From La Florida To The Sunshine State!
Using Primary Sources to
Learn About the Past

Tampa Bay History Center
Pre-Visit Lesson Plan
INTRODUCTION

For over 500 years, Florida’s history has been shaped by people through adaptation, encounter, and exchange. These overriding historical themes are ever present in the galleries of the Tampa Bay History Center. The purpose of this activity is for your students to make meaningful connections to these themes through the use of primary sources. By working with specific examples in history, students can evaluate how our state has been transformed from a time when it was once called “La Florida” during the Age of Exploration, to what is now the Sunshine State we know today.

This anticipatory exercise is not required, but it will enhance their field trip experience as they make connections between their investigations and TBHC’s gallery exhibit areas. Please see our K-12 curriculum connections on the TBHC website at https://www.tampabayhistorycenter.org/field-trips/. The education staff would like to thank you for participating in this activity and will offer you a free gift when you arrive for your field trip!

PRE-VISIT ACTIVITY

Primary Sources are the pieces of evidence that historians use to learn about people, events, and everyday life in the past. Just like detectives, historians look at clues, sift through evidence, and reach conclusions.

Students can use primary sources, too. By focusing on the evidence itself – documents, artifacts, photographs, and oral histories – students can get a glimpse into the past beyond what a textbook can provide.

Introducing your students to primary sources and making them a regular part of classroom lessons will help your students develop critical thinking and deductive reasoning skills that will be useful throughout their lives. Knowledge is retained longer, and their learning becomes more meaningful to them.

OBJECTIVE

Students will be introduced to different types of primary sources, and will analyze these sources for historical information. Students will be able to make connections between primary sources and the concepts of adaptation, encounter, and exchange.

TIME: 50-60 minutes

MATERIALS (attached)

- Artifact, Ephemera, or other descriptions for teacher (2 pages)
- Artifact, Ephemera, or other sorting cards (2 pages)
- Background information for 6 primary sources for teacher (2 pages)
- Six (6) primary source images: 2 Artifacts (1 page each), poster/ephemera (1 page), map (1 page), photo (1 page), and document (1 page)
1. INTRODUCTION: Introduce the lesson with a discussion about how Florida’s history is one of adaptation, encounter, and exchange, and how many people over time have experienced these for over 500 years, thus shaping our state as we know it today. Students are then introduced to these key terms:

**Adaptation** - To adjust to a new situation or fitting into new surroundings.

**Encounter** - A meeting, especially one that is unplanned or unexpected with other people or cultures.

**Exchange** – The act of giving or taking one thing in return for another, including goods, people and ideas.

**Primary Source** - Original documents and objects that were created during its historical time period.

**Secondary Source** – Documents and objects that are interpreted and analyzed by someone who did not experience events or conditions first hand.

**Artifact** - A three-dimensional object made or used by humans. It does not have to be old!

**Ephemera** - Printed items usually made of paper, which are only used for a short time. (Examples: tickets, posters, advertisements)

2. SORTING EXERCISE: Divide the class into SIX groups. Student groups are given 8 images of TBHC examples of artifacts, ephemera, or other printed onto cardstock (It is recommended to copy and cut these sets out for each group in advance to save time; you may also laminate them so they are re-useable longer). Students are to take 5 minutes to look at the images and sort them into the three categories. (You may wish to display the definitions of the three categories at the front of the room) After sorting, discuss why an object fits in a certain category. You may use the Artifact, Ephemera, or Other descriptions pages to generate further discussion.

3. ANALYSIS EXERCISE: For the next activity, give each group one primary source copy and the corresponding Analysis Organizers for each student. Inform the students that each primary source is found in, or is related to a specific area of the galleries at TBHC. Ask each group to spend 10-15 minutes answering the questions on the organizer as they examine their primary source.

   Note: One primary source is a newspaper article where excerpts are provided. You may give students a copy of the excerpts, but be sure to also give them the original article. It is ok if they don’t have time to finish. The teacher can read the letter aloud during the class discussion. Cooperative Learning roles are encouraged to keep the group members on task. (Ex: Readers, Scribe, Spokesperson, Captain, etc.)

4. After they have finished their Analysis Organizers, have each group report their findings to the class. After each group reports their findings, the teacher should reveal bits of information about the primary source provided on the “Background Information” sheet.

5. Students in their groups will then discuss which of the three concepts (Adaptation, Encounter, & Exchange) that their object relates to the most (there can be more than one answer) and explain why.

*Alternative option: Instead of dividing students into six groups, you may also choose to analyze some or all of the primary sources together as a class. Display each document using a document camera and use the Analysis Organizers to guide the discussion.*
Sorting Cards Description
(For Teachers)

Spinning wheel

Used for spinning natural fiber into thread, the spinning wheel shown here is from 1896. It is found on display in the 3rd floor Cracker Cabin.

Calusa atlatl—Key Marco Style

The atlatl was used for hurling a spear with great force. It acted as an extension of the forearm so that the tip of the atlatl propelled the spear with greater speed than the arm alone. Florida’s first people utilized this tool to greatly enhance their hunting capability.

Electrical box panel noting “colored toilet” from original 1940 cafeteria of Mitchell Elementary School

This panel is indicative of segregated facilities in Florida dating back to the 1940’s.

WWII Gasoline ration book with stamps

Mileage rationing was a way for the Federal government to divert funds and fuel to the war effort.
Sorting Cards  Description  
(For Teachers)

Map of the Seat of War in Florida 1839

Much was not known about the interior of Florida during the Seminole Wars of the 19th century. This map provided an incredible amount of detail for the time. The map indicates forts, battle locations, and the US line of attack during the Second Seminole War.

Photo of the Gasparilla Pirate Ship sailing into Tampa Harbor during the annual Gasparilla parade

This photograph illustrates Tampa’s traditional festival of the invasion by the mythical Jose Gaspar dating back over 100 years. This ship was the Jose Gaspar II.

Seminole Palmetto Doll

Palmetto dolls were a common craft item seen in Seminole villages that was made for tourists. These items have been passed down through Seminole culture. Natural husks, and stitched patchwork patterns are typical for this type of doll.

Program: “First Fall Freedom Rally” featuring Dr. Martin Luther King Jr. from November 16th, 1961

Civil rights leader Dr. Martin Luther King Jr. came to Tampa to speak at this rally sponsored by the NAACP in 1961.
Activity 1: SORTING CARDS

Sort each picture into the categories of Artifact, Ephemera, or Other.

Key Words

Artifact: A three-dimensional object made or used by humans.

Ephemera: Printed items, usually made of paper, which are only used for a short time.

Other: Photos, drawings, maps, books, magazines, newspapers, or letters.
Activity 1: SORTING CARDS.
Sort each picture into the categories of Artifact, Ephemera, or Other.

Key Words
Artifact: A three-dimensional object made or used by humans.
Ephemera: Printed items, usually made of paper, which are only used for a short time.
Other: Photos, drawings, maps, books, magazines, newspapers, or letters.
Background Information
(For Teacher Only)

Below is a list of the six primary sources included in this packet, and background information about each one:

1. **Artifact:** Calusa atlatl—Key Marco style
   
   The atlatl was used for hurling a spear with great force. It acted as an extension of the forearm so that the tip of the atlatl propelled the spear with greater speed than the arm alone. Florida's first people utilized this tool to greatly enhance their hunting capability.

2. **Poster:** World War II era double-sided poster “Buy War Bonds”
   
   WWII Homefront propaganda poster encouraging Americans to contribute to the war effort through the purchase of war bonds. The reverse side of this poster features portraits of local soldiers and headlines clipped from the newspaper.

3. **Map:** 1847 original plan of the Village of Tampa map.
   
   Tampa was named the county seat of Hillsborough County when the territorial legislature created the county in 1834. At first the town grew in a disjointed way, though there was an attempt in 1838 to create a town plat. That plat was invalidated by the federal government because it included Fort Brook land. In late 1846, anticipating that the government was about to reduce the size of the fort and grant excess land to the county, the county commission hired John Jackson to plat the village of Tampa so that lots could be sold, with the proceeds funding a county courthouse. This map is the result of the survey, with those original property owners indicated on their particular lots.
Background Information
(For Teacher Only)

Below is a list of the six primary sources included in this packet, and background information about each one:

4. Artifact: Mariners astrolabe from the “Tortugas Wreck”

Throughout the Age of Exploration, the mariner’s astrolabe was a navigational tool used at sea for determining latitude by measuring the angle of a celestial object (star, planet or the sun) above the horizon. Made of solid bronze, this instrument was heavy and often inaccurate. The design had an open ring (to minimize wind resistance,) and was marked with a scale of degrees. A rotating arm (alidade) sighted the sun or a star. It was common for seamen to have more than one astrolabe stored aboard a ship because multiple readings were taken to ensure the closest accuracy possible. This astrolabe was salvaged off the coast of the Florida Keys and was on board a vessel of the Tierra Firme Fleet that was sunk by a hurricane in 1622.

5. Photograph: Ybor City cigar factory workers listen as a lector reads.

The lector was paid by the factory’s workers to read to them from local Spanish-language newspapers, or translate on the fly English-language papers such as The Tampa Tribune or the Tampa Daily Times. They even read novels such as Don Quixote. The lector read while seated on la tribuna, a raised platform, so all of the workers could see and hear him or her. La lectura (the reading) provided an education for the workers, but it also caused friction between the workers and the factory owners. Beginning with the first time a lector took his seat in an Ybor City factory in 1886, owners saw them as a negative influence on their workers. Lectors were blamed for the workers’ growing socialist views, slowdowns and strikes. Yet the workers revered the lector. Generally, the factory workforce elected a committee of workers to audition, select and pay the lector for their factory. During the audition, the prospective lector would have to have both an excellent reading voice — in proper Castilian Spanish — and the ability to almost act out the roles in the novels he read. Each worker contributed to the lector’s pay, which approached $75 a week during the heyday of the cigar industry. Factory workers earned approximately $20 a week.


This is a 4-page article with drawings of Billy Bowlegs, Chief of the Seminoles. The newspaper article recalls the history of the Seminole Wars. Chief Bowlegs was the Seminole leader during the Third Seminole war from 1855 to 1858, and the article was written at the end of the war. It describes Chief Bowlegs as a person, and gives an account of the Seminole Wars in detail including key people involved, important battles, and the circumstances for each at the time. Billy Bowlegs would eventually concede, and he and many others would be relocated out west to Arkansas via New Orleans onto a reservation, leaving behind only a few hundred Seminoles to remain in Florida, thus marking the end of the Third Seminole War.
OBSERVE

What is it made of? (metal, wood, fabric, paper, etc.) Describe its size, shape and color.

Does this artifact have a known function?

HISTORICAL EVIDENCE

Where do you think you could find out more information about this object?

QUESTION

What do you wonder about...


REFLECT

Where do you think this came from?
Why do you think somebody made this?
Whom do you think this was made for?
Why do you think this item is so important?

NAME OF ARTIFACT

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this object demonstrates? Adaptation, Encounter, or Exchange? Why do you think so?
Primary Source # 1 - Artifact

(Gallery Section: Florida’s First People—second floor)
HISTORICAL EVIDENCE

Observe
What do you see?
Are there more words than pictures?
What do the words tell you?
What symbols and colors are used?

Reflect
Who do you think made the poster, When? Why?
Who do you think was supposed to see the poster?
What part supports the main idea?

Type of Poster

Question
Who do you think made the poster? When? Why?
Who do you think was supposed to see the poster?
What is its main idea? What parts support the main idea?

Connections to the Tampa Bay History Center
Which do you think this poster demonstrates? Adaptation, Encounter, or Exchange? Why do you think so?
Primary Source # 2—Poster / Ephemera

(Gallery Section: War Stories – third floor)
MAP ANALYSIS ORGANIZER. Use this organizer to help identify the type of map. Answer as many of the questions as you can based on what you see and what you already know.

**OBSERVE**

Describe what you see. What do you notice first?
- What size and shape is the map?
- What looks strange and unfamiliar?
- What place does the map show?
- What words, in any do you see?
- What graphic elements do you see?

**HISTORICAL EVIDENCE**

Where do you think you could find out more information about the persons who created this map?

**TYPE OF MAP**

Which do you think this map demonstrates? Adaptation, Encounter, or Exchange? Why do you think so?

**QUESTION**

What do you wonder about…
- Who?
- What?
- Where?
- When?
- Why?
- How?

**REFLECT**

- Why do you think this map was made?
- Who do you think the audience was for this map?
- How do you think this map was made?
- How does it compare to current maps of this place?

**CONNECTIONS TO THE TAMPA BAY HISTORY CENTER**

Which do you think this map demonstrates? Adaptation, Encounter, or Exchange? Why do you think so?
Primary Source # 3—Map

(Gallery Section: Tampa Bay Timeline—third floor)
Primary Source # 4—Artifact

Gallery Section: Treasure Seekers—fourth floor (Follow the Stars)

ARTIFACT ANALYSIS ORGANIZER. Use this organizer to help identify the artifact. (Note: It may be difficult to answer all the questions based on a photograph of the artifact, rather than the real thing, but try your best.) Look carefully at the object. Answer as many of the questions as you can based on what you see and what you already know.

**OBSERVE**

What is it made of? (metal, wood, fabric, paper, etc.) Describe its size, shape and color.

Does this artifact have a known function?

**HISTORICAL EVIDENCE**

Where do you think you could find out more information about this object?

**REFLECT**

Where do you think this came from?

Why do you think somebody made this?

Whom do you think this was made for?

Why do you think this item is so important?

**QUESTION**

What do you wonder about...


**CONNECTIONS TO THE TAMPA BAY HISTORY CENTER**

Which do you think this object demonstrates? *Adaptation, Encounter, or Exchange?* Why do you think so?
Primary Source # 4—Artifact

(Gallery Section: Treasure Seekers—fourth floor (Follow the Stars)
PHOTOGRAPH ANALYSIS ORGANIZER. Use this organizer to help identify the subject of the photograph. Answer as many of the questions as you can based on what you see and what you already know.

**OBSERVE**
What are people and objects are shown?
How are they arranged?
What is the physical setting?

**HISTORICAL EVIDENCE**
Where do you think you could find out more information about the persons in the photo?

**PHOTOGRAPH SUBJECT**

**QUESTION**
What do you wonder about...

**REFLECT**
Why do you think this image was made?
What’s happening in the image?
Who do you think was the audience for this image?
What can you learn from examining this image?

**CONNECTIONS TO THE TAMPA BAY HISTORY CENTER**
Which do you think this photograph demonstrates? Adaptation, Encounter, or Exchange? Why do you think so?
Primary Source #6—Document

Gallery Section: Seminoles—second floor

DOCUMENT ANALYSIS ORGANIZER. Use this organizer to help identify the type of primary source document. Answer as many of the questions as you can based on what you see and what you already know.

**OBSERVE**
- Who wrote it?
- Who read or received it?
- What is the date of the document?
- Is it handwritten or typed?
- Any stamps, postmarks, handwritten notes, seals, etc.?

**HISTORICAL EVIDENCE**
Where do you think you could find out more information about the persons who wrote or received this document?

**QUESTION**
What do you wonder about...

**TYPE OF DOCUMENT**

**REFLECT**
- Why was this document written?
- What is the main idea?
- What words from the document support the main idea?
- How is this type of document different from today?
- How is it the same?

**CONNECTIONS TO THE TAMPA BAY HISTORY CENTER**
Which do you think this document demonstrates? : Adaptation, Encounter, or exchange? Why do you think so?
Read the transcripts for these excerpts.
Billy Bowlegs & the Seminole War
Harper's Weekly Magazine, 1858

Excerpts

1. Billy Bowlegs—his Indian name is Halpatter-Micco—is a rather good-looking Indian of about fifty years. He has a fine forehead, a keen, black eye; is somewhat above the medium height, and weighs about 160 pounds. His name of "Bowlegs" is a family appellation, and does not imply any parenthetical curvature of his lower limbs. When he is sober, which, I am sorry to say, is by no means his normal state, his legs are as straight as yours or mine. He has two wives, one son, five daughters, fifty slaves, and a hundred thousand dollars in hard cash. He wears his native costume; the two medals upon his breast, of which he is not a little proud, bear the likenesses of Presidents Van Buren and Fillmore.

2. ... In a short time all the Indians amalgamated, and joined in efforts to resist the white men—the common foe of all.

3. ...Still the white settlers pressed upon the Indians. A thousand pretexts for quarrels arose. Slaves ran away and joined the Indians, who refused to surrender them. The property of the whites was plundered, reprisals were made, and a border war seemed imminent, which must involve the extermination of the Indians...

Terms:

1. Appellation: A name, title or designation.
2. Amalgamated: Mixed or merged to blend, unite, or combine.
3. Quarrel: An angry dispute or altercation.
   
   Reprisal: An act of retaliation.