

Teacher Guide

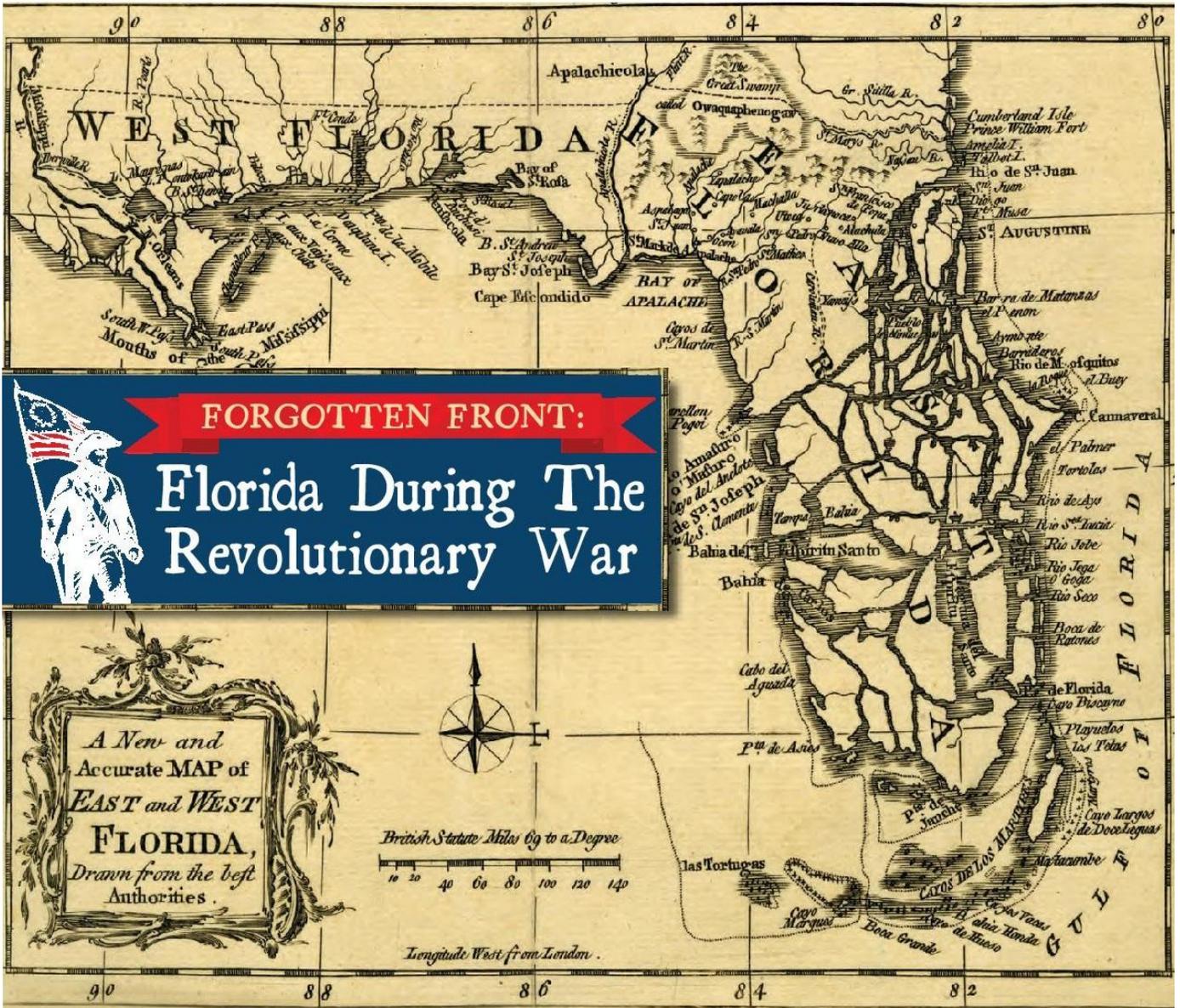


Table of Contents

Introduction

[Civic education and your newspaper](#)

[Florida Standards](#)

[Newspaper in Education](#)

Activities

[KWL Chart: Building knowledge](#)

[Researching East and West Florida](#)

[Examining the history of Florida](#)

[Examining primary sources: “Common Sense”](#)

[Examining primary sources: Declaration of rights](#)

[The transfer of power](#)

[The importance of Florida](#)

[Native American tribes](#)

[The unconquered](#)

[African Americans in St. Augustine](#)

[The role of women](#)

[Newspapers matter](#)

[Communicating information](#)

[The Pennsylvania Gazette](#)

[Analyzing photographs and images](#)

[Analyzing images](#)

[First maps of Florida](#)

[Analyzing maps](#)

[Fact vs. opinion](#)

[Letter to the editor](#)

[Analyzing editorial cartoons](#)

[Analyzing turning points in history](#)

[Journaling for self-discovery](#)

[Graffiti board](#)

[What if?](#)

[Learning new words](#)

[Exploring primary sources](#)

[Do the research](#)

Resources

[Additional resources for teachers](#)

[Additional reading suggestions](#)

[Appendix A: Analyzing editorial cartoons](#)

[Appendix B: Analyzing images](#)

[Appendix C: Revolutionary War era recipes](#)

Civic education and your newspaper

By Jodi Pushkin, President, Florida Press Educational Services (FPES)

According to the Louis Frey Institute, research shows that when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60% of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of lifelong readers, critical thinkers, engaged citizens and informed consumers. John F. Kennedy said, “Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource.” The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, “Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format.”

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The articles are written from someone who knows information to someone who doesn't. The newspaper has specialized features such as headings and technical vocabulary.

Join FPES in honoring the 250th anniversary of the Declaration of Independence by using some of the activities and lessons in this packet. If you have other lessons to share or would like to provide feedback, please email jpushkin@tampabay.com. To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at www.fpesnie.org.

Activities written by Jodi Pushkin, Tampa Bay Times Newspaper in Education. For more information, contact jpushkin@tampabay.com.

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Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, the Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: cpalms.org.

This teacher guide and its activities incorporate the following Florida Standards for high school students.

Social Studies: SS.7.CG.1.3; SS.7.CG.1.4; SS.7.CG.1.5; SS.7.CG.1.6; SS.7.CG.2.3; SS.7.CG.2.4; SS.7.CG.2.9; SS.7.G.1.3; SS.7.G.2.3; SS.7.G.4.1; SS.7.G.4.2; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.8.A.1.6; SS.8.A.1.7; SS.8.A.2.1; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.5; SS.8.A.2.6; SS.8.A.2.7; SS.8.A.3.1; SS.8.A.3.3; SS.8.A.3.4; SS.8.A.3.5; SS.8.A.3.6; SS.8.A.3.7; SS.8.A.3.8; SS.8.A.3.12; SS.8.A.3.15; SS.8.A.3.6; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.1.7

BEST: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3

Newspaper in Education

Newspaper in Education (NIE) is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, civic engagement and critical thinking, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. For more information about FPES, visit fpesnie.org or email ktower@flpress.com or jpushkin@tampabay.com.

KWL chart: Building knowledge

A good way to build reading and learning skills is to create a Know, Wonder and Learn (KWL) chart before you begin learning new things. While students are reading, listening, or learning new things, ask them the following questions. First, ask what they already **Know** about the subject. Then, ask what they **Wonder** or want to know about the subject. Then after viewing and listening to the information, students can respond to what they have **Learned** about the subject.

Practice this KWL technique for learning about Florida during the Revolutionary War period. Before reading the Newspaper in Education publication [Forgotten Front: Florida During the Revolutionary War period](#) and watching the videos below, have students write down what they know and what they wonder about this topic. Have students share this information with their classmates. The teacher can create a KWL chart for the whole class.

After students watch the videos and read the articles in the publication, have them write what they have learned. Be sure to include the most surprising things students have learned.

Discuss these points with your class.

- [Florida Life during the Revolution](#)
- [Florida's Forgotten Revolution: How the British Fought to Keep the South](#)
- [Florida Road Trip: The American Revolution and Nassau County](#)
- [The Siege of Pensacola and the Gulf Coast Campaign in the American Revolution by Dr. David Head](#)
- ["Britain's Loyal Colonies Lost: The American Revolution in Florida" with David Head](#)

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.6.W.1.1; SS.6.W.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.1.6; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.5; SS.8.A.2.7; SS.8.A.3.4; SS.8.A.3.5; SS.8.A.3.8; SS.8.A.3.15; SS.8.A.3.16; SS.8.CG.1.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.1.7

Researching East and West Florida

Have students read the information about East and West Florida in the Newspaper in Education publication [Forgotten Front: Florida during the Revolutionary War period](#). Students should choose one area of the Florida territories to research. Students should find out what they can about the society of the territories during that time period. Students should analyze as many of the following subjects about that territory as they can find to share with the class.

- Population
- Geography
- Agriculture
- Economy
- Battles

Next, using the local newspaper and the internet, students can look for information about that part of Florida today. How have these five aspects changed from the 1700s to today? Students should create a PowerPoint, Canva or Prezi presentation to share with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.6.E.1.1; SS.6.G.2.1; SS.7.CG.1.5; SS.7.E.1.1; SS.8.A.1.3; SS.8.CG.1.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6

Examining the history of Florida

While people first reached Florida at least 14,000 years ago, written records about life in Florida did not begin until the arrival of the Spanish explorer and adventurer Juan Ponce de León in 1513. Read about the early history of Florida and the exploration and colonization of the state on the [Florida Department of State website](#).

While students are reading about the “[European Exploration and Colonization](#),” they should annotate each paragraph. After they finish writing down the main points of each paragraph, students should write a paragraph summarizing the main points of the article identifying the who, what, where, when, why and how components.

Using the news articles in a current newspaper as models, students can write a newspaper article about Florida’s history. Students should come up with a catchy headline for the article and share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.5; SS.8.A.1.6; SS.8.A.3.4; SS.8.A.3.5; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.13

Examining primary sources: “Common Sense”

Thomas Paine’s pamphlet "Common Sense" was published in early 1776. This document seemed to light a fire within the colonists to rebel against the British Crown. Have students read [Common Sense on the Bill of Rights Institute’s website](#). Working in pairs or small groups, students should annotate the brochure by noting the important points in each paragraph. Using the articles in a local newspaper as models, students can write a newspaper article explaining the main points of the document. Students also should explore the rhetorical appeals being used in the writing.

When they have finished writing the article, students should create an infographic that depicts the main ideas. Students can share what they have learned with their classmates.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.1.2; SS.7.CG.1.3; SS.8.A.1.1; SS.8.A.1.5; SS.8.A.3.3; SS.8.A.3.5; SS.8.CG.1.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.CG.1.1; SS.912.CG.1.4

Examining primary sources: Declaration of rights

In June 1776, Thomas Jefferson began to write the [Declaration of Independence](#). Jefferson said he borrowed his prose from existing documents such as the [Virginia Declaration of Rights](#), written by George Mason. Mason’s declaration also served as the colonists’ inspiration for the [Bill of Rights](#). Have students examine all three documents on the Library of Congress website. Then have students compare the documents, carefully examining word choice, writing style, tone, and main purpose.

Students can create a Venn diagram showing the similarities and differences of these documents. When comparing the documents, students should note what argument each document is supporting and the use of Aristotle’s rhetorical appeals: logos, ethos, and pathos. Students can share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.1.5; SS.7.CG.1.6; SS.8.A.1.1; SS.8.A.1.5; SS.8.A.1.6; SS.8.A.3.3; SS.8.A.3.5; SS.8.A.3.7; SS.8.CG.1.1; SS.912.A.1.1; SS.912.A.1.2; SS.912.CG.1.1; SS.912.CG.1.4

The transfer of power

In 1763, France, Britain, and Spain signed the Treaty of Paris at the end of the French and Indian War. As part of the treaty, France gave up almost all of its land in North America and Spain gave up Florida. Students can work individually or in groups on this project. Have students read the [“Transfer of Florida”](#) and examine the following maps:

- [First map of Florida](#)
- [Le Moyne’s broad triangle version of Florida](#)
- [La Florida, 1584](#)
- [Census Regions and Divisions](#)

1. Using the census map, students should draw the boundaries for East and West Florida and label the two capitals. Also, students should label the Mississippi and Apalachicola Rivers and the current states that were once a part of West Florida.
2. Using the article and maps, have students create a new map showing the transfer of Florida control between Spain and Britain between 1763 and 1800.

Students should share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.6.G.1.4; SS.7.G.1.3; SS.7.G.4.2; SS.7.G.6.1; SS.7.G.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.2.6; SS.8.A.3.1; SS.8.A.3.2; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4

The importance of Florida

George Washington, aware of the strategic importance of the Florida territories, wrote more than 80 letters about the Florida colonies to the Continental Congress and his generals. Have students read the article, [“Florida's importance in Revolutionary War largely overlooked,”](#) by Dr. Ben Brotemarkle. As they are reading, students should take notes about the information in the article. Next, students should discuss with the class why Florida was important to General Washington.

Students should think about the strategic significance of the area to England and Spain. Then, have students find information on the Internet explaining why the people living in Florida would not want to be part of the colonists’ rebellion. Specifically look at the general population as well as enslaved people and Native Americans. Based on the information in the article, research and the publication [Forgotten Front: Florida During the Revolutionary War Period](#), have students create an infographic depicting the information they have learned and share it with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.2.8; SS.7.G.1.3; SS.7.G.2.3; SS.8.A.1.1; SS.8.A.1.6; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.5; SS.8.A.2.7; SS.8.A.3.3; SS.8.A.3.4; SS.8.A.3.8; SS.8.A.3.12; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.5

Native American tribes

The south's largest Native American tribes during the Revolutionary War were the Lower Creek, Upper Creek, Chickasaw and Choctaw nations. Split up your class into four groups and have them research each of these tribes. Students should use [Forgotten Front: Florida during the Revolutionary War period](#), internet sources and newspaper articles for their research. Have each group find as much information as they can to learn about the history of these inhabitants leading up to and including the Revolutionary War time period. Have students create a poster showing what they have learned to share with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.1.7; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.5; SS.8.A.2.7; SS.8.A.3.8; SS.8.A.3.15; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4

The unconquered

In 1763, Spain surrendered its Florida colony to Britain. As a result, many Native Americans living in St. Augustine, along with two remaining Franciscan missionaries, left for Cuba. The demise of Florida's native people left a population hole that encouraged other Native Americans seeking land and the desire to live in peace, free from tribal conflicts. By the 1770s, the new Florida natives collectively became known as the Seminole.

The Seminole Tribe was a combination of Lower and Upper Creek tribes as well as Yuchi and Yamasee tribes. The Seminole Tribe's population also increased with runaway enslaved people who found refuge among the Native Americans. Students can research the history of the Seminole Tribe of Florida and learn why the Seminoles of Florida call themselves the "Unconquered People."

Students should create an outline of the history of the tribe to share with the class. Next, using the comics in your newspaper as models, students can create a comic strip depicting one historical aspect of history of the Tribe.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.1.7; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.5; SS.8.A.2.7; SS.8.A.3.8; SS.8.A.3.15; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4

African Americans in St. Augustine

Have students read the article and watch the video [African Americans in St. Augustine 1565-1821](#) on the National Park Service website. While they are reading and watching, students should take notes. Have students check out the timeline on the web page as well.

A good newspaper article focuses on the essential questions of who, what, where, when, why and how of the focus of the story. Using newspaper articles from your local newspaper as a reference, have students write a newspaper article focusing on one or two things they have learned from this web page.

Students will present the main points of the newspaper article they have written to the class. Students should explain why they chose this specific event or point to write about.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.1.5; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.1.7; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.7; SS.8.A.3.8; SS.8.A.3.15; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4

The role of women

A woman's situation during the 1700s depended on social and economic class, race and family situation. In American colonies, white married women with children might be asked to work while their husbands were on the battlefield. If a woman did not have children, she may have joined men on the front lines to serve as a nurse or housekeeper doing laundry.

There is not much research on the women living in East and West Florida during the British Period. Many of the women living in St. Augustine and Pensacola, were upper class white women of English, Scottish or Irish heritage.

Have students research women's lives during the Revolutionary War on the internet. The following links should be helpful:

- [American Battlefield Trust](#)
- [National Park Service](#)
- [" ... In a strange place ... ": The Experiences of British Women during the Colonization of East & West Florida](#)

Students should explore why the lives of women in Florida would have been different than those women living in the 13 American colonies. Have students write a blog post or journal explaining what they have learned. Students can share their insights with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.1.5; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.5; SS.8.A.1.7; SS.8.A.2.2; SS.8.A.2.3; SS.8.A.2.7; SS.8.A.3.8; SS.8.A.3.15; SS.8.A.3.16; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4

Newspapers matter

Newspapers have a long and distinguished history in Florida, dating back to the *East Florida Gazette*, a Tory newspaper published in St. Augustine while the region was under British rule in 1783. Have students read [“How Florida’s newspapers grew, prospered and struggled,”](#) a column by Gary R. Mormino and David Shedden published in the Tampa Bay Times. Next, have students analyze this newspaper article fusing the following Observe-Reflect-Question analysis guiding questions.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Who published the article? Who was the audience for this article?
- Who was the audience for this newspaper?
- What type of article is this (eye-witness account, straight news article, feature article, editorial, column, reader contribution)?
- On what page and section does the article appear?
- What are the topics of other articles found on the same page or section?
- Is place relevant to this article? How?
- Are one or more dates listed in the article? Was this article written at or around the same time that the text relates to?
- What information is highlighted by the headline and other text callouts, if present?
- Are there any photos or illustrations? What additional information or explanation do they provide?
- What does the text describe, explain, or provide an opinion on?

QUESTION: What didn’t you learn that you would like to know about?

Write down your answers to the following questions:

- What questions does this article raise?
- What do you wonder about . . .
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- Examine the words and phrases the author uses. Does the author’s language support a particular perspective or argument? Are different viewpoints presented?
- What sources might you consult to learn more?

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What is the main idea of the article? List several facts or arguments that support the main idea of the article.
- Is this article a news story or an opinion piece? Is the article trying to inform or persuade? How do you know?
- Are there details that reference other people or events of the time period? What was happening during this time period?
- Why do you think this text was made? What might have been the author's or publisher's purpose? What evidence supports your theory?
- Who do you think was the audience for this article? What evidence supports your conclusion?
- If there was information about the author included, does that information suggest certain biases that person might have had? What do you think those biases were?
- Why do you think the author chose to include these specific details of description or explanation? What information or perspectives might have been left out of the article?
- What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?
- Does this article show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- What do you think the author might have wanted the audience to think or feel? Does the arrangement or presentation of words, illustrations, or both affect how the audience might think or feel? How?
- What do you feel after reading this article?
- If someone wrote this text today, what would be different? What would be the same?
- What did you learn from examining this article? Does any new information you learned contradict or support your prior knowledge about the topic of this article?

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.912.S.6.6; SS.912.S.8.10

Source: Library of Congress, [Getting Started with Primary Sources](#)

Communicating information

As students read on pages 8 and 9 of [Forgotten Front: Florida during the Revolutionary War period](#), “Without newspapers, there would have been no American Revolution.”

According to “American Journalism: A History, 1690-1960” by Frank Luther Mott, “there were 37 newspaper publications in the American colonies on April 19, 1775, at the time of the Battles of Lexington and Concord, the first battles of the American Revolution.”

The article “[American Revolution and the Press](#)” published on EBSCO in 2024 examines the role of the press during the American Revolution. During this time, the role of the press was “crucial in shaping public opinion and uniting the diverse colonial population. Newspapers and pamphlets served as vital communication tools, connecting individuals scattered across the vast landscape of the American colonies.

“Initially focused on European news, the American press shifted its attention to colonial affairs as anti-British sentiments grew, particularly after events such as the Stamp Act and the Tea Act. The Revolution itself, fought from 1775 to 1783, was fueled by these tensions, and the printed word became an instrument for both promoting independence and encouraging debate.”

Since the press played such a crucial role in providing information and fueling the war, why is it significant that there were no Florida-based newspapers until 1783? [The East Florida Gazette](#), a loyalist newspaper was during final days of British rule.

Students should think about why it is significant that the newspapers in the American colonies did not include information about the Florida territories. How would this have affected the people living in these areas? What concerns would the British crown have if a newspaper had been published in this region between 1775 and 1782? How would the lack of a newspaper affect the original 13 colonies? Students should write down their thoughts in the form of a blog post to share with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.912.S.6.6; SS.912.S.8.10

The Pennsylvania Gazette

Benjamin Franklin purchased the Pennsylvania Gazette in 1729. The Pennsylvania Gazette was not the first paper published in the American colonies, but what made this paper unique was the publication of essays and letters from readers. The Benjamin Franklin Historical Society notes “Many of these articles were written by Franklin himself under pseudonyms. He resisted making the Gazette partisan until the time leading up to the American Revolution.” It was on May 9, 1754, that Franklin published the first known political cartoon. You can view and read this [issue of the Pennsylvania Gazette](#) on the Library of Congress website. Have students use the following reflection questions to analyze the articles in this publication.

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What is the main idea of the article? List several facts or arguments that support the main idea of the article.
- Is this article a news story or an opinion piece? Is the article trying to inform or persuade? How do you know?
- Are there details that reference other people or events of the time period? What was happening during this time period?
- Why do you think this text was made? What might have been the author’s or publisher’s purpose? What evidence supports your theory?
- Who do you think was the audience for this article? What evidence supports your conclusion?
- If there was information about the author included, does that information suggest certain biases that person might have had? What do you think those biases were?
- Why do you think the author chose to include these specific details of description or explanation? What information or perspectives might have been left out of the article?
- What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?
- Does this article show clear bias? If so, towards what or whom? What evidence supports your conclusion?
- Which of Aristotle’s rhetoric appeals is being used by the author?
- What do you think the author might have wanted the audience to think or feel? Does the arrangement or presentation of words, illustrations, or both affect how the audience might think or feel? How?
- What do you feel after reading this article?
- If someone wrote this text today, what would be different? What would be the same?
- What did you learn from examining this article? Does any new information you learned contradict or support your prior knowledge about the topic of this article?

Students should share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.912.S.6.6; SS.912.S.8.10

Analyzing photographs and images

“The first photograph published in an American newspaper – actually a photomechanical reproduction of a photograph – appeared in the Daily Graphic on March 4, 1880. Before that time it was common practice for American editors to enlist artists to sketch and report on news events, from steamboat explosions to the battles of the Civil War. It was not until 1919, with the launching of New York’s Illustrated Daily News, that American newspapers began to feature photographs routinely.”

- Library of Congress

Photographs document historic events. But more than that, they tell a story. In small groups or as a class, have students analyze a photograph or image in [Forgotten Front: Florida During the Revolutionary War Period](#) using the following Observe-Reflect-Question analysis guiding questions.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- Why do you think this image was made?
- What’s happening in the image?
- When do you think it was made?
- Who do you think was the audience for this image?
- Is there a specific argument or point being made with this image?
- What tools were used to create this?
- What can you learn from examining this image?
- If someone made this today, what would be different? What would be the same?

Students should share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.912.S.6.6; SS.912.S.8.10

Analyzing images

For this activity, students should analyze the images in [Appendix B](#) by responding to the following questions.

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- Why do you think this image was made?
- What's happening in the image?
- When do you think it was made?
- Who do you think was the audience for this image?
- What tools were used to create this?
- What can you learn from examining this image?
- What is the purpose of the image and is the author making an argument or a statement of fact?
- If someone made this today, what would be different? What would be the same?

Students should share what they have learned and observed with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.912.S.6.6; SS.912.S.8.10

First maps of Florida

The [first map of Florida](#) was published in 1511, two years before Juan Ponce de León explored Florida's coast. Have students compare this map to [La Florida, 1584](#). Have students create a Venn diagram showing the similarities and differences between these two maps. Next, have students compare the maps to the current map of Florida shown on the Weather page of the local newspaper. What are the similarities between the 1584 map to the map of today? What are the differences? Students should share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.6.G.1.2; SS.6.G.1.4; SS.7.G.1.3; SS.7.G.4.2; SS.8.A.1.2; SS.8.G.1.1; SS.8.G.4.4; SS.8.G.4.6; SS.8.G.6.1; SS.912.A.1.4; SS.912.G.1.4

Analyzing maps

Maps are as old as language. Mapmakers use images and lines that convey important information and can sometimes tell stories. Maps can be simple illustrations, or they can be high tech: from GPS to street map views in real time. In small groups or as a class, have students analyze one of the maps posted on the [Florida Center for Instructional Technology map page](#), using the following Observe-Reflect-Question analysis guiding questions.

OBSERVE: Identify and note details

- Describe what you see
- What do you notice first?
- What size and shape is the map?
- What graphical elements do you see?
- What on the map looks strange or unfamiliar?
- Describe anything that looks like it does not belong on a map
- What place or places does the map show?
- What, if any, words do you see?

REFLECT: Generate and test hypotheses

- Why do you think this map was made?
- Who do you think the audience was for this map?
- How do you think this map was made?
- How does it compare to current maps of this place?
- What does this map tell you about what the people who made it knew and what they didn't?
- If this map was made today, what would be different?
- What would be the same?

QUESTION: What didn't you learn that you would like to know about?

- What do you wonder about . . .
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What more do you want to know, and how can you find out?
- What sources might you consult to learn more?

Students should share what you have learned with your class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.6.G.1.2; SS.6.G.1.4; SS.7.G.1.3; SS.7.G.4.2; SS.8.A.1.2; SS.8.G.1.1; SS.8.G.4.4; SS.8.G.4.6; SS.8.G.6.1; SS.912.A.1.4; SS.912.G.1.4

Source: Library of Congress, [Getting Started with Primary Sources](#)

Fact vs. opinion

The editorial section of the newspaper provides readers with differing opinions about news events. These articles express opinions and ideas and are expected to have a point of view. They do not necessarily report news items. Instead, they comment on events, policies, other newspaper articles or ideas.

- **Editorials** are written by a member or members of the editorial staff of a newspaper and express the opinion or idea of the newspaper as a whole.
- **Opinion articles** express the opinion or idea of only the person or people writing the article. These are sometimes called op-eds.
- **Letters to the editor** present the views of the newspaper's readers.

Editorials and opinion articles are often categorized into four types depending on their purpose:

- To explain, interpret or inform
- To praise or commend
- To argue, persuade, propose a solution or call for action
- To criticize or identify a problem

Knowing the difference between fact and opinion is very important.

Have students use the [Library of Congress Chronicling America](#) website to choose two articles focused on the same battle during the Revolutionary War. One article should be a factual news report and the other an interpretive news analysis, editorial or opinion column.

In small groups, students should read the selected articles. As they read, they should label each sentence as “F” for fact or “O” for opinion. Students should make notes about the reasons and process used to distinguish fact from opinion.

As a class, talk through students’ decisions at the sentence level. Which is the straight news report and which is the news analysis piece? As a class, create a list of guiding questions to ask when reading any article – news, opinion or a mix – to help differentiate fact from opinion.

Finally, ask individual students to choose their own article and read it to test the effectiveness of their guiding questions. As with the earlier group task, students should focus on distinguishing between fact and opinion on the sentence level, labeling each sentence with an “O” or an “F.”

After their work is complete, reconvene as a class and discuss the efficacy of the guiding questions:

- Did they work?
- Were you always able to tell the difference between fact and opinion? Why or why not? What’s difficult about this?
- What might be changed to make the questions more effective?
- Why is it important to have such questions in your “reader’s toolbox” as you approach any news media source?

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4; SS.912.A.1.5

Letter to the editor

A letter to the editor of a newspaper is a letter addressed to the editor and meant for publication in the paper. It is a way for individuals to share their opinions on current events and issues with both the editorial staff and the readership of the paper.

Have students choose an editorial and/or opinion article from the local newspaper. Do they agree with the author? Why or why not? Students should write a letter to the editor advocating for or against this idea. Use the letters to the editor in the newspaper as models for the letter. The purpose of this letter is to state their opinion and support that view with evidence. The letter should include:

- A salutation (“Dear Editor:”).
- The date, article title and author of the article that you are responding to.
- An introductory statement (a topic sentence) clearly stating the main point you are going to make.
- One or two facts, examples or evidence to support that point.
- A concluding sentence, which gives a call to action or a statement of how this issue will affect others.
- A signature block with your name, date and city, and any credentials that make you a credible source on this topic.

Extension activity: Working in pairs, have students exchange and read one another's draft letters. After reading the drafts, use the ReadWriteThink Letter to the Editor Peer Review Questions below to provide feedback.

1. Does the letter begin with a salutation and end with a signature block?
2. What article is the letter writer discussing? Is the article named in the first sentence or paragraph?
3. In the first paragraph, what main reason does the letter writer give for responding to the article? What position is the letter writer taking on the issue?
4. What specific points does the letter writer use to support the position taken in the letter?
5. Is the author uses rhetorical appeals?
6. How does the letter conclude? Is the conclusion appropriate for the letter?
7. What advice would you give the author of this letter?
8. What did you like the most about this letter? Why?

After students have shared and received feedback, revise your drafts based on the feedback.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; **ELA.612.R.3.4**; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4; SS.912.A.1.5

Sources: The New York Times in the Composition Classroom, [Letter to the Editor](#); ReadWriteThink.org, [Persuading an Audience: Writing Effective Letters to the Editor](#)

Analyzing editorial cartoons

Newspaper editorial cartoons are graphic expressions of their creator's ideas and opinions.

Editorial cartoons differ from comic strips. Editorial cartoons appear on the newspaper's editorial or front page, not on the comics page. Editorial cartoons are sometimes referred to as political cartoons, because they often deal with political issues.

Like written editorials, editorial cartoons have an educational purpose. They are intended to make readers think about current political issues, and can provide a window into history by showing us what people were thinking and talking about at a given time and place. Have the students use the guiding questions below to analyze the editorial cartoons in [Appendix A](#).

OBSERVE: Identify and note details

Write down your answers to the following questions:

- Describe what you see.
- What do you notice first?
- What people and objects are shown?
- What, if any, words do you see?
- What do you see that looks different than it would in a photograph?
- What do you see that might refer to another work of art or literature?
- What do you see that might be a symbol?
- What other details can you see?
- What rhetorical appeals are being used?

REFLECT: Generate and test hypotheses

Write down your answers to the following questions:

- What's happening in this cartoon?
- What was happening when this cartoon was made?
- Who do you think was the audience for this cartoon?
- What issue do you think this cartoon is about?
- What do you think the cartoonist's opinion on this issue is?
- What methods does the cartoonist use to persuade the audience?

QUESTION: What didn't you learn that you would like to know about?

Write down your answers to the following questions:

- What do you wonder about...
 - Who?
 - What?
 - When?
 - Where?
 - Why?
 - How?
- What more do you want to know, and how can you find out?

Students should share what they have learned with the class.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4; SS.912.A.1.5

Extension activity 1

Cartoonists use a variety of techniques, such as symbolism, exaggeration, labeling, analogy and irony, to communicate ideas and opinions with readers. Have the students use the chart on the following page, adapted from the Library of Congress, to identify the persuasive techniques used in the editorial cartoons you analyzed.

Once they have identified the persuasive techniques that the cartoonist used, answer these questions:

- What issue is this editorial cartoon about?
- What do you think is the cartoonist’s opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What rhetorical techniques were used by the cartoonist?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Students can share what they have learned with the class.

Extension activity 2

- How are editorial cartoons different from other kinds of art and media?
- Why do artists create editorial cartoons?
- How can images and text work together to deliver a message?
- How do I interpret an editorial cartoon?
- What are the important elements that many artists use in editorial cartoons?

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.R.3.4; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.7.CG.2.8; SS.7.CG.2.9; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.4; SS.912.A.1.5

Sources: [Library of Congress, Analyzing Political Cartoons Teachers Guide](#)

<p>Symbolism</p>	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.</p>
<p>Exaggeration</p>	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
<p>Labeling</p>	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object more clear?</p>
<p>Analogy</p>	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clear to you.</p>
<p>Irony</p>	<p>Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

Analyzing turning points in history

Major historic events inevitably bring about changes in society, from politics to daily routines. Have students think about a major event in their life (such as moving, starting at a new school, the arrival of a sibling etc.). Students should think and write about how their life was different before and after this event.

Next, have students choose a major event, from the timeline from [Forgotten Front: Florida During the Revolutionary War period](#). How do they think this major event changed the lives of the people who lived through it? Consider both big changes and small changes. For example, the 9/11 attacks prompted the U.S.-led war in Afghanistan (big change), and it also led to “God Bless America” being played at ballparks (smaller change).

Working individually or in small groups, use the Analyzing Turning Points in History worksheet on the following page to make a hypothesis about the changes this event set in motion (left column of chart) and give your evidence/reason for each (right column of chart). Next, respond to the prompt in step 2 on the worksheet, evaluating how these events continue to affect our lives today.

As a class, discuss how major events can change the course of history in big and small ways.

- What were some of the big changes you found evidence to support? What were some of the smaller changes?
- What type of evidence/reasons did you use to make your hypotheses about changes?
- Sort the changes you hypothesized into categories. Possible categories: predictable versus unpredictable; positive versus negative; political versus personal, etc.
- Which event do you think had the biggest impact, resulting in the most significant changes? Why?

Florida Standards: ELA.K.12.EE.1.1; ELA.K.12.EE.2.1; ELA.K.12.EE.3.1; ELA.K.12.EE.4.1; ELA.K.12.EE.5.1; ELA.K.12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.612.A.1.1; SS.612.A.1.2; SS.612.A.1.3

Source: NewseumED.org, [Before and After: Analyzing Turning Points in History](#)

Extension activity: Journaling history

Have students write a journal entry from the perspective of someone living shortly before this event occurred, then a second entry from after. At the top of the entry, give a description of who the person writing this journal entry is. Students should use the second journal entry to describe some of the changes that have happened in your life since your chosen big event.

Florida Standards: ELA.612.EE.1.1; ELA.612.EE.2.1; ELA.612.EE.3.1; ELA.612.EE.4.1; ELA.612.EE.5.1; ELA.612.EE.6.1; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.C.5.2; ELA.612.F.1.3; ELA.612.F.1.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.3; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; SS.612.A.1.1; SS.612.A.1.2; SS.612.A.1.3

Name:

Date:

Before and After: Analyzing Turning Points in History

CHANGE (If you lived at this time, how would this event have changed your life?)	REASON (Why do you think this change would occur? Look for evidence on the front pages.)
1.	
2.	
1.	
2.	
1.	
2.	
1.	
2.	

On another piece of paper, respond to this question: How do these events continue to affect our lives today?
(Give at least one example for each event.)

Journaling for self-discovery

A journal is an instrumental tool for helping people develop their ability to critically examine their surroundings from multiple perspectives and to make informed judgments about what they see and hear. Many students find that writing or drawing in a journal helps them process ideas, formulate questions and retain information.

Journals make learning visible by providing a safe, accessible space for students to share thoughts, feelings and uncertainties. In this way, journals are also an assessment tool; they can be used to better understand what you know, what you are struggling to understand, and how your thinking has changed over time. Frequent journal writing also helps students become more fluent in expressing their ideas in writing or speaking.

Have students use a composition notebook to start their own journal this month and record their thoughts and feelings about the events going on around them. To learn about things going on in the world, students should use the local newspaper as a resource. To begin the journal, students should write about something that they have read in the newspaper that directly affects their life and community.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3

Graffiti board

Graffiti boards are a shared writing space (e.g., a large sheet of paper or whiteboard) where students record their comments and questions about a topic. The purpose of this strategy is to help students “hear” each other’s ideas. Some benefits of this strategy include that it can be implemented in five to ten minutes, it provides a way for shy students to engage in the conversation, it creates a record of students’ ideas and questions that can be referred to at a later point, and it gives students space and time to process emotional material.

You can use the graffiti boards strategy as a preview activity by introducing the topic of Florida history and helping students to organize any existing knowledge about that topic. You can also use this strategy to prepare for a class discussion or writing assignment about a text by asking students to share their reactions to the text on the graffiti board.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.912.A.7.7; SS.912.A.7.8

What if?

Have students think about the importance of the American Revolution and about the following ideas:

- What if the American Revolutionary War had never happened, or if the American colonists had not won?
- What would North America be like if it were under the British crown?
- What would Florida be like if the British had retained control of the state?
- What would Florida be like if the Spanish had not given the territories to the United States?
- How would you and your family's lives, and the lives of others, be different?

Working in small groups, have students design a newspaper front page with articles, pictures and headlines that reflect how things would be. Use the front page of a current newspaper as a model.

Florida Standards ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.912.A.7.7; SS.912.A.7.8

Learning new words

When people study new things, they often come up against new and challenging vocabulary words and subject-focused terms, otherwise known as jargon. [Forgotten Front: Florida During the Revolutionary War period](#) has some new ideas, words and terminology for students to learn. While they are reading this publication, students should highlight words and terms they do not know. Students should try to figure out the meanings by looking for clues in the sentences around them. Students should write down their best guess and then look up the words in a dictionary.

As a group activity, make a list of the words students identified and see which ones stumped the class. Next, use these words for a news scavenger hunt. See how many of the words on the list students can find in the newspaper. The group that finds the most words wins the game.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3

Exploring primary sources

In the Declaration of Independence, Thomas Jefferson wrote: “When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Many documents at the National Archives illustrate how individuals and groups asserted their “unalienable” rights as Americans. Have students use archives.gov to explore the topics of slavery, racism, citizenship, women's independence, immigration and more. Then, students should explore "Records of Rights" at recordsofrights.org, where documents from the holdings of the National Archives illustrate how Americans have endeavored to define, secure and protect their rights.

Students should use a graphic organizer to explore the information presented in the exhibit. Finally, students should look for a news article in the local newspaper that explores one of these topics and use a graphic organizer to analyze it.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.912.A.7.7; SS.912.A.7.8; SS.912.A.7.9

Do the research

The definition of research is “the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.” Students can work on this project individually or in small groups. Have students choose one of the notable people listed below to research.

Thomas Brown
Cowkeeper
Samuel Elbert
Bernardo de Gálvez
Thomas Heyward, Jr

Robert Howe
Charles Lee
Arthur Middleton
John Moultrie
Augustine Prevost

J.M. Prevost
Edward Rutledge
Patrick Tonyn
Andrew Turnbull

1. Remind students that when you are doing research, it is important to use reliable sources, including credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Students should be sure to keep a list of their sources. Having a running annotated bibliography would be helpful.
2. Students should write down important facts about the person they chose, including:
 - Who is this person?
 - What is his or her background?
 - Where was this person born and where did he or she live?
 - When did this person live?
 - Why is this person notable and/or important?
 - How is this person a role model?
3. Students should then create their own set of lesson plans about the person they chose. Using one of the worksheets from this packet as a model, students can create their own vocabulary list, reading comprehension questions and newspaper tie-in activities.
4. Next, students should compare the person they researched to one of the other individuals they have learned about during this exploration.
5. Finally, students should create an oral presentation to share with their classmates, highlighting the key things they have learned.

Florida Standards: ELA.K12.EE.1.1; ELA.K12.EE.2.1; ELA.K12.EE.3.1; ELA.K12.EE.4.1; ELA.K12.EE.5.1; ELA.K12.EE.6.1; ELA.612.F.2.1; ELA.612.F.2.2; ELA.612.F.2.4; ELA.612.R.2.1; ELA.612.R.2.2; ELA.612.R.2.3; ELA.612.R.2.4; ELA.612.R.3.2; ELA.612.C.1.2; ELA.612.C.1.3; ELA.612.C.1.4; ELA.612.C.1.5; ELA.612.C.2.1; ELA.612.C.3.1; ELA.612.C.4.1; ELA.612.V.1.1; ELA.612.V.1.2; ELA.612.V.1.3; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.912.A.1.2; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.12; SS.912.A.7.6; SS.912.AA.3.11; SS.912.AA.3.12; SS.912.AA.3.14; SS.912.AA.4.9; SS.912.AA.4.10; SS.912.AA.4.1

Additional resources for teachers

- [Teach THE AMERICAN REVOLUTION at 250 Years, PBS Learning Media](#)
- [Florida's Territorial Bicentennial Documentary: *When Floridians Became Americans*](#)
- [Teacher Guide: Fort Mose Education packet](#)
- [Bernardo de Galvez on the Stage of the American Revolution. WSRE PBS](#)
Note: there is one mild profanity and one period song with slightly racy lyrics. Teachers should watch the program themselves before deciding to share it with students.

Additional reading suggestions

- *Historic Pensacola* by John J. Clune and Margo S. Stringfield
- *Independence Lost* by Kathryn Duval (book)
- *East Florida in the Revolutionary Era, 1763–1785* by George Kotlik (book)
- *Fourteenth Colony: The Forgotten Story of the Gulf South During America's Revolutionary Era* by Mike Bunn (book)
- *The Archaeology of the American Revolution*, Edited by Richard F. Veit and Matthew A. Kalos (book)
- *Florida in the American Revolution* by J. Leitch Wright Jr. (book)
- *The Journal of Don Francisco Saavedra de Sangronis 1780-1783*, Edited and introduced by Francisco Morales Padron; Translated by Aileen Moore Topping (book)
- [Florida British Heritage Trail](#)
- [East Florida in the American Revolution by Edgar Legare Pennington, Florida Historical Quarterly](#)
- [" ... in a strange place ... ": The Experiences of British Women during the Colonization of East & West Florida Deborah L. Bauer, Florida Historical Quarterly](#)
- [Bernardo de Galv do de Galvez's Combat Diar s Combat Diary for the Battle of P y for the Battle of Pensacola, 1781: Florida Historical Quarterly](#)
- [Bartram's Travels](#)

Appendix A: Analyzing Editorial Cartoons

Analyze a Cartoon

Meet the cartoon.

Quickly scan the cartoon. What do you notice first?

What is the title or caption?

Observe its parts.

WORDS

Are there labels, descriptions, thoughts, or dialogue?

VISUALS

List the people, objects, and places in the cartoon.

List the actions or activities.

Try to make sense of it.

WORDS

Which words or phrases are the most significant?

List adjectives that describe the emotions portrayed.

VISUALS

Which of the visuals are symbols?

What do they stand for?

Who drew this cartoon?

When is it from?

What was happening at the time in history it was created?

What is the message? List evidence from the cartoon or your knowledge about the cartoonist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Materials created by the National Archives and Records Administration are in the public domain.

CARTOON ANALYSIS WORKSHEET

Level 1	
Visuals	Words (not all cartoons include words)
<p>1. List the objects or people you see in the cartoon.</p> <div style="background-color: #e0e0e0; height: 150px; width: 100%;"></div>	<p>1. Identify the cartoon caption and/or title.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>3. Record any important dates or numbers that appear in the cartoon.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div>
Level 2	
Visuals	Words
<p>2. Which of the objects on your list are symbols?</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>3. What do you think each symbol means?</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div>	<p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div>
Level 3	
<p>A. Describe the action taking place in the cartoon.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>C. Explain the message of the cartoon.</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p> <div style="background-color: #e0e0e0; height: 30px; width: 100%;"></div>	

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408**



A New Method of MACARONY MAKING, as practifed at BOSTON.





1 Yanky Doodle 2 Monsieur Louis Baboon 3 Don Diego 4 Monsieur Frey
JACK ENGLAND Fighting the FOUR CONFEDERATES.

*To Arms you Brave Britons, to Arms the
 Road to Renown Lyes before you.*

Printed for Jm. Smith N° 25 Chancery Lane, Robt. Sayer & J. B. Rowell N° 55 Fleet Street, Jul. 10, 1861



A SOCIETY OF PATRIOTIC LADIES,
AT
EDENTON IN NORTH CAROLINA.

Plate V

Printed by G. Sneyd & J. H. Johnson, 1772, in Philadelphia, in the office of the printer.





The BOSTONIAN'S Bying the ESCAPE-MAN, OF TARRING & FEATHERING

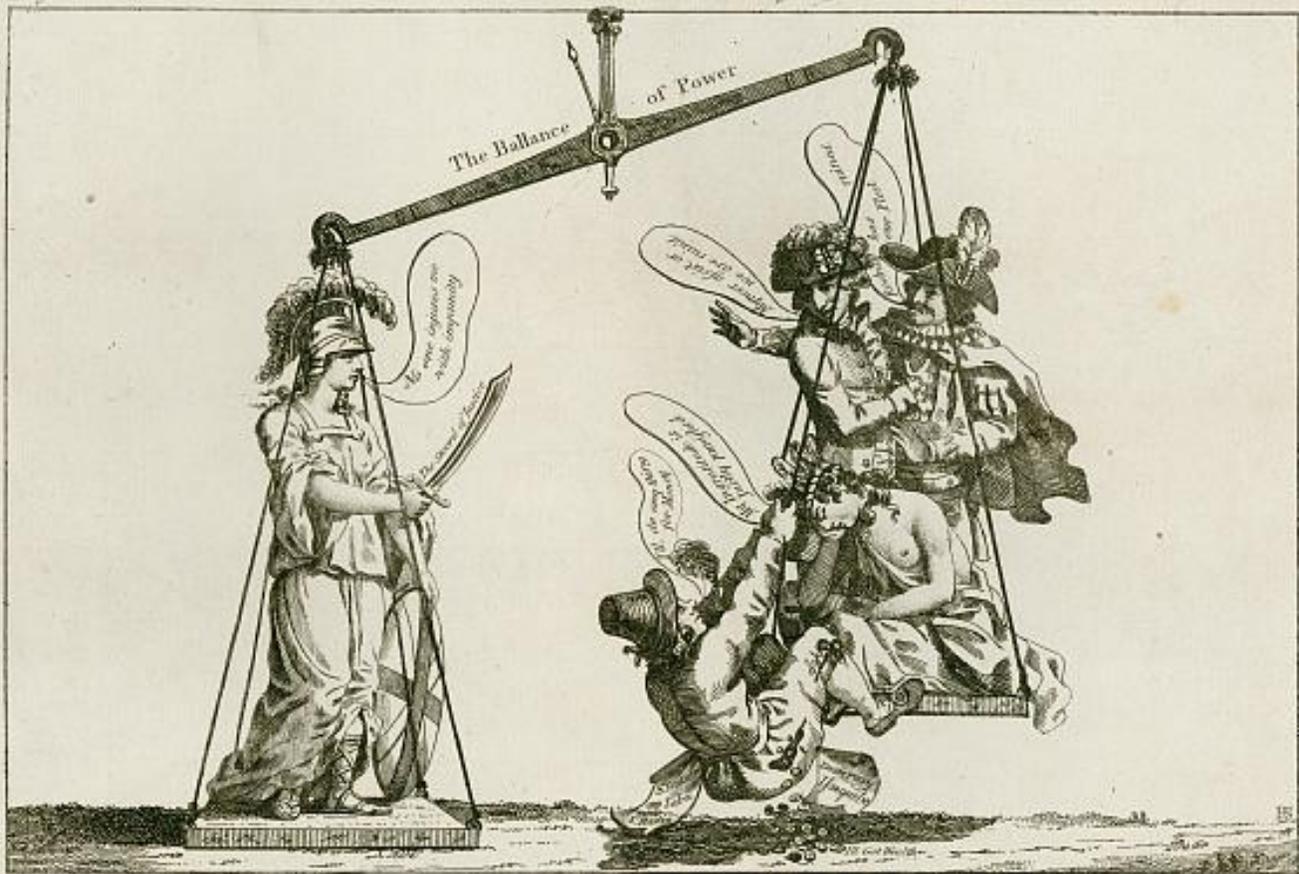
Plate I.

Engraved by Wm. G. Thompson, after a drawing by J. G. B. for the Bostonian, No. 1, 1834.



THE EUROPEAN DILIGENCE.

sold by W. Humphrey, N^o 227, Strand

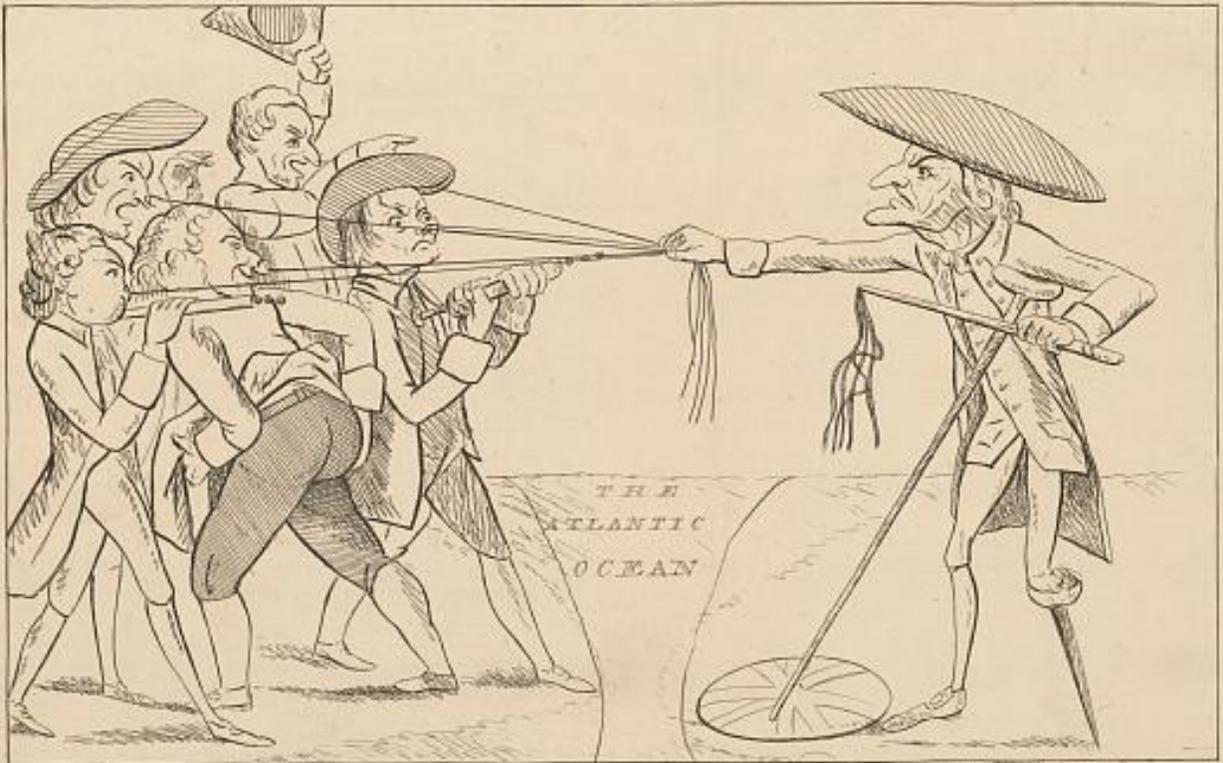


*America, dup'd by a treacherous train,
 Her fists - she's lent both to France and to Spain;
 Yet all three united - can't weigh down the Scale,
 'Till the Dutchman jumps in with the hope to prevail.*

*The Balance of Power
 Let Britain still boldly their efforts withstand,
 And bravely defy them by Sea and by Land.*

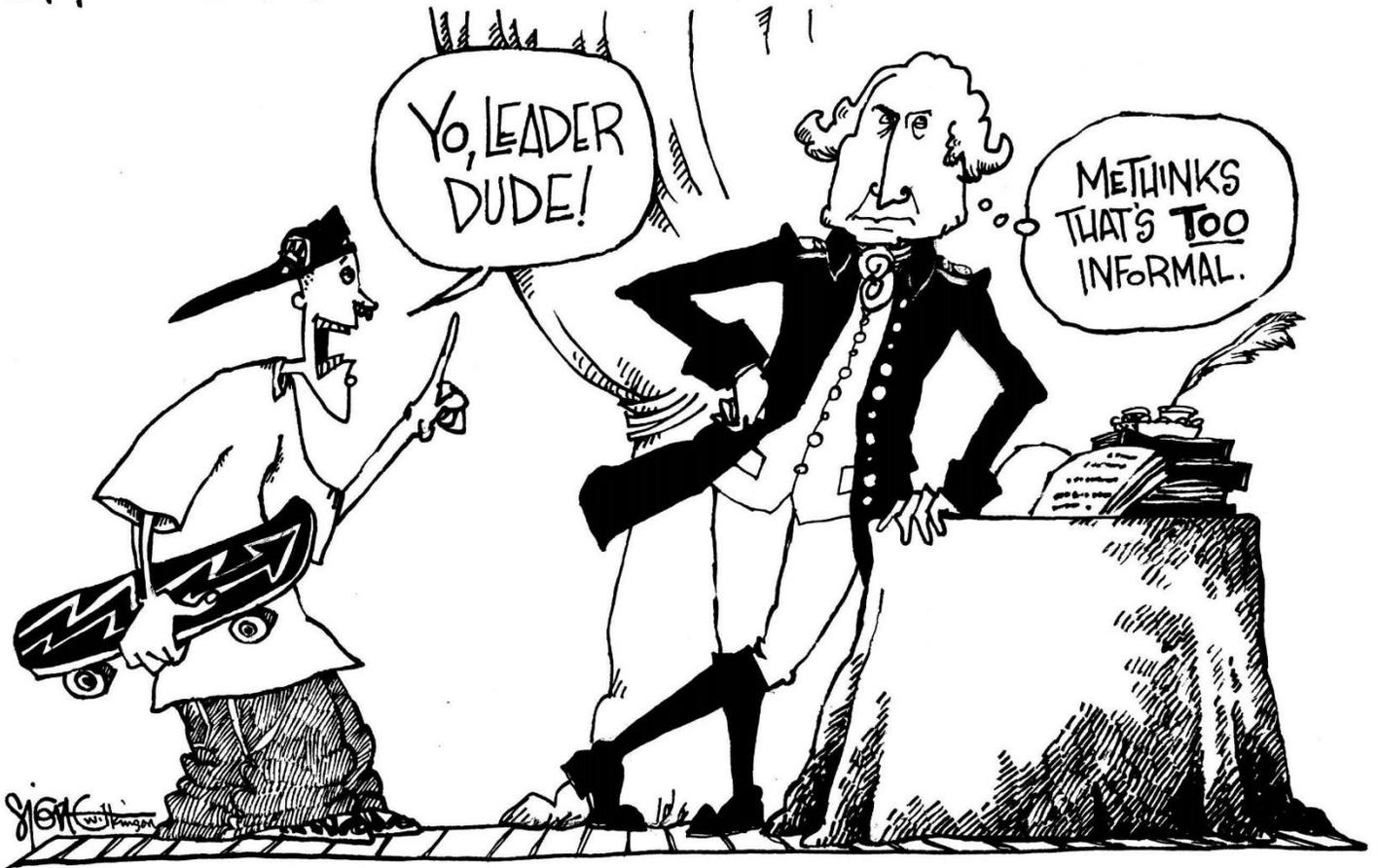
*The Frenchman shall Deal, and the Spaniard shall Deal,
 While the Dutchman shall Rule by Seizing his Fleet -
 The Americans too well with Britain shall
 And each to the other be Mutual Delight*

London. Printed in the Strand, Jan 1794.



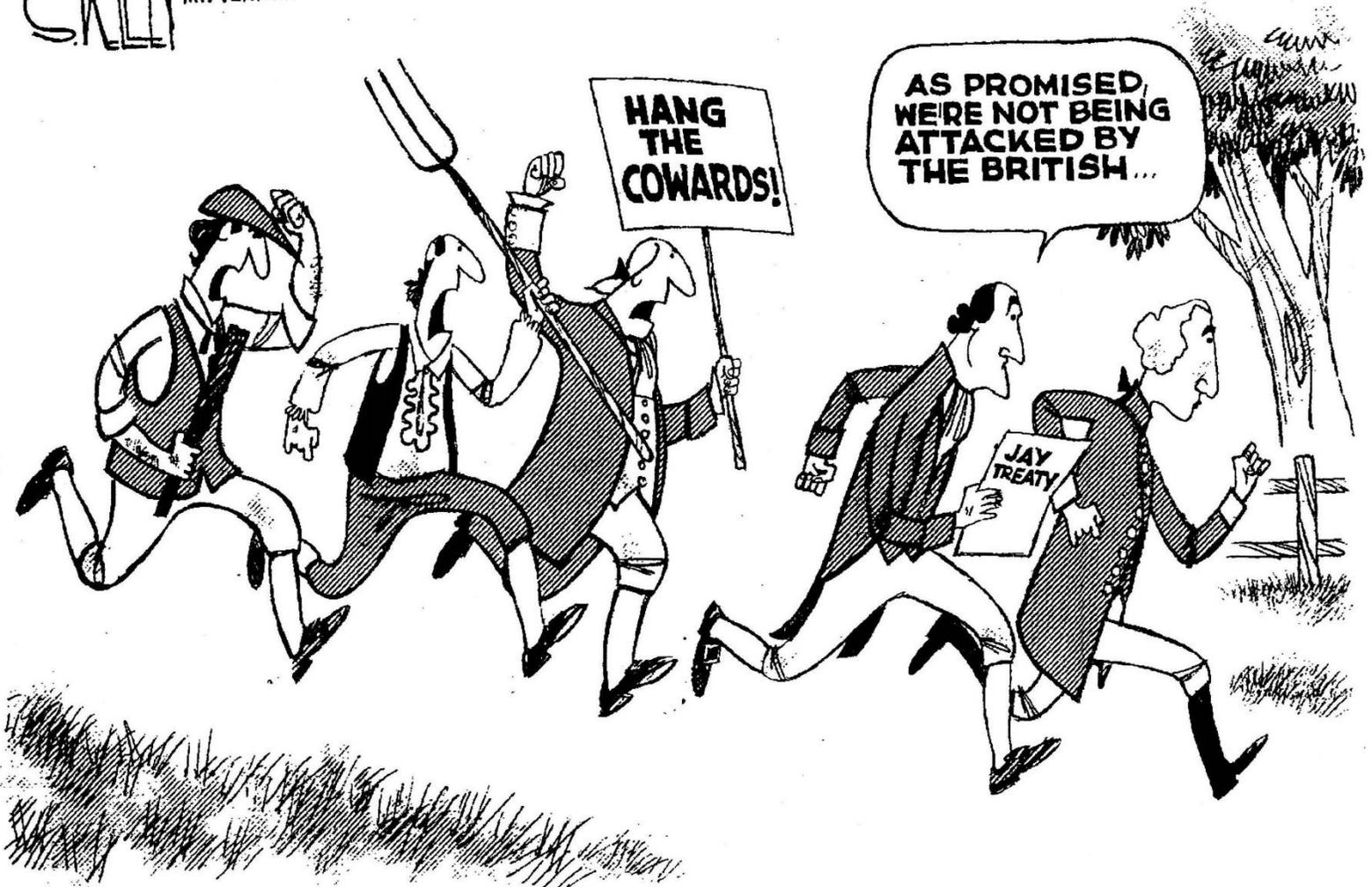
*From old England endeavours to re-engage the American Children.
 = You therefore to ENGLAND wouldst go with a Staff*

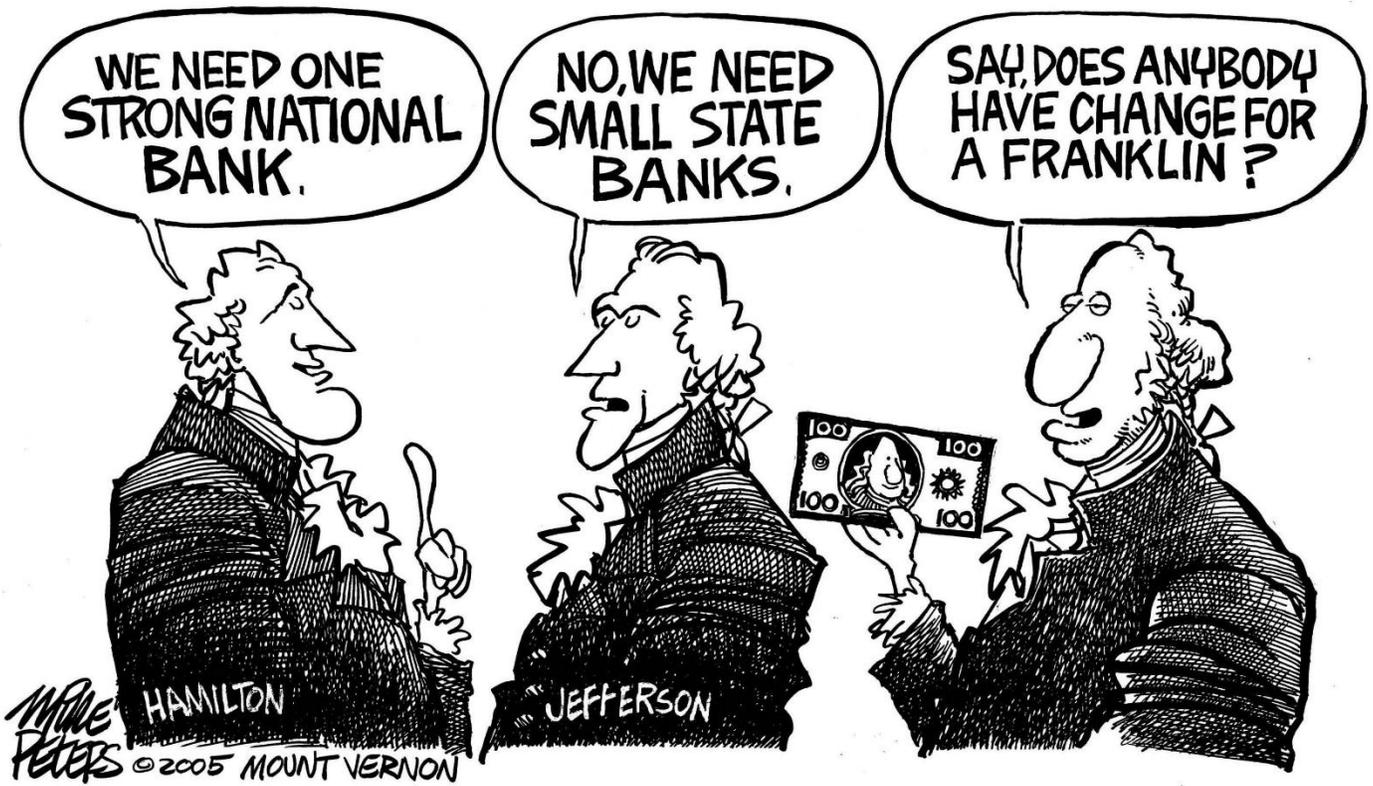
CHOOSING the PRESIDENTIAL TITLES:



SKILLN

©2005 FOR
MT. VERNON

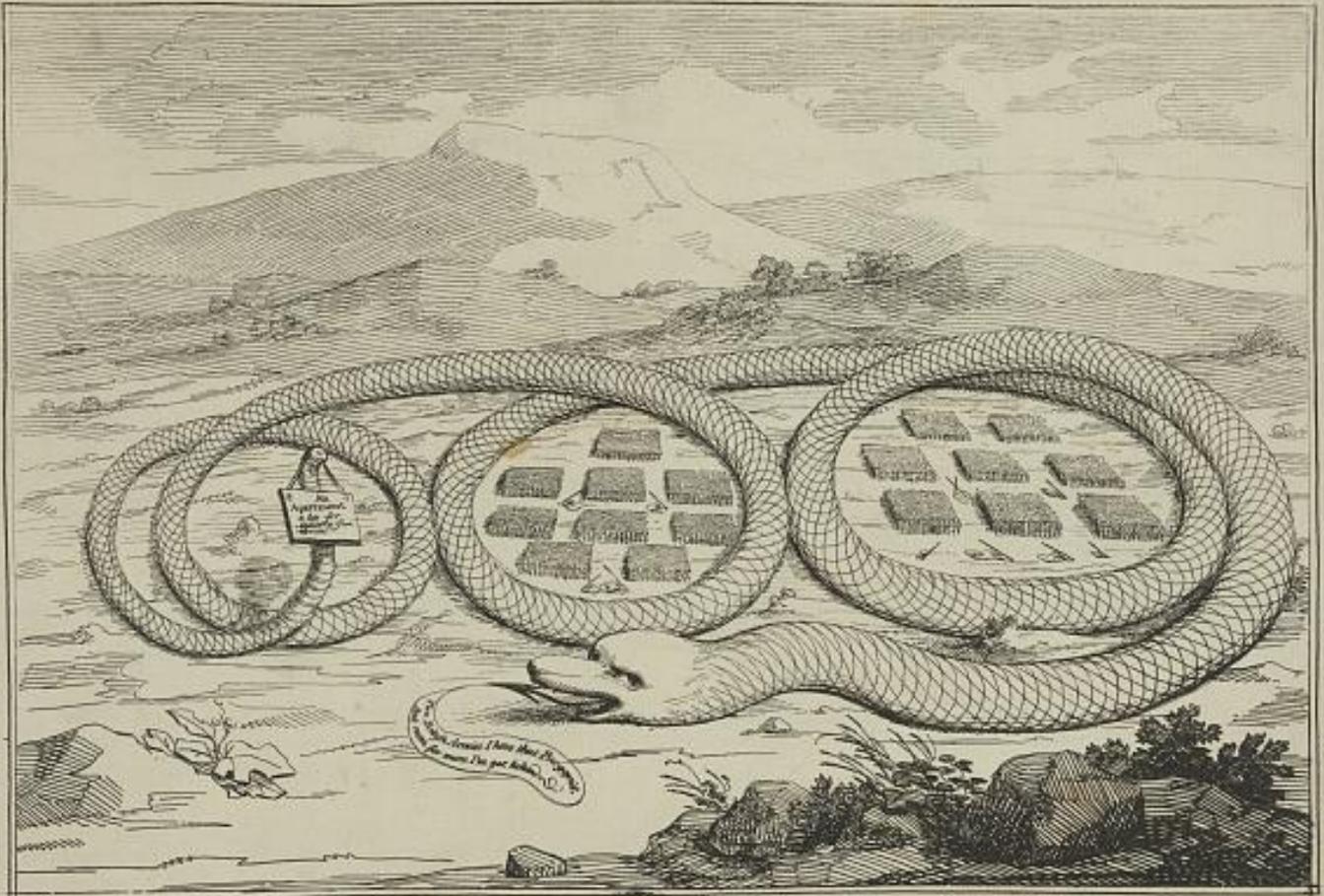




James Oglethorpe's Georgia



James Oglethorpe's Georgia
in 1733

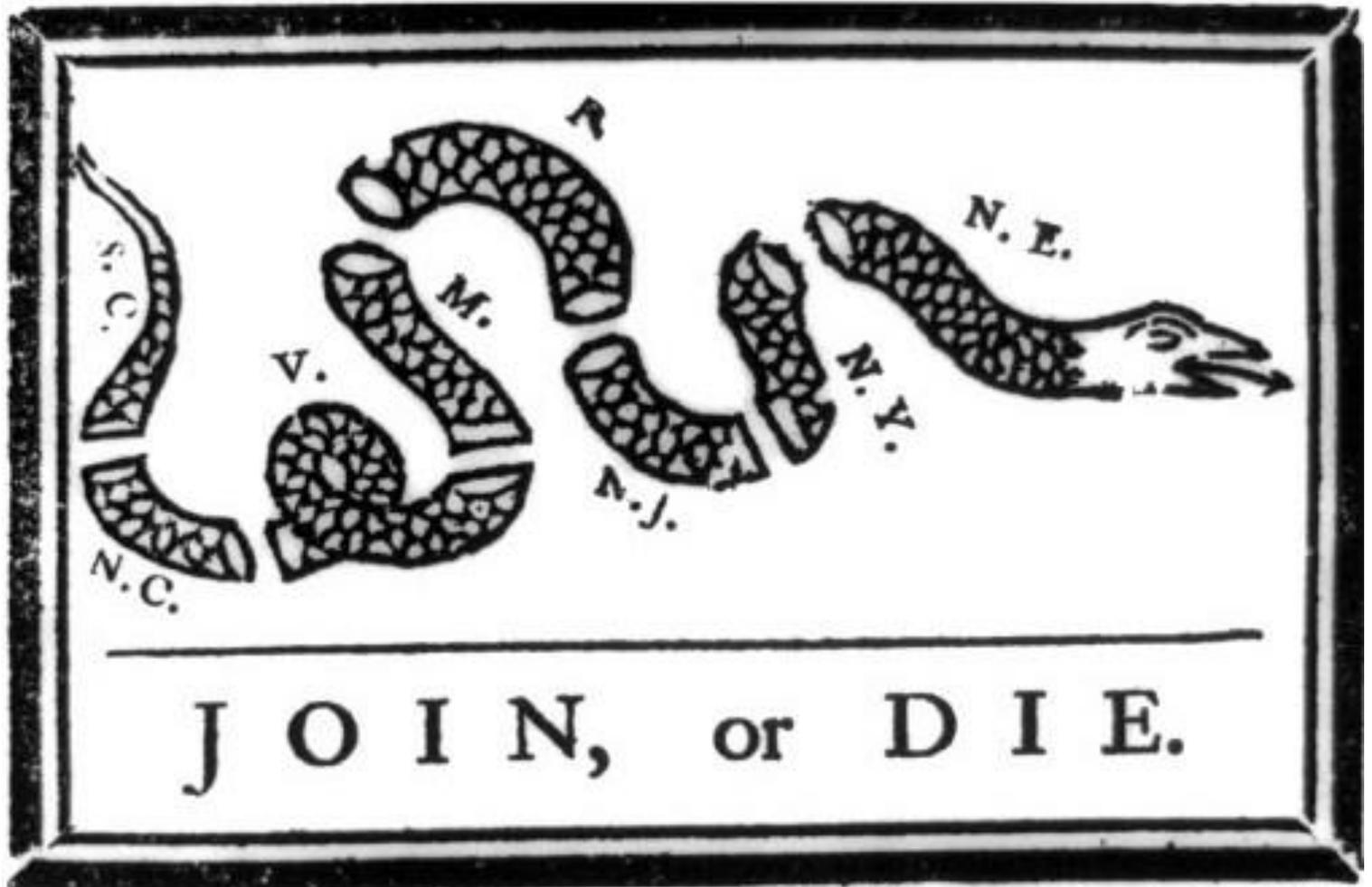


*It coils within the Vastness Plains,
 Mind how ye March & Trench,*

The AMERICAN RATTLE SNAKE.

And I, great as I am, by W. B. Knapp, Esq. found.

*The Serpent in the Congress reigns,
 As well as in the French.*



Ben Franklin/ Pennsylvania Gazette, May 9, 1754

Appendix B: Analyzing images



Aerial view of Castillo de San Marcos (Florida Memory)



"Florida Scout" by Davis (Historic Florida Militia)



Prise de Pensacola (Library of Congress)



A view of Pensacola, in West Florida Vue de Pensacola dans le Floride occidentale. (Library of Congress)

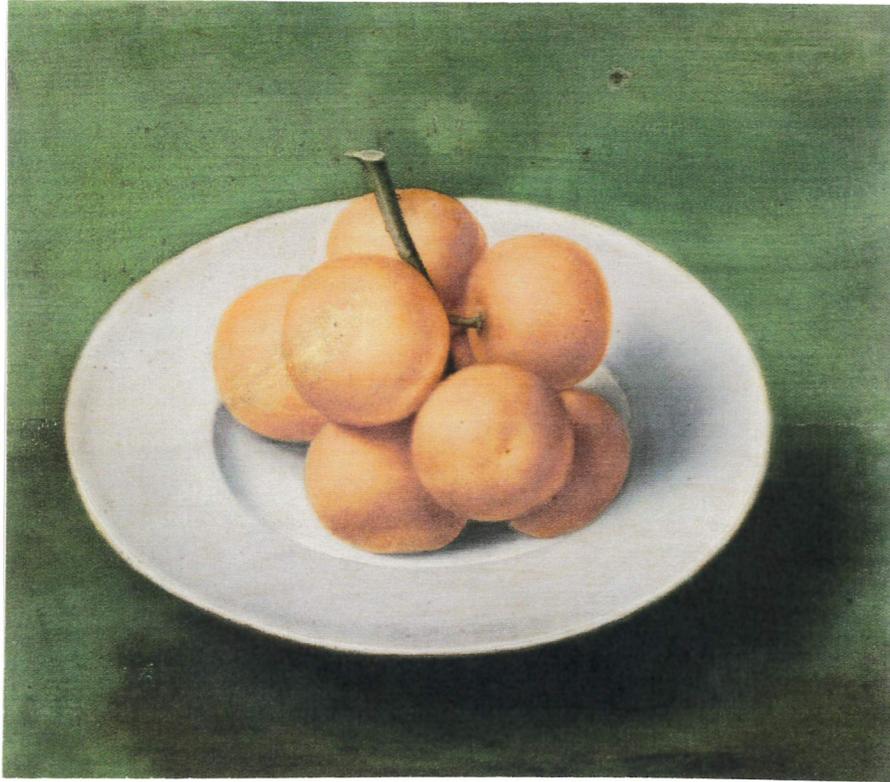


A View of Pensacola in West Florida by George Gauld, ca. 1765. Library of Congress. Hand colored by Dave Edwards. Courtesy of University of West Florida Archaeology Institute.



La Marcha de Galvez (Wikimedia Commons)

Appendix C: Revolutionary War era recipes



Transparent Marmalade.

Cut the palest Seville oranges in quarters, take the pulp out, and put it in a basin, pick out the seeds and skins. Let the outsides soak in water with a *little* salt all night, then boil them in a good quantity of spring-water till tender; drain, and cut them in very thin slices, and put them to the pulp; and to every pound, a pound and a half of double-refined sugar beaten fine; boil them together twenty minutes, but be careful not to break the slices. If not quite clear, simmer five or six minutes longer. It must be stirred all the time very gently. When cold, put it into glasses.

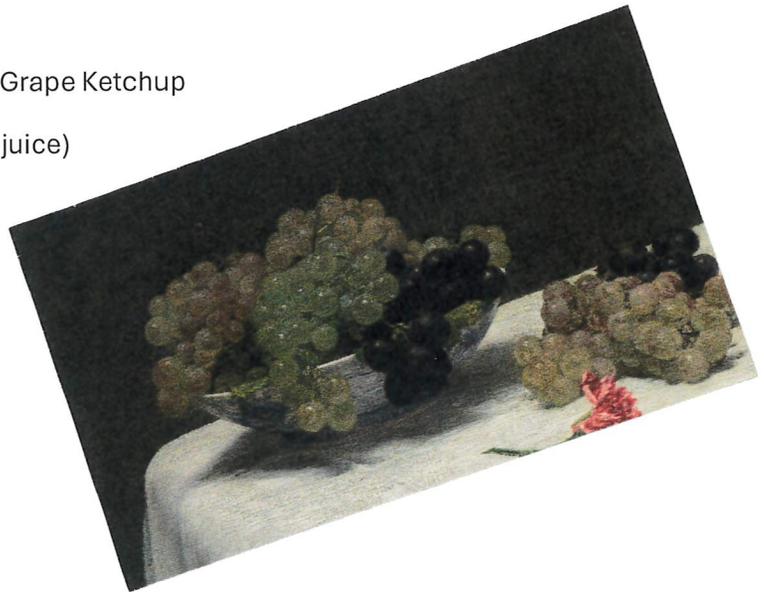
Rundell, Maria Eliza Ketelby, and Katherine Golden Biting Collection On Gastronomy. *A New System of Domestic Cookery; Formed Upon Principles of Economy: And Adapted to the Use of Private Families*. [London, Printed by S. Hamilton for J. Murray; etc., et, 1810] Pdf. Retrieved from the Library of Congress, <https://www.loc.gov/item/44039219/>. (Accessed October 26, 2017).

In the years of Spanish, French, and British colonial settlement in America, there was no refrigeration. Canning processes had not been invented. Extra food, however, was much too precious to be wasted. The primary methods used to preserve food for later use were salting, drying, smoking, pickling in vinegar, or preserving in sugar or spirits. Spicy sauces, relishes, or ketchups helped to disguise the strong taste of meats or fish that had been kept too long.

Today, we think of ketchup as being bright red and made from tomatoes. But most colonists believed that tomatoes were poisonous, so they made their sauces, pickles, and ketchups from other fruits and vegetables, including peaches, grapes, cucumbers, and nuts. They first chopped the food into fine pieces and mixed it with sugar, salt, pepper, mustard, cloves, cinnamon, and whatever other spices they had on hand.

Grape Ketchup

- 2 ½ quarts grapes (or 3 cups grape juice)
- 4 cups of brown sugar
- 2 cups of cider vinegar
- 2 tablespoons cinnamon
- 2 tablespoons allspice
- 1 teaspoon salt
- ½ teaspoon cayenne pepper
- 1 whole red pepper (if desired)



Wash the grapes, then remove the stems and any damaged grapes. Put the rest in a large, heavy pot with ¼ cup water. Simmer over medium/low heat until fruit is soft (about 30 minutes). Press the grapes through a wire strainer with the back of a large spoon. Throw away the seeds and skins, and pour the strained pulp back into the pot.

If you are using grape juice instead of whole grapes, just pour the juice into the pot.

Mix all other listed ingredients into the grape pulp/juice in the pot. Bring it to a boil; then turn to **low**. Cover, and simmer until the mixture thickens, for about one hour. **Stir often** – every 10 minutes or so.

Cool slightly; pour into a covered container and keep in the refrigerator. Makes about 3 pints. Good with any meat.

Courtesy of Catherine Parker, Research Associate and Faunal Analyst, UWF Department of Anthropology and Archaeology Institute.