Title of Lesson: ***Alabama BEFORE the American Revolution***
(Suggested grade level: 10, Advanced Placement)

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Background Information:

When covering the period prior to the American Revolution, most American history textbooks concentrate on the original 13 colonies to the exclusion of other British territories in this region. As a result, students don't know that approximately half of Alabama was part of the official British empire in pre-Revolutionary America. Along with portions of Louisiana, Mississippi, and the Florida panhandle, southern Alabama was incorporated into British West Florida, which was created by George III in 1763 at the end of the French and Indian War when he laid claim to land formerly held by France and Spain. (He also created British East Florida at the same time). Even though this era in our state's history was short-lived and may seem insignificant, it offers valuable lessons about the economic, political, and social realities of the time and region, particularly those related to slavery, an institution already deeply embedded in the South.

- The Encyclopedia of Alabama provides concise background information on British West Florida. If you or your students plan to do additional research, however, beware of any information on the web found under the heading "Dominion of British West Florida." This is a name given to the same area in 2005 by a group of people who claimed that the land was illegally annexed by America and therefore still belongs to the British (not a claim with any legal standing).

- A complete (and more extensive) copy of all the laws this lesson is based on can be found at the Alabama Department of Archives and History: Act for Order and Government of Slaves and *Act to Restrain Drunkness* [sic]. Both documents are hand-written but the writing is quite legible. You might want to show some of the pages to students.

Overview of lesson:

This lesson: 1) introduces students to the **basic geography** of the West Florida territory, 2) provides an **interactive study of some of the laws** passed by the colonial legislature in the 1770s, 3) asks students to **compare British West Florida** to one of the 13 original colonies in terms of economic, political, and social realities, and 4) requires them to **speculate** on whether British West Florida joined the revolutionary cause in 1776. The lesson exposes students to the relevant history unfolding in this part of America and asks them to integrate it into the larger narrative about the beginnings of our nation.

Content Standards

***Alabama Course of Study:* Social Studies** (Bulletin 2004, No. 18)
Tenth Grade: Standard 2, p. 70 and Standard 3, p. 71

***National Standards for History*, 1996**
Era 2: Colonization & Settlement; Standard 3C: The student understands African life under slavery.

Primary Learning Objective(s):
At the end of the lesson, students will:

- Be able to put a rough outline of the British West Florida Territory on a map of the eastern half of the United States (showing the original 13 colonies)
- Know that the southern portion of what eventually became the state of Alabama was incorporated into this territory (and shade it in on the map)
- Have analyzed several of the territorial laws in order to:
    1. Understand the economic, political, and social realities reflected in these laws
    2. See how entrenched and pervasive the institution of slavery was, even this early in the region's history
    3. Understand the enormous personal impact slave laws had on slaves
- Discuss (in writing) how much (or how little) British West Florida resembled one of the original 13 colonies and reasons it might have had for supporting (or not supporting) the revolutionary cause

Additional Learning Objective(s):
Students will:

- Broaden their knowledge of early America (beyond the 13 original colonies)
- Develop some familiarity with the legal terminology and formal phrasing of the time
- Practice making reasonable inferences and drawing logical conclusions from primary legal documents Understand that laws are created by specific people within a particular time period, and thus reflect values and assumptions of those who write the law

Time allotted: 120-150 minutes

Materials and Equipment:

- Map of British West Florida (also includes British East Florida)
- Copies of a map of the eastern half of America, showing outlines of the original 13 colonies (students will draw British West Florida onto this map)
- Copies of the laws under study (a total of 10 laws, attached)
- Copies of the response guide (students will use these prompts to analyze the laws, attached)
- Your copy of how to model an analysis (applied to the first law on the hand-out, attached)
- Sheets that explain the British monetary system in the 1770s (and how to convert amounts to dollars, attached)
- Copy of essay prompt and specific instructions, attached
- Copy of essay rubric, attached

Technological Resources:

- Digital projector, if available (an overhead can be used)
- Connection to the internet

Background/Preparation:

- The student should be familiar with the 13 original colonies of early America.

Procedures/Activities:

Engagement/Motivation Activity:

1. Using a digital or overhead projector, show students a map of British East and West Florida. Do so **without** giving them any information in advance. Allow them a few minutes to process the image.

2. Ask students to respond to the following prompts (Even if they aren't certain of the correct answer, urge them to search their minds for information on which to base a logical guess.):
   - What section of the United States does this map obviously illustrate? (Southeast)
   - Could this be a modern-day map of the area? (No)
   - What proves that this map dates from an earlier time period? (Most obvious indication is the identifying label "Map of the New Governments of East and West Florida," territories which no longer exist.)
   - This map **could not** date from before 1600. Offer some reasons why it couldn't. (The word "government" implies permanent territories with organized political structures, and not even the Spanish, who already claimed much of Florida, would have had political control over this much land, this far west [all the way to the Mississippi River] in 1600. Jamestown, the first permanent British settlement, wasn't founded until 1607, so these couldn't be British territories before that date. Plus, the word "Georgia" appears on the map and that colony wasn't settled and named by the British until the 1700s. Native Americans would not have organized and mapped this land in the manner shown.)
   - Although this map doesn't indicate it, these two territories belonged to the British. Use that fact and a process of elimination to speculate about the time period in which it would have been accurate. Support your conclusions. (British presence in this part of America is gone soon after their defeat in the Revolutionary War, so logically, the map predates 1783. If students know approximately when Georgia was founded, they should be able to peg this map for some time between 1750 and 1783. And, if they remember the dates of the French and Indian War and which country acquired which land at the conclusion of it, they could narrow possible dates even further to between 1763 and 1783. The actual date is 1763.)
3. Distribute photocopies of a map of the eastern half of America showing the original 13 colonies. Ask students to fill in the approximate outline of British West Florida using three reference points found on both this map and the map of the two Florida territories: the Mississippi River, the contours of the Gulf coastline, and specific lines of latitude, identified on the right-hand side. (You can collect the maps for evaluation purposes.) Have them shade in the area that is now part of Alabama (they can use their textbooks for reference).
4. Inform students that they are going to analyze some laws that were passed in British West Florida in 1772. The goal is to use those laws to help them answer three essential questions: "What was British West Florida like economically, politically, and socially? How much did British West Florida (and this part of Alabama) resemble one of the original 13 colonies economically, politically, and socially? Do you think British West Florida would have supported the revolutionary cause in 1776? Why or why not?"
5. Pass out copies of the laws.

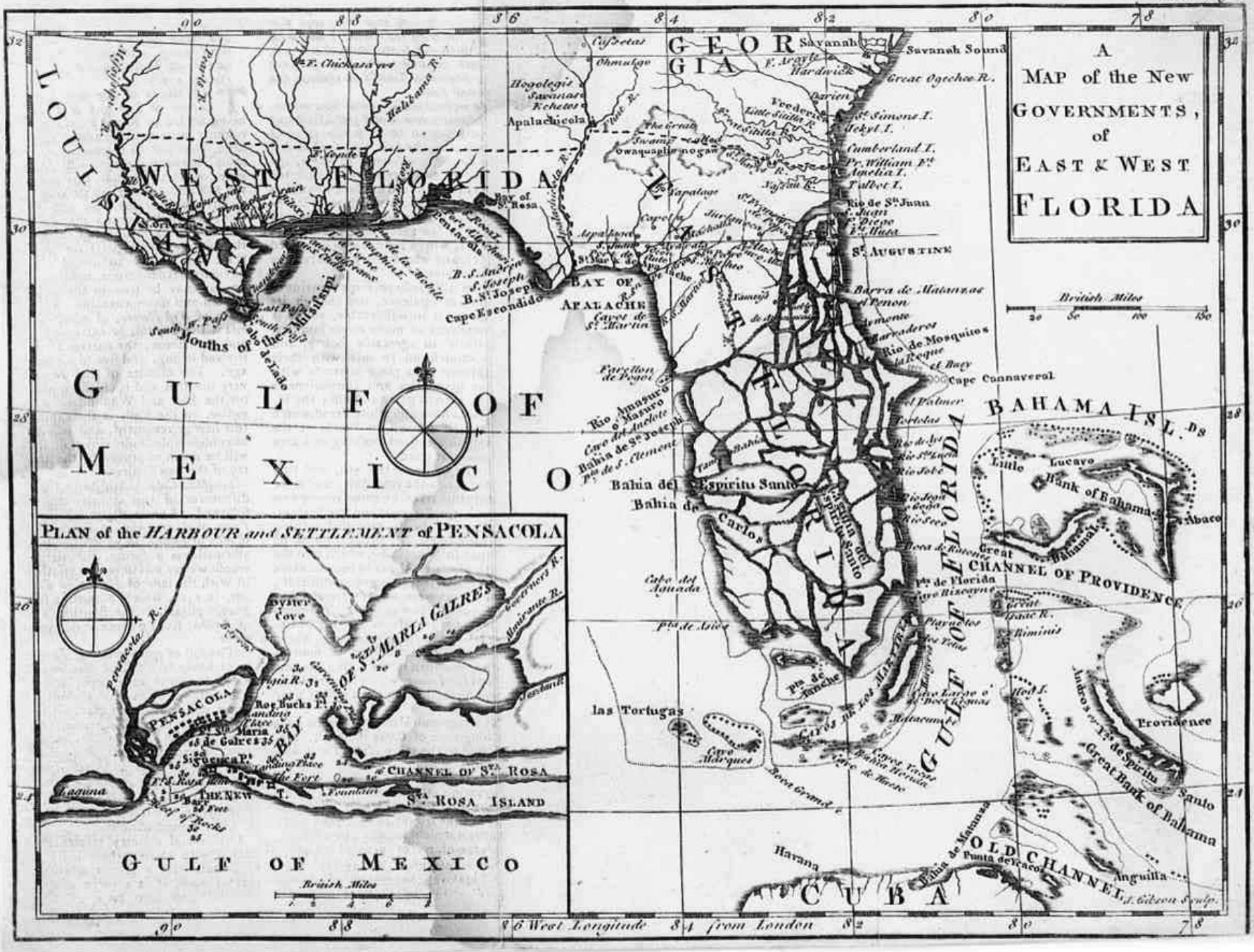
Step 1	Arbitrarily divide the class into thirds. One third will analyze laws from an economic viewpoint; one third from a political viewpoint; the last third from a social viewpoint. Subdivide these groups so that 2-3 students are working together.
Step 2	Give everyone a copy of the sheet which explains the British monetary system and also shows how to convert 1772 British pounds into today's dollars. This information will help them understand the severity of the fines which are imposed.
Step 3	Pass out copies of the response guide. Go over it with students. Explain that the three categories (economic, political, and social) are not mutually exclusive. In spite of the overlap, however, students should try to isolate their assigned

	dimension as much as possible. And even though they're working in groups, each student should write down responses to the prompts on his or her own paper. (You can collect their responses for evaluation purposes.)
Step 4	To help students understand what you want them to do, model how to analyze the laws. Use law # 1 on the hand-out sheet as your example and do the following: • Read the law out loud. Indicate to students that, if this were your first encounter with the words, you might need to read it several times since the language is not only legalistic and formal, it reflects an earlier time period. • Using a projector (or a guided discussion method), show how someone could answer the prompts on the response guide (refer to the attached model). Encourage students to contribute their own insights.
Step 5	Allow students time in their groups to study and analyze (in writing) the other nine laws. Encourage them to follow the same process you modeled: first, one student reads the law aloud, and then everyone discusses possible social, economic, or political realities/assumptions, etc. (Students could finish this individually for homework if class time runs out.) Point out that although number 8 isn't a law (it's an explanation as to why laws number 9 & 10 were necessary), the prompts will still apply.
Step 6	Conduct a whole-class discussion of the economic, political, and social dimensions of these laws, drawing out as many valid observations as possible. Encourage students to take notes about categories other than their own since the information will help them answer the essential questions. Conclude the discussion by encouraging students to identify some of the ways in which the quality of a black person's life would have been drastically impacted by the slave laws.
Step 7	Return to the three essential questions posed earlier: "What was British West Florida like economically, politically, and socially? How much did British West Florida resemble one of the original 13 colonies in economic, social, and political ways? Do you think it would have supported the revolutionary cause in 1776? Why or why not?" Using the three themes and what they learned about British West Florida, tell students they will compose an essay (see attached instructions) which asks them to compare the territory with one of the 13 colonies. To prevent large numbers of students from all picking the same colony, make certain the 13 are distributed fairly evenly. Students should rely almost exclusively on their texts for information in order to avoid turning this into a major research project, which isn't the intent. Encourage them to maximize the information found in their textbook by applying their own thinking to it. **You could assign this essay as homework or require students to write it in class. (In the latter case, allow for a less polished product without deducting major points.)**
Step 8	Distribute copies of the essay instructions, along with copies of the rubric. Allow time for students to ask questions.

Step 9	When students hand in their essays, ask some of them to share their answers. Which colonies did British West Florida seem most similar to and why? Did students conclude that most of the people living there would or would not have supported the revolutionary cause? Why?

Assessment Strategies:

- Maps (checked for completion and accuracy)
- Response sheets on all the laws (checked for completion and relevance)
- Graded essay


A MAP of the New GOVERNMENTS, of EAST & WEST FLORIDA
GEORGIA
Savannah
Savannah Sound
Great Ogechee R.
Darien
St Simons I.
Jekyl I.
Cumberland I.
Pr. William Ps
Amelia I.
Talbot I.
Rio de St Juan
St AUGUSTINE
Barra de Matanzas
Rio de Mosquitos
Cape Canaveral
British Miles
WEST FLORIDA
LOUISIANA
Mouths of the Mississipi
Bay of St Rosa
Pensacola
Apalachicola
Cape Escondido
BAY OF APALACHE
GULF OF MEXICO
EAST FLORIDA
BAHAMA ISLANDS
Little Lucayo
Bank of Bahama
Abaco
Great Bahama
CHANNEL OF PROVIDENCE
Rimini
Providence
Great Bank of Bahama
Bahia del Espiritu Santo
Bahia de Carlos
Laguna de Espiritu Santo
Pts de Florida
Pts de Aisco
Pts de Anclote
Pts de Arecha
las Tortugas
Cayo Marques
Cayo Largo
Bahia Honda
Cayo de Hueso
Havana
Bahia de Matanzas
Punta de Icaco
OLD CHANNEL
Anguilla
CUBA
GULF OF FLORIDA
Gent. Mag.
West Longitude from London
PLAN of the HARBOUR and SETTLEMENT of PENSACOLA
Oyster Cove
BAY OF St MARIA GALRES
Governors R.
Perdido R.
Pensacola R.
PENSACOLA
Roe Bucks P.
Landing Place
Fort St Rosa
Fort
Fountain
THE NEW
Laguna
CHANNEL OF St ROSA
St ROSA ISLAND
GULF OF MEXICO
British Miles
J. Gibson Sculp.

Name _____ Date _____

Colonial America 1776

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SOME LAWS PASSED IN BRITISH WEST FLORIDA IN THE 1700S

NOTE: For purposes of illustration, only a few excerpts were selected from the original documents. Capitalization and word spellings are true to the originals. (It was the norm in the 1700s to capitalize any word thought to be more important than the rest.) Some punctuation marks have been added for clarity. To facilitate reading, unusual words are defined in parentheses.

January 15th 1772

An Act for the Order and Government of Slaves

1 Be it enacted by the Lieutenant Governor Council and Assembly of this His Majesty's Province of West Florida and it is hereby enacted and Ordained by the Authority of the same that no Person whatsoever shall give leave to any Slave under his, her, or their bare Charge or Ownership, to go above Two Miles out of the Town or Plantation where they reside without a Ticket or White Person along with them, in which Ticket there is to be expressed their Name and Number, and also from and to what Place, on penalty of their paying for their being taken up as Runaways, and whosoever shall not endeavour (endeavor) to take up or apprehend any Slave coming into their Plantations shall forfeit Five Pounds Sterling.

2 And if any Slave shall offer any Violence by Striking or Assaulting any White Person, such Slave shall be punished at the Discretion of Two Justices and Three Free-holders who may Inflict Death or any other Punishment according to their discretion Provided such Striking or Conflict be not by Command of his or their Owners, or Persons Intrusted (entrusted) over them or in the Lawful defence (defense) of their Owners Persons or Goods.

3 And be it further enacted by the Authority aforesaid That no Person whatsoever except the Provost Marshal at the Goals (jails) of Pensacola and Mobile, shall keep any Run- away Slave or Slaves above Ten Days, nor shall the Provost Marshal or any other Person whatsoever employ them, or Suffer him, her or them in their Custody to want Sufficient Food and Water on Penalty of Forty Pounds for every such Offence to be recovered by the Owner. And if the Provost Marshal or any other Person shall suffer such Slave to die in his or their Custody for want of Sufficient Food and Water; The Provost Marshal or any other Person in whose Custody such Slave was shall forfeit One Hundred Pounds Sterling, one Moiety (one half) whereof shall be to the Owner of the Slave and the other to His Majesty, his Heirs and Successors for and towards the Support of the Government of this Province to be recovered by Action of Debt in any Court of Record within this Province.

4 An be it further enacted by the Authority That if any Free Negroe, free Mulatto or Free Indian shall be guilty of employing hiding or concealing or sending off from this Province any Runaway or other Slave every such Free Negroe Indian or Mulatto so guilty of such Offence shall forfeit his Freedom and be transported from this Province and sold by the Order of any Two Justices and Three Freeholders…

5 And if any Slave or Slaves shall Compass (plan) or Imagine the death of any white Person and thereof be attainted (accused) by open Deed before Two Justices and Three Freeholders such Slave or Slaves shall suffer death…

6 And it is further enacted, That no Slave shall be made free by becoming a Christian, and for Payments of Debts all Slaves shall be deemed (determined) and taken as other Goods in the Hands of the Owners, their Heirs, Executors and Administrators.

7 And be it further enacted by the Authority aforesaid That if any Slave or Slaves shall be found out of his Owners Lot or Premises after the Hour of Nine O'Clock at Night, without a Ticket from his Master, such Slave or Slaves shall be apprehended, Imprisoned and Punished as aforesaid.

"An Act to restrain Drunkness and promote Industry" (passed in 1766)

8 Whereas Drunkeness and Debauchery (immoral self indulgence) in every community tend very much to inervate (weaken morally and physically) the Constitutions (people's moral and physical make up) of such unhappy persons as are addicted to those Vices, and when added to the extremities of heat and cold peculiar to this Climate destroy many Subjects that would otherwise be usefull to the Society in general and their own Family's in particular and whereas promoting Industry and good order among Tradesmen and Labourers ought to be one of the first Institutions in an Infant Colony

9 Be it therefore Enacted By the Governor Council and Assembly of his Majesty's Province of West Florida And it is Enacted by the Authority of the same That from and after the first day of January which be in the year of our Lord one thousand seven hundred and sixty seven no person or persons hired to work by the day in this Province shall be Intitled (entitled) to receive Wages for the day or days on which He , She or They shall be Deemed Drunk.

10 That from and after the said first day of January one thousand seven hundred and sixty seven every Tradesman or Labourer within this Province who shall be hired by the day shall work faithfully nine hours in each day between the hours of four in the morning and eight at night in the Winter, and for every hour out of the said nine which such Tradesman or Labourer shall be absent there shall be deducted out of His or their wages one Shilling Sterling (20 shillings equal one British pound, the primary monetary unit, similar to our dollar).

RESPONSE GUIDE TO SLAVE LAWS

ON A SEPARATE SHEET OF PAPER, DO THE FOLLOWING THINGS FOR EACH NUMBERED LAW YOUR GROUP IS STUDYING:

A. Briefly and in normal, everyday English, summarize what the law says. (Cover all the major points of the law.) Work with your partner/s to determine the meaning of any unusual words or phrases. If you need to, look up definitions. (BTW, "**Freeholder**," a term you might see in one of your laws, meant a person who owned property in the form of either a building or land.)
B. Since most of the laws you're analyzing were designed to solve what the law-makers perceived of as a "problem" (behavior they objected to even though we might not), describe the "problem" as briefly as possible. (Modern day example: Because some people drive too fast and endanger the public, cities and states pass speed laws.)
C. Thinking in terms of the category you were assigned, what economic (or political or social) realities/ values/assumptions does this law seem to reflect? Be as specific as possible. (There is some overlap between categories.)
D. Might one of the original 13 colonies have passed a law similar to this one? Select one of the 13 and briefly explain why you think it would or wouldn't have. (You can use your textbook for reference.)

MODEL FOR ANALYZING LAW # 1

A. Briefly and in normal, everyday English, summarize what the law says (cover all the major points). Work with your partner/s to determine the meaning of any unusual words/phrases.

This law, passed by two political bodies---the Lieutenant Governor's Council and a provincial assembly---says several things. The first is that no one can give a slave permission to go more than two miles away from the town or plantation where he resides unless that slave is accompanied by a white person or carries a "ticket" with him. The "ticket" must include the slave's name and number, along with a clear indication of his departure and destination points. Any slave found without this documentation will be assumed to be a runway, and anyone who doesn't try to capture a slave who comes on his plantation without that documentation will be fined five pounds sterling. (Using the conversion table, that would be about $925.00…a hefty fine.)

B. Since most of the laws you're analyzing were designed to solve what the law-makers perceived of as a "problem" (behavior they objected to even though we might not), describe the "problem" as briefly as possible.

Obviously, some slaves had tried to run away. This law allowed the government to control a slave's independent mobility and at the same time, because of the fine, it made certain that slave owners wouldn't become too lax about letting their slaves move about on their own.

C. Thinking in terms of the category you were assigned, what economic (or political or social) realities/ values/assumptions does this law seem to reflect? Be as specific as possible.

Economic Point of View: This law shows how valuable slaves were and how serious the government was about making all slave owners conform to its requirements. Since slaves were obviously essential to the region, it's logical to assume that some form of agriculture was the major economic activity.

Political Point of View: Because of the words "Lieutenant Governor's Council and Assembly of His Majesty's Province," it appears that there was some blend of representative government with royal oversight. Members of the Council and Assembly were most likely slave owners themselves or they wouldn't have passed this law. It's quite obvious the law-makers weren't interested in protecting the slaves' interests.

Social Point of View: Slaves are at the bottom of society, if they can even be said to be members of society at all. Rigid racial lines have already been drawn between blacks and whites. The fact that there is a reference to slaves having numbers (perhaps branded into their skin) indicates the dehumanization process is complete.

D. Might one of the original 13 colonies have passed a law similar to this one? Select one of the 13 and briefly explain why you think it would or wouldn't have.

The legalized practice of enslaving blacks occurred in all 13 colonies, so this law could have existed in any of them, although its passage would have been more likely in the southern colonies since more slaves resided there and owners wanted them confined to their plantations.

BRITISH MONETARY SYSTEM IN THE 1770S

- The basic unit of British currency was (and still is) the **pound**, represented by the symbol **£** (sort of like a capital script letter "L" with a cross bar in the middle). The official full name is "pound/s sterling," based on a one-pound weight of high quality sterling silver.
- Prior to 1971, the pound was divided into 20 shillings and each shilling was divided into 12 pence (the smallest monetary unit).
- In 1971, the shilling was eliminated and the pound was divided into 100 pence, not 240.
- According to the website www.measuringworth.com/calculators, something that cost 1 **£** in 1772 (using a Retail Price Index) would cost approximately **£ 99.50** (99 pounds, 50 pence) in 2008 (the most recent year available on the calculator).
- If we convert that figure, a 1772 pound would be worth roughly $185 in 2008 American dollars.
- This gives us some sense of the relative value of various fines levied on lawbreakers in 1772. For instance, someone who paid a fine of **£ 100** in 1772 would effectively be paying the equivalent of $18,500 in our money today.

COMPARISON ESSAY FOR BRITISH WEST FLORIDA

Which one of the original 13 Colonies you will compare with British West Florida?

_____

Prompt: "How much did British West Florida (which included a good part of Alabama) resemble your assigned colony in terms of their major social, economic, and political characteristics? Do you think it is likely that British West Florida would have supported the revolutionary cause in 1776? Why or why not?"

Directions:

- For information about British West Florida, use the laws we analyzed.
- For information about one of the 13 colonies, use your text. (If you choose to include outside information, you must supply parenthetical documentation.)
- To answer the question about whether British West Florida would have supported the revolution (or not), use your own judgment but **offer and explain your reasons (at least 2)**.
- Essay must be between 350 and 450 words.
- First paragraph must include a thesis (it will probably be more than one sentence) which mentions all three categories (social, economic, and political) and clearly indicates your judgment about how much British West Florida shared in common with your colony. The reader should be able to determine exactly how alike or different you think they were. You must also include a statement regarding whether or not British West Florida was likely to support the revolutionary effort in 1776.
- Depending on what information you're working with, you can organize your essay in several ways. It's possible to have a standard 5 paragraph essay: introduction, three separate paragraphs covering the three separate categories, and a conclusion covering the question of whether or not (and why) the British West Territory would have supported the revolutionary cause in 1776. But, you don't have to have exactly 5 paragraphs, and you can structure the essay in different ways. The exact form doesn't matter as long as you provide a meaningful introduction and conclusion and your body paragraphs divide along logical lines. DO NOT FORGET…YOU HAVE TO COVER ALL THREE CATEGORIES, although you can weight them differently.

RUBRIC FOR BRITISH W. FLORIDA ESSAY

NAME_____ GRADE_____

SUPERIOR ESSAY	STRONG ESSAY
_____ Sophisticated thesis (complex without being too complicated, analytical) _____ Drew appropriate and insightful conclusions _____ Explained facts about Br. W. Fla. **and** colony _____ Supplied strong, logical links between facts and analytical conclusions _____ Covered all 3 categories in an integrated and meaningful way _____ Extremely well-organized essay _____ Covered <u>all</u> areas of the prompt _____ Displays clarity and coherence throughout; appropriate vocabulary and meaningful transitions between sections	_____ Strong thesis (analytical but perhaps more simplistic & straight-forward) _____ Drew some appropriate conclusions _____ Explained some facts (could have mentioned or explained a few more _____ Linked facts to conclusions, but connections could use additional clarification _____ Covered all 3 categories in a logical way _____ Well-organized essay _____ Covered <u>all</u> areas of the prompt; may lack some balance between major areas _____ Generally clear and coherent; one part might need strengthening, vocabulary and/or transitions could be improved
ADEQUATE ESSAY	**WEAKER ESSAY**
_____ Clear thesis but it's verging on a statement of fact _____ Drew few conclusions _____ Tended to list facts but did explain the significance of some _____ Covered at least 2/3 categories _____ Organization needs strengthening _____ Covered <u>all</u> areas of the prompt although there may be a problem with balance _____ Clarity is somewhat of an issue but most of essay is understandable	_____ Undeveloped thesis; statement of fact _____ Didn't draw conclusions _____ Listed rather than used facts _____ Covered only 1/2 catgories _____ Essay lacks organization _____ Some areas of prompt are ignored _____ Essay is difficult to follow because of structural or mechanical problems

COMMENTS: