

Lesson Plans: 04 SS LPQ1-2 093 African Settlement at Fort Mose

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Standards/Assessed Benchmarks:

Florida STATE FL Social Studies Standard (2008)

Grade 4

Florida Sunshine State Standards

American History

1: Historical Inquiry and Analysis

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

3: Exploration and Settlement of Florida

SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.

6: Industrialization and Emergence of Modern Florida

SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.

Description/Abstract of Lesson:

Understand how patterns, chronology, sequencing and the identification of historical periods are influenced by frames of reference. The students will understand the significance and impact of African migration and settlement in Spanish colonial Florida.

Essential Question-Scope & Sequence:

How would history have been altered without other culture's contributions?

Technology Connections and Teacher Materials:

Burnett, Gene. *Florida's Past*. Sarasota, Florida: Pineapple Press Inc. 1988 Deagan, Kathleen A., *Fort Mose: Colonial Americas Black Fortress of freedom*, University Press of Florida, 1995 Rawick, George. *The American Slave. Vol. 17. Florida Narratives*, Westport, Connecticut: Greenwood Publishing Company, 1976

Large paper (newsprint size) Markers Crayons Rulers

Technology Connections and Student Materials:

Duration : 4 Days

Vocabulary:

Settlement – Residence, Occupation **Enslavement** - Servitude, Slavery **Archeology** - Study of material remains of the culture of people **Militia** - men of a community who also join together to defend their lands **Defense** - Capability of resisting attack **Fort** - A fortified place to resist an attack from the outside, occupied only by troops **Emancipated** - Slaves given freedom **Commissioned** - Someone officially appointed by the government to carry out an official function i.e. Military Officer **Matanzas** - Spanish word for massacre **Treaty** - Agreement between nations **Convert** - when a person changes their religion. The conversion may be forced by threatening violence **Documented** - officially recorded by government **Conflict** - fighting; disagreement **Artisans** - highly skilled craftsmen who make products needed by the community. **Huguenots** - members of 16th Century Protestant religion who left France due to persecution by the government **Monument** - Structure such as a building or statue erected in honor of a person or event

Steps to Deliver Initial Instruction:

The following is background information for the teacher to share with the students

CULTURAL CONCEPT/INFORMATION

Fort Mose was the first free black settlement in the Americas. Fort Mose was located above the well-known city of St. Augustine. The country that ruled St. Augustine also controlled Fort Mose. Fort Mose was not usually mentioned during St. Augustine's long and detailed history. Contrary to popular belief, the first Africans did not come as slaves to the Americas. They came together with the Spanish Conquistadors and Adelantados aboard ships to St. Augustine. They came as navigators, wheel wrights, craftsman and sailors. Some were indentured servants. They lived comfortably with the Spanish colonists. The Spaniards needed laborers to build their cities, and they began enslaving the local Indians. One priest, Bartholomew de Las Casas, fought the idea of slavery. He wrote the King and Queen of Spain and begged them to put a stop to the enslavement of the local population. The King and Queen were moved by the impassioned letter of the Priest, and told the conquistadors to put a stop to the enslavement. Not to be without their free labor, the Spanish began to bring in slaves from the Caribbean and Africa. De Las Casas was horrified, this was not what he had meant to happen, and he spent the rest of his life fighting the slavery of Africans. Padre Bartholomew de Las Casas is known as the father

of the human rights movement in America. The original black inhabitants of the area were not immediately affected by this change in labor force. They had come with the Spaniards. However, they began to desire their own settlement apart from the Spaniards afterwards. Soon, Fort Mose was built. Originally called Gracia Real de Santa Teresa de Mose, Fort Mose was built in the early 1700's. In 1738 more than one hundred men had reached the Fort and the Spanish government officially declared Fort Mose a city. The men of Fort Mose opted to stay with the Spanish Militia. In fact, the captain of this militia was Francisco Menendez, an escaped slave. You see, by that time, the original black inhabitants of the area had been joined by escaped slaves from the Caribbean and from the English colonies. One reason that slaves did anything they could to reach Spanish controlled Florida was because Spanish rules about slavery were very different from those of the English. Spanish slaves could own property, could buy their freedom, could sue their owners and others and it was prohibited from separating families. The Spanish also promised freedom to any escaped English slave who become Catholic and promised to fight with the Spanish against the English. **DESTRUCTION OF THE FIRST FORT MOSE** In 1740, two years after the start of the Mose community and one year after the Stono uprising in Carolina, English forces attacked St. Augustine, led by James Oglethorpe of Georgia. During the attack Fort Mose was captured. All of the Mose inhabitants reached the safety of the Castillo de San Marcos in St. Augustine, where they took refuge along with the St. Augustine's population. Oglethorpe's men occupied Fort Mose during their siege of St. Augustine, but were defeated in a pitched battle with black, white and Indian Spanish forces. Fort Mose was badly damaged in the battle, and the community was abandoned for twelve years. **FORT MOSE RESURRECTED** In 1752, the town and Fort Mose were rebuilt at a slightly different location. The new fort was a walled enclosure with a moat, containing number of buildings. It was much larger than the first fort., about 65 meters to a side, and was open on one side along the creek. The walls of Mose were made of packed earth, faced with clay and so, and were planted with cactus. The moat was 6 feet wide and two feet deep. The fort was surrounded by fields, farmed by the people of Mose. They lived in palm-thatch houses which were built inside the protective walls of the fort.

Guided Practice with Feedback: See file: **Fort Mose Chronology of Events**

Independent Practice:

- Have students respond (independently in writing) to the following:
 - a. Describe your house. b. Identify the people who live in your house. c. Make a list of your responsibilities/chores at home. d. Describe a typical day at school for you. e. What type of job would you like to do when you grow up?
- Students work with a partner to share and discuss responses. Ask students "What do you think you would have in common with children that lived in Florida in the 1700's? (Accept all responses).
- Divide students into groups of four. Each group will read the article "*A Child in St. Augustine in 1740*" by Susan Parker (see attachment below). After reading, students to review original questions (see step 1). In small groups, students to create a Venn Diagram to identify similarities and differences (allow approximately 15 minute for completion). Share Venn diagrams with whole group.
- Have students work independently to create a diary of a child in 1700's. Booklet must include:
 - o description and drawing of a house,.
 - o the people who live in the house,
 - o responsibilities at home,
 - o typical day at school,
 - o type of job that they hope to have when they grow up.
- Students can share reading booklets as whole group or in small groups. Evaluation/grade based on content and accuracy of information in booklet.

Prepared by Andréa Alexander and Maura Timmerman. From their lesson plan ["It's a Kid's Life...and you're welcome to it!"](#)

Differentiated Instruction/Small Groups:

- Using the class brainstorming chart, students will broaden their knowledge of slavery by working together in small groups of two or three people, researching a specific topic off the chart. With their research material, students will gain a better understanding of issues related to slavery by presenting a short presentation to the

class.

- The students will divide themselves into groups of two or three, depending on the class size and determine which topic they would like to research.
 - Students will research their specific topic for two class periods and prepare a short presentation for the class. Students must have at least one visual aid in their presentation.
 - For each presentation, the students in the audience will be asked to write down one question and answer about the material presented. Some of these questions will be used as exam questions.
 - The students will orally review what was learned from the presentations at the end of each class period.
- Possible Research Topics:
 - America's Ancient City: Spanish St. Augustine 1565-1763
 - Gracia Real de Santa Teresa de Mose: A Free Black Town in Spanish Colonial Florida
 - The African Experience in Spanish America
 - Spanish St. Augustine: Archeology of a Colonial Creole
 - The work of an Archaeologist (use links at bottom of lesson for 2 ways of researching the work of an archaeologist in general or one in particular).
- Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible.
- Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time.
- Use questioning techniques and student activities appropriate to developmental language stage of the LEP student.
- Utilize outlines, charts, graphic organizers and advance organizers during class presentation.

**ESE/ESOL
Accommodations &
ESE/ESOL
Strategies:**

**Lesson
Closure/Review:**

Use the timeline (above) to review the important information learned about the role people from Fort Mose played in Spanish Florida. Students should be encouraged to add additional details to their own timeline.

**Assessment with
Clear & Compelling
Product Standards:**

- Student generated diary of a child in 1700's. Evaluation/grade based on content and accuracy of information in booklet. Booklet must include:
 - a description and drawing of a house,
 - the people who live in the house,
 - responsibilities at home,
 - typical day at school,
 - type of job that they hope to have when they grow up.
- For each presentation, the students will be asked to write down one question and answer about the material presented. Some of these questions will be used as exam questions.

Creator : Social Studies Content Team

File Attachments: A Child in St Augustine.pdf

Archaeology lessons and activities.pdf

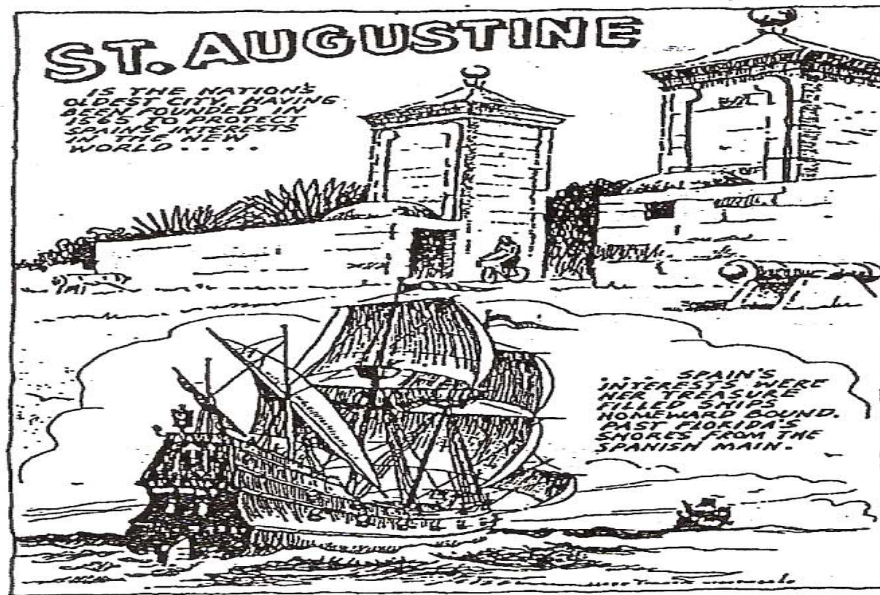
Ft Mose Chronology of Events.pdf

K Deagan biography.pdf

Date Created : December 18, 2007

Date Modified : April 04, 2012

"A Child in St. Augustine in 1740" by Susan Parker



A CHILD IN ST. AUGUSTINE IN 1740
by Susan R. Parker

St. Augustine was a Spanish town for almost 250 years. It was a military post for Spain. It was founded in 1565. About forty years later, when the boys and girls who had helped to found St. Augustine had themselves become grandparents, England started its first colony in Virginia in 1607.

People in the past did not write much about what children did or thought, but we can tell you some things about children in this town at the edge of the ocean, where the threat of attack by a foreign country was an

everyday concern. Let's see what it was like in 1740, the year the soldiers from Georgia tried to take over St. Augustine for their country--Great Britain.

Girls and boys who lived in St. Augustine in 1740 spoke Spanish. Almost all of them were born in St. Augustine and baptized within a week of their birth. Aunts, uncles, or favorite neighbors became the godparents of the infant. The parents named the girls: Ana, Leocadia, Victoriana, Sebastiana, and, of course, Maria. They called their boys Jose, Francisco, Bartolome, Pedro, and Antonio.

Their mothers also had been born in St. Augustine. In fact, their families had come to the city more than 150 years before. Their fathers might have been born here, but many fathers had left other parts of the Spanish empire--Spain, Cuba, Mexico--to come to St. Augustine to be soldiers at the town's fortress--**Castillo de San Marcos**. These men met and married women from St. Augustine.

Many children lived with a step-mother or a step-father, not because of divorce, but because one of their parents had died. Women frequently died in childbirth. Before reaching adulthood, many children had several step-parents or might live with relatives because both parents were dead. Contagious **[CON-TAGE-US]** diseases killed many people at this time, before the invention of immunizations **[E-MUNE-NI-ZA-SHUNS]**. Thus cousins and very young aunts or uncles also resided in the household as well as grandparents and all sorts of other relatives. Because most houses had only one or two rooms, the family members all slept near each other, not in separate rooms. "Lodgers" who were not relatives, perhaps an unmarried soldier or someone without a family in St. Augus-

tine, might also live in the house, helping with household expenses or duties.

The Spanish in St. Augustine built their houses of wood boards placed vertically [up and down to the ground] or of **tabby**. To make tabby [**tapia** in Spanish], the residents gathered empty oyster shells, burned and pounded them to a powder, then mixed in water and sand to create a sort of concrete. They roofed their houses with palm fronds. For the grander homes, men quarried [dug up out of the ground] a shellstone called **coquina** [**CO-KEE-NA**] on a barrier island across the bay from the castillo. The workers loaded the cut stone onto rafts and floated it to the mainland. The castillo's walls are made of coquina.

The residents built the walls of their houses right at the streetline with a high fence enclosing the property. Entry doors were on the side of the house, not on the street. Meals were often cooked outside over wood fires. A pan of charcoal placed on its own special stand called a **brasero** [**BRA-SER-O**] provided heat for the house in cold weather.

St. Augustine had a central square called a **plaza** [**PLA-ZA**]. The town's streets were narrow and straight. An earthen wall supported by palm logs surrounded and protected the town against invaders. Sharp cacti or Spanish bayonets topped the wall. This wall slowed down attackers, and from behind the wall, soldiers could fire at the enemy. The wall needed constant repair. Cattle, grazing freely without fences, caused a lot of damage to the wall with their hooves.

St. Augustine was a military outpost of the Spanish empire; fathers were usually soldiers. There was always a group of soldiers on guard duty at the fort--day and night.

If a soldier-father was assigned to one of the lookout posts that were many miles outside of town, he would be away for a month. Then the children would have to assist with additional chores that the father usually did when he was home. Children hoed and weeded gardens, fed chickens and goats in the backyard, fished and gathered oysters.

*E*veryone in town was a Roman Catholic.

It was the official religion of the Spanish empire. Most of the holidays and festivals were religious holidays. On these days parades began at the church and wound their way through the city's street. On the day of Corpus Christi, [Latin for **the body of Christ**] celebrated seven weeks after Easter, the townspeople strewed the path of the procession with palm fronds and fragrant herbs. Sometimes the governor ordered cannons to be fired for celebrations. When a new king of Spain was crowned, the people of St. Augustine celebrated that event, as did all the people in Spain's colonies. When a king or queen died, there was a solemn memorial service throughout the empire.

*T*hree days a week priests taught the boys of upstanding families. At the St. Augustine school, the students learned **Latin** and songs for church services. Two or three hundred years ago education was not available to all children as it is today. This was true almost everywhere, not just in St. Augustine, and parents who could afford it hired tutors to teach their children at home. Many parents themselves could not read. Out of every 100 soldiers in St. Augustine, 78 did not know how to read or write; 12 of the 100 knew only how to sign their names; and only 8 were literate [**LIT-ER-RIT**]. For each 100 women, even fewer could read and write.

Many boys in St. Augustine became soldiers. A few went to sea as cabin boys at about age 12. Black boys, who in 1740 were usually slaves, could be drummers for the troops. From the steps of the **Government House**, they beat their drums to notify the townspeople of special events, such as public sales. Indian boys became **harbor pilots, cattleherders, and scouts** for the government if they did not choose to be soldiers.

Some Indian families lived in houses in town, while others lived in villages just outside the town's protective wall. The Spanish in Florida and the British in Georgia had been enemies for more than a hundred years. Wars and raids had disrupted the Indians' lives. Some Indians sided with the English, others with the Spanish. St. Augustine's "town" Indians had moved near or into the town for protection. These Indians



were Christians, and priests held religious services in their villages.

In 1740, the British from Georgia tried to capture St. Augustine. The town's residents worried that they would all have to go into the Castillo for protection from the attack. Forty years earlier, 1500 townspeople spent six weeks inside the fort while English attackers from Carolina camped in their yards. This time, the civilians did not have to retreat to the safety of the castle. For weeks, however, the people of St. Augustine heard the cannons that the Spanish and British fired at each other.

What really worried the Spanish governor and the people was not the cannons, but the food supply. Much of the town's food arrived on boats from **Cuba** and **Mexico**. Other food came into the city from English ships headed for Europe with goods, which Spanish **privateers** captured. When the British cannon-fire began in 1740, the city had only a six weeks supply of food on hand. Enemy ships blocked the harbor, and British soldiers camped on the outskirts of the town. Hunting and fishing were not easy. Fortunately, warships from Cuba arrived in St. Augustine before the supply of food ran out, and the British fled back to Georgia.

What do you think about life in the 18th century city of St. Augustine?



The teacher may elect to do Archaeology lessons and activities in lieu of Kathleen Deagan's biography.

Go to: <http://www.instructorweb.com> On the page select: [InstructorWeb - Teaching Resources, Tools, Lesson Plans, Worksheets, Lessons](#) then google search: Archaeology lessons-click the lesson below. It will take you to an Archeology lesson titled:

Archaeology: Exploring the Past to Improve the Future

ARCHEOLOGY: Exploring the Past to Improve the Future

A science lesson on understanding what archeologists do and why. Includes printable teaching reading comprehension lesson worksheets.

Suggested Grades:

3rd Grade - 4th Grade - 5th Grade

Objectives:

By completing this lesson, students will learn about archeology, and in the process demonstrate their reading comprehension skills, including reading strategies, inference, literal meaning, and critical analysis.

Teachers may use this passage to test your students' reading comprehension and understanding.

ARCHEOLOGY LESSON

Directions:

Print the *Archeology* reading comprehension passage and questions ([see below](#)).

Students should read the passage silently, then answer the questions. For younger students, or as an option, teachers may also use the text as part of a classroom lesson plan.

Lesson Excerpt

What, you ask, is Archeology?

Archeology is a scientific way of discovering new information about people that lived in the past by finding and studying the things that they left behind. An archeologist is a person that is a specialist in archeology. He or she can be thought of as a kind of detective whose job is to solve the mystery of who our ancestors were. It is

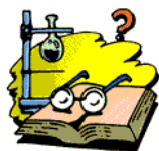
important to remember that archaeologists only study humans and do not technically study dinosaurs, ancient animals, fish, and plants, or fossils though they do need to know quite a bit about these things to do their jobs.

Where did archeology come from?

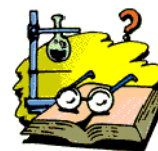
The science of archeology is not just a modern day profession. Humans have always had an interest in knowing about their past and what their ancestors might have been like. Scientist have found evidence that archeology was studied in Babylon as far back as 550 BC and ancient some ancient cultures, such as the Romans, were known to dig up old burial grounds to study their ancestors. The Romans even devised an “aging” system which is still used by archeologist today that determines the time frame that a person lived in.

During the middle ages, the study of archeology died out for a while because at that time people believed that all of history was based on the bible and that artifacts were placed in the earth by supernatural means. However, during the 1400’s, archeology made a huge comeback as wealthy citizens enjoyed impressing their peers by owning ancient treasures and bragging about their knowledge of history. Back then, archeologist were more like treasure hunters than scientists – kind of like Indiana Jones in the movies. They looked for beautiful and valuable objects that they could sell. These treasure hunters destroyed many of the areas that they plundered.

It was not until the 1800’s that archeology became the science that we know today. During this time, A.H. Pitt-Rivers, an archeologist, demonstrated how important it was to make organized lists of the artifacts that he found and record details about the places where he found them. He believed that the ordinary details and objects were very important in telling the story of who the people were and what they were like. Pitt-Rivers’ methods are still followed in modern day archeology. (continued...)



LESSON PRINTABLES



[Archeology](#)

Print this science worksheet for this lesson.

Includes reading passage, questions, and answer sheet.

More [Science Lesson Plans, Teaching Worksheets, Lessons](#)

<http://www.instructorweb.com/science.asp>

**The page from the above link shows different lessons and worksheets in science. These lessons discussed in this link will be helpful in teaching the science areas of the content in this unit. The lessons are very detailed. Click the topic to get into the lesson of the topic.
i.e. Living and Non-Living Things**

SCIENCE LESSONS AND WORKSHEETS

LIVING AND NON-LIVING THINGS



[Living and Non-Living Things](#)

A lesson on the characteristics and classification of living and non-living things.



[What is a Habitat Lesson](#)

Learn about animal habitats science lesson.

WHAT IS A HABITAT

For more teaching categories, including math, language arts, and history, please see the [InstructorWeb](#) home page.

Chronology of Events of Fort Mose

Year	Event
1492	Christopher Columbus starts colonization of the Americas and Native Americans suffered huge deaths from disease and slaughter by the Spaniards; Columbus changed the name "Ayiti" to Española or Little Spain.
1503	The first introduction of enslaved Africans brought to the Americas including the island of Hispaniola
1510	Spain officially expands the slave trade
1511	Catholic Church priest/Bishop Bartolomew de Las Casas condemns the use of Native Americans as slaves but recommends the use of Africans as slaves.
1528	Estavanico explores the land "Pascua Florida" with Spanish explorer Panfilo Narvaez
1540	10,000 captives a year are shipped from Africa to Spanish colonies in the Americas
1550	European aristocracy emerges amid widespread famine, crime, and poverty. Estavanico is killed by Pueblo Native American
1560	England formally enters the slave trade
1565	Pedro Menendez de Aviles founds St. Augustine. Free and enslaved Africans are part of his colonial expedition and become a constant part of St. Augustine society
1606	First recorded birth of an African American child in the St. Augustine Catholic parish records.
1664	All colonies legalize Africans as slaves.
1670	English colonists settle Carolina, bringing African slaves with them. Throughout the seventeenth and eighteenth century English colonists import Africans and also capture Native Americans, impressing them into slavery. Many Native Americans are shipped as slaves to the Caribbean.
1683	First African-American militia formed to help defend Florida against English encroachment.
1686	A Spanish raiding party from Florida, including 53 Native Americans and African Americans, attack the Carolina colony, carrying away booty, money, and slaves.
1687	First recorded escaped slaves enter St. Augustine, eight men, two women and a three year old nursing child. Florida governor refuses to return them to Carolina and puts the men to work on the Castillo de San Marcos for wages. Runaway African Americans accept the Catholic faith.
1693	King Charles II of Spain approves official sanctuary for runaway foreign slaves.
1702	Col. James Moore of Carolina attacks and burns St. Augustine. Residents including African Americans take refuge in the fort and Moore fails to capture the town. Many Native Americans from outlying missions and villages are taken into slavery by the English.
1708	Africans now outnumber Europeans in the Carolina colony. African slave revolts occur in 1711 and 1714. Many slaves join the Yamasee (a Carolina Native American tribe) in their war against the English in 1715.
1726	African American slave militia formed in Florida. This group participates in the defense of St. Augustine in 1728 and in attacks on the Carolina colony.
1733	Royal edict reiterates freedom for African Americans who reach Florida from Carolina, but requires conversion to Catholicism and four years of service to the Spanish crown.

1738	Gracia Real de Santa Teresa de Mose (Fort Mose) is established for African American freedmen. The settlement includes a four-sided fort, houses and fields. Fort Mose militia forms and Fort Mose becomes the northern defense post for St. Augustine.
1740	General James Oglethorpe of Georgia attacks St. Augustine and Fort Mose is abandoned. Mose militiamen fight bravely in defense of St. Augustine and recapture their town. This battle is a key turning point and Oglethorpe retreats.
1740-1752	Ft. Mose residents live in St. Augustine, their numbers increase because of more runaways. Mose militia continues to distinguish itself in skirmishes with British colonists.
1752	The town and Fort Mose were rebuilt and resettled. In 1759 it contained twenty-two households of sixty-seven people.
1763	The site is abandoned when the British take possession of Florida. The residents of Mose evacuate to Cuba and form a new town, Ceiba Mocha, Matanzas province.
1980s-1990s	The location of Fort Mose reestablished through archeological (Dr. Kathleen Deagan) and documentary (Dr. Jane Landers) research.
1989	The site of Fort Mose (23 acres) is purchased by the State of Florida.
1994	Fort Mose is given national landmark status, the highest designation of national site significance, by the U. S. Department of the Interior.

Subject: Literature

Title: Highlight an Author Day

Grade: 4th

Time Required: 30 minutes

**Benchmarks: LA.4.1.7.2 LA.4.1.7.4
LA.4.1.7.7**

Objectives:

- 1. Students will broaden their knowledge about slavery through the books written by Kathleen Deagan.**
- 2. Students will learn about the author Kathleen Deagan by discussing the events of her life with the teacher.**

Pre-Lesson:

The teacher will ask the students what they know about Kathleen Deagan and what they would like to know about her life. The teacher will hand out a worksheet asking questions about Kathleen Deagan's life, which the students may answer throughout the discussion.

Lesson:

Students will listen to the teacher present information about the life of Kathleen Deagan, including books she has written.

<http://www.mnsu.edu/emuseum/information/biography>

On the biography page, scroll down to D and click on Kathleen Deagan (1948) to get her specific biography.

Click at the bottom of the page after the biography to see her picture

<http://www.flmnh.ufl.edu/anthro/histarch/team.htm>

From the link below, select the following topics to explore:

- 1. Artifact gallery - to view artifacts-**

Click on Find Artifacts

- 2. St. Augustine Exhibit – to view St. Augustine, America's Ancient City**

<http://www.flmnh.ufl.edu/staugustine/intro.htm>

3. To find different links that will show different archeological links: click <http://www.flmnh.ufl.edu/histarch/links.htm>

The page will show different historical archaeological links, but the only link that works is below to tour St. Augustine's Museums and historic sites: <http://www.oldcity.com/>

Kathleen Anne Deagan

1941-Present

Kathleen Anne Deagan was born on September 15, 1948 to Thomas D. Deagan and Virginia Grace Miller at Naval Hospital in Portsmouth, Virginia. She attended the [University of Florida](#) and graduated with a PH.D. in Anthropology/Archaeology. Deagan received her Bachelor of Arts in Anthropology in 1970 and her Doctorate of Philosophy in Anthropology in 1974. She is currently a Distinguished Research Curator at the Florida Museum of Natural History in Gainesville, and adjunct Professor of Anthropology, History and Latin American Studies at the University of Florida. Her husband, Lawrence Harris, is also a professor at the University of Florida. She has recently been named Distinguished Research Professor. Other recognitions include the Friends of St. Augustine Architecture, the Society for Historical Archaeology, the St. Augustine Historical Society, the Florida Trust for Historic Preservation, and the American Association for State and Local History. Her most recent of eight published books *Ft. Mose: Colonial America's Black Fortress of Freedom* was given the Florida Historical Society's Rembert Patrick Book Prize and the American Association for State and Local History Award for Merit.

Deagan has transformed traditional archaeology to modern archaeology by gathering multidisciplinary archaeological teams that include botanists, architects, historians, geologists, and zoologists. Doing this type of archaeology ensures the most accurate historical and archaeological information possible. Some of Deagan's discoveries include the oldest symbol of Christianity in the Western Hemisphere, the earliest European settlement in the Americas, and the first free black settlement in North America. With more than twenty years experience she continues to work in the field making headline discoveries one after another. She has discovered Christopher Columbus' first settlement in America called La Navidad which is on the northern coast of Haiti and his only American residence, La Isabela in the Dominican Republic, and the first free black community in the United States called Fort Mose just north of St. Augustine, Florida. She has been conducting fieldwork in the Caribbean since 1979 and in St. Augustine, Florida since 1972. Deagan continues to work, following the cultural transformations in Latin America due to the multicultural society of Spaniards, American Indians, and Africans, which has shaped its history and present.

Written by: Jason Hedin

On the biography page, scroll down to D and click on Kathleen Deagan (1948) to get her specific biography.

Click at the bottom of the page after the biography to see her picture
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6. St. Augustine Exhibit – to view St. Augustine, America’s Ancient City
<http://www.flmnh.ufl.edu/staugustine/intro.htm>

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The page will show different historical archaeological links, but the only link that works is below to tour St. Augustine’s Museums and historic sites:
<http://www.oldcity.com/>

Post-Lesson:

The teacher will ask the students what they learned about Kathleen Deagan from the discussion. The students will answer the questions on the worksheet they have not yet answered.

Sample questions on the worksheet may be:

- 1. What year was Kathleen Deagan born? (1948)**
- 2. Where was she born? (Portsmouth Virginia)**
- 3. Name Kathleen Deagan’s most recent publication that earned the Florida Historical Societies Rembert Patrick Book Prize and the American Association of State and Local History Award for Merit. (Ft. Mose: Colonial America’s Black Fortress of Freedom)**

Assessment:

The students will collect the worksheets from the students to see how well they listened and if they learned about Kathleen Deagan.

ESOL Strategies:

- 1. Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible.**
- 2. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time.**
- 3. Use questioning techniques and student activities appropriate to developmental language stage of the LEP student.**

4. Utilize outlines, charts, graphic organizers and advance organizers during class presentation.

ESE Strategies:

- 1. Reduce quantity of work**
- 2. Allow extra time to complete assignment**
- 3. Provide opportunity to complete assignments orally**
- 4. Use note-taking options**
- 5. Emphasize content rather than spelling in written communication**
- 6. Use assignment notebook**
- 7. Use special projects in lieu of assignments**
- 8. Allow taping of assignments**
- 9. Use contracts**