TOUR ROTATIONS:
Since some tours require a third station due to size, please refer to your separate confirmation letter to verify your tour rotation. If you have any questions, please contact our Education staff.

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Dear Teacher(s),

WELCOME!!

Thank you for scheduling an educational program at the Pensacola Children’s Museum! In this packet you will find field trip information, student and chaperon guidelines, and a tour lesson plan that is supported by educational standards from Florida, Alabama and Georgia. We strongly encourage classroom preparation so that participants receive the most from their tour. Please distribute information to chaperons and discuss these guidelines in class with students. Please remember that student discipline is the responsibility of the teacher. We ask that you bring the recommended number of chaperons; one adult per every ten students. However, if you have a question regarding the number of chaperones, please feel free to call.

Portions of your program may be outside; we recommend that students be appropriately dressed for the weather. Should severe weather threaten your visit, please contact us for information or cancellations. If you need additional information to assist you in preparing for your visit, do not hesitate to give our museum education staff a call. We look forward to seeing you in the Village soon!

Sincerely,

Sheyna Marcey
Director of Museum Education

EDUCATION STAFF CONTACT INFORMATION:

Jim McMillen
Tour Coordinator
850-595-5985 x112
jmcmillen@uwf.edu

Sheyna Marcey
Director of Education
850-595-5985 x105
smarcey1@uwf.edu

Phillip Mayhair
Living History Coordinator
850-595-5985 x108
pmayhair1@uwf.edu

DAY OF FIELD TRIP INFORMATION:

Administrative Offices
J. Earle Bowden Building
120 Church Street, Pensacola, FL 32502
850-595-5985

Unloading of Buses:

Parking Lot:
Fountain Park - corner of Zaragoza Street and Adams Street.
*Please see additional parking instructions with confirmation letter.
Chaperons:

All chaperons (including teachers) are admitted for free at a ratio of one adult per every ten students (1:10). Any additional adult chaperons will be charged a $4.00 admission fee. We ask that teachers please provide adults with a copy of the chaperone instructions if at all possible so that everyone is fully informed of our chaperon policies.

Museum Store:

“A Children’s Spot” Gift Shop welcomes students and teachers. Time to shop may be scheduled at the end of your visit. One class at a time is admitted to the shop and must be accompanied by adults. Please inform the Education Staff before your tour if you plan to visit the store so that guides may be properly informed.

Restroom Breaks:

We have limited availability of restrooms for large groups. Please inform Education Staff before you arrive if you need a restroom break during your visit. Time can be made before or after the tour. Due to time constraints, we are unable to stop tours in progress for restroom breaks.

Lunches on site:

The Pensacola Children’s Museum is flanked on either side by Seville Square and Ferdinand VII Plaza. Ferdinand VII Plaza is located directly across the street from the T.T. Wentworth, Jr. Florida State Museum. Seville Square, located directly east of Historic Pensacola Village, is the most popular site for picnic lunches after tours. It has a covered gazebo, tree shade, and benches. Please coordinate lunch plans with all participating teachers and drivers before your arrival. If the weather becomes inclement during your visit, we are happy to assist you with your plans and, if available, are willing to open the Museum of Commerce for lunches.

The day of your visit:

- Please make sure that bus drivers have full driving instructions and any special instructions noted on your confirmation letter.
- Please arrive five minutes before your scheduled time.
- Unless otherwise instructed, check-in and unloading of buses will place in front of the museum located at 115 East Zaragoza Street. Typically, guides will meet tour groups in front of the Museum.
- Tour guides should be waiting at the Museum. If you are too early, or do not see guides, please allow us a couple of minutes. We always look out for groups; however, please contact the number on the cover of this packet to reach staff if no one is with you shortly. Please do not allow students to file off of the bus if possible until you receive instruction from tour guides.
- Only one adult should be responsible for check-in and be ready to provide an accurate count of students and adults and a single payment for the group.
- Please alert the education staff to any changes prior to visit that will impact tour.

Thank you for your visit. We hope that your visit to our site will become an integral part of your social studies curriculum. Please feel free to contact us at any time with questions, concerns and feedback. We appreciate hearing from you.
1. When inside historic buildings, please look with your eyes and keep your hands to yourself. You will have a chance to participate, but please wait for a guide to tell you what to do.

2. One person speaks at a time. Please listen to your guide when he or she is speaking. There will be opportunities for questions. If you are patient though, you will probably discover that the guide will answer your question during the discussion. Please raise your hand to ask a question if you are still curious.

3. Students are welcome to bring cameras for pictures during their visit. However, we will take pictures together as a group when we are finished with each section. Tour guides are happy to take pictures with you.

4. We kindly ask that students leave all bags and purses on the bus if at all possible. If you need to bring something with you, please ask for the teacher's permission and assistance.

5. Please walk and follow the same guidelines as you do at school. Students should always stay with their group.

6. Food and drinks are not allowed inside historic buildings or museums.

7. Any disruptive behavior will result in removal of the student from the tour group. The student will spend the remainder of the visit on the bus or other designated area with an adult.

8. Have a positive attitude and be prepared to participate!

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Students learn the value of colonial economics in the Discovery Gallery’s Trading Post.

Lesson #1: Checks, Debit and Credit Cards are NOT accepted. Cash or Trade ONLY!
Dear Field Trip Chaperon,

As a chaperon, you are a vital part of the success of your group's field trip to Historic Pensacola Village. Student discipline is the responsibility of teachers and chaperons. You may wish to ask the teacher to share with you pre-visit information about the museums so that you are as prepared as possible to answer questions. We have listed a few helpful hints to assist you in performing your chaperon duties.

Prior To Your Museum Visit
1. Become familiar with the methods used in the classroom by the teacher to maintain proper class behavior.
2. Know how the teacher handles disciplinary matters.
3. Be aware of the tour schedule, lunch plans and how the students will assemble at the end of the visit.

During The Tour
1. Please silence all phones during tour. In case of emergency, please feel free to briefly step away from the tour to take a phone call. However, please stay with your group at all times.
2. Stay behind your group to keep the children together (your guide will usually walk in front), and please assist with closing doors after your group leaves a building.
3. Please refrain from excessive interaction with the guide while he/she is talking to or asking questions of the students. Your guide will be more than happy to answer your questions or address a particular topic of concern; however, the tour is an educational experience for the students and the guide’s priority will be to address their questions and comments.

Rules for the Students
Please keep in mind the following guidelines for school tours. We will expect you to enforce these rules.
1. Stay with your group/chaperon at all times.
2. Do not touch any artifact or sit on any furniture unless specifically told to do so by the museum staff.
3. Do not run in any of the buildings.
4. Use your indoor voice while in the exhibit areas.
5. Do not take food or drink into the buildings.
6. Enter all museum buildings quietly.
7. Raise your hand to ask a question.
8. Listen carefully and follow the directions of your chaperone and the museum staff.
9. Cell phones may be used for pictures only. Searching for information, and texting will distract from the tour and the educational experience.

Thanks for being part of the museum visit!

Museum Education Staff
UWF Historic Trust
Please feel free to contact us if you have any questions, 850-595-5985 ext. 112
The Discovery Tour

**Purpose:**

1. Students will exhibit an understanding of the frontier nature of Pensacola (Florida) during Pensacola's Colonial Period.
2. Students, through interpretive play, will experience the daily home and work life of colonial people and how they met their basic needs of food, water, clothing and shelter.
3. Students will be able to study the various cultural comparisons that are introduced through the surrounding visual environment, educational activities, and language interpretation.
Note to Teachers:

This lesson plan was designed to complement a visit to Pensacola Children’s Museum, but the activities are flexible enough to be easily adapted for visits to other historic sites in Florida. The teacher, of course, will conduct research and provide data which relates to the alternative historic site, but then it can be easily “plugged in” to these activities. Also, this lesson and the extension lessons have been created to be teacher friendly. The materials and supplies are ones which probably exist in every classroom, and the lessons are open-ended, so that your particular group may move in any number of educational or conceptual directions.

Course of Study:

This lesson plan was specifically written for Grade K to 2 United States History, Florida History, Geography and Language Arts with, but not limited to, the following Florida CPALMS and Next Generation Sunshine State Standards:

SS.K.A.2.1: Compare children and families of today with those in the past.

LAFS.K.SL.1.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.K.SL.1.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SS.1.A.2.1: Understand history tells the story of people and events of other times and places.

SS.1.A.2.2: Compare life now with life in the past.

SS.1.G.1.2: Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes.

SS.1.G.1.4: Identify a variety of physical features using a map and globe.

LAFS.1.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.1.SL.1.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SS.2.A.2.4: Explore ways the daily life of people living in Colonial America changed over time.

SS.2.A.2.5: Identify reasons people came to the United States throughout history.

SS.2.A.3.1: Identify terms and designations of time sequence.

SS.2.G.1.4: Use a map to locate the countries in North America (Canada, United States, Mexico and the Caribbean islands).

LAFS.2.SL.1.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.2.SL.1.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Objectives:

Tour Objectives:

- Students will exhibit an understanding of the port and frontier nature of Colonial Pensacola.
- Students will be able to identify the importance of the surrounding environment to the survival of the colony and its ability to provide food, water, clothing, and shelter to its inhabitants.
- Students will understand the unique multicultural heritage of Pensacola through the basis of knowledge provided.
- Students will identify the skills necessary to trade, military life, transportation, and home life as a means of providing one’s basic needs.
- Students will compare everyday life in Pensacola’s past to present day, while understanding that history tells the story of people and events, and that things change over time.

Materials: (For Classroom Use Only)

Provided:
1. Teacher notes on the Discovery exhibit.
4. “La Frontera Language” worksheet.
5. “La Frontera Coloring Page” worksheets.

Needed:
1. Enough copies of all worksheets for every student or group in the class.
2. Pens or pencils as well as colored pencils, crayons or markers.

Procedure:

1. Ask each student to work on the How Much Does it Cost? worksheet and discuss with class their ideas on why things have changed.
2. Discuss the foods given to European settlements on the Foods the Florida Natives Gave Us worksheet. Then discuss what foods were brought by Europeans.
3. Conduct a field trip to the Pensacola Children’s Museum. Concepts and ideas from this lesson may also be adapted to trips to other sites such as the Archaeology Institute of the University of West Florida, the Florida Public Archaeology Network in downtown Pensacola, the Indian Temple Mound in Ft. Walton Beach, or Mission San Luis in Tallahassee.
4. Students should complete the two La Frontera worksheet.
5. Teachers may utilize extension activities to enhance tour objectives.

The Pensacola Branch of the Colonial Department of Homeland Security inspects the City’s port ensuring safety for all.
Timeline:

In order to assist students with a better understanding of time, the following timeline has been created to tie in Pensacola history to other major events in American and World History.

1492 – Christopher Columbus discovers what is known today as North and South America.

1513 – Spanish explorer Ponce de Leon discovers “La Florida” and names it after the Easter Festival of Flowers.

1559 – Spanish Governor of La Florida and Captain General Don Tristán de Luna y Arellano establishes the first settlement of Pensacola with 1,500 people.

1565 – Spain destroys a French colony just north of modern day Jacksonville, Florida and then establishes a colony at St. Augustine.

1698 – Spain returns and establishes a colony in Pensacola.

1719 – France captures Pensacola as a result of war with Spain. Spain regains Pensacola three years later.

1763 – The British win the French and Indian War; Spain looses control of Florida. Pensacola becomes a British settlement.

1781 – Spanish Captain General Galvez conducts a successful siege on British Pensacola; Florida returns to Spanish control in the midst of the American Revolution.

1803 – France sells Louisiana territory to the United States, known as the Louisiana Purchase.

1812 – War of 1812 breaks out between England and the United States.

1819 – Spain sells Florida to the United States. The U.S. takes official possession of Florida two years later in 1821.

1845 – Florida becomes the 27th State of the United States.

1861 – Florida secedes and joins the Confederacy during the Civil War.

1881 - The Arbona Building, home to the Pensacola Children’s Museum, is built.

1992 – The remains of Don Tristán de Luna y Arellano’s 1559 flagship are discovered just a mile south southeast of the mouth of Bayou Texar. This marine archaeological site is called Emanuel Point I.

2007 – A second ship from Don Tristán de Luna y Arellano’s 1559 expedition is discovered just 25 feet away from the Emanuel Point I site; this second site is called Emanuel Point II.

2009 – The King and Queen of Spain visit Pensacola as the city celebrates its 450th anniversary.

2015 - Don Tristán de Luna y Arellano’s 1559 settlement site discovered approximately 3 miles east of downtown Pensacola.
**Vocabulary:**

**Chickee** – An open-sided, thatched-roof dwelling or shelter of the Creek Indian tribe.

**Colony** – A group of people living in a land away from their parent country, but still under its control.

**Cottage** – A small, usually single-storied house, especially found in the country.

**Creek Indian** – A member of a Native American tribe formerly inhabiting Northwest Florida.

**Creole** – A person born in the new world, or outside the European continent; later the term’s meaning shifted to mean someone born of mixed ancestry, mostly Spanish and African or French and African.

**Fort** – A place or post secured by army troops stationed there.

**Frontier** – A region in a country or landmass that marks the furthest point of human settlement.

**Galleon** - A large three or four-mast ship of the 16th, 17th, and 18th centuries.

**Naval Stores** - Where tar, resin, and turpentine products derived from the lumbering industry were used on ships to caulk seams on the ship’s hull, and to make sails and rope waterproof.

**Port** – A place on a waterway with facilities for loading and unloading ships; they were located in cities or towns not only along the coast like Pensacola, but also on rivers like New Orleans.

**Trading Post** – A station or store in a sparsely settled area established by traders to barter supplies for local products.
The Discovery Gallery is designed with labels identifying each of the five educational play areas. Each area will use words or symbols to tell a story of how the play areas relate to each other. Discuss with your students the areas they will play and learn in on their visit to the Pensacola Children’s Museum.

**The Port of Pensacola**

Pensacola’s natural, deep water port invited galleons and sailing vessels from the world over to dock here, creating a center for transportation, news, jobs, and trade. Pensacola relied heavily on imported Asian and European goods, and was provided with staples and luxury items from the world’s greatest cities. A blend of people arrived here at the port, consisting of mostly Spanish, French and African people who developed the unique culture of creoles.

**The Lavalle Cottage**

This cottage is based on Historic Pensacola Village’s 1805 Lavalle Cottage. It is an example of typical shelter and furnishings during the second Spanish reign. Men and women provided their own food by gardening and hunting. They most often sewed their own clothes. They took their water from a local well or fresh water spring. Inside the home, young girls learned skills for cooking, sewing, candle and soap making, and butter churning. Boys followed their fathers to learn how to build shelter, plow home gardens, and hunt food.

**The Fort**

The fort was near the shore and provided protection for the local settlers of Pensacola. Soldiers in the Spanish army lived and worked in the fort. Many buildings were inside, the largest of which was the barracks. The barracks provided shelter for sleeping, while soldiers would eat in a nearby kitchen. Many of Pensacola’s men belonged to the Spanish military.

**The Creek Village**

The Creek Native Americans were the most populous group of Indians in Pensacola during this time. These people were farmers and hunters who lived in settlement villages like you will find here. Their shelters were of local wood with thatched roofs, often with open sides, called chickees. Their transportation was by foot and horse over land, and by dug-out canoe on water. Their clothing was made of cloth and deer skins. They regularly traded skins, shells, and beads to buy other household goods.

**The Trading Post**

This structure is actually based on the historical William Panton and John Leslie Company building. The Spanish early on found the company quite important, as 45,000 natives traded with the company against U.S. and British competitors. The trading empire was headquartered in Pensacola in 1785 by William Panton. The original three story mansion contained a permanent store, warehouses, and tan yards. The store supplied goods for meeting basic needs, carrying both local goods and those produced from around the world. All kinds of goods were frequently traded. Leather goods, animal skins, and food such as spices, sugar, and salt were bartered for an even trade, or bought with various currencies.
**Setting the Stage:**

- Use the previous time-line section to take the class back into the past. For extra help, have students make a class timeline mural with butcher paper along a classroom wall. When the class is comfortable with the chronology of events, explain to students that Pensacola began as a community of settlers creating a colony in the middle of the Florida frontier.
- The class may explore the definition of a **colony**.
- Discuss with students the importance of considering geography and available natural resources (water, trees, food sources, etc.) in deciding upon a site to settle.
- Teachers should go over the vocabulary terms with students and discuss how most of these terms relate to the establishment of a settlement.

**Closure & Assessment:**

- Ask the class if they live in a colony or town on the frontier? (No, we live in an established state (Florida) within the boundaries of the United States. Both our state and country are well developed.)
- Ask the class why they think people explored and created colonies? (To find wealth for their country, to escape hardship, adventure, for knowledge, etc.)
- Ask the class to name any modern day frontier? (Space, the oceans, the polar ice caps, etc.)
- Ask the class where did the non-military people live? (Non-military townspeople lived in houses located outside the fort area. Houses were made of wood and were built at a distance from each other to avoid fires. Dirt streets were either muddy, or dry and dusty.)
- Ask the class where did people get things? (Many stores and shops were loaded with Asian and European goods for sale. Much trade occurred at the local Panton-Leslie Company. There was no public market for food except for seafood, beef, and home-grown vegetables.)
- Ask the class where did people work? (Most people worked in a skilled labor system – in one of the two saw mills, at the brickyard owned by Charles Lavalle and Mariana Bonifay, in the shipping industry or on the dock, or were in the military. There were a few carpenters, one or two tailors, but no printers, potters, tinsmiths, coppersmiths, blacksmiths, or boot makers. Everyone depended on manufactured imports and goods from other places.)
- Ask the class how did people travel? (Sailing ships were the only method of transporting people and goods to Pensacola. People got around on foot, by horse, or donkey. Natives poled canoes through the local swamps.)
- Ask the class if life was hard? (Life was very different from how we know it today. People got their water supply from local wells and springs. There was no running water in the houses, no plumbing for bathrooms, and no air-conditioning. Settlers got their food by hunting or growing it, or trading for it. Clothes were mostly made from scratch, spun and woven from cotton or wool at home. Families usually built their own housing with their own hard labor. Diseases like yellow fever took many lives, therefore the population stayed small even though the frontier continued to attract settlers here.)
Pensacola has the longest history of any existing community in the United States. It began as the first major European attempt at establishing a permanent colony in the modern boundaries of Florida and the United States. Although St. Augustine, Florida, has been continually inhabited for the longest period of time (since 1565), Pensacola was settled six years earlier (1559). Below is information on each of Pensacola’s historical periods on which the Discovery Gallery is based, followed by a brief history of Florida as a United States Territory.

**First Spanish Period Part I**

1559-1561: The first major attempt to settle Pensacola and present day Florida was a Spanish expedition of 1,500 people under the command of Don Tristán de Luna y Arellano. A month after reaching Pensacola, then called Ochuse and then later called Polonza, a hurricane sank 7 of the 11 ships in the colonization fleet, destroying much of the materials needed to maintain the settlement. The survivors wandered in the interior territory looking for food and suffering extreme hardships. Finally, in 1561, the settlement was abandoned and the few remaining colonists moved to New Spain (Mexico) and Cuba. Luna died ill and penniless in 1573, the victim of royal recrimination and numerous lawsuits. The settlement site has not been found, but underwater archaeologists discovered one of Luna’s ships in 1992. A second ship was discovered in 2007.

1698-1719: The first successful settlement of Pensacola by the Spanish was at the site of the present-day Naval Air Station. The fort of San Carlos de Austria and the accompanying town of Santa María de Galve were established as a result of a 1693 survey of the northern Gulf Coast by Dr. Carlos de Sigüenza who “rediscovered” the excellent harbor. The garrison housed approximately 200 soldiers (many of whom were convicts from New Spain), plus their families and servants. Poorly supplied and maintained, the fort often was attacked by the local natives. Archaeologists from the University of West Florida have investigated this site and located the fort and the town.

**French Period or Interruption**

1719-1722: This period in Pensacola began when French forces captured the garrison as an extension of hostilities between France and Spain in Europe. The Spanish regained Pensacola in 1722; retreating French troops burned Fort San Carlos de Austria.

**First Spanish Period Part 1 or the Continuation**

1722-1752: The Spanish, upon returning to Pensacola, built a fort on the western end of Santa Rosa Island, instead of rebuilding on the site of San Carlos de Austria. The new fortification was intended to defend Pensacola Pass. On November 3, 1752, the fort was destroyed by a hurricane. After the destruction of the fort and settlement on Santa Rosa Island, the Spanish garrison moved to the mainland, in the vicinity of today’s Seville Square, where the small mission of San Miguel was located. A royal order by King Ferdinand VI officially changed the name to Panzacola. The mission was enlarged and enclosed to become a fort, although it was poorly built with mud huts and few comforts.
British Period

1763-1781: As a result of the Treaty of Paris in 1763 at the end of the French Indian War, Spain gave Florida to Britain in exchange for Havana Cuba. The British divided the territory into East Florida and West Florida; Pensacola became the capital in the west and St. Augustine became the capital in the east. All Spanish troops were removed from Pensacola as a British regiment took over the fort. The British improved the fort by strengthening the defensive walls, draining the near-by swamps, laying out streets on a grid plan (still in use today), and placating the local natives. Wharves and piers were built along the bayfront within the fort to allow large sloops and schooners to dock and supply the garrison. The British built barracks and government houses with bricks of local clay, the remains of which are preserved underground. As the basis of the Colonial Archaeological Trail, archaeologists have left several of the excavations exposed so that visitors may view the archaeological remains.

Second Spanish Period

1781-1821: Spanish forces under General Bernardo de Gálvez captured Pensacola at the close of the American Revolution after a lengthy siege and battle in one of the most important actions in the south during the Revolution. The Spanish officially gained control of Pensacola by treaty in 1783. The Spanish town experienced a time of growth, due in large part to business and trade generated by the Panton-Leslie Trading Company based in Pensacola. Several homes built during this period still exist in the historic district of Pensacola.

First American Period

1821-1861: In 1821, future president Andrew Jackson formally accepted the Florida Territory from Spain in a ceremony at Pensacola, ending the last Spanish reign, and became the new territories first Governor. Florida became the 27th state of the Union in 1845.

Confederate Period

1861-1865: Pensacola was officially in Confederate hands during the American Civil War from 1861-1865, though it fell to Union (American) occupation in 1862.

Second American Period

1865-present: Pensacola experienced cycles of growth and prosperity interspersed with some decline and struggle, as industries relying on natural resources such as yellow pine, red snapper, and red clay for brick making were exploited and lost. However, the Pensacola Navy Yard became home to the Aeronautic Service in 1914, initiating increased military presence in the area and further strengthening the economy. Tourism in more recent years has added another element to the success of the city.
Extensions:

The Discovery Gallery in the Pensacola Children’s Museum was designed to complement the City of Five Flags central gallery exhibit on the first floor of the T. T. Wentworth Jr., Florida State Museum (330 South Jefferson Street). Feel free to tour your class through the City of Five Flags exhibit at the Wentworth or use it as a follow-up visit encouraging individual families to visit on their own.

- Native Americans – Represented in the first gallery area are two scenes of Native Floridians: the first shows a man in the natural environment, the second shows a man trading with a Spanish explorer. Note to the children that this time is from Pensacola’s earliest days of discovery by Europeans, about 500 years ago. What do they recognize from Discovery Gallery’s Creek village?

- Archaeology – How do we know how Pensacola’s people lived a long time ago? We study artifacts, the things earlier people made or used and left behind. Throughout the City of Five Flags exhibit, your class will encounter many items taken from the fort grounds surrounding the museum. Talk about the items in the cases such as pottery, jewelry, animal bones, cannon balls, buttons, etc. What were they used for? Do we still use these items today? Why were they important to people a long time ago? Ask the children if they played with similar objects in the Discovery Gallery (ex. beads, shells, muskets, coins, plates, cups).

- De Luna’s Sunken Galleon – Point out the massive original anchor from the 1559 shipwreck located at Emmanuel Point in Pensacola Bay. Note that the anchor is over 450 years old. Have the children ever seen an object so old? Look around at the wall paintings of the galleon fleet. What do they remember about ships from playing in the Port of Pensacola area of the Discovery Gallery? Help the children relate their experience to the artifacts they are seeing in the display cases, such as the copper pot for holding tar and naval stores (for repairing the ship), and items the ship’s inhabitants needed for living on the long voyage. Are there any luxury items that were found from the wreck? As you look at the underwater diorama, note that archaeologists and historians rely on finds like these to help us understand the past.

- Colonial Fort Exhibit – Talk about what children saw and experienced in the Pensacola Children’s Museum. Point out fort maps and buildings that relate to the Discovery Gallery. Study the replica fort walls and look at the wolf-trap that surrounded the fort to slow down attackers. Could you get a cannon through the wolf-trap? What was the best way for soldiers to protect the fort from inside? Why were look-out towers important?

- Uniformed Soldiers – Notice the soldiers guarding the door, clothed in British and Spanish army uniforms. What items do they have alike? What items are different? Is one uniform better to wear in Florida than another? Why? Do you see artifacts in the cases like the replica items on the soldiers? Note again how finding old objects tells us about how people lived and what they used everyday. The Spanish soldier in blue and white and the British soldier in red and white shows us how Pensacola soldiers would have looked like in colonial Pensacola.

There are many ways to compare the Discovery Gallery educational and play experience with the real artifacts and displays located in the City of Five Flags exhibit. Encourage your class to point out anything they recognize from their Discovery Gallery visit. Help them make comparisons from their hands-on play to the museum displays they see now.
Suggested Readings:

For Teachers:


For Students:


OTHER PLACES TO VISIT:
Before visiting any site, we recommend calling to verify educational programs and hours of operation.

UWF Historic Trust
Arcadia Mill Archaeological Site
5709 Mill Pond Lane
Milton, FL 32583
(850)-626-3084
www.historicpensacola.org/arcadia

Florida Public Archaeology Network
207 East Main Street
Pensacola, FL 32591
(850)-595-0050
www.flpublicarchaeology.org

Fort Pickens Gulf Islands National Seashore
1400 Fort Pickens Road
Pensacola, FL 32561
(850) 916-5631
www.nps.gov/guis

Fort Barrancas Gulf Islands National Seashore
3182 Taylor Road
Pensacola, FL 32508
(850) 455-5167
www.nps.gov/guis

West Florida Railroad Museum
5003 Henry St.
Milton, FL 32572
(850)-623-3645
www.wfrm.org

Indian Temple Mound Museum and Park
139 Miracle Strip Parkway
Fort Walton Beach, FL 32548
(904)-243-6521
www.fwb.org

Baker Block Museum
1307 Georgia Avenue
Baker, FL 32531
(850)-537-5714
www.bakerblockmuseum.org

Mission San Luis
2021 West Mission Rd.
Tallahassee, FL 32304
(850) 487-3655
www.missionsanluis.org

San Marcos de Apalachee State Historic Site
1022 Desoto Park Drive
Tallahassee, FL 32301
(850) 925-6216 or (850) 922-6007
www.floridastateparks.org/sanmarcos

Fort Mantanzas National Monument
8635 Highway A1A South
St. Augustine, FL 32080
(904) 471-0116
www.nps.gov/foma

Oldest House and the Museum of Florida’s Army
271 Charlotte Street
St. Augustine, FL 32084
(904) 824-2872
www.staugustinehistoricalsociety.org

The Spanish Quarter Museum
29 St. George Street
St. Augustine, FL 32084
(904) 825-6830

Castillo de San Marcos National Monument
1 Castillo Drive
St. Augustine, FL 32084
(904) 829-6506, ext 227 M-F, ext 234 weekends
www.nps.gov/casa
### How Much Does it Cost?

Compare prices of two hundred years ago in Pensacola with prices today! Students may check the market or check shelves at home. What costs more today? What costs less? Compare which item is most expensive today. Why?

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost in 1805</th>
<th>Cost Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>8 cents a pound</td>
<td></td>
</tr>
<tr>
<td>Bananas</td>
<td>50 cents a dozen</td>
<td></td>
</tr>
<tr>
<td>Onions</td>
<td>25 cents a dozen</td>
<td></td>
</tr>
<tr>
<td>Eggs</td>
<td>6 ½ cents each</td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td>50 cents a pound</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>25 cents per bottle</td>
<td></td>
</tr>
<tr>
<td>Oranges</td>
<td>50 cents per dozen</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>22 cents a pound</td>
<td></td>
</tr>
</tbody>
</table>

**Teachers** – Talk about the difference between necessary items and luxury items. Where would some of these items come from? Do you think they were imports or home grown?
Foods the Florida Natives Gave Us
Look at the picture and unscramble the word to discover the important foods that Native Americans shared with settlers in Northwest Florida.

qushsa
naebs
nroc
"teesw toeapaot"
La Frontera Language

Three common languages you would hear in Pensacola two hundred years ago were Spanish, French, and Native Muskogee. Look at the pictures and pronounce the words beside them!

Fish

Spanish – el pez
French – poisson (pwa-sohn)
Muskogee – r’vro (h’-lah-h’-loh)

Boy

Spanish – el chico (el chee ko)
French – garçon (gare-sohn)
Muskogee – ce pa ne (chee bah nee)

Girl

Spanish – el chica (el chee ka)
French – fille (fee yah)
Muskogee – hok te (hoke dee)

Hello!

Spanish – hola! (o lah)
French – bonjour! (bohn zhure)
Muskogee – hen ci! (hon chay)
La Frontera Coloring Page
Color the sailing ships that sailed the Gulf of Mexico into the Port of Pensacola!
What kind of cargo might they hold?
La Frontera Coloring Page
Color the soldiers as they practice their drills. What was life like in a fort?

Present Arms  Shoulder Arms  Prime

Load Cartridge  Fire!
UWF Historic Trust is dedicated to collecting, preserving, interpreting and sharing the history of Northwest Florida. The Trust manages the Historic Pensacola campus of the University of West Florida, which includes 28 properties in downtown Historic Pensacola and the Arcadia Mill Archaeological Site in Milton. Historic Pensacola, which includes the T. T. Wentworth, Jr. Florida State Museum, the Pensacola Children’s Museum, the Museums of Commerce, Voices of Pensacola Multicultural Center and Historic Pensacola Village, shares the history and stories of America’s first settlement through museum exhibits, guided home tours and interaction with period-dressed living history interpreters. Visit www.historicpensacola.org.

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