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 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:

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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.
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 any chaperon fee be collected by the teacher before arrival to avoid delays and 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 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:
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 take 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 give instructions.

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, 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.

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 enjoy a visit to the Museum of Industry! The natural resources of Northwest Florida are highlighted: yellow pine, the Gulf, and clay. What attracted European settlers to this area grew to become the major industries of lumber, fishing, and brick-making.*
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.
4. Discuss with the teacher the handling of any fees or payments due.

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 1805 Charles Lavalle House, located in the heart of Historic Pensacola Village.

The Village Colonial Tour

**Purpose:**

1. Students will exhibit an understanding of the frontier nature of Pensacola (Florida) during the last Spanish Colonial Period.
2. Students will be able to identify the importance of geography and natural resources to the development of Pensacola.
3. Students will be able to compare and contrast styles of living (architecture, clothing, food, natural resources, tools, jobs and personal responsibility) between Colonial Pensacola and today.
TEACHING ABOUT COLONIAL PENSACOLA

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 are open-ended, so that your particular group may move in any number of educational or conceptual directions.

Course of Study:

This lesson plan, which meets the educational range of Grade 3 through 5, was specifically written for Grade 4 United States History, Florida History and Geography to 1880 with, but not limited to, the following:

Florida’s CPALMS and Next Generation Sunshine State Standards

SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.6: Identify the effects of Spanish rule in Florida.
SS.4.A.3.7: Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.4.1: Explain the effects of technological advances on Florida.
LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
MAFS.3.OA.4.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
MAFS.4.OA.1.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
SC.4.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.
SC.4.E.6.3: Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.
LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
MAFS.5.NBT.2.5: Fluently multiply multi-digit whole numbers using the standard algorithm.
Alabama’s Course of Study State Standards

**SS3G2:** Locate the continents on a map or globe.

**SS3EGH4:** Relate population dispersion to geographic, economic, and historic changes in Alabama and the world.

**SS4EGHCG:** Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

**SS5GH:** Identify causes and effects of early migration and settlement of North America.

**SS5EGHCG:** Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

**RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

**SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

**SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.

**RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.

Georgia’s GPS and CCGPS State Educational Standards

**SS3G1:** The student will locate major topographical features.

**SS4H2:** The student will describe European exploration in North America.

**SS4G1:** The student will be able to locate important physical and man-made features in the United States.

**ELACC3SL2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELACC3L4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**ELACC4RI3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**ELACC4RI5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**ELACC4SL2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELACC5SL2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELACC5SL3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Objectives:

Tour Objectives:
- To illustrate how geography and natural resources impact history and how man interacts with their environment.
- 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. Frontier Settlement Plan Worksheet
2. Excerpt from Rachel Jackson’s letter
3. Hardtack recipe
4. Sample post tour extensions

Needed:
1. Enough copies of the Frontier Settlement Plan Worksheet for every student or group in the class
2. Enough copies of the Tour Rewind Worksheet for every student
3. Pens or pencils as well as colored pencils or markers
4. Clipboards or a flat surface (desk) to write on
5. Plain paper for note-taking
6. Butcher paper for class mural and activities
7. Rulers
8. Flour, salt and water for hardtack if desired
9. Various craft materials (milk cartons, craft paper, glue, tape, tongue depressors, modeling clay, etc.) if following extensions

Procedure:

1. Divide class into equal groups. Ask each group to create a plan to settle a new area using the Frontier Settlement Plan Worksheet. Discuss with class their ideas on settling a new area.
2. Locate Pensacola on both a map of Florida and a general map of the world.
3. 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.
4. Students should complete the Tour Rewind Worksheet.
5. Teachers may utilize extension activities to enhance tour objectives.

Students enjoy a quick photo opportunity before touring the 1805 Lavalle House.
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 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.

1805 - *The Lavalle House is built.*

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.

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

**Ammunition** - Any item used in the discharge of a firearm, such as a cartridge or shell.

**Apprentice** - One bound by legal agreement to work for another for a specific amount of time in return for instruction in a trade, an art, or a business.

**Architecture** - A style or design of a building.

**Artifact** - Any object made by human work, such as a primitive tool, etc.

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

**Community** - A group of people living in the same locality and under the same government.

**Expedition** - A journey or voyage for the purpose of exploration.

**Frontier** - A region in a country that marks the furthest point of settlement.

**Galleon** - A large 3 or 4 masted ship of the 16\(^{th}\), 17\(^{th}\), and 18\(^{th}\) centuries.

**Garrison** - The military force stationed in a fort or town.

**Indigenous** - Something that occurs naturally in a specified place.

**Immigrant** - One who comes into a new country, especially to settle there.

**Museum** - Building, room, etc., for exhibiting artistic, historical or scientific objects.

**Natural Resource** - A resource made by and found in nature.

**Preserve** - To maintain or protect from harm or damage.

**Restoration** - To return to a former or natural/normal state, to rebuild or remake in its original form.

**Settlement** - A new colony or village.

**Treaty** - A formal agreement between two or more nations, relating to issues of peace, trade, and land borders.

**Village** - A community smaller than a city.
The second, and final, Spanish Period in Pensacola began in 1781 and was the direct result of the military initiative of Spanish General, Bernardo de Galvez. At the time, Pensacola was a British possession, and Britain was at war with the new United States. This seemed a perfect time for Spain to take subversive action against the British, such as sending supplies along the Mississippi River to aid the Americans. Galvez, Spanish Governor of the Louisiana Territory, undertook an offensive to recapture West Florida. He captured Mobile first, and then moved east to Pensacola. Galvez gathered a force of 3,500 soldiers to oppose the 1,300 British soldiers garrisoning Pensacola. After nearly a month and a half of siege, Galvez was able to capture the town when a Spanish cannon ball struck the powder magazine in the Queen’s redoubt, forcing the British to surrender. This ended the eighteen-year British occupation of Pensacola.

Under the British, Pensacola flourished to some degree with a brisk trade in lumber, naval stores, and indigo that yielded $500,000 a year. The Spanish had hoped to continue this prosperity, but were unable to maintain the momentum. The Spanish considered Pensacola to be the frontier. Indeed, the city was an outpost and had a garrison stigma associated with it that discouraged immigration, particularly of women and children. Shortly after the return of the Spanish, all the British, including private citizens, and most of the Spanish troops departed. One battalion of the infantry regiment of Louisiana was assigned to garrison West Florida. Most were ordered to stay in Pensacola, although two small forces were ordered to Mobile and St. Marks. Death, disease, and desertion took their toll on the total number of soldiers in the garrison.

The town was surrounded on three sides by wilderness. Overland communication with the nearest settlements, the aforementioned Mobile and St. Marks, was by way of poorly marked trails. The town had a civilian population of about 300. A map of this time shows about 275 houses in Pensacola primarily located outside the military installations. The houses were made of wood and were built at a distance from each other to avoid fires. The dirt streets were wide and spacious, but virtually impassable after torrential rain and insufferably dusty when dry. The government houses were rather roomy. There were six wooden piers which stretched out into the bay enough to allow the landing not only of boats and launches, but also sloops and schooners. There were many public shops with as many Asiatic and European goods as could be desired. Over time, many of the British structures were allowed to deteriorate. Worship services were held in an old warehouse because there was no money for a chapel, and the only hospital was a derelict building. During yellow fever outbreaks, military barracks were hastily used as hospitals.

A major force in the economic rebuilding of Pensacola during the second Spanish Period was the Panton-Leslie Company. One of William Panton’s partners was Creek Indian chief, Alexander McGillivray. Much of the company’s trade was with Native Americans, who traded deerskins for powder, ammunition, salt and other goods. Panton-Leslie Company sold meat to the military garrison, and often received land in payment of old debts. There were also two small industries: a sawmill, with two saws that produced pine boards, and a brickyard owned by Mariana Bonifay and her partner, Charles Lavalle, where paving tiles and bricks were produced.

The beginning of the nineteenth century ushered in more prosperity for the Pensacola area. As new settlers moved into the area, many old buildings were renovated and new structures were built. Several houses from this era still exist and can be seen in Historic Pensacola Village (Lavalle House, 1805; Julee Cot-
tage, 1805; Walton House, 1810). Most houses were still of wood, with the exception of the three story, brick mansion that belonged to William Panton. Although Pensacola was a Spanish territory, the largest single ethnic group at this time was French Creole. John McQueen, a visitor in 1796, wrote: "The inhabitants are half French and they, you know, will dance and be merry anywhere." By 1810 the population of Pensacola had risen to about 1,000 people. There was no public market and there was not a regular supply of food except for beef, seafood, and truck vegetables. Truck vegetables were the vegetables grown in private gardens. There existed only a small population of artisans. There were a few carpenters, one or two tailors, but no printers, potters, tinsmiths, coppersmiths, blacksmiths, or boot makers. Residents depended heavily on imports for manufactured goods.

Prices for provisions in Pensacola in 1810, according to the *Louisiana Gazette*, were: 8 cents a pound for beef, 12 cents a pound for pork, 50 cents per 100 oysters, $12 a barrel for flour, 6.5 cents each for eggs, 50 cents a pound for butter, 25 cents a bottle for milk in the summer (none could be found in winter) and 7.5 cents a pound for sugar. Wages for a laboring carpenter were $2.50 a day. Rent for a small house was $20.00 a month and board in a house was $1.25 a day or $22.00 a month.

Pensacola soon came to be prized by another country as a town worth having. The country that came to long for control of Pensacola and Florida was the United States. In 1814 and 1818, American soldiers under the command of Andrew Jackson invaded and captured Pensacola. These invasions were attempts to discourage the Spanish from allowing British, Native American, and runaway slaves from using Pensacola as a sanctuary or headquarters for raids into the United States.

By 1820 Spanish Colonial power had weakened a great deal. Spain was no longer in a position to adequately defend her colonial possessions, particularly from a new and aggressive country such as the United States. In 1821, the Adams-Onis Treaty, which deeded East and West Florida from Spain to the United States was ratified. An official exchange ceremony was held on 17 July 1821 between Spanish Governor Jose Callava and Andrew Jackson. Andrew Jackson had refused to come into Pensacola until the day of the formal exchange ceremony. His wife, Rachel, however, was sent to Pensacola to await the ceremony. She spent several unhappy weeks here. A plaque on the southeast corner of Palafox and Intendencia streets marks the site of the house where she stayed.

The difficult, conflict-filled transition from Spanish to American rule took several months. Once, Jackson even put Spanish Governor Callava in the Calaboza (Spanish jail) for refusing to deliver needed papers. The Jacksons left the Pensacola area after about four months. The wide-open, frontier aspect of Pensacola was attractive to settlers. The yellow fever epidemics, however, kept the population relatively small.
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 on the frontier. (No. We live in an established state of the United States. Our state and country is well developed.) 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.)
- Teachers may go back over the Frontier Settlement Plan Worksheet after the tour to see if students can adjust any answers according to what they learned. Have their thoughts changed or remained the same? Make sure that the students can explain their answers.
- Can students name a few colonial occupations and their equivalents today? Carpenter, brick-layer (or mason), shipwright, wool-comber, spinner, blacksmith – discuss how these occupations have changed. We still have people who create and build houses, ships, clothing, and materials from raw goods; however, technology has advanced so that the process is more efficient and does not require as much human effort or time. Machines do a great deal of the work now.
- 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:
- To coincide with the Frontier Settlement Plan Worksheet, students will build models of a historical settlement, being sure to include important geographical features and paying careful attention to the town layout and the location of town defenses. Students should be able to explain their decisions. Models may be built with clay, milk cartons, tongue depressors, craft sticks, straws, or other art materials.
- Students will cook, using authentic recipes from the time period and compare historical food to modern food. To start, use the following hardtack recipe. For an assortment of ideas, refer to Amelia Simmons’ The First American Cookbook or other similar sources.

  Mix plain flour, salt, and water together and roll it out to 3/16” (Do not use self-rising flour). Bake at 375 degrees until mixture rises about 1/4 inch and browns on top. Cut out 2 to 2 1/4 inch squares, punch holes through the top, and you are ready to enjoy.

- Learn more about Florida’s natural resources! Students may research more about the environment around them and create a class mural with butcher paper illustrating the bay, native wildlife, plants, etc.
• Students will use the internet or school library to research the different explorers who came to Florida during the Age of Exploration and then choose one of the following activities. Students may pick an explorer and make a report on their travels, they may create a map of Florida that illustrates the pathways of these early colonial explorers, or students may create a class time-line that displays the different expeditions. Students should be encouraged to share their findings with the class.

• Students will create an —Anachronism Museum Exhibit,‖ which may be viewed by the school and parents. Anachronism means something that is wrongly attributed to a time period. Ask students to gather together contemporary items that best represent current every day life. How has life changed in 200 years since the Colonial Period? What Colonial Period artifact would represent, or be the equivalent to, their modern day choices? Is there a colonial equivalent? (Example: A modern day IPod and a musical instrument from the Colonial Period.) Students should write labels explaining their choices. Involve students in research to find out how the utilization of these objects has changed throughout history. What is the cause of progression?

• Working with Primary Resources - A colonial community in transition: Read aloud the excerpt from Rachel Jackson’s letter about Pensacola in 1821. This letter was written at the end of Pensacola’s Colonial Period. Begin a class discussion by asking tour students what they think is going on in this letter. (A simple suggested interpretation of the excerpt is that people are leaving Pensacola and are very upset about it.) Ask the students if they know the nationality of the people Mrs. Jackson talks about in her letter. (Spanish.) Overall, Rachel Jackson’s letter is a good description of what was going on in Pensacola while the city was being handed over from the Spanish to American settlers led by Andrew Jackson. July 17, 1821 marked the end of Spanish reign in Pensacola and the official transfer of the territory. Ask your students to imagine how they might feel if this had happened to them. Be sure to stress the decades-long Spanish cultural influences on Pensacola. Obvious answers might be as simple as sad or happy. Ask the students to back up their answer with solid reasoning. We have included a copy for classroom distribution or overhead projection.

Excerpt from Rachel Jackson’s letter to Mrs. Eliza Kingsley, Pensacola, 23rd July, 1821:

“The whole town was in motion. Never did I see so many pale faces. Oh, how they burst into tears to see the last ray of hope departed of their devoted city and country—delivering up the keys of the archives, the vessels lying at anchor, in full view, to waft them to their distant port. Next morning they set sail under convoy of the Hornet, sloop of war, Anne Maria, and the Tom Shields. How did the city sit solitary and mourn. Never did my heart feel more for any people. Being present, I entered immediately into their feelings. Their manners, laws, and customs all changed and really a change was necessary.”

Suggested Readings:


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

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
Worksheet Answer Keys:

FRONTIER SETTLEMENT PLAN WORKSHEET:  SUGGESTED ANSWERS

How would you get to the frontier?
*Past*: horse and wagon, ship, walk.
*Today*: drive, fly, train, ship.
*How are they different?* In the past, transportation was slower and less reliable and not everyone had access to personal transportation. Today, the majority of people in America have access to cars or public transportation. Travel is also much more reliable and faster.

What kinds of skills would you need to survive on the frontier?
*Past*: navigational, carpentry, agricultural, surveying, military, domestic (cooking, weaving), medicinal, hunting and trapping.
*Today*: ability to operate heavy equipment, engineering skills, knowledge of electricity and plumbing and sewer operation, skill at operating electronics like Global Positioning Systems.
*How are they different?* Past skills depended a great deal on manual ability where skills of today are more technical.

What geographic considerations would be important when deciding on a site for your frontier home?
*Past*: temperate climate, access to water ways, location of wildlife, soil conditions, availability of building materials.
*Today*: geographic considerations are less important today because technology has allowed people to adapt to almost every environment and improvements in transportation mean that even remote areas have some access to needed supplies.
*How are they different?* Technology has advanced people’s ability to adapt to all different parts of the earth and expanded the places that they can settle.

What indigenous natural resources would be important to have nearby when selecting your new homestead?
*Past*: water, trees, mineral wealth, fertile soil to grow food, and an abundance of wildlife to hunt.
*Today*: We basically need the same natural resources today that we needed in the Colonial Period in order to survive; however, perhaps the location of fossil reservoirs such as oil and natural gas (or other resources that operate technology) are more prevalent today because we rely on them for energy.
*How are they different?* Geographic resources are easier to share globally today due to the introduction of machines for transportation. Most needed supplies can be brought in if not available in the vicinity.

What difficulties might you face when communicating with other settlements, arranging transportation, etc.
*Past*: no phones, no radio, no T.V., very long distances over which to send messages with slow transportation.
*Today*: So long as people have access to power to operate radios, it is possible to reach just about anywhere. Helicopters are capable of reaching even the remotest area if they can find an area to land.
*How are they different?* Communication today is possible from almost any location with the right equipment; machine powered transport has made it possible to go almost anywhere.
1. I am a hole in the ground and was explored by archaeologists. Two hundred years ago you would find me in the middle of a fort because I am essential for survival. I was once all wet, but now I am dry. What am I?
A WELL (Outside of Lavalle House)

2. What were the Colonial Period homes made out of?
WOOD (Lavalle House)
Why do you think they were raised off the ground on brick piers?
To provide air circulation or to prevent flooding into the home.

3. The Spanish did not discover gold or silver in Florida, but they did discover many other natural resources. From the ground below, to far above our heads, what are three natural resources that people in northwest Florida have used to make a home and thriving city?
Yellow Pine Trees, Clay, The Gulf of Mexico

Pensacola’s Five Flags
Spanish Period: (1559-1719, 1722-1763 & 1781-1821)

French Period: (1719-1721) British Period: (1763-1781)

Confederate Period: (1861-1865) United States Period: (1821-1861 & 1865-present)
“The whole town was in motion. Never did I see so many pale faces. Oh, how they burst into tears to see the last ray of hope departed of their devoted city and country, delivering up the keys of the archives, the vessels lying at anchor, in full view, to waft them to their distant port.

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FRONTIER SETTLEMENT PLAN WORKSHEET

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TOUR REWIND
A review of your tour through Historic Pensacola Village

Name:______________________________ Date:_______________________________

See if you can answer the following questions from what you learned or observed during your tour.

1. Figure out a riddle:

   I am a hole in the ground and was explored by archaeologists. Two hundred years ago you would find me in the middle of a fort because I am essential for survival. I was once all wet, but now I am dry. What am I?

   __________________________________________________________________________________

2. What were the Colonial Period homes made out of and why do you think they were raised off the ground on brick piers?

   __________________________________________________________________________________

3. The Spanish did not discover gold or silver in Florida, but they did discover many other natural resources. From the ground below to the beach and then far above our heads, what are three natural resources that people in northwest Florida have used to make a home and thriving city?

   __________________________________________________________________________________

4. Name and draw one artifact that you saw during your tour.

   __________________________________________________________________________________

***COMPARE and CONTRAST***

List three items which were used as a part of daily life in the Colonial household. Are they still in use today? Have they changed? How?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
COLOR THE FIVE FLAGS THE CORRECT COLORS.
WRITE THE FOLLOWING TIME PERIODS LISTED BELOW UNDERNEATH THE CORRECT FLAG.

Spanish Period, French Period, British Period, Confederate Period, United States
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