

# **FORT MOSE EDUCATION PACKET**

## **Florida Museum of Natural History**

### **Teacher Information**

#### **Historic Maps, Documents, Photographs, and Art**

Historic maps and documents are primary source materials used by historians and archaeologists to learn about earlier places, times, events, individuals and cultures. These important tools allow researchers to reconstruct the past by using clues left by the first person interpretation of previous occurrences. However, both documents and maps may contain the biases of those preparing them. Historical information may also be further distorted by the biases of those interpreting the primary sources. Documents may include census records, legislation, official documents, letters, supply lists, birth and death records, diaries, catalogs, newspaper articles, etc.

Students should have the opportunity to use historic maps and documents. By doing so, they not only learn some of the processes used by researchers but they also increase their own skills in reconstructing the past and gain practical insights into how present-day viewpoints may be influenced by the accuracy and completeness of earlier records. Students will discover that the missing parts of stories also provide important clues to the total picture.

Historic photographs and art also provide clues to the past. Photographs and art should be selected that contain cultural or physical elements that are useful for drawing inferences about people and their way of life or about the issues they faced. Students must carefully examine them. Does the clothing provide clues about the time period, economic status, gender or season? If you are studying a photograph, was it taken inside or outside? What does the background tell us? "Picture reading" is a systematic process of posing questions about the visual clues in photographs and art that helps students improve their thinking skills.

## Student Activity

### Geography

**OBJECTIVE:** The student will be able to recognize the location of the following on a variety of maps: Florida, St. Augustine, Fort Mose, South Carolina, Georgia, Cuba, Spain, England, West Africa. He/she will be able to trace the route followed by the Fort Mose residents.

**BACKGROUND FOR THE TEACHER:** It is important for the students to learn the geographical relationships of the above locations so that they can begin to understand and appreciate the complex interaction among the Africans, Spanish, English and Indians.

**MATERIALS/RESOURCES:**

Maps -

- Florida
- United States
- Southeastern United States and Caribbean
- North America, South America, Europe, Africa
- Teacher masters for above map

Directions:

1. On the Florida map, ask the students to locate St. Augustine and Fort Mose.
2. On the United States map, ask the students to locate Florida, St. Augustine, Georgia and South Carolina.
3. On the map of Southeastern United States, ask the students to locate Florida, St. Augustine, Georgia, South Carolina and Cuba.
4. On the map of North America, South America, Europe and Africa, ask the students to locate Florida, St. Augustine, Georgia, South Carolina, Cuba, England, Spain and West Africa.
5. On the same map, ask the students to use arrows to trace the travels of the peoples of Fort Mose from Africa to South Carolina to St. Augustine to Cuba.
6. Ask the students to pretend they are residents of Fort Mose and to write about their travels, the places they lived and what their lives are like. They may wish their narratives to be in the form of a diary, letter(s) to family or friends, story, play or report for the Spanish government. The students could also artistically interpret their lives through drawings, paintings, dioramas, collages, etc.

## **Student Activity**

### **Using Historic Maps**

**OBJECTIVE:** The student will gain an awareness of how historians and archaeologists use historic maps to reconstruct the location of earlier places.

**BACKGROUND FOR THE TEACHER:** Historians and archaeologists compare historic and present-day maps to help them reconstruct locations of places that no longer exist.

**MATERIALS/RESOURCES:**

1763 Castello map

Present-day map of St. Augustine area

**DIRECTIONS:**

1. Ask the students to compare the 1763 and the present-day maps. How are they similar? How are they different?
2. Ask the students to draw Fort Mose on the present-day map.
3. Ask the students to draw a map of their classroom, school or neighborhood.  
Discuss how the maps may distort the exact locations of objects or buildings and how someone reading them in ten, twenty or fifty years might interpret them.

## Student Activity

### The People of Fort Mose

**OBJECTIVE:** The student will use the 1759 census records to describe the population of Fort Mose.

**BACKGROUND FOR THE TEACHER:** Census records are historical documents that provide valuable information about the population of a community.

**MATERIALS/RESOURCES:**

Census of Gracia Real de Santa Teresa de Mose, 1759

Paper and pencils

Graph paper

**DIRECTIONS:**

1. Give each student a copy of the 1759 census. Ask them to examine household records to learn more about the population of Fort Mose. Ask the students to determine the following:
  - a. What was the total population of Fort Mose?
  - b. How many adult women lived there?
  - c. How many adults lived there? (Consider someone an adult if he/she is 15 years or older.)
  - d. How many children lived there?
  - e. How many households had children?
  - f. How many households one inhabitant?
  - g. What was the average size of the household?
  - h. How many households had grandchildren?
2. Ask the students to make separate bar graphs for the male and female populations of Fort Mose. They should plot the number of individuals in each 10 year age difference.
  - a. Which age has the greatest number of men?
  - b. The greatest number of women?

**Census of Gracia Real de Santa Teresa de Mose, 1759**

**House #1** - Francisco Menendez, Captain, age 55 years, married to Ana Maria de Escovar, age 39

**House #2** - Antonio Eligio, Lieutenant, age 45, married to Juana Elixio, age 40, and their children - Andres, 24, and Maria, 20

**House #3** - Francisco Escovedo, Second Lieutenant, age 45, married to Francisca Roso, age 50

**House #4** - Pedro Graxales, age 44, head of household, and attached to his household - Manuel Rivera, age 33

**House #5** - Salvador Cinquero, age 60, head of household, and attached to his household - Antonio Gallardo, age 20, married to Maria Quintero, age 18, and their son Antonio, age one

**House #6** - Pedro de Fuentes, age 60, married to Juana de Araujo, age 78, and attached to the household - Manuel Tan, age 45

**House #7** - Francisco Menendez, age 50, married to Maria de los Angeles, age 30, and their children, Juan Gaspar, age 18, and Maria Margarita, age 14

**House #8** - Joseph Escovedo, age 28, married to Maria Loreto, 25

**House #9** - Francisco Roso, age 54

**House #10** - Francisco Xari, age 45, married to Maria Flora, age 50

**House #11** - Antonio Caravallo, age 50

**House #12** - Pedro de Leon, age 30, married to Manuela Gavino, age 35, and their children Maria, 11, Micaela, 8, and Josepha, 6

**House #13** - Thomas Chrisostomo, age 40

**House #14** - Francisco Diaz, age 35, married to Francisca Garcia, age 20, and their children Miguel, 7, and Maria, one

**House #15** - Antonio Blanco, age 35

**House #16** - Domingo de Jesus, age 50, married to Maria del Rosario, age 35, and their children Francisco, 11, Rosa, 9, Mariana, 7, Pedro, 4, and Joseph, age one

**House #17** - Santhiago Solis, age 50, married to Maria de los Dolores, age 40

**House #18** - Juan Rodriguez, age 78, married to Ana Maria Rodriguez, age 60, and their children Juan Lamberto, age 35, Francisca, age 25, and Francisca's children Juan Antonio, 7, Ana Maria, 4, and Francisco Joseph, age one

**House #19** - Francisco de Torres, age 55, and his son Juan de Arranzate, age 30

**House #20** - Joseph de Pena, age 55, head of household, and attached to his household, Juan Francisco de Torres, age 40, and Nicolas de Briones, age 30

**House #21** - Joseph Fernandez, age 30, head of household, and attached to his household, Francisco Grandeman, age 55, and Juan Antonio de Jesus, age 25

**House #22** - Francisco Sori, age 55, head of household, and attached to his household, Juan de Jesus, age 30, Juan Baptista, age 28, Bentura Hernandez, age 25, and Francisco de Meza, age 40

<b>Total number of males over 50 years of age</b>	<b>13</b>
<b>Total number of males age 15 to 50</b>	<b>24</b>
<b>Total number of males age 1 to 15</b>	<b>7</b>
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<b>Total male population</b>	<b>44</b>
<b>Total number of females age 50 and above</b>	<b>4</b>
<b>Total number of females age 15 to 50</b>	<b>11</b>
<b>Total number of females age 1 to 15</b>	<b>8</b>
	<hr/>
<b>Total female population</b>	<b>23</b>

**Census conducted by Fray Gines Sanchez, February 11, 1759**

**Source: Archivo General de Indias, Santo Domingo 2604**

## **Student Activity**

### **Household Analysis**

**OBJECTIVE:** The student will use the 1759 household analysis record to learn more about one of the inhabitants of Fort Mose.

**MATERIALS/RESOURCES:**

1759 Household Analysis – Household #1

Paper and pencil

**DIRECTIONS:**

Give each student a copy of the 1759 description of the Francisco Menendez household. Ask the students to read the description and determine the following:

- a. How old was Francisco Menendez when he escaped to St. Augustine?
- b. How old was Menendez when Governor Montiano freed him/
- c. How long was Menendez the leader of the free black fugitives?
- d. How old was Menendez when he went to Cuba?

## Analysis of Households - 1759

### Household 1.

Francisco Menendez, age 45, and his wife, Maria de Escovar, age 39.

Francisco was born around 1704, and Ana Maria de Escovar was born around 1720. Francisco Menendez had escaped to St. Augustine from Carolina in 1725 or 1725 but became the slave of the royal treasurer, Don Francisco Menendez Marques. He was freed by Governor Montiano in 1738. Menendez was the Captain of the Mose Militia and the acknowledged leader of the free blacks fugitives and their families from 1726 until 1763, and Governor Montiano referred to the rest as the subjects of Menendez. When Mose was evacuated, Menendez, his wife, and four dependents went to Cuba with the Spanish. These dependents were probably an adult child, spouse, and grandchildren, since Francisco and Ana Maria lived alone in 1759.

Children assume the surname of their mothers by Spanish custom, so their daughter may have been Maria Escovar, the free black who married Juan Nicholas Roman, from Cumana, Venezuela, in 1745. The godparents at this wedding were high status individuals, Don Juan Jazinto de Pena, a royal treasury official, and Dona Francisca de Leon, of one of St. Augustine's old families. It would be expected that the family of Mose's most important citizen would select high ranking sponsors for the marriage of their child.



## **Student Activity**

### **Artillery Inventory**

**OBJECTIVE:** The student will use the 1759 Inventory of Artillery to learn more about the militia at Fort Mose.

**MATERIALS/RESOURCES:**

1759 Inventory of Artillery

Paper & pencils

**DIRECTIONS:**

Ask the students to examine the 1759 Inventory of Artillery and answer the following questions:

- a. What types of weapons were used at Fort Mose?
- b. How many cannon balls were there for each cannon?
- c. How many stones were there for each stone thrower?
- d. Refer to the census record. How many adult males lived at Fort Mose? How many had muskets? How many did not?

**Inventory of Artillery at Gracia Real Santa Teresa de Mose**

Iron Cannons, 3 pounders, mounted on carriages - fair condition	2
Iron Stonethrowers of half a pound - good condition	4
Equipment sets for the cannons - fair condition	2
Equipment sets for the stonethrowers - fair condition	4
Cannon balls for the cannons	14
Stones for the stonethrowers	28
Pounds of gunpowder - good condition	40
Pounds of matchcord for firing ordinance - good condition	12
Cloth cartridges for charges of gunpowder - fair condition	14
Cloth cartridges for grapeshot - fair condition	14
Cloth cartridges for powder for the stonethrowers	28
Cloth cartridges for grapeshot for the muskets	28
Gunpowder horn with firing pins - good condition	2
Large chests or bins for storing munitions	2
Muskets - fair condition	24

Report by Captain of Artillery, Don Manuel de Barros, 4/20/1759

Source: AGI, Santo Domingo 2604

## Archaeology

Archaeology is a branch of social science that focuses on the past and present organization of human groups into cultures. Members of a culture share common lifeways, world view, traditions and history. It can be argued that all human activity is conditioned by culture, and the concept of culture unites the four subdisciplines of anthropology—cultural anthropology (with its emphasis on the study of living societies); biological anthropology (the study of the development and adaptations of the human species); linguistics (the study of the structure of language and its use by different cultures); and archaeology, the study of the material remains of human activity.

Not all archaeologists study the remains of cultures long vanished from the earth; nor do all archaeologists dig in the soil to provide the objects they wish to examine. Some study the tools, weapons and trash created by modern societies (even our own), and some study items collected long ago and stored in museums. All archaeologists have in common their interest in artifacts: the physical, tangible products of human behavior. Most modern archaeologists spend a great deal of time trying to precisely determine what behaviors and activities are represented by the physical remains of archaeology. Through experimentation, the use of inference, and the comparative method, archaeologists often learn a great deal about the kinship organization, men's and women's roles, politics and economics in cultures that have left no written record of their existence.

Indeed, most of the history of the human species occurred many years before the advent of writing, and even in relative recent times writing was known in only a small portion of the world's cultures. The only way that the full story of our species can be told is through the practice of archaeology. Archaeologists begin to piece back the story of our past by excavating at an archaeological site. A site is any location where a number of artifacts are found together. Professional responsibilities of an archaeologist include recording the context in which all artifacts are found, meaning their location in the soil and their association with other artifacts removed from the ground. Unfortunately, archaeological sites are essentially destroyed in the process of excavation, and their excavation should never be undertaken without good reason and proper presentation.

## **Student Activity**

### **Artifact ID**

**OBJECTIVE:** The student will develop observational and descriptive skills. He/she will learn the importance of artifacts.

**BACKGROUND FOR THE TEACHER:** Careful observation of a site is critical if an archaeologist hopes to identify objects that are artifacts. When artifacts cannot be identified, complete and accurate descriptions are important. When examining objects, archaeologists determine if they were used by people, how they were used and if they were manmade. An artifact provides insights into the skills, tools, techniques, traditions and standards of living about the time and place it represents. "Artifact reading" encourages students to handle objects and formulate hypotheses about the past based on personal examination.

**PREPARATION FOR THE ACTIVITY:** Prepare enough object sets so that 2 to 4 students may work in a group with 4 to 6 similar objects. The object sets could include broken pottery, stones, shells, clothes pins, pencils, bottle caps, straws, etc.

**MATERIALS:**

Enough object sets containing 4 to 6 similar objects for every group of 2 to 4 students.

Paper and pencils – 1 set per student group

**DIRECTIONS:**

1. Discuss with the students the importance of good observational and descriptive skills.
2. Give each student group an object set. Ask them to pretend that they have never seen the objects before. Ask them to describe each object as completely as possible in terms of its size, color, shape, etc. They should then determine if the

object was manmade, if it was used by people and how it was used. Have the students use their imaginations when describing the use.

3. Compare the object descriptions written by the student groups. How are they similar?
4. Ask each group to pick an object in the classroom and describe it. Can the other students guess which object they had picked? This activity shows how a lack of information or an object out of context can be confusing and misleading.

## **Student Activity**

### **Your House as an Archaeological Site**

**OBJECTIVE:** The student will gain an awareness of how archaeologists use artifacts to piece together the story of our past.

**BACKGROUND FOR THE TEACHER:** See Wastepaper Basket Dig, Background for the Teacher.

**DIRECTIONS:**

1. Discuss with the students the kinds of information that artifacts can tell us.
2. Ask the students to imagine their home as an archaeological site in 200 years. Ask them to list at least 5 items each that would identify their bedrooms, kitchen, and living room areas. What other living areas would have diagnostic artifacts? What information is missing? What types of objects tend to become artifacts? The students should discuss the types of materials objects are made from and the role of value and condition.
3. Sometimes artifact location can be misleading. Ask the students to think of examples of artifacts in the “wrong” location that could cause misrepresentation of the type of living space. For example, a bottle cap, pottery fragment and corn kernel would suggest a kitchen but might also be found in a living room or bedroom if the former residents sometimes had popcorn and soda snacks in either of those locations.

## **Student Activity**

### **Wastepaper Basket Dig**

**OBJECTIVE:** The student will practice procedures used by archaeologists when excavating a site. The student will analyze the data obtained to draw conclusions about activities and their sequence.

**BACKGROUND FOR THE TEACHER:** To an archaeologist, the context of an artifact is as important as the artifact itself. Archaeologists make detailed records of the exact location, size and shape of everything in the ground. This precise information about an object's location in the ground can tell us how old it is, what it was used for, and sometimes even who might have used it and put it there. This detailed information is particularly critical because archaeology is a destructive process; the excavation of a site destroys it.

**PREPARATION FOR THE ACTIVITY:** Arrange with the janitor and/or other teachers ahead of time to save their wastebaskets on certain dates. Caution the teachers to make sure nothing private is thrown away. Ask the other classrooms to prepare a chronological list of activities for the day. By examining the trash and comparing it with the day's chronology, students will learn the basic concept of stratigraphic sequence.

#### **MATERIALS/RESOURCES:**

12 or less wastebaskets – divide class into groups of 2 to 4 students; each group should have one wastebasket classroom chronology for each wastebasket – distribute after students have completed their “excavation” newspapers – to place on floor under each wastebasket.

Ruler or yard stick – 1 per student group

Paper and pencils – 1 per student group

Masking tape – to label the artifacts, 1 tape roll per group

**DIRECTIONS:**

1. Discuss how an archaeologist determines the age of an artifact. Student responses should include the depth of an object (older objects should be on the bottom) comparison with similar objects and object composition.
2. Divide the class into groups of two to four students. Give each group a wastebasket from another classroom and ask them to reconstruct that class's day from the contents. The students should be able to determine each class's grade level, order of subjects and any unique information. The students should label each artifact and record the level at which it was found. If there are several examples of one object, they may count the number at the level and record the total rather than labeling each individual one.
3. The activity may take up to an hour. The thoroughness of each group's procedures is important.
4. Ask each group to report their findings. Compare their conclusions with the actual chronology for each wastebasket. How accurate were the conclusions? What artifacts were misleading? What artifacts provided the most valuable information? What procedures were important in preserving information and not destroying it? Was the order of activities recorded correctly? How would the students change their techniques to obtain more information?



## Student Activity

### THE BOX DIG

**OBJECTIVE:** The student will practice procedures used by archaeologists when excavating a site. The student will analyze the data obtained to determine artifact interrelationships and draw conclusions about activities.

**BACKGROUND FOR THE TEACHER:** When excavating a site, archaeologists make detailed records of the exact location, size and shape of everything in the ground. Students can follow the same procedure in their own dig site – a specially prepared box. Careful measurement and mapping of objects will provide the most clues. This activity will be most successful in teaching artifact interrelationships if a group of materials that tell a story are buried in each box.

**PREPARATION FOR THE ACTIVITY:** The sand or dirt should be placed in each box alternating with the “artifacts.” Only a few objects should be buried in each box and at different levels within the boxes. The sand or dirt does not need to fill the box nor be made level. Try to bury a group of materials that tell a story. Not only will this be more interesting to the student, it will be more realistic. Do not include objects in the boxes that students could get hurt on during their excavations (e.g. pins, knives, items with sharp edges). The following are examples of object groupings that could be used (all the items listed for each group do not need to be included in a box):

Paper clip(s), erasers, pencil, pen, part of a ruler

Piece of string

Bottle opener, bottle top, sandwich bag, candy wrapper, piece of a potato chip bag, apple seeds

Comb, barrette, hair clip, hair roller, bobby pin

Machine parts – e.g. clock, watch

Nails, screws, washer, nuts, bolts, pieces of wood or metal

Buttons, pieces of fabric, safety pins

Toy parts

Wooden spoon, egg shell, piece of a flour bag, empty vanilla bottle, recipe,  
measuring spoon

**MATERIALS/RESOURCES:**

Shoe box to 12" x 12" (or slightly larger), cardboard box for every 2 to 4 students

Large spoon(s) for each student group

Small brush(es) for each student group

Ruler – 1 per student group

Paper and pencils – 1 per student group

Graph paper - 1 per student group

Sand or dirt – enough for all the boxes

Object groups – Enough for each box

**DIRECTIONS:**

1. Ask the students to think about procedures that would be important in preserving information. Discuss with them the importance of accurate field notes (written descriptions of the soil itself and what was found in it), measurements, artifact drawings, and maps.
2. Ask the students to follow archaeological procedures in digging their box. One level of soil (in this instance, 5 centimeters) should be removed at a time. They should scrape their tools across the soil, not dig straight down. For each level, field notes should be made, artifacts drawn and maps made. The students should take turns performing all the tasks.
3. Ask the students to use their imaginations to explain how artifacts may have become buried. Can they reconstruct the event that was taking place, who the participants might have been and how the objects were used? Their explanations should be based on what they found but also allow opportunity for creativity. The students should conclude that different types of activities occur in different types of places and leave different evidence.

4. Ask the students to prepare archaeological reports for their digs. The reports should include the conclusions they have made about the lost culture they have discovered, their field notes and excavation maps.
5. Discuss with the students how procedures may be modified to obtain more information, the kind of information that couldn't be determined from the dig and the importance of artifact interrelationships.

## Spanish Terms

Cimarrón – runaway slave

Doctrina – Indian congregation

Pardo – person of African and European descent

Morenos – persons of African descent

Mestizo – persons of European and Native American descent

Criollo – person of pure Spanish descent born in America rather than in Spain

Castillo – castle/fort

Situado – government subsidy

Peso – the Spanish equivalent of one dollar

Cacique – Indian chieftain

Compadrazgo or compadre - godparent