

## FUGITIVE OR LIBERATOR FLORIDA HISTORY: SLAVERY - LUIS PACHECO

<b>STRAND A TIME, CONTINUITY AND CHANGE</b>			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
Our Expanding Nation (1800-1840)	A.1 Understand how pattern, chronology, sequencing, and the identification of historical periods are influenced by frames of reference.	Colburn, David R. and Jane L. Landers. <u>The African American Heritage of Florida</u> . Gainesville, Florida: University Press of Florida, 1995.	SS.A.6.3.1 SS.A.6.3.2 SS.A.6.3.4
	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.	Hughes, Langston, Milton Meltzer. <u>African American History: Four Centuries of Black Life</u> . New York, New York: Scholastic, 1990.	
	A.15 Understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.	Landers, Jane Gilmer. <u>Florida: The World Around Us</u> . New York, New York: MacMillan McGraw Hill, 1995.	
	A.18 Explain the nature of slavery and its impact on African Americans and the Southern economy.	Laumer, Frank. <u>Last Command</u> . Gainesville, Florida: University Press of Florida, 1995.	<b>GOAL 3 STANDARDS</b>
	A.38 Understand how immigration and settlement patterns have shaped the history of Florida.	Mason, Lorna C., Jesus Garcia, Frances Powell, and Frederick C. Risinger. <u>America's Past and Promise</u> . Evanston, Illinois: McDougal & Littell, 1997.	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
	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.		

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## STRAND A TIME, CONTINUITY AND CHANGE

**GOAL:** Students will be presented with skills that clarify the concept that slaves performed various jobs and served as liaisons between European Americans and Native Americans during the period of American enslavement.

INFUSION POINT	OBJECTIVES
<p>Our Expanding Nation (1800-1840)</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> give examples of the different survival skills of slaves in the United States of America.</li> <li><input checked="" type="checkbox"/> develop a time line which compares/contrasts Pacheco's life with events in American and Florida History.</li> <li><input checked="" type="checkbox"/> write an essay that provides a rationale to explain why Pacheco is a "hero" to some and a "traitor" to others.</li> </ul>

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STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>Our Expanding Nation (1800-1840)</p>	<p>Slaves played very important roles in the settlement of Florida. There were many connections between the Native Americans of Florida and the slaves who were brought to Florida.</p> <p>Slaves in northern Florida were assigned many duties and roles, including that of language interpreters for Native Americans and European Americans. One such slave was Luis Pacheco, a prominent <b>interpreter</b> during this period. He was born on December 26, 1800, on a <b>plantation</b> called New Switzerland. This <b>plantation</b> was located near Jacksonville, Florida. Both of his parents were born in Africa. Pacheco was taught to read by his “master’s” daughter. He also learned to read and speak Spanish and French. This was very unusual since slaves could not legally be taught to read. Luis Pacheco had an older brother who was captured and reared by Seminole Indians. Because the Seminoles lived near the <b>plantation</b> and often traded with the <b>plantation</b> “master” for European goods, Pacheco’s brother taught him to speak the Seminole language.</p> <p>Luis did not like being a slave, so he ran away and became a <b>fugitive</b>. He was recaptured in Tampa, Florida, and was brought to Fort Brooke. He later became Fort Brooke’s <b>interpreter</b> between the Army and the Seminole Native Americans. In 1830, Luis was sold to Antonio Pacheco, who was also a <b>plantation</b> owner. Luis again worked at a <b>trading post</b>, which was located in Sarasota, Florida, where his language skills continued to be useful.</p> <p>After Señor Pacheco died, ownership was passed on to his <b>widow</b>. Señora Pacheco <b>leased</b> Luis’ services to the United States Army for the sum of \$25 dollars a month. The United States Army became increasingly concerned about the</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>Our Expanding Nation (1800-1840)</p>	<p>growth of <b>fugitive</b> Seminole settlements in Florida. Because Luis knew the Seminole language and was familiar with the <b>terrain</b> of Florida, he became an <b>interpreter</b> and a scout. He reported directly to Major Francis Dade, who was involved with destroying <b>fugitive</b> Native American settlements in western Florida.</p> <p>Luis reported to Major Dade about unusual activity in western Florida, near the “Great Wahoo <b>Swamp</b>,” and advised against attack. Major Dade ignored the advice and proceeded to attack the Seminoles at Great Wahoo <b>Swamp</b>. The attack was ill-fated, and most of the soldiers died. Luis was accused of <b>treason</b>. It was believed that he deliberately led Major Dade into a trap. Others said that Luis was a hero, because he tried to warn the officers of impending danger, but they ignored him. He was able to run away from the fort, and was never recaptured. Dade County as we know it, was named after Major Francis Dade. Quintana Pacheco, widow of Don Antonio Pacheco, and “owner” of Luis, attempted to compel the United States Government to pay her for the loss of Luis’ valuable slave services, but the government refused. Many years later, Luis Pacheco appeared at his first home near Jacksonville, Florida. He stated that he was not a <b>traitor</b>, and that he tried to save Major Dade, not kill him. This account was published in the October, 1892 edition of the <u>Florida Times Union</u>. Luis Pacheco was a Floridian slave who played an important role in the settlement of Florida. He and other slaves like him were the links between the European Americans and the Native Americans. He was knowledgeable about the three main cultures that were on a collision course in Florida: the European American, the African American, and the Native American.</p>

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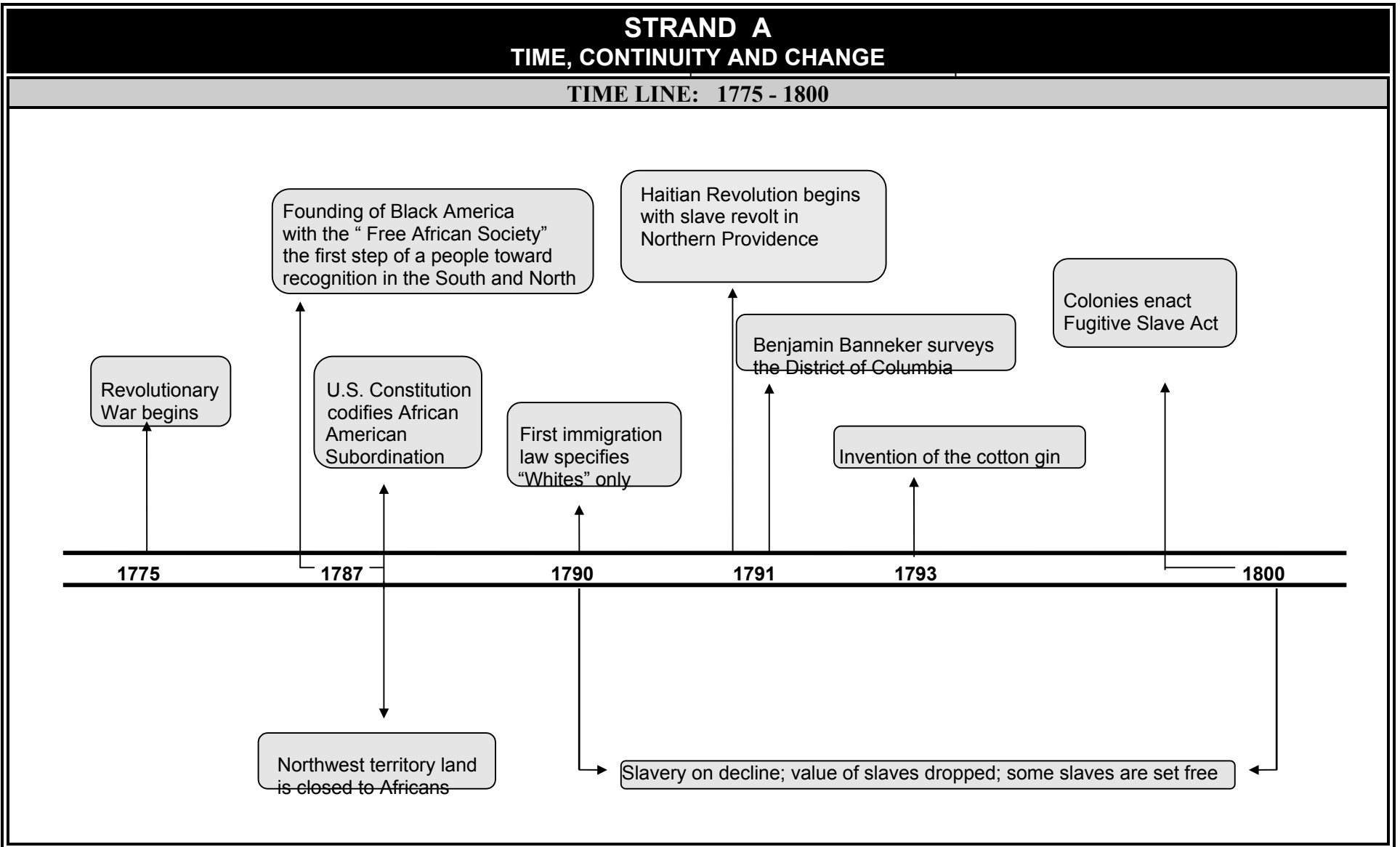
### STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>Our Expanding Nation (1800-1840)</p>	<ul style="list-style-type: none"> <li>➤ 1800 - Slavery on the decline; value of slaves decreases and some slaves are set free. Colonies enact Fugitive Slave Act.</li> <li>➤ 1801 - “Black” slave exposes Gabriel Prosser’s slave revolt in Richmond, Virginia.</li> <li>➤ 1802 - Cotton gin industrializes the tasks and responsibilities of slaves.</li> <li>➤ 1807 - African American slave trade is outlawed in U.S.</li> <li>➤ 1816 - Andrew Jackson’s attack on Fort Negro at Appalachicola Bay.</li> <li>➤ 1817 - The first Seminole War.</li> <li>➤ 1818 - Spain agrees to cede Florida to the U.S.</li> <li>➤ 1822 - Denmark Vesey’s slave revolt.</li> <li>➤ 1831 - Nat Turner’s slave revolt in South Hampton County, Virginia.</li> <li>➤ 1835 - Dade Massacre: the second Seminole Native American War.</li> <li>➤ 1839 - “Amistad” Slave mutiny occurs.</li> <li>➤ 1845 - Florida is admitted to the Union.</li> <li>➤ 1849 - Harriet Tubman escapes from slavery and returns to the South 19 times to free other slaves. The movement she led was called the Underground Railroad.</li> </ul>

# FUGITIVE OR LIBERATOR FLORIDA HISTORY: SLAVERY - LUIS PACHECO

## STRAND A TIME, CONTINUITY AND CHANGE

TIME LINE: 1775 - 1800



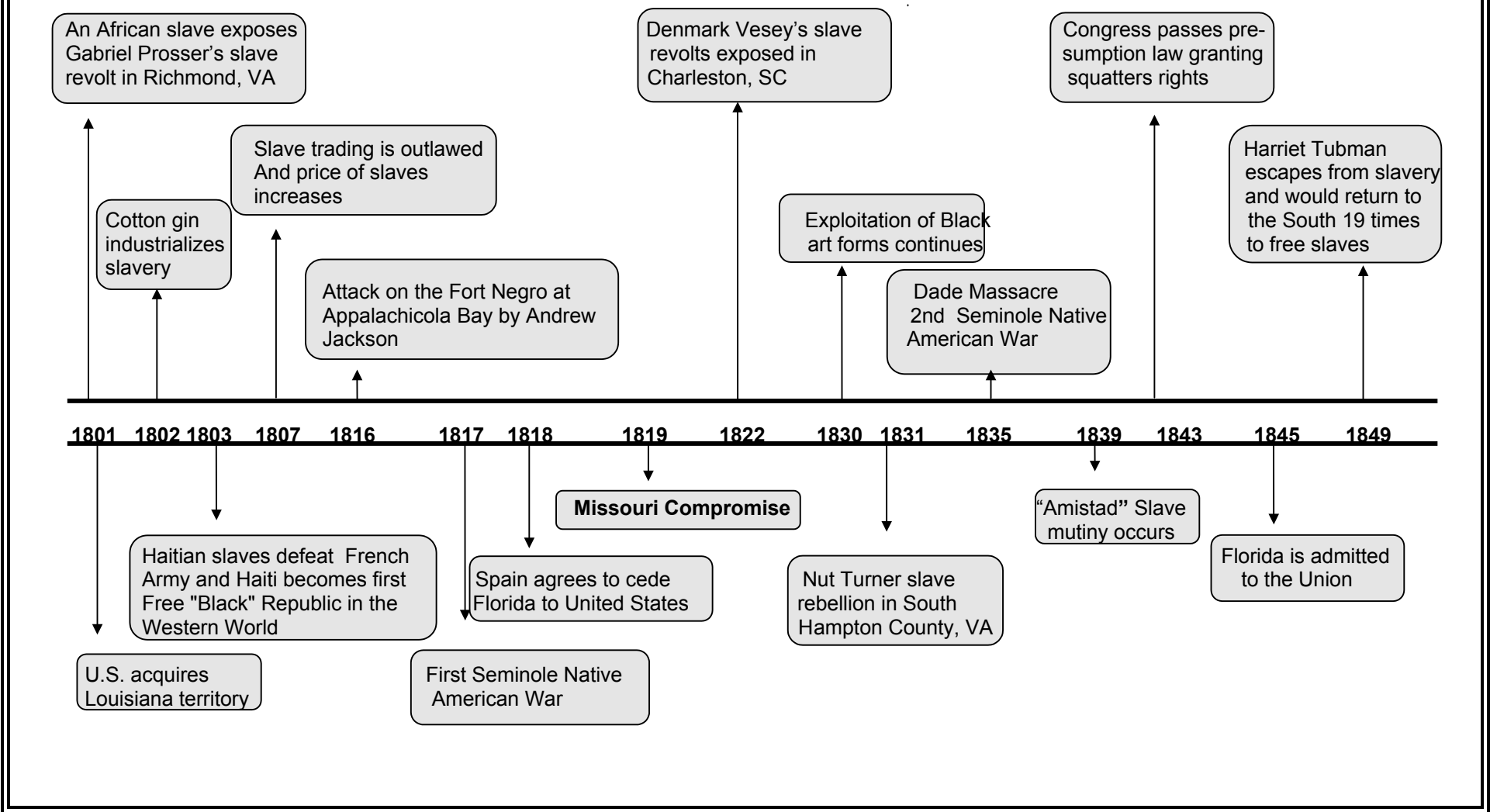
# FUGITIVE OR LIBERATOR

## FLORIDA HISTORY: SLAVERY - LUIS PACHECO

### STRAND A

#### TIME, CONTINUITY AND CHANGE

#### TIME LINE: 1801 – 1849



# FUGITIVE OR LIBERATOR FLORIDA HISTORY: SLAVERY - LUIS PACHECO

## STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	DEFINITION OF KEY TERMS
<p>Our Expanding Nation (1800-1840)</p>	<ul style="list-style-type: none"> <li>➤ <b>Fugitive</b> - A person who runs away.</li> <li>➤ <b>Interpreter</b> - A person who translates a language.</li> <li>➤ <b>Lease</b> - To loan out to someone.</li> <li>➤ <b>Plantation</b> - An agricultural estate usually worked by resident labor and/or slaves.</li> <li>➤ <b>Swamp</b> - Wet, spongy land saturated with water.</li> <li>➤ <b>Terrain</b> - A tract of land.</li> <li>➤ <b>Trading post</b> - A place where people bought food and other necessities.</li> <li>➤ <b>Traitor</b> - A person who betrays the leader or a country.</li> <li>➤ <b>Treason</b> - Giving aid and comfort to the enemies of one's country.</li> <li>➤ <b>Widow</b> - The wife of a man who has died.</li> </ul>



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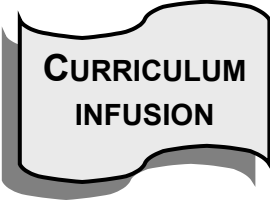
## STRAND A

### TIME, CONTINUITY AND CHANGE

#### RECOMMENDED STUDENT ACTIVITIES

##### *Language Arts*

- Create and write job descriptions for the following:
  1. A Military Scout
  2. An Interpreter
  3. A Storekeeper
  4. A SoldierInclude the salary, age, and ethnic make up of that person.
- Create and write a job description for the following personnel today
  1. An Air Force pilot
  2. A United Nations Language Interpreter
  3. An Office Manager
  4. A MarineAre you allowed by law to include salary, age, and ethnic composition?
- Write a news account of the Dade Massacre. Draw and color Dade Massacre in the "Great Wahoo Swamp." Display your work.
- Write an autobiography as an African slave liberator.



**CURRICULUM  
INFUSION**

##### *Social Studies*

- Debate the hypothesis that Luis Pacheco was a traitor to the American cause.
- Document the travels of Pacheco on a chart, beginning with his birth to his old age in Jacksonville, Florida.
- Research the Spanish influence on slavery in America in the 19th century.
- Brainstorm on the connections between enslaved persons and the Seminole Indians in Florida.
- Draw and label a physical/political map of Florida in the 19th century.
- Compose and display a descriptive organizer on the life of Luis Pacheco.

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## STRAND A

### TIME, CONTINUITY AND CHANGE

#### RECOMMENDED STUDENT ACTIVITIES

##### **Mathematics**

- Document the mathematical distance that Pacheco would have traveled from the following places: Miami to West Palm Beach, then to Orlando, then to Jacksonville, and then, with no stop, return to Miami.
- Construct a fort much like the fort that Pacheco lived in. Describe and present your findings in mathematical language (i.e. height, width, length, circumference, and perimeter).
- Develop a time line that captures the contributions and life of Pacheco.
- Research on the bartering system that Americans used during the 19th Century. Document your findings through pictures.

**CURRICULUM  
INFUSION**

##### **Humanities/Arts**

- Prepare a scrapbook that displays the life of Luis Pacheco.
- Host an art exhibition on slavery and Pacheco's contributions.
- Create a song that depicts the feelings of slaves seeking freedom.
- Develop a play that depicts the life of Pacheco.

##### **Science**

- Describe the geography of the "Great Wahoo Swamp."
- Research and report on the different physical environments in Florida (i.e. coastal, inland, Everglades, and highlands). Include plants and animals in your report.
- Speculate as to why the environment of a swamp would pose military problems for Major Dade.
- Capture, and study some of the insect life of Florida. Record your observations and report to the group.

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## STRAND A

### TIME, CONTINUITY AND CHANGE

#### RECOMMENDED STUDENT ACTIVITIES

##### ***Critical Thinking***

- Use visuals to orally present the findings from the data researched.
- Distinguish the importance of a revolutionist and a liberal.
- Compare and contrast the various strategies used by the fugitive African slaves.
- Create discussion groups to discuss the concept "It is better to be a fugitive slave than to live in captivity."

**CURRICULUM  
INFUSION**

##### ***Research Skills***

- Prepare a written report on the importance of liberators to the people in West Palm Beach, Florida by collecting any articles, fliers, or other data on the civil rights struggles.
- Prepare a book display on materials related to the liberations of the African slaves including Pacheco.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>Our Expanding Nation (1800-1840)</p>	<ol style="list-style-type: none"> <li>1. Students will draw a descriptive organizer that includes the life of Luis Pacheco based on :               <ul style="list-style-type: none"> <li>December 25, 1800 - born, New Switzerland near Jacksonville, Florida</li> <li>December 1835 - begins to work for the U.S. Army</li> <li>December 28, 1835 - The Dade Massacre</li> <li>October 1892 - Pacheco's account published in the <u>Florida Times Union</u></li> </ul> </li>   <li>2. Students will be assessed on their writing of the Dade Massacre from a Seminole's perspective. (Based on a rubric developed by the teacher)</li>   <li>3. Students will be assessed on an essay which describes the account of the Dade Massacre from a U.S. soldier's perspective. (Based on a rubric developed by the teacher)</li>   <li>4. Students will be assessed on an essay about a recent news event, which parallels the experience of Pacheco. (Based on a rubric developed by the teacher)</li> </ol>

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## STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>Our Expanding Nation (1800-1840)</p>	<p><b><i>Pre/Post Assessment</i></b></p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p><b>K. CURRENT KNOWLEDGE – FORMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use a teacher made assessment instrument.</li> <li>➤ Determine students’ knowledge of fugitive slaves and their contributions.</li> </ul> <p><b>W. WHAT IS TO BE LEARNED? PROCESS</b></p> <ul style="list-style-type: none"> <li>➤ Use unit content and formulate assessment items.</li> <li>➤ Use journals, presentations, portfolios in the process.</li> <li>➤ Use a timeline and assess its completeness on the life of Pacheco.</li> </ul> <p><b>L. WHAT WAS LEARNED? SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>➤ Use journals and portfolios to assess gains.</li> <li>➤ Use multiple choice exams.</li> <li>➤ Use product evaluation.</li> <li>➤ Use research papers and assess with a matrix .</li> </ul> </div>