

A Snapshot of Colonial St. Augustine

Prepared by Ken Abrams, Scituate Middle School, Scituate, RI

Intended Grade: 6th to 8th

Subject Areas: Social Studies and History

Correlation to National Standards:

U.S. History: Era 1 (Three Worlds Meet, Beginnings to 1620)

Standard 1:

Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450

Standard 2:

How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

Thematic Strands for Social Studies (National Council for the Social Studies):

- I Culture
- II Time, Continuity and Change
- V. Individuals, Groups and Institutions

Objectives:

1. Using historical inquiry methods, students will gain familiarity with the routines of daily life experienced by the residents of colonial St. Augustine.
2. Students will develop an appreciation of the various groups that settled St. Augustine.
3. Students will acquire an understanding of the varied roles of the individuals who settled and lived in St. Augustine.

Approximate Time Required: 1-2 class periods

Materials Required:

- Primary Sources,
- Replica Artifacts,
- Photos,
- Teacher developed web page, and
- Florida Natural History Museum online exhibit located at their website:
<http://www.flmnh.ufl.edu/staugustine/>

Lesson Summary:

Students will study daily life in colonial Spanish St. Augustine. They will examine primary sources including documents, artifacts, photographs and other resources in class and online. An emphasis will be placed on the various groups living in St. Augustine as divided by class, race, gender, etc.

Using these resources, they will answer questions and complete a journal assignment. In this way, students will gain a better understanding of the ways of life and social dynamics in colonial St. Augustine.

Instructions:

1. Students will be directed to a teacher developed web site linked from <http://www.mrabrams.com>.
 - They will receive a worksheet outlining six major areas of concern with questions relating to the items.
 - They will use links on the website to assist in answering the questions.
2. The areas of study and possible questions are listed below:
(A final version of the student worksheet will be posted on the website.)
 - *People:*
 - ⊕ What country settled St. Augustine?
 - ⊕ What different groups of people settled there?
 - ⊕ How were people divided into different classes? And, how did they dress and did their style of dress vary?
 - *Occupations and Social Rank*
 - *Work:*
 - ⊕ What types of work were available to the residents?
 - ⊕ What tensions existed between individuals and groups?
 - ⊕ Did jobs differ based on a person's race, class or gender? Explain.
 - ⊕ Who were the slaves and what kind of work did they do?
 - *Government:*
 - ⊕ Who ruled the colony?
 - ⊕ How was the local government organized?
 - ⊕ What tensions existed between different groups?
 - ⊕ How were lower classes treated by the government?
 - *Military:*
 - ⊕ How did the colony defend itself?
 - ⊕ Describe the major defense location?
 - ⊕ Who were the soldiers and what weapons did they use?

- *Religion:*
 - ⊕ What was the major religion in the colony?
 - ⊕ What are some ways they practiced their religion?
 - ⊕ What evidence is there of this religion?
 - ⊕ Was religious diversity tolerated?
- *Recreation:*
 - ⊕ What kinds of things did colonists do when they were not working?
 - ⊕ What evidence is there of this?
 - ⊕ What means of transportation did they use?
 - ⊕ What did children do in colonial St. Augustine?

Note: Additional questions will be available on the student worksheet that will be available at <http://www.mrabrams.com> .

Evaluation:

In addition to completing the worksheet, students will write a journal entry (length and other specific expectations to be determined by the teacher) from the perspective of an English traveler visiting St. Augustine during the Spanish colonial period. They should be expected to use specific details found at the website.