British attitudes toward slavery were much different than those of the Spanish. The Spanish tended to treat slavery as a temporary, unfortunate situation unrelated to race, unlike the British, who viewed slavery as a life-long, permanent condition of inferiors. The Spanish attitude prevailed in Pensacola into the 1840s, allowing the cottage to be owned by a succession of free African-American women.

E) Just west the Julee Cottage is the entrance to the fenced Village area. *Please remind students to stay on the sidewalk or brick path.* Behind the cottage, inside the green fenced area, is another Colonial Archaeological Trail site. This site is the **well** for the British fort. The water in this well became brackish (somewhat salty), as did other wells in the area. This salt intrusion occurred because of their proximity to the bay. When wells became unusable for water, they were often put to use as trash pits, providing modern archaeologists with a wealth of information about the day-to-day lives of the people who utilized them.

F) The brick path that goes past the well leads to the front of the **Lear-Rocheblave House** which was built in 1890. The Lear House demonstrates the importance of the local waterfront to the city's economy. Three of the house's first owners were employed by businesses that were involved in shipping. John Lear was a stevedore, Benito Rocheblave was a tugboat captain, and William J. Arnold was quartermaster agent at the Muscogee wharf. At one time, the house had a view of the bay.

G) Next door to the Lear-Rocheblave House is the **Pfeiffer House**, an example of a simple folk cottage, or shotgun house. It was built in 1876 by Bavarian immigrant John Pfeiffer, who established a successful baking business and also sold children's toys. The term shotgun refers to the style of construction, which is distinguished by a hallway running straight through from the front door to the back

with all the rooms off to the side. Originally located on Government Street, the Pfeiffer House was moved here in 1997 and serves as additional space for Old Christ Church functions.

H) Exiting the fenced area and continuing our walk east along Zaragoza Street, we will see the ***Dorothy Walton Cottage***. The Walton Cottage was built around 1810-1811. Dorothy was the wife of George Walton, a signer of the Declaration of Independence from Georgia. She is believed to have resided in the house sometime between 1825 and 1832, the year she died. Mrs. Walton was buried in St. Michael's Cemetery.

I) Further east on Zaragoza Street, you will find the ***Moreno Cottage***. It is an example of an early Victorian Cottage. The cottage was built in 1871 as a honeymoon cottage for Don Francisco Moreno's youngest daughter, Pearl Moreno Smith. As the story goes, the cottage had two rooms plus an enclosed back porch, but no kitchen. The newlyweds were to eat their meals with Pearl's parents. Don Francisco Moreno was known as the "father of Pensacola" because he had twenty-seven children by three wives.

J) If we continue east to the intersection of Zaragoza and Adams Streets, we will arrive at ***Old Christ Church*** which faces Seville Square. Built in 1832, the church is one of the oldest surviving church buildings on its original site in the state of Florida. The building has had many different uses over the years. Perhaps one of the most interesting was its use by Union troops during the Civil War as a hospital and barracks.

K) Crossing Adams Street to the east and then Zaragoza to the South, we come to ***Fountain Park***. Be sure to take note of the history related in the terra cotta plaques around the base of the fountain and perhaps take a short break.

L) The large park to the north is ***Seville Square***, which was the location of a very early Spanish fortification, Fort San Miguel. It later became one of the parade grounds for the larger fort built along the waterfront. During their times of occupation, both the British and the Spanish soldiers used this area as a place for drill practice and as a clear area for defense. As in Plaza Ferdinand, the beautiful trees were planted near the turn of the twentieth century. The shade makes this a very pleasant park and the site for many community activities, such as the annual Greater Gulf Coast Arts Festival each fall. The British surveyed, laid out, and named the streets in this area, but the Spanish changed the street names when they resurveyed the city in 1814.

M) Across from the square on the corner of Adams and Church Streets is the ***Clara Barkley Dorr House***. This beautiful house, built of yellow pine, is a unique example of Greek Revival architecture and is located on its original site. The lumber industry provided Mrs. Dorr with the funds needed to build the house. In later years a Jewish school was operated here.

N) Go east on Church Street and you will find the ***Christ Church Parish School*** building on the right. This building was built in 1886 to replace a former parish school building that burned in 1884. When rebuilt it was referred to as the Christ Church Chapel and was used for Sunday Schools and a Friday evening service for African-Americans. In 1898 it was rented for \$10 a month to the County School Board to relieve overcrowded conditions in city schools. School #74 contained a first and a second grade class for about ten months. Since the property was sold in 1899, it has been used as a private residence, an apartment house, a special program of the school district called Old Hometown, and as offices.

O) Further west and on the left is the ***Charles Lavelle House***. This is a rare example of French Creole architecture built about 1805-1815 as a rental duplex. The house is built on brick piers to protect it from rising floodwaters. The elevation also allowed air to circulate beneath the house, keeping it cool and permitting chickens to roost under the house and eat the bugs. There is a garden next to the house that allowed the families who lived in the Lavelle house to grow many of their own vegetables.

P) Finally, across the street from the Lavelle house is the ***Kate Coulson House***. The house was built near the turn of the century as a retirement investment by Mrs. Coulson. This two-story frame vernacular dwelling was typical of the middle-class housing in Pensacola and served as a rental unit. It now is the home of the African-American Heritage Society.

We hope you have enjoyed your tour and won't forget Pensacola's interesting and exciting past. We also encourage you to keep track of Pensacola as it moves forward into a future just as exciting as its past.

STUDENT WORKSHEET:

Directions: During your tour, look closely to see if you can answer the

following questions. Be sure to listen as a teacher or student reads aloud the tour notes for each marker.

A) FERDINAND PLAZA

Start in the center of the plaza, then move north, and proceed counter clockwise.

Obelisk

- The obelisk in the center of the plaza is a monument to William Dudley Chipley. When did Mr. Chipley live? _____ Are the dates consistent? _____
 - Why was Mr. Chipley important enough to Pensacola for a monument?
-
-

Fountain

- How many sides does the fountain have? _____

Cannons

- How many cannons are along the wall? _____
 - In which direction are they pointing? _____. Why do you think they are placed that way? _____
 - The cannons have no markers. What would you like to know about them? _____
-
-

Statue

- Whose statue is in the center of the southern part of the plaza?
 - _____
 - According to the 1935 plaque, what is he credited with doing in the plaza?
 - _____
 - List the countries and the dates of the nations that raised flags over Pensacola.
-
-
-
-

Colonial Archaeological Trail

- Look at the Fort Marker 1754-1781, which begins the Colonial Archaeological Trail, and tell how far the forts extended eastward. _____
 - At the Officer's Room site, to what does the "classic English bond" refer?
 - _____
 - What did they do in the Officer's Room? _____
 - When were the two stockade walls built? _____
-
-

B) T.T. WENTWORTH, Jr. FLORIDA STATE MUSEUM

--When was the stone marker recognizing T.T. Wentworth for his efforts to preserve the historical treasures of Pensacola put in place? _____

--The T.T. Wentworth, Jr. Florida State Museum formerly used as _____

C) COMMANDING OFFICER’S COMPOUND

--Look at the Flagpole Marker before entering the Commanding Officer’s Compound and tell what flag was lowered when the U. S. flag was raised:

--What was the compound a center for? _____

--What was included in the compound? _____

--Name two interesting items discovered in the trash pits: _____

--Why was food prepared in a separate building? _____

D) JULEE COTTAGE

--When was the Julee Cottage built? _____

--Who was Julee Panton? _____

--The Julee Cottage was moved from a few blocks west of Palafox Street to its present location when that area was leveled for modern buildings. What would have become of the cottage if no one had recognized its value to the community?

E) WELL

--Name three things found in the well: _____

--Of what is the well made? _____

F) LEAR-ROCHEBLAVE HOUSE

--When was the Lear-Rocheblave House built? _____

--What was here before the house was built? _____

--What was the occupation of Benito Rocheblave? _____

G) PFEIFFER HOUSE

--When was the house built? _____

-- Who was John Pfeiffer?

H) DOROTHY WALTON COTTAGE

--When was the Walton Cottage built? _____

--How many rooms do you think are along the front of the house?

I) MORENO COTTAGE

- When was the Moreno Cottage built? _____
- What is interesting about the window? _____
- What could it have been designed to be used for besides just a window? _____

J) OLD CHRIST CHURCH

- When was the church built? _____
- Of what is the church made? _____
- What was the church used for during the Civil War? _____

K) FOUNTAIN PARK

- What is the name of the fountain? _____
- Look at the marker just south of the fountain. Who presented the fountain to the people?

- What do the fired clay panels represent?

L) SEVILLE SQUARE _____

- When was the stone monument in the middle of the square erected?

- To whom was it dedicated?

- Seville Square was originally the open area on the eastern side of the Spanish and British fort. For what purpose do you think the British and the Spanish soldiers used this area?

- What do the citizens of Pensacola use this area for today?

M) CLARA BARKLEY DORR HOUSE

- When was the Dorr House built? _____
- What Pensacola natural resource is significant to the Dorr House and why?

N) CHRIST CHURCH PARISH SCHOOL

- When was the Parish School built? _____
- How many windows are facing the front porch? _____
- How does this school building differ from your school today? _____

O) CHARLES LAVALLE HOUSE

--When was the Lavalle House built? _____

--What colors are on the house?

--What do you think is the purpose of the shutters?

--Why do you think the house is built on brick piers? _____

--Why do you think there is a garden next to the house? _____

P) KATE COULSON HOUSE

--What is different about the window in the door? _____

--What was Kate Coulson's reason for building this house? How was it used? _____

--What is located there now? _____

WHAT CAN YOU FIND? TEACHER'S ANSWER KEY

A) FERDINAND PLAZA

Start in the center of the plaza, then move north, and proceed counter clockwise.

Obelisk

--The obelisk in the center of the plaza is a monument to William Dudley Chipley. When did Mr. Chipley live? 1840-1897 Are the dates consistent? No, dates on bronze plaque and monument differ.

--Why was Mr. Chipley important enough to Pensacola for a monument? Various answers are acceptable but some are: was a soldier, businessman, and involved in Pensacola's and Florida's education and government, helped build W. Florida, has town named after him, Chipley, FL.

Fountain

--How many sides does the fountain have? 8.

Cannons

--How many cannons are on the wall? 4 In which direction are they pointing? south

--Why do you think they are placed that way? Answers will vary--look for attack from the bay.

--The cannons have no markers. What would you like to know about them? Answers will vary. Teachers may make note of major questions and have students research the answers.

Statue

--Whose statue is in the center south part of the plaza? Andrew Jackson.

--According to the 1935 plaque, what is he credited with doing in the plaza? Received West Florida from Spain and raised the flag of the United States on July 17, 1821.

--List the countries and the dates of the nations that raised flags over Pensacola (On Jackson Statue).

SPAIN 1559-1719 + 1723-1763 + 1783-1821.

FRANCE 1719-1723.

GREAT BRITAIN 1763-1783.

UNITED STATES OF AMERICA 1821-1861 + 1862-present.

CONFEDERATE STATES OF AMERICA 1861-1862.

--You may have noticed that the dates of the British occupation and the last Spanish occupation that your teacher shared with you and what is on the marker are different. Why is this the case? Gálvez captured Pensacola from the British in 1781. The Spanish did not receive an official transfer of title until 1783.

Colonial Archaeological Trail

--Look at the Fort Marker, **Colonial Pensacola - Archaeology Brings History to Life**, which begins the Colonial Archaeological Trail, and tell how far the forts extended eastward. 200 yards.

--At the Officer's Room site, to what does the "classic English bond" refer?

alternating rows of stretchers and headers

--What did they do in the Officer's Room? daily for business was conducted

--When were the two stockade walls built? 1754-1821

B) T.T. WENTWORTH, Jr. FLORIDA STATE MUSEUM

- When was the stone marker recognizing T.T. Wentworth for his efforts to preserve the historical treasures of Pensacola put in place? Feb. 8, 1962 **Note:** This marker was moved from Plaza Ferdinand to this location after the museum was opened.
- The T.T. Wentworth, Jr. Florida State Museum formerly used as City Hall.

C) COMMANDING OFFICER'S COMPOUND.

- Look at the Flagpole Marker before entering the Commanding Officer's Compound, and tell what flag was lowered when the US flag was raised: Spanish flag.
- What was the compound a center for? fort business.
- What was included in the compound? building, outbuildings, formal garden, and outdoor kitchen.
- Name two interesting items discovered in the trash pits: alligator skull and loggerhead turtle shell, among others.
- Why was food prepared in a separate building? to keep heat and fire hazard away from buildings.

D) JULEE COTTAGE

- When was the Julee Cottage built? 1805.
- Who was Julee Panton? "a noted freewoman of color".
- The Julee Cottage was moved from a few blocks west of Palafox Street to its present location when that area was leveled for modern buildings. What would have become of the cottage if no one had recognized its value to the community? It most probably would have been torn down.

E) WELL

- Name 3 things found in the well: Answers will vary, brick parts, bones, cannon ball parts, bottle glass, ceramics, iron, U. S. infantry buttons, oyster shells, Spanish coins, and pipe buckles.
- Of what is the well made? The lower portion is made of local iron-rich sandstone mixed with smooth ballast rocks. The upper portion is made of local bricks produced by the British.

F) LEAR-ROCHEBLAVE HOUSE

- When was the Lear-Rocheblave House built? 1890.
- What was here before the house was built? British Government House.
- What was the occupation of Benito Rocheblave? local tugboat captain.

G) PFEIFFER HOUSE

- When was the house built? 1876
- Who was John Pfeiffer? An immigrant who had a baking business and sold children's toys.

H) DOROTHY WALTON COTTAGE

- When was the Walton House built? 1810.
- How many rooms do you think are along the front of the house? 2 at either end with a central hallway running the length of the house.

I) MORENO COTTAGE

- When was the Moreno Cottage built? 1879.
- What is interesting about the window? It goes from floor to roof.
- What could it have been designed to be used for besides just a window? a door.

J) OLD CHRIST CHURCH

- When was the church built? 1832.
- Of what is the church made? locally made bricks.
- What was the church used for during the Civil War? barracks and a hospital.

K) FOUNTAIN PARK

- What is the name of the Fountain? Fleming Fountain.
- Look at the marker just south of the fountain. Who presented the fountain to the people? The family of James Monroe Fleming and Earnestine Smith Fleming.
- What do the fired clay panels represent? The city today and yesterday.

L) SEVILLE SQUARE

- When was the stone monument in the middle of the square erected? June 3, 1990.
- To whom was it dedicated? To all those who spent their youth in and around Seville Square.
- Seville Square was originally the open area on the eastern side of the Spanish and British fort. For what purpose do you think the British and the Spanish soldiers used this area? Answers will vary: drilling the soldiers, parade ground, and clear area for defense.
- What do the citizens of Pensacola use this area for today? Answers will vary: They could include outdoor concerts, festivals, and weddings.

M) CLARA BARKLEY DORR HOUSE

- When was the Dorr House built? 1871.
- What Pensacola natural resource is significant to the Dorr House and why? Yellow pine because it was constructed of it and also because the lumber business was the source of Mrs. Dorr's income, enabling her to purchase the house.

N) CHRIST CHURCH PARISH SCHOOL

- When was the Parish School built? 1886.
- How many windows are facing the front porch? 2
- How does this school building differ from your school today? Answers will vary, but obvious ones are size, construction methods/materials, and location.

O) CHARLES LAVALLE HOUSE

- When was the Lavalley House built? ca.1805-1815.
- What colors are on the house? 2 shades of gray, red trim, dark green shutters. Colors used in the Historical District must be historically correct.
- What do you think is the purpose of the shutters? To protect the windows during bad weather.
- Why do you think the house is built on brick piers? To protect it from rising flood waters, allow air to circulate beneath the house to help keep it cool, and chickens could be allowed to roost under the house with the benefit that they would eat bugs.
- Why do you think there is a garden next to the house? The families that lived in the Lavalley

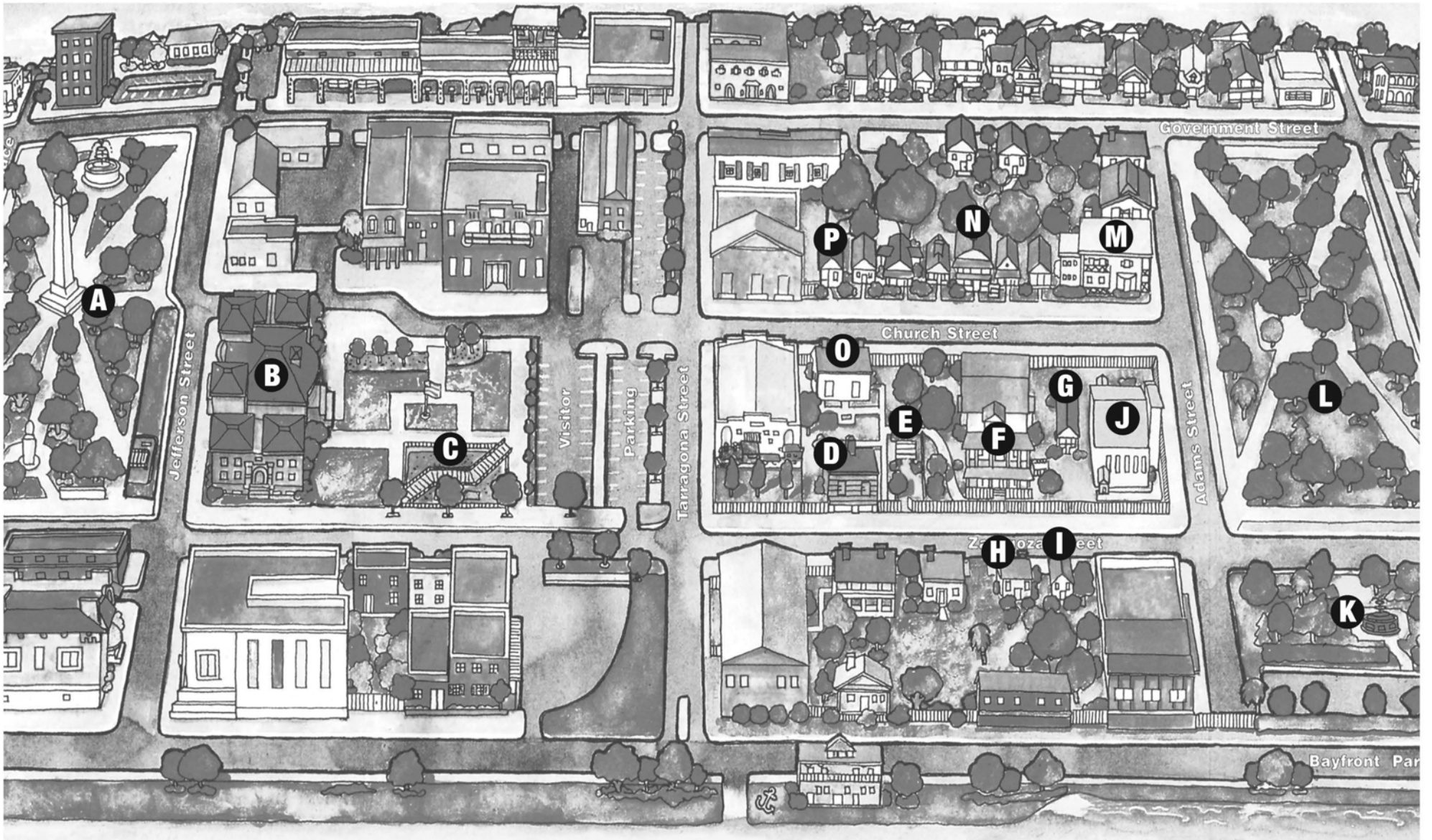
House would have supplemented their food supply by growing many of their own vegetables.

P) KATE COULSON HOUSE

--What is different about the window in the door? It has small colored panes of glass.

--What was Kate Coulson's reason for building this house? How was it used? Mrs. Coulson built the home as a retirement investment. She rented the house out to tenants.

--What is located there now? It is currently the home of the African-American Heritage Society.



A Plaza Ferdinand

B T. T. Wentworth, Jr. Florida State Museum

C Commanding Officer's Compound

D Julee Cottage

E Well

F Lear-Rocheblave House

G Pfeiffer House

H Dorothy Walton Cottage

I Moreno Cottage

J Old Christ Church

K Fountain Park

L Seville Square

M Clara Barkley Dorr House

N Christ Church Parish School

O Charles Lavelle House

P Kate Coulson House