Dear Teacher(s),

WELCOME!!

Thank you for scheduling an educational program at Historic Pensacola Village. In this packet you will find field trip information, student and chaperon guidelines, and a tour lesson plan. 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

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**Spanish Florida Tour: Grades 6th—12th**

**TOUR ROTATIONS:**

Your tour will consist of the following stations:

- The 1559 Luna Expedition
- “The Battle of Pensacola: The 62 Day Siege.”
- The 1805 Lavalle House

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**DAY OF FIELD TRIP INFORMATION:**

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

**Unloading of Buses:**
Museum of Commerce - 201 East Zaragoza Street.

**Parking Lot:**
Fountain Park - corner of Zaragoza Street and Adams Street.
*Please see additional parking instructions with confirmation letter.*
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 chaperon instructions if at all possible so that everyone is fully informed of our chaperon policies.

Museum Store:
The Tivoli High House 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:
Historic Pensacola Village 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. 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 takes place according to instructions on the map and confirmation letter. Typically, guides will meet tour groups in front of the Museum of Commerce, 201 E. Zaragoza Street.
- Tour guides should be waiting at the Museum of Commerce. 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. No running or horseplay. Stay together with your group.

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

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!

**Students will learn about General Bernardo de Galvez and Pensacola's role in the American Revolution while participating in “The Battle of Pensacola: The 62 Day Siege.”**
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
This map of the New World first appeared in Sebastian Münster’s edition of Ptolemy’s Geographia in 1540. It is the first to show North and South America as two connected continents, while not being attached to any other landmass or continent. It reflects the Europeans’ evolving ideas about the New World. The mythical Sea of Verrazano is depicted, splitting the North American continent in two. One may also notice that North America and the Pacific Ocean are far too narrow. India is also shown as being directly beside North America.


Spanish Florida Tour: El Territorio de la Florida, 1513-1821

Purpose:

1. Explore the influences and aspects of la Florida to the world.
2. Evaluate the hardships faced by people attempting to colonize the Florida frontier.
3. Examine the critical role Pensacola played during the American Revolution.
4. Consider the challenges of daily life and struggles in Spanish Pensacola.
TEACHING ABOUT SPANISH FLORIDA

Note to Teachers:
This lesson plan was designed to complement a visit to Historic Pensacola Village, 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 will conduct research and provide data which relates to the alternative historic site, but then it can be easily

Course of Study:
This lesson plan was specifically written for Grades 6-12 Florida Studies, World and American History with, but not limited to, the following Florida CPALMS and Next Generation Sunshine State Standards:

SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

LAFS.68.RH.1.2: 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.

LAFS.68.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy)

SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.

SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.

SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

SC.912.P.12.2: Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.

MAFS.912.G-CO.4.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

LAFS.910.RH.1.2: 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.

LAFS.910.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

LAFS.1112.RH.1.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
Objectives:

Tour Objectives:
- To illustrate how historians and archaeologists preserve Florida History.
- To teach students the importance of primary resources (historical record) and the study of material culture (artifacts).
- To encourage students to use their observation and deduction skills, drawing conclusions about history from what they learn on the tour.

Materials: (For Classroom Use Only)

Provided:
1. Tour Questions Worksheet
2. Plan Your Luna Expedition Game maps, charts and instructions
3. Essay Topic Suggestions
4. Political Maps of 1559, 1781 & 1805

Needed:
1. Enough copies of the Tour Questions Worksheet for every student in the class
2. Enough copies of the Plan Your Luna Expedition Game maps and charts for every student or group in the class
3. Three copies per student of the blank map titled Colonial America
4. Pens or pencils as well as colored pencils or markers
5. Clipboards or a flat surface (desk) to write on
6. Plain paper for note-taking
7. Dice
8. Ruler

Procedure:

1. Conduct a field trip to Historic Pensacola Village. 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.
2. Students should complete the Tour Questions Worksheet.
3. Using the provided blank map, Colonial America (teachers should make three copies per student), students will use colored pencils or markers to show the individual boundaries of the Spanish, French and English colonial powers in North America at 1559, 1781 & 1805. Three individual map keys for these dates have been provided for teachers. If copies of the Colonial America map are not available, teachers may make overhead projections of the maps to discuss in class.

Students will learn from uniformed guides.
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 military 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 loses 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.

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.

2013 - Florida Celebrates its 500th Birthday.

2015 - Spanish Governor of La Florida and Captain General Don Tristán de Luna y Arellano’s Settlement discovered just over 3 miles east of downtown Pensacola.
**Vocabulary:**

**Artillery Range** – Minimum to maximum distance an object can travel when fired from a field artillery piece or cannon.

**Siege** – Military campaign in which a city or enemy fortification is surrounded and cut from its usual supply lines in order to force an enemy to surrender.

**1763 Treaty of Paris** – Treaty that formally ended the French and Indian War. As a result, Spain lost Florida to England and France lost all colonial holdings in the Americas with the exception of a few Caribbean islands.

**Redoubt** – A small, enclosed fort used in fortifying tops of hills or approaches to larger fortifications.

**Abatis** – A defensive obstacle created to hold off large charges or raids, also known as “wolf-traps.” Sharp-edged trees are placed into the ground, usually around fortifications, facing outward toward the approaching enemy.

**Archaeology** – A branch of Anthropology that studies the life ways and culture of ancient peoples through the things (cultural remains or artifacts) that they left behind.

**Hardtack** – A hard, thick, cracker like bread made of flour, salt and water.

**Herbs** – Plants used to flavor food. Also used for medical remedies such as sour stomachs, fever, toothaches, cuts and various other ailments.

**Galleon** – A large, multi-decked, wooden sailing vessel of up to 100 feet long, used to explore the New World and to bring goods to and from Spain.

**Presidio** – Official Spanish title to a military installation, or Spanish term for “fort.” If Fort Pickens was a Spanish fortification it would be called the Presidio de Pickens.

**Yellow Fever** – A deadly disease that thrived during summer months in colonial Pensacola. Originating from Africa, and brought over on trade ships, the mosquito (*Aedes aegypt*) was usually the carrier of the disease.

**Santa Elena** – Ultimate destination of Luna’s expedition; the settlement of Santa Elena would deter French encroachment along the Atlantic coast.

**Mortise & Tenon** – A construction method used in which the support beams in a structure slid or snapped into place.

**Powder Magazine** – A well-protected room in a fort where gun powder or other explosives are kept.

**Parley** – A meeting to discuss and create an agreement between two military leaders, establishing the rules of combat for a battle ahead.

**Viceroy** – An appointed governor of a province who serves and answers directly to the King or Queen of Spain.

**Battery** – Military artillery installation used to attack enemy targets.

**Captain General** – Spanish military rank given to a governor of a Spanish provenance. This title served the Spanish governor as “Commander-in-Chief” serves the American President today. A Captain General answers directly to the Viceroy of a region.
Teachers may use this information for their own knowledge and to enhance classroom instruction. The background information is organized according to the tour rotations. The Education Staff also encourages further research on Spanish Pensacola and a reference list has been provided at the end of the lesson plan.

The Colonial Period is a time in history where European Western culture, domination and expansion, changed the political-social foundation of the known world. The impact of this exploration and expansion led to the creation of what Europe called the “New World.” After 1492, Spanish explorers broadened their travels from bases in the Caribbean Sea. Contact between Europeans and the indigenous peoples of Florida continued through various scouting expeditions.

One such explorer, Juan Ponce de León, a Spanish Conquistador, first arrived in Florida in 1513. Named La Florida by Leon, this land was known to the Spanish for the legendary Fountain of Youth, the mythical gold and silver rich Indian city of Coosa, and its position as a guardian to the Gulf of Mexico. The original Spanish territory spanned from the piney woods of East Texas to the Atlantic coast and as far north as the Kentucky.

This land also became battleground for four countries: Spain, France, Great Britain and the United States.

**The Luna Expedition, 1559-1561**

King Felipe II ordered Tristán de Luna y Arellano to lead a large expedition to the area that is now known as Pensacola. On June 11, 1559, a fleet of eleven ships with 1,500 settlers departed from Vera Cruz, New Spain (Mexico) for the frontier of La Florida. On August 15, 1559, they arrived in Pensacola. By early September, one of the ships returned to Vera Cruz to inform the Crown that the expedition had arrived successfully. Luna’s major objectives were to: 1) settle Pensacola, 2) establish a trade route with the Indian city of Coosa, and 3) trek over land to the strategic island of Santa Elena (at the present-day South Carolina/Georgia border) to prevent French and English encroachment on sovereign Spanish soil.

However, on September 19, 1559, Luna’s Pensacola settlement was hit by a major hurricane, sinking seven of the ten remaining ships in the bay. Unfortunately, most of the supplies were still located on the ships, which operated as floated cargo holds during the building of the settlement. Two years later, in 1561, the Pensacola settlement was finally abandoned due to hardship and lack of supplies.
Nonetheless, Spain refused to release La Florida to the now encroaching French Empire. In 1565, Pedro Menendez de Aviles was sent to establish St. Augustine on the east coast of La Florida, which had been the location of French colonization efforts. This settlement was successful and permanent; Menendez made a formal declaration on September 8, 1565, affirming Spanish possession of all Florida. Unfortunately for Spain, this affirmation was too little too late as both the France and English eyed the North American Atlantic seaboard.

Marine archaeologists discovered the resting site of a 16th century shipwreck while conducting survey work with magnetometers in 1992. The site lies in approximately ten to twelve feet of murky water, directly off of Emanuel Point in Pensacola Bay. This site is called Emanuel Point I and is one of the oldest known shipwreck sites in Florida and the second oldest in the United States. Archaeologists recently discovered a second site that they believe to part of the Luna expedition. Several artifacts from the Emanuel Point I excavation are on display in the T. T. Wentworth, Jr. Florida State Museum, including key artifacts, such as the anchor, ceramics, a wood carving of a Spanish galleon, and food remains.

**Battle of Pensacola: The 62-Day Siege, 1781**

On May 9th, 1781, the British and Spanish Generals sign the formal surrender papers, ending the Siege of Pensacola.

Artist: Dean Quigley
Commissioned by Celebrate Pensacola

Pensacola changed flags and governments four times during the 18th century. The French temporarily held Pensacola for three years, 1719-1721. By the middle of the century, the Spanish built a presidio on the mainland and what would become modern Pensacola. In 1763, Spain turned Florida over to Great Britain in exchange for British occupied Cuba, which the British had seized during the French and Indian War. The British Period would last for almost two decades.

As the American Revolution continued into 1781, two powerful allies, Spain and France, openly supported the American cause of independence, but not without ulterior motives. Spanish and French forces planned to capture Pensacola by taking advantage of the long war and the depleting resources of the British army in the Gulf. Spain, with French support, set out to puncture a hole in the British lines, allowing food and supplies to reach the Americans.

In March 1781, General Bernardo de Galvez sailed into Pensacola Bay, laying siege to Pensacola. By mutual agreement between Gen. Galvez and Gen. Campbell, the British and Spanish confined most of the fighting to areas outside the civilian settlement, mostly in what is now the North Hill Preservation District. There, on May 8th, a tremendous explosion killed most of the British troops. A direct hit on a powder magazine destroyed the British advance redoubt, the Queen’s Redoubt, after an intensive cannon assault. General Campbell, seeing the inevitability of defeat, raised the white flag. On May 9th, 1781, the two men signed the formal surrender papers. The Spanish settled into buildings the British built and occupied in Pensacola and renamed the streets in the downtown area. The Spanish found Pensacola much improved from their previous occupation. A Spanish Pensacola, and Florida, would remain into the new century as the new American government emerged.
As a Spanish possession once again, Pensacola remained largely isolated from its neighbors. The frontier conditions, unfriendly Indians, and poor routes to Mobile and St. Augustine assured that Pensacola would remain insular in its outlook. Whatever its shortcomings though, Pensacola showed great potential as a center of Indian trade. In 1784, Panton, Leslie, and Company, a mercantile trading firm already well established in East Florida, opened a trading post in Pensacola. This provided a badly needed boost in the area’s economy. Soon afterwards, the company moved its headquarters from St. Augustine to Pensacola because of the large volume of trade in West Florida. By 1789, Panton, Leslie, and Co., had persuaded the Spanish government to grant it exclusive rights to supply the Indians with trade goods and to receive Indian furs as payment. This concession, unusual in that it was granted to a foreign firm, indicates Spain’s dependence on the trade company in order to keep the peace with the Indian population that lived in and around the area. In fact, William Panton and his partner, the Creek chief, Alexander McGillivray, exerted such influence over the Indians that it is doubtful that the Spanish could have maintained their rule of Florida without the intervention of trading company personnel. As a result, the economic success of Panton, Leslie, and Co., constituted a major force in the rebuilding of Spanish Pensacola.

The former residence of the British Governor was the only public building worthy of note. An American ran the only tavern. All the buildings were of wood except for William Panton’s three-story brick mansion. Street peddlers sold goods from baskets they carried about in the streets. The town had few carpenters, and one or two tailors, but no printers, potters, tinsmiths, coppersmiths, blacksmiths, or boot makers. Pensacola depended on imports for most manufactured goods. The Spanish military garrison provided a large part of the town’s economy. Most of the citizenry performed service-related jobs that catered to the soldiers and civilian personnel who drew regular paychecks from the Spanish crown. There was as well a small sawmill located about sixteen miles from town on a branch of the Escambia River. Marianna Bonifay and her partner, Charles Lavalle, owned a brickyard on the opposite side of the bay from town that manufactured paving tiles as well as bricks.

The Spanish government attempted to attract more emigrants into Pensacola with generous land grants, no taxation, and private toleration of religious beliefs. When the vast Louisiana territory was transferred from Spain to France in 1800, Pensacola became the Spanish capital of West Florida. Later when Napoleon sold Louisiana to the United States in 1803, many French settlers migrated into West Florida. The 1805 Pensacola census lists 1,398 people. With this influx of people, old buildings were repaired and new structures built. Several houses in the Pensacola Historic District survive from this time, including the Julee Cottage (ca.1805), the Charles Lavalle House (ca.1805), and the Dorothy Walton House (ca.1810).
The Spanish government experienced a sharp decline as a powerful colonial power due to economic mismanagement, government corruption and overly strict management of her colonies. The people of Pensacola continued to face the extensive challenges of the frontier, such as: Yellow Fever epidemics (brought over by infected mosquitoes on ships from Africa), poor diet and personal hygiene habits, and unsanitary conditions. Most of Pensacola’s inhabitants only reach the age of 40 years.

**Basic Timeline for Teacher Reference:**

Though Pensacola has changed hands eight times, there have been only five different countries involved, resulting in the nickname, The “City of Five Flags.” Below you will find a brief chronological listing of the periods of Florida history.

**FIRST SPANISH PERIOD**

1559-1561: Luna expedition. Pensacola is the oldest European settlement attempt.
1565: The Spanish, under Pedro Menéndez, establish St. Augustine on Florida’s east coast. A successful settlement, St. Augustine is North America’s oldest continuously inhabited city.
1698-1719: The Spanish return to Pensacola to settle permanently, establishing a garrison on the site of the present-day Naval Air Station. The settlement is known as the *Presidio Santa Maria de Galve*.

**FRENCH PERIOD**

1719-1722: The French capture Pensacola as an extension of hostilities between Spain and France in Europe. Upon leaving, the French burn the fort and the surrounding village.

**SPANISH RETURN**

1722-1763: In 1722, the Spanish return to build a new fort called *the Presidio Isla de Santa Rosa* on the site of present-day Fort Pickens, Santa Rosa Island. The settlement moves to the mainland (present-day Seville Square) in 1752 following a hurricane, building the *Presidio San Miguel de Pansacola*. Modern day Pensacola develops from this site.

**BRITISH PERIOD**

1763-1781: The 1763 Treaty of Paris gives Florida to Great Britain. At Pensacola, the British enlarge the fort, survey the land, and build streets and other permanent structures.

**SECOND SPANISH PERIOD**

1781-1821: Spanish forces under Bernardo de Gálvez recapture Pensacola at the close of the American Revolution. The Spanish settle into buildings the British built and occupied and rename the streets.

**EARLY AMERICAN PERIOD**

1821-1861: Andrew Jackson receives the Florida territory from Spain in Pensacola, becoming the first American governor. Florida is divided into East and West Florida, with St. Augustine as the capital of East Florida and Pensacola as the capital of West Florida. These territories are combined in 1824 and Tallahassee becomes the capital. Florida enters the Union in 1845 as the 27th state.

**CONFEDERATE PERIOD**

1861-1865: Union forces occupy Pensacola in 1862 and remains until the end of the war.

**UNITED STATES PERIOD**

1865-Present: Florida’s growth is based on lumber, fishing, citrus, livestock, agriculture, and tourism. Pensacola cele-
Setting the Stage:

Pensacola is a city rich with history that is, fortunately, well documented and researched. Teachers should introduce the major objectives by conveying to students the heritage and uniqueness of Pensacola, as well as the numerous resources available to scholars studying the history of the area.

1. Using the following timeline, teachers should make sure that students are comfortable with the chronology of events. Students may create a timeline or mural on a classroom wall, researching images representing each event or date.

2. Pensacola is known as the “City of Five Flags,” and students should determine how many years each government held power over Pensacola by using the timeline and historical background information provided for the teacher. Students may incorporate this into their classroom timeline.

3. Teachers should explain the importance of historic records and archaeology (artifacts) to the study of history. The difference between primary resources and secondary resources may be clarified. Teachers may also ask students, “How do we know information about native peoples?” in order to discuss the importance of archaeology.

4. Teachers should go over provided vocabulary, making sure that students are familiar with terms. Terms are tour specific and will be used during tour discussion.

5. Students may research early cartography on the internet, studying how the early Europeans explorers viewed the New World. We suggest starting with the following University of Virginia website: http://www2.lib.virginia.edu/exhibits/lewis_clark/. Students may research other University archives and libraries, determining what type of map collections they contain for research.

Closure & Assessment:

1. After the tour, hand out a the Tour Questions Worksheet to test the students’ comprehension and knowledge of the tour information. Teachers may facilitate a class discussion on the importance of Florida’s Spanish history within the broader idea of American history.

2. Teachers may discuss the importance of maps in early explorations by using the provided blank map, Colonial America, and point five (5) from the Setting the Stage segment of the lesson plan. Were early maps always correct? How do you think this impacted the success of an expedition or a leader’s decision making process?

3. Teachers may have students prepare for short class presentations on the issue of life during the colonial period. Students should write a report on the comparisons and contrasts of modern life to the colonial period that they observed and learned about during their tour.

4. Discuss with students the importance of considering geography and available natural resources (water, trees, food sources, etc.) in deciding upon a site to settle.

5. 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 (Continued):

6. Ask the class why did the Luna expedition grow from 400 soldiers to 1,500 settlers. (The assignment of Luna, son-in-law to Cortez, as leader and the idea of large quantities of gold to be discovered.) Ask students why they think people explored and created colonies. (To find wealth for their country, to escape hardship, adventure, for knowledge, etc.) Can students name any modern day frontiers? (Space, the ocean, the polar ice caps, etc.)

7. Utilize the Tour Questions worksheet to firm up the tour.

8. Teachers should discuss the importance of artifacts to the study of history. How do we learn about the past? The 1805 Lavalle House is one of the oldest homes in Pensacola and has been preserved to display and exhibit the city’s colonial history. Students may explore the issues of why we preserve historic homes (nostalgia, to learn lessons from the past, to honor a historic figure, etc.) and if a home is an artifact in and of itself.

Extensions:

1. Play Plan Your Luna Expedition Game. Ask students (or divide the class into groups) to plan, supply and prepare an expedition to colonize Mobile or Pensacola Bay using the provided information and instructions. Discuss with students the importance of considering geography and availability of natural resources as key points when selecting a site. Students will then need to plan the location of their colony, incorporating 1,500 settlers. Students must choose wisely the supplies needed with their limited funds. Students will discover that even the best planned and financed expeditions stood a high chance of failure. The game is designed to be as realistic as possible and the odds against success are high. (See page 24)

2. To coincide with the information learned and the Tour Questions Worksheet & included map, students/groups will create political maps of North America during an assigned era (1559, 1781, 1805). Students should research and be able to explain the reasons and challenges (political, economic, etc.) faced in their assigned era. (See page 18) Students may write an essay on a relevant topic they learned about during their tour. Utilize, but do not limit students to, the essay topic suggestions to compile a brief summary of an event, person, item or location studied during the tour.

- Don Tristán de Luna y Arellano
- La Florida
- Bernardo Vincente Polimar de Gálvez y Gallerdo
- Terrestrial Archaeology
- Underwater Archaeology
- Emmanuel Point I Shipwreck (Luna Expedition)
- Yellow Fever
- Battle of Pensacola
- Colonial herbs
- Santa Elena
- Coosa
- 1763 Treaty of Paris
- Early maps and geography
- Early interactions and relationships between the Native Indians and the Spanish
- Colonial health and hygiene
Extensions: (Continued)

3. Students may conduct research online to determine other regional historic sites and their interpretive subject, discover resources available at local libraries relevant to Colonial Pensacola, or learn more about resources that their own school library carries.

4. Many street names of Pensacola have ties to the Spanish and British Periods. Students may take a map of Pensacola, make a list of some street names in downtown Pensacola, and research their origin.

5. If students are particularly ambitious, they may create dramatic presentations to perform for their class. Students may incorporate what they have learned into a skit, illustrating an interaction between individuals from Spanish, British and modern Pensacola.

Suggested Readings:


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

UWF Historical 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

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
Tour Questions

The Luna Expedition:

Why was Pensacola selected as a settlement site?

What were Luna's three major objectives in the settlement of Pensacola?
1) 
2) 
3) 
Why did Luna have little contact with Native Indians?

Battle of Pensacola:

What war gave Spanish Pensacola to Great Britain in 1763?

What was the name of the war the British were fighting with their colonies in 1781?

What are the two names of the Spanish and British Generals that fought during the 62-day siege?
1) 
2) 

The 1805 Carlos Lavalle House:

Name one reason why someone might wish to move to Spanish Pensacola between 1803 and 1805?

What was the name of the successful trading company during the Second Spanish Period and was it a Spanish or British company?

Name two types of jobs a person in Pensacola might have during this time.
1) 
2) 

Why was the life expectancy in Pensacola short during the early 1800's?
Tour Questions

The Luna Expedition:

Why was Pensacola selected as a settlement site?
The Pensacola Bay area was chosen because it had a deeper bay, better opportunities for defense, abundant trees and a perceived geographical protection from hurricanes.

What were Luna's three major objectives in the settlement of Pensacola?
1) To settle Pensacola
2) To establish a trade route with the Indian city of Coosa
3) To settle Santa Elena on the Atlantic Coast

Why did Luna have little contact with Native Indians?
Most natives distrusted or feared European contact from previous experience. Also, the native population had greatly decreased due to exposure to new diseases and illness brought by Europeans.

Battle of Pensacola:

What war gave Spanish Pensacola to Great Britain in 1763?
The French and Indian War - Treaty of Paris 1763

What was the name of the war the British were fighting with their colonies in 1781?
The American Revolution

What are the two names of the Spanish and British Generals that fought during the 62-day siege?
1) General Bernardo de Galvez - Spanish
2) General Campbell - British

The 1805 Carlos Lavalle House:

Name one reason why someone might wish to move to Spanish Pensacola between 1803 and 1805?
- They perceived that the new and experimental American government would not be stable.
- People of color feared that they may be forced into slavery.
- Runaway slaves feared being captured and a return to former masters.
- The Spanish government attempted to attract people by offering land, no taxation, and religious toleration.

What was the name of the successful trading company during the Second Spanish Period and was it a Spanish or British company?
The Panton and Leslie Trading Company - a British company

Name two types of jobs a person in Pensacola might have during this time.
1) Someone who worked in the lumber or brick making industry or on the port
2) Someone who worked for the Spanish military

Why was the life expectancy in Pensacola short during the early 1800's?
Pensacola was still considered the frontier during the Second Spanish Period and remained isolated from the rest of the area if traveling over land. People during the early 1800s practiced poor personal hygiene habits when compared to today and disease and illness was prevalent. Access to medicine and doctors was limited. The soil did not lend itself to major agriculture, therefore, food quality was lacking. Access to drinking water was another difficulty.
How are they different?
How would you get to the frontier?
What kinds of skills would you need to survive on the frontier?
What geographic considerations would be important when deciding on a site for your frontier home?
What indigenous natural resources would be important to have nearby when selecting your new homestead?
What difficulties might you face when communicating with other settlements?
Teacher's Political Map Key

NORTH AMERICA - 1805

North America - 1805
Blue - United States
Red - England
Green - Spain
Yellow - France
Purple - US & UK

© Daniel DeLait
Colonial America
“Plan Your Luna Expedition” Game

Students can plan and prepare their own expedition to establish their colony in either Pensacola Bay or Mobile Bay. Students will use a map based on the believed geography of the time. Students will then need to plan the location of their colony, incorporating 1,500 settlers. Students must choose wisely the supplies needed with their limited funds. Students will discover that even the best planned and financed expeditions stood a high chance of failure. The game is designed to be as realistic as possible and the odds against success are high.

Materials:
- Supply Chart (Student & Teacher example) - make copies for students of the Supply Chart
- Maps of Mobile Bay and Pensacola Bay - make copies of blank maps for students
- Ship Load Chart
- Random Events Chart
- Die (Not Included)
- Ruler (Not Included)
- A Dime (Coin - Not Included)

Procedures:
- This may be an individual or group assignment
- Teachers may begin the game in Vera Cruz by allocating “funds” and allowing the students (or group) to start by purchasing ships, crew, food and supplies as they see fit.
- Teachers will use the “teacher’s map” with soil information for crops, fresh water resources, and water depth for safe passage of the ships. In addition, teachers will use the “Random Events Chart” for various weather and disease obstacles that can be thrown that will challenge the student’s expeditions and colonies. Teachers can use the “supply chart” to allow students to supply their expeditions.

Rules:
- Students will purchase ships and supplies for expedition and choose destination of either Mobile or Pensacola.
- Students will load ships according to Ship Load Chart.
- Once ships are loaded, the student will roll the die and use the Random Event Chart. (Follow instructions on chart)
  Arriving at destination:
  - Mobile: Ships will become grounded (stuck) on bay floor. (Provide ship information, but allow students to figure this out in the decision making process)
  - Student will role die to see if they can reach land or die aboard the ships. Die roll 1-4, colonist reach land but loose 1 week’s supplies. Die roll 5 or 6, colonist will die on ships.
  - Pensacola & Mobile:
    - Roll die for land random event.
    - Plant crops. Use a dime to create a radius for crop growth. Teachers map will indicate which crops will grow. If crops are unsuccessful, students can roll die to move location (within one inch) if they have a Tracker on the expedition. Even numbers will allow them to move while odd numbers will not.
    - If crops grow, the colony will be successful. Crops and housing will grow using only 2 weeks of supplies if Aztec Indian labor is used or 4 weeks if no Aztec Indian labor is used.
What's What?

*Fisherman* – Must be on expedition to increase land food supply for 1 week per fisherman. This may help extend the life of the colony.

*Tracker* – Must be on expedition to allow colony to look for new grounds for crops if present location fails to grow crops.

*Aztec Indian Labor* – Will speed up the rate of crop growth by 2 weeks by being on expedition. This may extend the life of the colony.

Good Luck!!

**Ship Load Chart**

Each ship can *hold* the following:

- 137 Colonists
- 20 Livestock or 20 extra Colonist
- 3 Fisherman, Trackers or Aztec Indian Laborers
- 2 weeks of land supplies or 1 extra Colonist
- 2 Acres of seeds or 1 extra Colonist
- 20 chickens or 5 extra Colonist

Students can use the load chart above but are not restricted to it. However, the Teacher should encourage students to use the chart to avoid massive loss of people or supplies.

**Random Events Chart**

<table>
<thead>
<tr>
<th>Event</th>
<th>Die Roll</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sea:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost</td>
<td>1</td>
<td>Loose 2 weeks worth of food supplies</td>
</tr>
<tr>
<td>Lucks On Your Side</td>
<td>2</td>
<td>Loose 2 days worth of food supplies</td>
</tr>
<tr>
<td>Storm at Sea</td>
<td>3</td>
<td>Loose 3 ships with all supplies and crew</td>
</tr>
<tr>
<td>Hurricane</td>
<td>4</td>
<td>Loose 2 ships with all supplies</td>
</tr>
<tr>
<td>Lucks On Your Side</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Shipwrecks</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Land:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hostile Indians</td>
<td>1</td>
<td>Loose 1 weeks worth of supplies</td>
</tr>
<tr>
<td>Lucks On Your Side</td>
<td>2</td>
<td>Loose 2 weeks worth of food</td>
</tr>
<tr>
<td>Drought</td>
<td>3</td>
<td>Loose 4 ships with supplies aboard</td>
</tr>
<tr>
<td>Hurricane</td>
<td>4</td>
<td>Loose 3 weeks worth of supplies</td>
</tr>
<tr>
<td>Lucks On Your Side</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Disease</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Instructions: Sea & Land

1. Roll die for all ships.
2. The six ships lowest numbers are separated and numbered.
3. Roll die for random event.

Then, if needed, roll die again to determine which ships will face the fate of the die.
# Teacher's Example

## Supply Chart

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Each Cost</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese (2 Wks)</td>
<td>0</td>
<td>2.00</td>
<td>-</td>
</tr>
<tr>
<td>Wheat Flour (2 Wks)</td>
<td>3</td>
<td>5.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Sugar (2 Wks)</td>
<td>0</td>
<td>20.00</td>
<td>-</td>
</tr>
<tr>
<td>Corn (2 Wks)</td>
<td>3</td>
<td>6.00</td>
<td>18.00</td>
</tr>
<tr>
<td>Plums (2 Wks)</td>
<td>2</td>
<td>6.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Nuts (2 Wks)</td>
<td>1</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Olives (1 Wk)</td>
<td>2</td>
<td>4.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Potatoes (2 Wks)</td>
<td>3</td>
<td>3.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Hardtack (2 Wks)</td>
<td>2</td>
<td>4.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Beans (1 Wk)</td>
<td>6</td>
<td>6.00</td>
<td>36.00</td>
</tr>
<tr>
<td>Papaya (1 Wk)</td>
<td>2</td>
<td>7.00</td>
<td>14.00</td>
</tr>
<tr>
<td>Oil (1 Wk)</td>
<td>8</td>
<td>10.00</td>
<td>80.00</td>
</tr>
<tr>
<td>Bean Seeds (1 Acre)</td>
<td>3</td>
<td>4.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Papaya Seeds (1 Acre)</td>
<td>3</td>
<td>5.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Corn Seeds (1 Acre)</td>
<td>3</td>
<td>4.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Tomato Seeds (1 Acre)</td>
<td>3</td>
<td>4.00</td>
<td>12.00</td>
</tr>
<tr>
<td>Potatoe Seeds (1 Acre)</td>
<td>3</td>
<td>3.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Plum Seeds (1 Acre)</td>
<td>3</td>
<td>5.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Pig</td>
<td>65</td>
<td>35.00</td>
<td>2,275.00</td>
</tr>
<tr>
<td>Cow</td>
<td>85</td>
<td>75.00</td>
<td>6,375.00</td>
</tr>
<tr>
<td>Goats &amp; Sheep</td>
<td>70</td>
<td>25.00</td>
<td>1,750.00</td>
</tr>
<tr>
<td>Chickens</td>
<td>220</td>
<td>8.00</td>
<td>1,760.00</td>
</tr>
<tr>
<td>Fisherman</td>
<td>3</td>
<td>25.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Tracker</td>
<td>3</td>
<td>25.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Aztec Indians Labor</td>
<td>3</td>
<td>25.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Ships &amp; Crew</td>
<td>11</td>
<td>500.00</td>
<td>5,500.00</td>
</tr>
<tr>
<td>At Sea Human Meal (1 unit feeds 30)</td>
<td>3000</td>
<td>10.00</td>
<td>30,000.00</td>
</tr>
<tr>
<td>At Sea Animal Meal (1 unit feeds 15)</td>
<td>1800</td>
<td>6.00</td>
<td>10,800.00</td>
</tr>
</tbody>
</table>

Total: $58,965.00

Set Buget at 60,000 Spanish Silver Dollars
($4,740,000 U.S. Dollars Today)
# Supply Chart

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost for Each</th>
<th>Number</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar (2 Wks)</td>
<td>$20.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn (2 Wks)</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plums (2 Wks)</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuts (2 Wks)</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olives (1 Wk)</td>
<td>$4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potatoes (2 Wks)</td>
<td>$3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardtack (2 Wks)</td>
<td>$4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beans (1 Wk)</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papaya (1 Wk)</td>
<td>$7.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil (1Wk)</td>
<td>$10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bean Seeds (1 Acre)</td>
<td>$4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Papaya Seeds (1 Acre)</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn Seeds (1 Acre)</td>
<td>$4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tomato Seeds (1 Acre)</td>
<td>$4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potato Seeds (1 Acre)</td>
<td>$3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plum Seeds (1 Acre)</td>
<td>$5.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pig</td>
<td>$35.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow</td>
<td>$75.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goats &amp; Sheep</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chickens</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fisherman</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tracker</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aztec Indian Labor</td>
<td>$25.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ships &amp; Crew</td>
<td>$500.00</td>
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<td></td>
</tr>
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<td>$10.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At Sea Animal Meal (1 unit feeds 15)</td>
<td>$6.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Average depth of Pensacola Bay is 30 feet.
Spanish Galleons require 22 feet when fully loaded.
There are no recorded soil samples of 1500s Florida. Crop potential is for educational purposes only.
Use dime from center of food illustration to create a radius.
Average depth of Mobile Bay is 10 feet.
Spanish Galleons require 22 feet when fully loaded.
There are no recorded soil samples of 1500s Alabama. Crop potential is for educational purposes only.
Use dime from center of food illustration to create a radius.
Map of Mobile Bay
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.

UWF Historic Trust
P.O. Box 12866
Pensacola, FL 32591
850-595-5985 Administrative Offices
850-595-5989 Fax