

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A			
TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
The South Rebuilds (1865 - 1937)	<p>A.1 Understand how pattern, chronology sequencing, and the identification of historical periods are influenced by frames of reference.</p> <p>A.2 Know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, and graphs.</p> <p>A.15 Understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.</p> <p>A.18 Explain the nature of slavery and its impact on African Americans and the Southern economy.</p> <p>A.38 Understand how immigration and settlement patterns have shaped the history of Florida.</p> <p>A.40 Know how the environment of Florida has been modified by the values, traditions, and actions of various groups, who have inhabited the state.</p>	<p>Asante, Dr. Molefi Kete. <u>African American History, A Journey of Liberation</u>. Maywood, New Jersey: The Peoples Publishing Group, 1995.</p> <p>Burnett, Gene M. <u>Florida's Past</u>. Sarasota, Florida: Pineapple Press Inc., 1988.</p> <p>Rawick, George. <u>The American Slave</u>. vol. 17. Florida Narratives, Westport, Connecticut: Greenwood Publishing Company, 1976.</p>	<p>SS.A.1.3.1 SS.C.6.3.4</p> <div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold;">GOAL 3 STANDARDS</div> <p>3.1 Information Managers 3.2 Effective Communicators 3.3 Numeric Problem Solvers 3.4 Creative and Critical Thinkers 3.5 Responsible and Ethical Workers 3.6 Resource Managers 3.7 Systems Managers 3.8 Cooperative Workers 3.9 Effective Leaders 3.10 Multiculturally Sensitive Citizens</p>

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

GOAL: Students will understand the methods of enslavement in Florida.

INFUSION POINT

OBJECTIVES

The South Rebuilds
(1865 - 1937)

Students will be able to:

- write a summary on the traditional methods of African American enslavement.
- examine the various occupations slaves performed in Florida.
- produce a report on the city of Jacksonville, Florida, describing how enslaved people lived before and after emancipation, using a primary source.

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS / INFORMATION
<p>The South Rebuilds (1865 - 1937)</p>	<p>Slavery was a reality in the territory and later in the state of Florida. Primary accounts of this institution will give insight into the culture and survival skills of the people who were involuntarily a part of this slave system.</p> <p>Interviews with individuals who have participated in historical events are an important tool for historians who want to know other points of view about a period or a particular situation. This type of interview documentation is called a “primary source.”</p> <p>Documentation of a primary source is often the best view of an event or situation because the information is coming from the person or persons who actually participated in the events.</p> <p>This is an interview with Mr. Douglas Dorsey. Mr. Dorsey was born in Suwannee County, which today is in northern Florida. He was born in 1851. He was fourteen years old when he was emancipated from slavery.</p> <p>Mr. Dorsey was interviewed by Mr. James Johnson who worked with the Negro Writer’s Unit for the Federal Writer’s Project of the Florida Works Progress Administration. This interview took place on January 11, 1937, in south Jacksonville, Florida, on Spring Glen Road.</p> <p>Mr. Dorsey’s mother and father were free African Americans who lived in Maryland. Jeff Davis, a “Nigger Trader”, captured them and sold them into slavery. He brought Ann, Mr. Dorsey’s mother, and his father to Florida. The parents were then sold to Colonel Louis Matair. The Colonel, who earned his title for his participation in the Florida Indian wars, had a plantation in Suwannee County.</p>

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS / INFORMATION <i>Continued</i>
<p>The South Rebuilds (1865 - 1937)</p>	<p>Mr. Dorsey’s mother worked in the “big house” as a maid. His father learned how to be a mechanic in Maryland, and was assigned the same task on the plantation.</p> <p>Mr. Dorsey had many brothers and sisters. He became a house slave and did jobs such as serving meals, building fires and caring for the Matair children. He saw his mother treated brutally at the hands of Mistress Matair. Once, Mrs. Matair attacked his mother with a large butcher knife because his mother did not respond immediately to her call.</p> <p>Mr. Dorsey hated the mistress and vowed as a little child that he would kill her. He was responsible for bringing coffee to her and considered putting rat poison in it, but others persuaded him not to do it.</p> <p>Mr. Dorsey also told about the birth of his little brother, who was born very light skinned, almost like white. Mrs. Matair accused the Colonel of being the father of this child. This was not true, but Mr. Dorsey’s little brother was sold to a Captain Ross, who lived in Hamilton County, Florida.</p> <p>Mrs. Matair found out that young Mr. Dorsey could read. He had carried the children’s books to school, and stayed with them until they finished. He used the opportunity to learn to read. When the mistress found this out, she slapped him hard across the face, and threatened to cut off his right arm if she ever saw him read again. Then, she whipped her children for allowing a slave to learn to read. Mr. Dorsey stated that plantation slaves lived in slave quarters, and they worked from “sun-up until sun-down.” The only food they ate was what they brought with them. They had a “driver” who was called January. It was</p>

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS / INFORMATION <i>Continued</i>
<p>The South Rebuilds (1865 - 1937)</p>	<p>his job to see that the slaves worked very hard. Crops such as cotton, corn, sugarcane, and peas were grown on the plantation. The slaves returned to their quarters at “sun-down”. There, they prepared meager meals and rested, if they were allowed. Sometimes they met near a cabin to sing songs with African melodies that they remembered from long ago.</p> <p style="padding-left: 40px;">Many of the young slaves secretly visited slaves on other plantations. This was forbidden and if they were caught by “patrols”, they were whipped and beaten. For example, first one slave was whipped, and then the whipped slave had to beat his brother or sister, and so on.</p> <p style="padding-left: 40px;">Sometimes the slaves were taken to church. Here they were told to honor their masters and their mistresses because they were put here to serve them.</p> <p style="padding-left: 40px;">Mr. Dorsey remembered vividly when he gained his freedom. He was 14 years old and was very happy. The colonel’s son offered that the slaves could stay on the plantation or become free to learn. No one chose to remain.</p> <p style="padding-left: 40px;">Douglas Dorsey and his parents lived on a homestead (40 acres of land) that he received from the government. Now he is an old man, who lives with his daughter in Spring Glen, Florida.</p> <p style="padding-left: 40px;">Many elderly people who lived in northern Florida participated in the institution of slavery. This is only one example of a “primary source” as it pertains to slave life in Florida.</p> <p style="padding-left: 40px;">There are other interviews concerning slavery that speak of slave life on turpentine plantations in northern Florida and slave life in Florida’s Native American frontier. Slaves on the frontier acted as interpreters, scouts and military defenders for White masters.</p>

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS / INFORMATION <i>Continued</i>
<p>The South Rebuilds (1865 - 1937)</p>	<p>Interviews with ex-slaves are excellent historical accounts of life from the “minority point of view.” These narratives continue to show the resourcefulness and the intelligence of those “who were held in bondage.”</p> <p>The historical study on antebellum Southern slavery testifies to the continuing interest that the subject commands. Florida differed in several respects from other Southern states in the Old South. As a Spanish colony, it represented a haven for runaway slaves and Native Americans from the southern United States. Fugitives, free Blacks, and Seminole Indians formed alliances and lived together in east Florida as well as in remote sections on the peninsula. Among these groups the tradition of resistance flourished.</p> <p>Regarded as a lawless territorial outpost from 1821 - 1845, Florida remained sparsely settled throughout the Civil War. Planters from other states began moving into Florida, with high expectations shortly after the territory was acquired in 1819 (Adams Onis Treaty), but they clearly understood the potential for troubled relations with their slaves in the new locale. To maintain and strengthen their power, the territorial planters enacted severe slave codes and other race-related statutes designed to ensure physical and psychological dominance over their laborers. Slaves, however resisted the absolute power of their masters, leading many owners to view their slaves as a “troublesome property.”</p> <p>The non-White population made up over 40% of the people in Florida. The vast majority of the non-White population were slaves; and fewer than one thousand of the non-White population were free.</p>

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT

CULTURAL CONCEPTS / INFORMATION *Continued*

The South Rebuilds
(1865 - 1937)

The life of the slaves was very difficult. It was not uncommon for slaves to work all day, and labor half the night. This was usually the case on sugar and cotton plantations. In addition to the regular task of picking cotton, generally 100 pounds a day per person, slaves often worked well in the night ginning (extracting the seeds) and baling the cotton. Runaway slaves often headed South to reach present-day Dade County (Miami). There they could escape across the Gulf Stream to freedom in the Bahamas. African Americans suffered much in Florida during the 19th century, and many still continue to suffer.

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

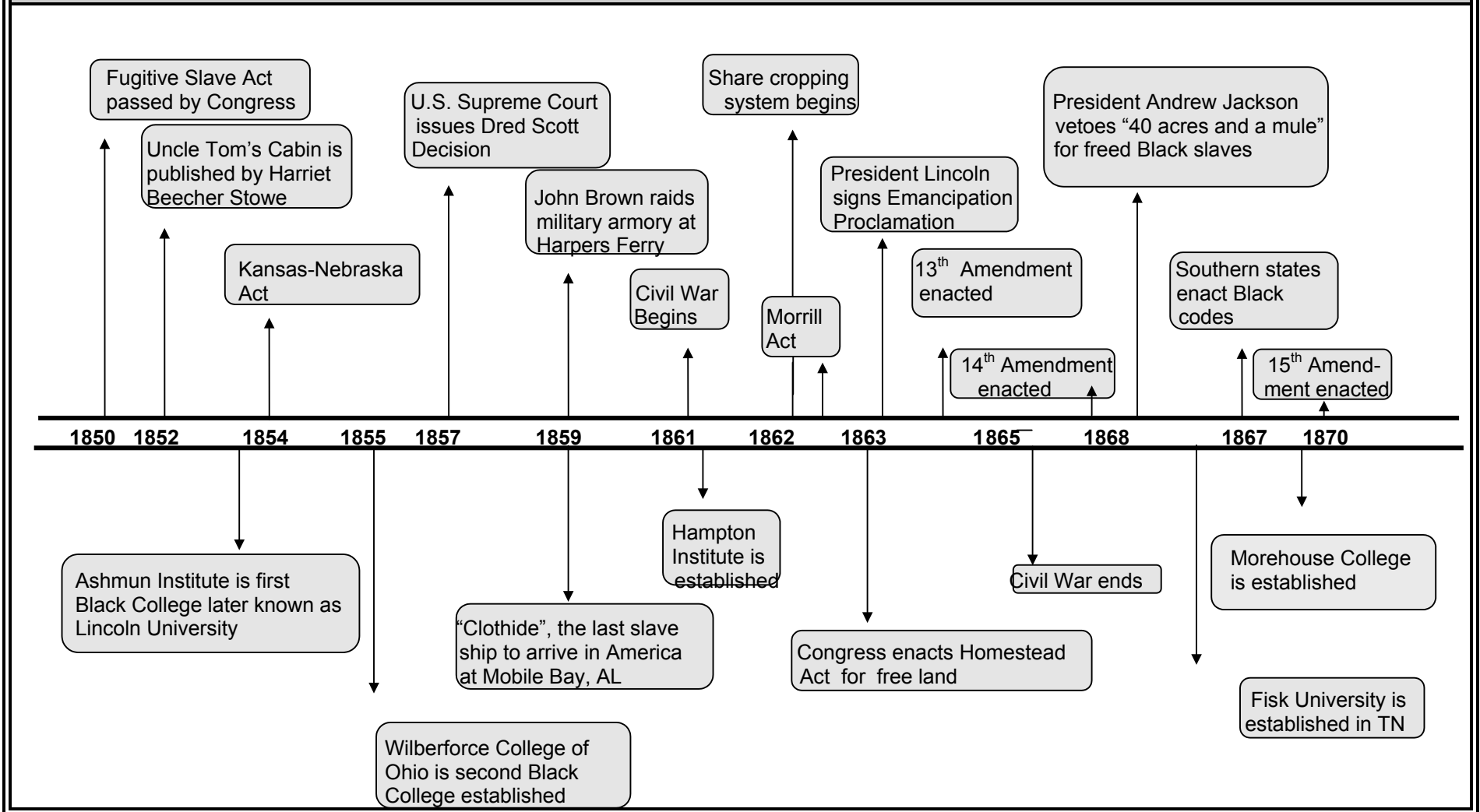
STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	LINKAGES TO AMERICAN HISTORY
The South Rebuilds (1865 - 1937)	<ul style="list-style-type: none"> ➤ 1850 - The Underground Railroad is created. ➤ 1856 - Booker T. Washington is born. ➤ 1861 - The Civil War begins and continues to 1865. ➤ 1861 - Abraham Lincoln becomes president. ➤ 1866 - The rise of the Ku Klux Klan. ➤ 1868 - The 14th Amendment is passed by Congress. ➤ 1880 - African American lynching begins and continues through 1910. ➤ 1895 - Booker T. Washington's "Atlanta Compromise" of 1895. ➤ 1896 - Segregation was supported as the law of American colonies and states. ➤ 1880 - Race Riots in America expands among racial groups and continues through 1920's. ➤ 1914 - World War I begins and continues through 1918. ➤ 1920 - The Harlem Renaissance in New York City begins and continues through 1940's. ➤ 1930 - The religion "Nation of Islam" is founded in Detroit. ➤ 1937 - An African American, Joe Louis, wins the heavy weight championship of the world.

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A

TIME, CONTINUITY, AND CHANGE

TIME LINE: 1850 - 1867

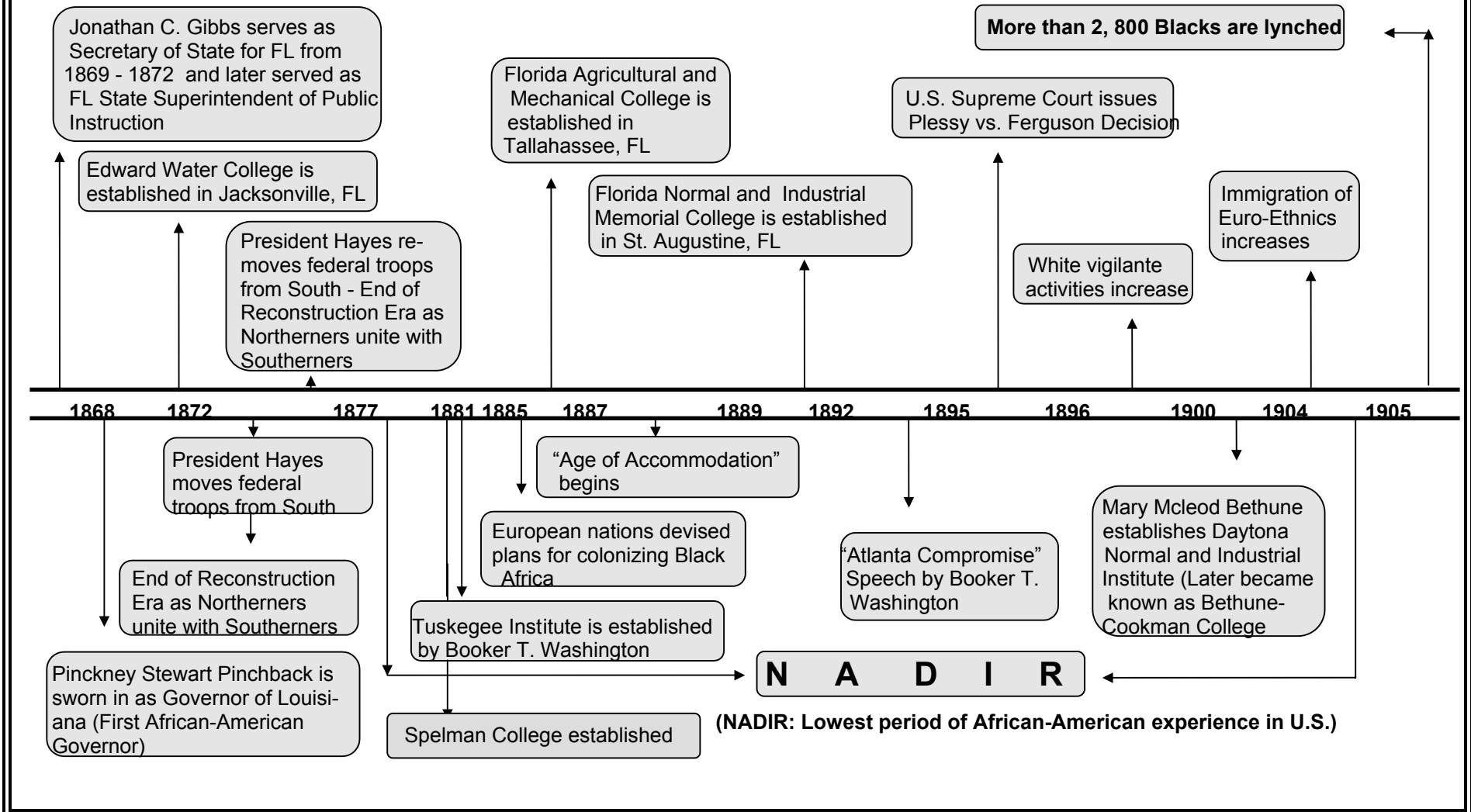


METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A

TIME, CONTINUITY, AND CHANGE

TIME LINE: 1868 - 1905

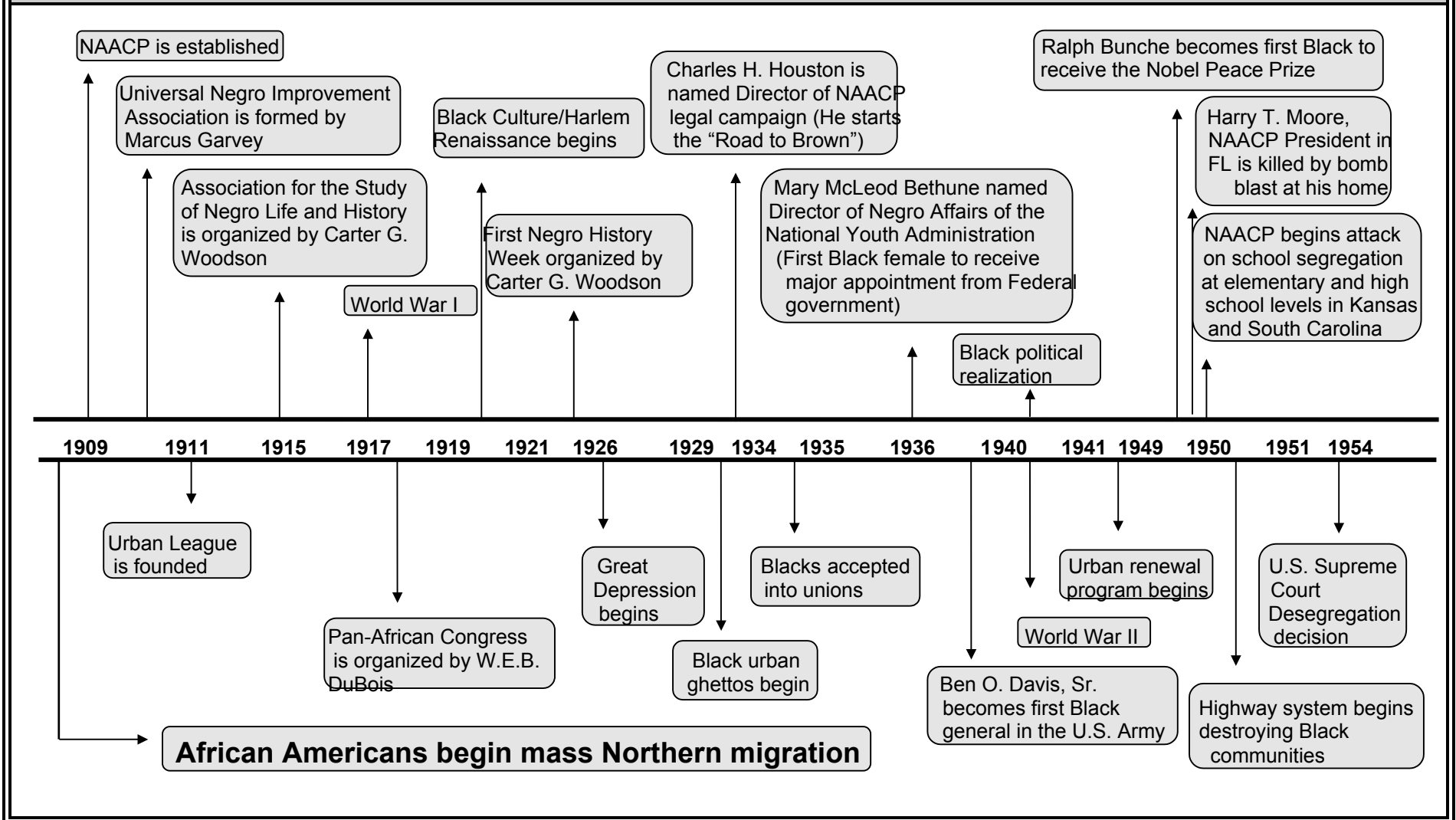


METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1909 - 1954



METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	DEFINITION OF KEY TERMS
The South Rebuilds (1865 - 1937)	<ul style="list-style-type: none"> ➤ Big House - The plantation owner's home. ➤ Driver - The person whose job it was to see that the slaves worked very hard on a plantation. ➤ Emancipated - Slaves given freedom. ➤ Homestead - To farm the land. ➤ Melodies - Songs. ➤ Patrols - White men who would police the roads that connected plantations. ➤ Primary Source - Information about events and people from those who actually participated in these events. ➤ Slave Quarters - The place on the plantation where the slaves lived. ➤ Suwannee County - A political division in Northern Florida.

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Determine the differences between primary sources and information and secondary sources of information.
- Speculate as to why the Negro writers' unit for the Federal Writers Project was needed.
- Read and examine the song "Suwannee River", the state song of Florida. Be sure to examine the original lyrics.
- Discuss how you would communicate with someone if you were not allowed to learn to read.
- Compare and contrast the difference among civil, criminal, and human rights violation. Use the U.S. Bill of Rights as a framework for your study.

**CURRICULUM
INFUSION**

Social Studies

- Draw and label a physical/political map of Florida.
- Research and report on the Kingsley Plantation that was located outside of Jacksonville, Florida
- Devise a chart that shows the physical abuse that enslaved persons encountered in Florida.
- Use magazines, newspapers and television to document violations of civil, criminal, and human rights in the international, national, state and local communities.

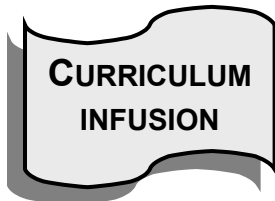
METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Mathematics

- Estimate the size of the Kingsley plantation. How much space would have been used by enslaved Floridians.
- Determine how much cotton the average enslaved person picked during an average cotton growing season.
- Analyze the kinds of mathematical skills enslaved people had to know in order to cope with enslavement.



Science

- Create a farm. Include areas for cotton, corn, sugarcane and peas.
- Use the scientific method to dissect a cotton bulb. Explain why cotton picking was a painful physical task.
- Determine how the physical environment of Florida influenced the lives of enslaved Floridians.
- Analyze the caloric need a person must consume, in order to pick 100 pounds of cotton per day. Determine if the slave diet met these needs.

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

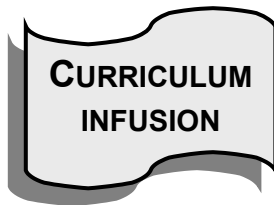
STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Research Skills

- Using the Internet to prepare a position paper on slave life.
- Prepare a written report on the different types of enslavement in Florida. Include slavery in western Florida, as well as, slavery in northern Florida.



Critical Thinking

- Use visuals to orally present the findings from data researched on slavery in Florida.
- Distinguish the importance of both passive and active resistance to slavery.
- Use an interactive journal to develop a process to analyze and critique the slavery experience.

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The South Rebuilds (1865 - 1937)</p>	<p>A) Students will be assessed on how correctly they locate and label these on a map.</p> <ol style="list-style-type: none"> 1) Suwannee River 2) Hamilton County 3) Suwannee County 4) Jacksonville <p>B) Students will write an essay and be assessed on their explanation of changes that have occurred in the above areas over the years.</p> <p>C) Students will be assessed on how well they read, retell and write a story about the capture of Mr. Dorsey's parents.</p> <p>D) Students will be assessed on a pictorial activity to be presented to groups. The pictorial essay should show a part of Mr. Dorsey's life on a Florida plantation.</p> <p>E) Students will be assessed on giving an oral report on Mr. Dorsey's life. In this report, they must address the following:</p> <p style="padding-left: 40px;">Who, What, Where, When, Why, and How?</p> <p>F) Students will be assessed on a report which discusses and analyzes Mrs. Matairs' concern over the fact that young Douglas could read.</p> <p>E) Students will be assessed by a multiple choice test.</p>

METHODS OF ENSLAVEMENT: SLAVE LIFE IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT

The South Rebuilds
(1865 - 1937)

RECOMMENDED STUDENT EVALUATION

Pre/Post Assessment

K. CURRENT KNOWLEDGE – FORMATIVE

- Use a teacher made assessment instrument.
- Determine students' knowledge of the slave life in Florida.

W. WHAT IS TO BE LEARNED? PROCESS

- Use unit content and formulate assessment items.
- Use journals, presentations, portfolios in the process.
- Assess the completeness of the timeline on slave life in Florida.

L. WHAT WAS LEARNED? SUMMATIVE

- Use journals, portfolios to assess gains.
- Use multiple choice exams.
- Use product evaluation of a scrapbook on slave life in Florida.
- Use research papers and assess with a matrix.