



## NSDAR Educational Resources Committee

### “Florida During the Revolutionary War”

#### Lesson Plan

**Contributor:** Florida Council for History Education

**Grade Level:** 6-12

**1. Identify the standards to be addressed:**

Florida Social Studies Standards

Standard(s)

SS.8.A.1-Use research and inquiry skills to analyze American History using primary and secondary sources.

SS.8.A.2-Examine the causes, course, and consequences of British settlement in the American colonies.

SS.8.A.3 Title: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.

SS.912.A.1.2-Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Use research and inquiry skills to analyze American history using primary and secondary sources.

Common Core ELA Standards

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.3

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.RH.6-8.5

Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-LITERACY.RH.6-8.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.9-10.1

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

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective account.

CCSS.ELA-LITERACY.RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective account.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

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

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

2. **Statement of the objective and lesson outcomes:**

Primary sources will be used to augment "The 14th Colony: The American Revolution's Best Kept Secret" in order to develop and enhance student understanding of the importance of Florida's role in the American Revolution for both the American Colonies, and the British Empire.

3. **Materials, resources, and technology to be used by teacher/students:**

The 14th Colony: The American Revolution's Best Kept Secret," by Dr. Roger Smith (the teacher could read this in advance to provide context)

## Document

Document A: Historical Marker - St. Augustine, FL  
(<https://fcit.usf.edu/florida/photos/cities/staug/august/photos/AUGUST17.jpg>)

Document B: George Washington Letter to the Inhabitants of Canada September 6, 1775  
(<https://www.loc.gov/resource/mgw3d.001/?sp=4>)

Document C: Letter from New York - The Scots Magazine - August 1, 1776  
([https://www.newspapers.com/clip/25000591/after\\_declaration\\_of\\_independence\\_is/](https://www.newspapers.com/clip/25000591/after_declaration_of_independence_is/))

Document D: King George III addresses Parliament - October 31, 1776  
(<http://concurringopinions.com/archives/2012/10/the-british-response-to-the-declaration-of-independence.html>)

Document E: George Washington Letter to the Commanding General of the French Jamaica Expedition - June 24, 1782 (<https://www.loc.gov/item/mgw43131/>)

Worksheet 1: Written Document Analysis Worksheet

[https://www.archives.gov/files/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

#### 4. **Introduction of the topic:**

Enduring Understandings

The colony of East Florida played an important strategic, financial, and military role in the Revolutionary War for both the British and the Continental armies.

Essential Questions

Why was St. Augustine a critical military target for both the British and the Americans?

To what lengths did General Washington go in an attempt to gain control of Florida?

Why did the Continental Army have such limited success in their attempts to gain control of East Florida?

How did King George III react to the Declaration of Independence in order to maintain control of Florida?

#### 5. **Procedure for instruction:**

Display Document A, the picture of the St. Augustine historical marker. Discuss the marker and the information it contains about St. Augustine's role as a prison camp for POWs and rebels in Florida. Why were these prisoners treated the way they were in St. Augustine?

2. Read and Discuss "The 14th Colony: The American Revolution's Best Kept Secret," by Dr. Roger Smith. Focus on Washington's efforts to gain control of East Florida and St. Augustine specifically.

3. Supply students with Document B, Washington's Letter to the Inhabitants of Canada. Students should read and annotate this document using Worksheet 1, the Written Document Analysis Worksheet. Students should pair/share their findings, followed by a class discussion of Washington's efforts to gain the support of other colonies. Draw parallels to East and West Florida. Have the students propose reasons why he might not have been successful in either case. Students should also validate the source of this document and analyze its content for strengths and weaknesses.

4. Provide students with Document C, the Letter from New York - August 1, 1776. Students should use Worksheet 1 to annotate the document. Students can pair/share followed by a class discussion focusing on the reaction of Patriots in New York to the announcement of the Declaration of Independence and how that compares to the reaction in Florida described in the text. Validation of source and analysis of content should be discussed.

Final Assessment: Present students with the edited (highlighted) section of Document D, King George's Address to Parliament - October 31, 1776. They should respond to the following prompt: Why did the King of England

deliver this message to Parliament at this time and what was his message? The text and primary documents should be cited to support their claims.

6. **Lesson closure:**

Discuss the format for students to answer the question. Provide rubrics or other structures to support student success.

7. **Assessment of student understanding:**

Students will be provided an edited copy of The Address to Parliament on October 31, 1776 by King George III. They will provide historical support from the text and primary documents to help them formulate a written response to the following question: "Why did the King of England present this message to Parliament at this time, and what was his message?" The student will respond to this question in the form of a diary/journal entry.